

# ENGAGING MEN ONLINE

## Using online media for violence prevention with men and boys

*Michael Flood*

There is growing interest in using online media among men and boys to prevent men's violence against women and girls, informed by three insights. First, there is an urgent need to engage men and boys in the prevention of violence against women and girls: to lessen their likelihood of perpetration, to harness their positive influence on other boys and men, and to address key drivers of violence including patriarchal masculine norms and inequalities (Flood, 2019a). Second, online media may provide a particularly effective means to reach and educate large numbers of boys and men. Third, online media and communities are contributors to the problem, as important sources of misogynist and violence-supportive norms among boys and young men and as inciting and endorsing some men's perpetration of both online and offline violence and abuse.

This chapter reviews the use of online media in encouraging egalitarian and non-violent attitudes and behaviours among men and boys. It explores four kinds of strategy: violence prevention education; social marketing and communications; community mobilisation; and interventions into misogynist communities. The chapter focuses on engaging men and boys in the primary prevention of violence, leaving aside other strategies aimed at men specifically as perpetrators or as victim-survivors.

### **Working online**

Online strategies, given their advantages for health promotion, may have significant value in reaching, educating and changing men. Many existing violence prevention interventions involve face-to-face and small group formats, and these are resource-intensive and with limited reach and sustainability. In-person interventions are costly, time intensive and difficult to disseminate (Rizzo et al., 2021). An obvious alternative is online delivery, with advantages including “lower cost of intervention delivery, greater reach, maintenance of fidelity, the possibility of delivery in a wide range of settings, and ability to tailor content to a variety of users” (Salazar et al., 2014, p. 2).

There are significant advantages to online educational interventions in relation to reach, dissemination and fidelity. Given the widespread use of the internet and mobile

phones, online interventions have the potential to reach large audiences (Oesterle et al., 2022). They may be deployed to make changes in organisations, scaled up to generate institutional norm change (Pascoe, Wells and Esina, 2021a). Online interventions can be particularly useful in contexts that are poor in resources, funding and personnel (Murta et al., 2020). Using online media also enables the repeated and simultaneous delivery of interventions with fidelity (Oesterle et al., 2022), and easy transfer and dissemination to other settings or populations.

Online interventions allow for the tailoring or personalisation of content: to individual users' particular risk and protective factors, levels of self-efficacy, readiness to change, and performance (Oesterle et al., 2022). Personalised feedback can be provided in response to users' inputted data, responses to quiz answers, or choices in branching narratives (Pascoe, Wells and Esina, 2021a). For example, in the dating violence intervention Dating SOS, participants receive tailored guidance based on information gathered beforehand on their attachment styles, experiences of relationship violence, attitudes towards dating violence, sources of social support and so on (Murta et al., 2020). Tailored feedback is said to be more memorable, relevant and appealing (Murta et al., 2020), and immediate feedback is said to improve people's ability to engage in particular behaviours and tasks (Pascoe, Wells and Esina, 2021a). Tailoring programmes among men to their individual risk factors may be particularly valuable given the evidence that some programmes have had negative effects among men at high risk for perpetration, increasing their sexually coercive behaviour (Stephens and George, 2009).

Online educational programmes also have potential strengths in terms of skills development and immersion. Digital programmes can give opportunities for participants to practise desired behaviours without judgement and receive feedback on behaviour choices in given scenarios (Oesterle et al., 2022). Online strategies that use virtual reality, immersive story-telling and gamification may be particularly effective at engaging participants.

Online educational interventions have demonstrated both feasibility and acceptability. Recent reviews of interventions using virtual reality and gamification also find that they are acceptable to users (Pascoe, Wells and Esina, 2021a, 2021b). For example, college men in a US study of an online sexual violence prevention programme reported preferring an online format because of privacy and the opportunity to complete the programme at their own pace in their own time (Thompson et al., 2021).

