Jugando a ser YouTubers: prácticas digitales para la prevención de la violencia de género

Engl. transl.: Playing «YouTubers»: digital practices to prevent gender-based violence

# Keywords

* youth
* Literacy
* Gender violence
* Service-Learning

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## Topics

* Internet usage, practices and engagement
* Other
* Literacy and skills
* Content-related issues

## Sample

The study involved 42 participants in the first phase and 106 in the second phase, all of them adolescents and young people between 15 and 20 years of age. There were two age groups, 15-16 years (corresponding to middle/central adolescence) and 19-20 years (corresponding to late adolescence).
This project is based on a qualitative approach, includes three main phases and various research techniques: 1) an exploratory phase, consisting of the analysis of youth perceptions regarding gender violence and its presence on YouTube, carried out through seven focus groups; 2) an applied phase of Service Learning (APS), consisting of the design and implementation of six educational-communication workshops, in which participants script and produce their own pieces for YouTube, which are made known in the community; 3) a phase of content analysis of the videos made by the participants.

## Implications For Educators About

Digital citizenship

## Implications For Policy Makers About

## Implications For Stakeholders About

Researchers

# Abstract

Recent studies point to YouTube as a fully integrated platform in the media life of youngsters and adolescents. This research project aims to establish if YouTube can be a tool for the prevention of gender violence among this collective. A qualitative and participatory approach is applied in two age groups of adolescents and the methodological design has an exploratory phase in which we carry out seven focus groups; an applied phase of Service Learning (APS), in which participants prepare their own pieces for YouTube; and a phase of analysis of the resulting videos.

# Outcome

This research integrates a Learning Service as a natural element to approach adolescents and jointly address the relationship they establish with social media such as YouTube. The authors point out the aim of giving a leading role to the reflections of adolescents "has enabled learning and work from both secondary schools and the university on a real need such as the prevention of gender-based violence" (Villacampa et al., 2020: 305).
Results confirm that YouTube can be an instrument for the new generations to raise awareness and prevent gender-based violence. In relation to the meaning that adolescents and young people give to YouTube, the authors state that it is verified that "it is a platform that is perfectly integrated into their daily lives. However, there are differences in perceptions of use according to age/level of education and gender" (Villacampa et al., 2020: 304). The content and preferred YouTubers differ according to gender and the prejudice persists according to which fakeness is an attribute of female YouTubers. Female participants are more familiar with gender-sensitive YouTubers than men (a trend that is more pronounced among teenagers than among young people). Villacampa et al. (304) highlight that both, "in the identification of gender-sensitive YouTubers and in the creation of the videos, an association of the feminist movement with that of LGTBQ rights can be detected".
Despite social sensitivity about machismo, this is not the first form of violence that students recognise when they are asked about its presence on social networks. The authors also point out that spontaneously, examples of animal abuse, racial discrimination, or direct interpersonal violence emerge first in the focus groups. Both the videos, which are mostly positive, and the interventions in the focus groups show that there is an anti-GBV position.