Many of the advantages of online media for violence prevention education also transfer to other strategies including social marketing and community mobilisation. Online media and spaces offer scale and reach, instant and constant availability, visually and emotionally engaging content, opportunities for informal engagement, both open access content and closed communities, anonymity, and lower barriers to engagement (Washington and Marcus, 2022, pp. 14–16). Feminist advocates and movements are making greater use of digital spaces to shift social norms, galvanise activism and generate policy change (Washington and Marcus, 2022, p. 10).

Initiatives aimed at men and boys are an increasingly significant stream of violence prevention activity. They have proliferated in recent decades with both the expansion of primary prevention efforts and the emergence of an “engaging men” field, comprising programming and policy focused on men and boys and directed toward the goal of gender equality (Flood, 2021; Greig and Flood, 2020). One of the most common forms of intervention comprises educational programmes.

### **Educating men and boys online**

Violence prevention education, including consent education and respectful relationships education, is a well-established and effective stream of prevention activity. Online programmes, particularly those with longer durations and greater interactivity, have demonstrated impact. In the last decade, there has been a proliferation of online programmes, including initiatives aimed at or including male audiences, and some show positive evaluations. For example:

- RealConsent is a bystander approach to sexual violence prevention which comprises six 30-minute interactive modules. In a study among US male undergraduate students, at six-month follow-up participants showed a range of positive attitudinal and behavioural changes compared to a control group, including in sexual violence perpetration and bystander intervention (Salazar et al., 2014).
- On the other hand, a far shorter intervention, the 20-minute intervention Take Care, had no positive impact on US university students' feelings of efficacy in engaging in positive bystander behaviour or their actual engagement (Kleinsasser et al., 2015). Among the students (19% male), although those who viewed Take Care showed greater feelings of efficacy for engaging in bystander behaviours and greater engagement in bystander behaviours than students in the control group at two-month follow-up this did not represent an increase in Take Care participants' engagement in bystander behaviours but a decrease in the comparison group's engagement.
- In a cluster-randomised trial of Teen Choices, a three-session online programme for healthy, nonviolent relationships in the US, participants showed a significant reduction in perpetration and victimisation of violence at six and 12 months (Levesque et al., 2016).
- In a trial of All-In: A Culture of Respect, a 45-minute programme for US college athletes, at one-month follow-up male participants showed significant improvement in knowledge about and attitudes towards sexual violence and their perception of peers' violence-supportive norms (Thompson et al., 2021).
- Haven – Understanding Sexual Assault, a one-hour sexual assault prevention programme by Everfi, had no impact on US students' legal knowledge of sexual assaults or healthy sexual beliefs and attitudes, from data collected before and after students' participation in the programme (Kimberly and Hardman, 2020).
- In a randomised control trial of Project STRONG, a parent-son intervention for the prevention of dating violence among early adolescent boys comprising six modules, the programme showed positive effects at follow-up three months and nine months later on US parents' attitudes, boys' general aggression and their emotional self-regulation, but not their attitudes towards domestic violence (Rizzo et al., 2021).

Let us turn now to online educational initiatives that do much more to exploit the pedagogical potential of online media, through virtual reality and gamification.

### ***Virtual reality and immersive storytelling***

“Virtual reality” refers to computer-generated environments with scenes and objects that appear to be real, making the user feel they are immersed in their surroundings. In virtual reality (VR), users take part in an entirely computer-generated simulation of an alternate world, doing so via a computer and typically a VR headset or helmet. Augmented reality

(AR), on the other hand, is an interactive experience of a real-world environment, but where the objects that reside in the real world are enhanced by computer-generated perception information. Users perceive the world in ways shaped by visual, auditory, haptic and other information, doing so using a smartphone, head-mounted display, special eyeglasses, head-up displays and so on. VR is completely virtual, while AR uses a real-world setting and adds layers of virtual objects or other information to it.

Both virtual reality and augmented reality technologies have been used in educational and social change interventions addressing gender inequality, violence prevention, equity and diversity, and empathy and prosocial behaviour. A recent rapid review of VR interventions in these areas, focused on publications over 2010–2021, on interventions including at least 30% male participants, and providing evidence of impact, found eight relevant studies (Pascoe, Wells and Esina, 2021b).

A strategy of immersive VR for embodied victim perspective-taking is used in three interventions aimed at violence prevention in the above review (Neyret et al., 2020; Steinfeld, 2020; Ventura et al., 2021). All three use a VR scenario of sexual harassment, in which participants (all-male in two studies, and mixed-gender in a third) take the perspective e.g. of a woman being sexually harassed. Two of the interventions showed positive impacts. In one, men in the female embodiment condition were less likely than men in other conditions to perpetrate male-identified anti-social behaviour one week later, measured by the administration of electric shocks to a female learner (Neyret et al., 2020). In another, men who watched a 360° video in which they embodied a woman being sexually harassed were compared with a control group who listened to a narrative of the same story. Comparing pre- and post-intervention responses, although all participants showed higher feelings of empathy and lower violence-supportive attitudes, the impact was greater for men in the VR condition (Ventura et al., 2021). In a third experiment, participants consumed a story of a male manager's ongoing verbal sexual harassment of his female employee as a written script, two-dimensional video, or immersive 360-degree video. Comparing pre- and post-session responses, the method of consumption had no impact on views of sexual harassment or empathy for and identification with the victim (Steinfeld, 2020). The other five VR interventions in the review sought to cultivate empathy or improved attitudes in relation to gender inequality, racism and homelessness, showing mixed impacts on these domains (Pascoe, Wells and Esina, 2021b).

Virtual reality-based interventions show promise as a means of engaging men and boys in violence prevention. VR interventions, particularly those based on immersive and perspective-taking strategies, may be effective in demonstrating the future negative consequences of present behaviours, allowing participants to practise prosocial behaviour, and “priming” people such that they respond differently to particular sights or sensations (Bowman, Ahn, and Mercer Kollar, 2020; Pascoe, Wells and Esina, 2021b). Users' virtual experiences are said to transfer to the real world to shift their attitudes and behaviours (Bowman, Ahn, and Mercer Kollar, 2020, p. 8).

VR interventions may be particularly effective in building empathy and perspective-taking. Men may increase their empathy for women or victim/survivors of violence by taking part in VR programmes where they are able to see, hear, and feel as if they have become another person and can, in a sense, share their lived experience (Bowman, Ahn, and Mercer Kollar, 2020; Steinfeld, 2020). VR programmes also may foster skills development through the kinds of immersive role-plays they can allow, in which users are able to see, hear and feel as if they have become a victim, perpetrator, or bystander (Bowman, Ahn, and Mercer Kollar, 2020, p. 9).

VR, however, is not a “magic bullet” for generating change. Only a small number of published evaluations exist, and interventions’ impacts are mixed. There are no evaluations of violence-related VR interventions that include assessment of behaviour change, although evaluations for other domains such as health and exercise do show behavioural impacts (Bowman, Ahn, and Mercer Kollar, 2020, p. 9), nor any that include longer-term follow-up (Pascoe, Wells and Esina, 2021b). Further, some studies find that participating in VR scenarios of sexual harassment is no more impactful than watching a video or reading a narrative of harassment (Steinfeld, 2020).

A second online-centred approach involves gamification. Gamification refers to “the use of game design elements in non-game contexts” (Deterding et al., 2011, p. 9). It involves bringing elements of game design into existing processes and services in order to engage and motivate users (Schoech et al., 2013), including the use of “motivational affordances” such as points, achievements, levels, a story or narrative, goals, feedback and challenges, and user experiences of progress, mastery, autonomy or control, fun and social connection (Pascoe, Wells and Esina, 2021a). Used in interventions, gamification also is referred to in terms of serious games, social impact games, prosocial video games, game-based learning and so on.

A recent rapid review of gamification interventions in these areas, based on the same approach as the VR review above, identified 17 publications, including 11 studies focused on violence or abuse (Pascoe, Wells and Esina, 2021a). Nearly all used gamification within a digital game. Key game elements used in the interventions included narrative (in which users “choose their own adventure” in a branching narrative), quizzes and mini-games within the larger game, rewards and progress indicators (points, badges, and leaderboards), and tailored and immediate feedback. The application of game design techniques into non-game environments is intended to increase and sustain users’ engagement and thus the interventions’ impact. The game elements are meant to capture users’ interest and enjoyment, motivate their participation, facilitate immersion, allow connections with other users and respond to learners’ unique needs.

Gamified interventions are a promising means of violence prevention, at least from a small body of evidence. For example, in a randomised controlled trial in seven schools in Barbados, the prosocial video game *Jesse* increased children’s and adolescents’ empathy towards victims of intimate partner violence (Boduszek et al., 2019). In a study of two video games teaching bystander skills in situations of sexual and relationship violence and stalking, both had positive impacts on university students’ attitudes towards bystander intervention. The more interactive, narrative-based game of the two was particularly effective in improving male attitudes, including positive impacts at four-week follow-up (Potter et al., 2019). However, in a more recent evaluation of these two games, although there were immediate increases in bystander efficacy and bystander attitude scores, only women in one of the games sustained changes in bystander efficacy scores at follow-up (Potter et al., 2020). Finally, a recent systematic review of prosocial video games found mixed but encouraging results, suggesting that prosocial digital games can be used to promote prosocial behaviours and skills (Saleme et al., 2020).

### **Shifting masculine social norms**

A second stream of online violence prevention intervention relies on the use of social marketing and communications, typically to shift violence-supportive social norms. Violence prevention interventions based on social marketing and communications are well-

developed and widely used (Flood, 2019a; Reidy et al., 2022; Smith-Darden et al., 2022). These focus largely on offline strategies and they make use of online platforms primarily to disseminate campaign materials and resources or for webinars or training. Dedicated, formal, online social marketing campaigns are rare, and campaigns focused on engaging men and boys are rarer still. One example is “Never Follow”, developed by the Australian national organisation Our Watch, which seeks “to support young men to develop positive personal identities not constrained by gender stereotypes” (Our Watch, 2019).

Grassroots online activism has, on the other hand, made significant use of the internet (Washington and Marcus, 2022). “Hashtag activism” involves using social media channels for advocacy – as discussed more fully in the chapters which follow within this collection. For violence prevention this has included providing avenues for victim/survivors to speak and be heard, challenging dominant conceptions of violence, enabling advocates to speak out against online and offline violence and providing platforms for feminist counter-publics (Sills et al., 2016). The most notable instance of hashtag activism against rape culture is #MeToo (Smith-Darden et al., 2022). #MeToo campaigns have contributed to some slight weakening of violence-supportive social norms, including positive shifts in men’s attitudes and behaviours (Flood, 2019b).

Campaigns on social media may seek to challenge the hegemonically masculine social norms that inform men’s violence against women, although only a few are aimed primarily at men and boys themselves, such as White Ribbon Canada’s #BoysDontCry campaign (2019) aimed at promoting a healthier masculinity and, similar to this, White Ribbon New Zealand’s Challenge the #Unspoken Rules campaign (2019). In addition, when men’s violence against women becomes the focus of social media attention, social media users themselves certainly call for engaging men and boys in prevention (Maas et al., 2018). There also are initiatives aimed at mobilising men online, and the chapter turns to these now.

### **Mobilising men and boys**

A third way that men and boys may be engaged online in violence prevention is in efforts to mobilise them in prevention efforts. There are growing efforts around the world to mobilise men as violence prevention advocates, in grassroots men’s anti-violence groups and networks and national and international campaigns (Flood, 2019a). Where initiatives such as the White Ribbon Campaign are well established, typically they are accompanied by websites that promote the campaign. These seek to mobilise men both to take action in their own lives and to join in collective advocacy.

Established strategies of feminist online activism can be used to recruit and mobilise men in online spaces, but such work is underdeveloped and most campaigns aimed at men and boys are focused on offline mobilisation. Nevertheless, there are calls for men to be allies to women online, whether on social media, in gaming, or in other spaces. One example of a focused appeal to men on social media is #HowWillIChange, one of the first significant social media campaigns aimed at men.

The campaign #HowWillIChange was initiated on Twitter by an Australian male journalist in response to the #MeToo campaign and intended to encourage men to commit to specific changes in their behaviour to diminish men’s violence against women. One analysis found that the hashtag prompted a range of responses, from active commitment to dismantling rape culture, to indignant resistance, to hostile backlash (PettyJohn et al., 2019). A second analysis found that three-quarters of responses to #HowWillIChange were

positive, focused on challenging misogynistic and sexist statements, teaching children about respect and relationships, and so on (Harlow et al., 2021). On the other hand, nearly one-quarter (22.4%) of responses were negative, and these often echoed the themes of anti-feminist “men’s rights” advocates or MRAs.

One productive avenue for engaging men and boys online, therefore, is “bystander intervention”, in which individuals who are not the targets of violence-supportive or sexist conduct can intervene in order to prevent and reduce harm to others (Flood, 2019a, p. 214). One challenge here is that, at least in some studies, men are less likely than women to intervene in abusive and violent behaviour and comments, less likely to do so in productive ways (Flood, 2019a, pp. 120–122; Hayes, 2019), and their anticipated responses to men’s online abuse of women are constrained by adversarial heterosexual beliefs and endorsement of traditional gender roles (Hayes, 2019). Nevertheless, there are fledgling initiatives to engage young men in intervening, for example, in online homosocial spaces when they observe harmful gendered norms and behaviours such as sexist and misogynistic “banter” (Haslop and O’Rourke, 2022).

### **Tackling misogynist communities**

The final stream of violence prevention aimed at men and boys is intervention into misogynist online communities. Discussion of the breadth of relevant strategies, particularly legal strategies (Richardson-Self, 2021, pp. 117–129; Tomkinson, Harper, and Attwell, 2020), is beyond the scope of this chapter, and it focuses on extra-legal, online approaches.

Primary prevention strategies seek to lessen the initial development of misogynistic extremist actors and organisations. Online, this might include promoting the voices and positions of women in the public sphere, using social norms strategies to promote gender-equitable norms and lessen the social norms that feed into misogynist extremism, and disseminating critiques of misogynist ideologies and ideologues (Tomkinson, Harper, and Attwell, 2020). Positive social norms may be communicated through community standards on online platforms, online training courses, and anti-hate campaigns teaching people to recognise and confront misogynist ideologies and practices (Windisch, Wiedlitzka, and Olaghère, 2021). Media literacy strategies could be used to “inoculate” boys and men against sexist content and empower them to respond critically (Blaya, 2019, pp. 166–167). Redirection strategies could be used such that men searching for misogynist and violence-supportive content are redirected to content that challenges such narratives and provides links to relevant social services (Windisch, Wiedlitzka, and Olaghère, 2021).

Feminist and anti-violence counterspeech represents a crucial response to misogynist ideologies and actors. Acts of “speaking back” by individual victims and targets are important forms of resistance, although limited by wider structures of authority and credibility. Collective counterspeech is vital, involving social movements, organisations and other collective actors “rebuking injustice *en masse*” (Richardson-Self, 2021, p. 133). Campaigns deploying counter-narratives and counter-spaces (Blaya, 2019, pp. 167–169) could be used to engage men and boys in challenging online misogyny. These are complemented by the development of technological responses to hate speech such as automated counter-speech generation (e.g. generating tweets in response to abusive commentary) and automated and semi-automated moderation (Chaudhary, Saxena, and Meng, 2021).

Secondary prevention strategies are aimed at those already “at risk” of entering misogynist extremist communities or showing “red flags” for such participation (Harris-Hogan, Barrelle

and Zammit, 2016), and intervene with support programmes and counter-narratives to shift their trajectories away from radicalisation (Tomkinson, Harper, and Attwell, 2020). The field of Countering Violent Extremism (CVE) includes various strategies aimed at deradicalisation, at both the secondary and tertiary levels of intervention, and some may be deployed in online settings.

Finally, tertiary intervention strategies are aimed at those already involved in misogynist extremism. They are intended to facilitate those already considered extremist to disengage from a violent extremist network and its violent behaviour (Harris-Hogan, Barrelle and Zammit, 2016). “Exit” programmes are a well-established strategy in the CVE field (Tomkinson, Harper, and Attwell, 2020, p. 162) and they could be used for the men who have joined misogynist extremist networks.

### Conclusion

Online initiatives intended to engage men and boys in the prevention of domestic and sexual violence are burgeoning, but the evidence for their effectiveness is mixed. The field is nascent, many existing interventions are pilots, and we need to know far more about effective forms of practice.

In order to be effective, online education programmes require many of the same features as offline programmes: a robust theoretical framework, attention to relevant risk factors, sufficient dosage, engaging curricula, and integration in a comprehensive approach (Flood, 2019a). Whether on campuses, in schools, or elsewhere, educational interventions ideally are incorporated into multi-strategy approaches to generate impact, rather than supplanting more traditional programming (Potter et al., 2020). Similarly, social marketing and communications campaigns must be evidence-based if their reach, relevance and popularity are to translate into actual changes in social norms (Smith-Darden et al., 2022, p. 240). Large-scale campaigns that challenge restrictive representations of masculinity and popularise gender-equitable alternatives are sorely needed. Men and boys also must be mobilised, both as individual pro-social bystanders and as allies with women in collective anti-violence advocacy, and the latter is most likely to generate change if online and offline activism reinforce one another (Washington and Marcus, 2022).

The most significant challenge of all in engaging men and boys perhaps is to prevent and reduce their patriarchal radicalisation in violence-supportive online spaces. This requires challenging patriarchal online media, lessening males’ recruitment into misogynist communities and building more gender-equitable cultures both online and offline.

### References

- Blaya, C. (2019) ‘Cyberhate: A review and content analysis of intervention strategies’, *Aggression and Violent Behavior*, 45, pp. 163–172.
- Boduszek, D., Debowska, A., Jones, A. D., Ma, M., Smith, D., Willmott, D., Jemmott, E. T., Da Breo, H. and Kirkman, G. (2019) ‘Prosocial video game as an intimate partner violence prevention tool among youth: A randomised controlled trial’, *Computers in Human Behavior*, 93, pp. 260–266.
- Bowman, N. D., Ahn, S. J., and Mercer Kollar, L. M. (2020) ‘The paradox of interactive media: The potential for video games and virtual reality as tools for violence prevention’, *Frontiers in Communication*, 5, pp. 1–15.
- Chaudhary, M., Saxena, C. and Meng, H. (2021) ‘Countering online hate speech: An NLP perspective’, *arXiv preprint arXiv:2109.02941*.



- Deterding, S., Dixon, D., Khaled, R. and Nacke, L. (2011) *From game design elements to gamefulness: Defining “gamification”*, Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments, Tampere, Finland. 10.1145/2181037.2181040
- Flood, M. (2019a) *Engaging men and boys in violence prevention*. Cham: Palgrave Macmillan.
- Flood, M. (2019b) ‘Men and #MeToo: Mapping men’s responses to anti-violence advocacy’, in Fileborn, B. and Loney-Howes, E. (eds) *#MeToo and the politics of social change*. Cham: Palgrave Macmillan, pp. 285–300.
- Flood, M. (2021) ‘Sexual violence prevention with men and boys as a social justice issue’, in Orchowski, L. and Berkowitz, A. (eds), *Engaging boys and men in sexual assault prevention: Theory, research and practice*. Amsterdam: Elsevier, pp. 49–70.
- Greig, A., and Flood, M. (2020) *Work with men and boys for gender equality: A review of field formation, evidence base and future directions*. UN Women.
- Harlow, A. F., Willis, S. K., Smith, M. L. and Rothman, E. F. (2021) ‘Bystander prevention for sexual violence: #HowIWillChange and gaps in Twitter discourse’, *Journal of Interpersonal Violence*, 36 (11-12), pp. NP5753–NP5771.
- Harris-Hogan, S., Barrelle, K. and Zammit, A. (2016) ‘What is countering violent extremism? Exploring CVE policy and practice in Australia’, *Behavioral Sciences of Terrorism and Political Aggression*, 8 (1), pp. 6–24.
- Haslop, C. and O’Rourke, F. (2022) *#Men4change toolkit: An evidence based resource to engage young men in tackling and preventing harmful sexual and gender-based norms and behaviours in online spaces*. 18 May. Challenging Sexual and Gender Based Violence in Education Conference, University College London.
- Hayes, B. E. (2019) ‘Bystander intervention to abusive behavior on social networking websites’, *Violence Against Women*, 25 (4), pp. 463–484.
- Kimberly, C. and Hardman, A. M. (2020) ‘The effectiveness of an online sexual assault prevention program on college campuses’, *Journal of Student Affairs Research and Practice*, 57 (4), pp. 432–440.
- Kleinsasser, A., Jouriles, E., McDonald, R. and Rosenfield, D. (2015) ‘An online bystander intervention program for the prevention of sexual violence’, *Psychology of Violence*, 5 (3), pp. 227–235.
- Levesque, D. A., Johnson, J. L., Welch, C. A., Prochaska, J. M. and Paiva, A. L. (2016) ‘Teen dating violence prevention: Cluster-randomized trial of Teen Choices, an online, stage-based program for healthy, nonviolent relationships’, *Psychology of Violence*, 6 (3), pp. 421–432.
- Maas, M. K., McCauley, H. L., Bonomi, A. E. and Leija, S. G. (2018) “‘I was grabbed by my pussy and its #NotOkay’”: A Twitter backlash against Donald Trump’s degrading commentary’, *Violence Against Women*, 24 (14), pp. 1739–1750.
- Murta, S. G., de Oliveira Parada, P., da Silva Meneses, S., Medeiros, J. V. V., Balbino, A., Rodrigues, M. C., Miura, M. A., Dos Santos, T. A. A. and de Vries, H. (2020) ‘Dating SOS: A systematic and theory-based development of a web-based tailored intervention to prevent dating violence among Brazilian youth’, *BMC Public Health*, 20 (1), pp. 1–14.
- Neyret, S., Navarro, X., Beacco, A., Oliva, R., Bourdin, P., Valenzuela, J., Barberia, I. and Slater, M. (2020) ‘An embodied perspective as a victim of sexual harassment in virtual reality reduces action conformity in a later Milgram obedience scenario’, *Scientific Reports*, 10 (1), pp. 1–18.
- Oesterle, D. W., Schipani-McLaughlin, A. M., Salazar, L. F. and Gilmore, A. (2022) ‘Using technology to engage boys and men in the prevention of sexual assault’, in Orchowski, L. and Berkowitz, A. (eds), *Engaging boys and men in sexual assault prevention: Theory, research, and practice*. Amsterdam: Elsevier, pp. 341–364.
- Our Watch. (2019) *About the Never Follow campaign*. Our Watch. <https://www.theline.org.au/about-never-follow/>
- Pascoe, L., Wells, L. and Esina, E. (2021a) *Gamification to engage and mobilize men for violence prevention and the advancement of gender equality, diversity, justice, and inclusion: Rapid evidence review*. Shift: The Project to End Domestic Violence (University of Calgary).
- Pascoe, L., Wells, L. and Esina, E. (2021b) *Using virtual reality and immersive storytelling to engage and mobilize men for violence prevention and the advancement of gender equality, diversity, justice, and inclusion: Rapid evidence review*. Shift: The Project to End Domestic Violence (University of Calgary).

- PettyJohn, M. E., Muzzey, F. K., Maas, M. K. and McCauley, H. L. (2019) '#HowIWillChange: Engaging men and boys in the #MeToo movement', *Psychology of Men and Masculinities*, 20 (4), pp. 612–622.
- Potter, S. J., Demers, J. M., Flanagan, M., Seidman, M. and Moschella, E. A. (2020) 'Can video games help prevent violence? An evaluation of games promoting bystander intervention to combat sexual violence on college campuses', *Psychology of Violence*, 11 (2), pp. 199–208.
- Potter, S. J., Flanagan, M., Seidman, M., Hodges, H., and Stapleton, J. G. (2019) 'Developing and piloting videogames to increase college and university students' awareness and efficacy of the bystander role in incidents of sexual violence', *Games for Health Journal*, 8 (1), pp. 24–34.
- Reidy, D., Leone, R., Bogen, K. W., and Swahn, M. H. (2022) 'The culture of masculinities and sexual aggression: Raising boys to be non-violent men', in Orchowski, L. and Berkowitz, A. (eds), *Engaging boys and men in sexual assault prevention: Theory, research, and practice*. Amsterdam: Elsevier, pp. 125–148.
- Richardson-Self, L. (2021) *Hate speech against women online: Concepts and countermeasures*. Lanham, Maryland: Rowman and Littlefield.
- Rizzo, C. J., Houck, C., Barker, D., Collibee, C., Hood, E. and Bala, K. (2021) 'Project STRONG: An online, parent–son intervention for the prevention of dating violence among early adolescent boys', *Prevention Science*, 22 (2), pp. 193–204.
- Salazar, L. F., Vivolo-Kantor, A., Hardin, J., and Berkowitz, A. (2014) 'A web-based sexual violence bystander intervention for male college students: Randomized controlled trial', *Journal of Medical Internet Research*, 16 (9), p. e203.
- Saleme, P., Pang, B., Dietrich, T., and Parkinson, J. (2020) 'Prosocial digital games for youth: A systematic review of interventions', *Computers in Human Behavior Reports*, 2, p. 100039.
- Schoech, D., Boyas, J. F., Black, B. M. and Elias-Lambert, N. (2013) 'Gamification for behavior change: Lessons from developing a social, multiuser, web-tablet based prevention game for youths', *Journal of Technology in Human Services*, 31 (3), pp. 197–217.
- Sills, S., Pickens, C., Beach, K., Jones, L., Calder-Dawe, O., Benton-Greig, P. and Gavey, N. (2016) 'Rape culture and social media: Young critics and a feminist counterpublic', *Feminist Media Studies*, 16 (6), pp. 935–951.
- Smith-Darden, J., McCauley, H., Kynn, J., Orchowski, L. and Reidy, D. (2022) 'Raising awareness about men's violence against women: Theory, research and practice', in Orchowski, L. and Berkowitz, A. (eds.), *Engaging boys and men in sexual assault prevention: Theory, research, and practice*. Amsterdam, Netherlands: Elsevier, pp. 237–264.
- Steinfeld, N. (2020) 'To be there when it happened: Immersive journalism, empathy, and opinion on sexual harassment', *Journalism Practice*, 14 (2), pp. 240–258.
- Stephens, K. A. and George, W. H. (2009) 'Rape prevention with college men: Evaluating risk status', *Journal of Interpersonal Violence*, 24 (6), pp. 996–1013.
- Thompson, M. P., Zinzow, H. M., Kingree, J. B., Pollard, L. E., Goree, J., Hudson-Flege, M. and Honnen, N. G. (2021) 'Pilot trial of an online sexual violence prevention program for college athletes', *Psychology of Violence*, 11 (1), pp. 92–100.
- Tomkinson, S., Harper, T., and Attwell, K. (2020) 'Confronting Incel: Exploring possible policy responses to misogynistic violent extremism', *Australian Journal of Political Science*, 55 (2), pp. 152–169.
- Ventura, S., Cardenas, G., Miragall, M., Riva, G. and Baños, R. (2021) 'How does it feel to be a woman victim of sexual harassment? The effect of 360°-video-based virtual reality on empathy and related variables', *Cyberpsychology, Behavior, and Social Networking*, 24 (4), pp. 258–266.
- Washington, K. and Marcus, R. (2022) *Hashtags, memes and selfies: Can social media and online activism shift gender norms?* ALIGN Report, Issue. ODI. <https://www.alignplatform.org/resources/report-social-mediaonline-activism>
- Windisch, S., Wiedlitzka, S. and Olaghery, A. (2021) 'PROTOCOL: Online interventions for reducing hate speech and cyberhate: A systematic review', *Campbell Systematic Reviews*, 17 (1), pp. 1–17.