YECREA young scholars’ special session
“dealing with online risks”

Sofie Vandoninck
3 September 2015
University of Westminster, London
Background PhD-study

• Start in September 2011 (FWO-project)
• Building on EU Kids Online, focus on coping
• Multi-method approach
Research questions

• **RQ1: awareness & harm (impact)**
  o Risk perceptions? What is ‘harmful’?
  o Role of individual & social context
Research questions

• **RQ1: awareness & harm (impact)**
  o Risk perceptions? What is ‘harmful’?
  o Role of individual & social context

• **RQ2: preventive measures & coping strategy**
  o How to avoid and deal with online risks?
  o Role of individual & social context
Research questions

• **RQ1: awareness & harm (impact)**
  - Risk perceptions? What is ‘harmful’?
  - Role of individual & social context

• **RQ2: preventive measures & coping strategy**
  - How to avoid and deal with online risks?
  - Role of individual & social context

• **RQ3: building resilience**
  - Identify ‘vulnerable’ children
Challenge 1
Multi-method approach

Background & inspiration
• EU Kids Online 2010 survey (N=1005 in BE)
• NCGM 2014 survey (N=500 in BE)

Quantitative analyses
• Flemish school survey 2012 (N=2046)

Qualitative analyses
• Belgian EU Kids Online data children (N=38; 20 INT + 6 FG)
• Belgian NCGM data adults (8 parents, 6 teachers)
• Flemish fieldwork study (39 children, 5 school staff)
Challenges 2
Operationalisation of central concepts

• Awareness
  o result of meaning-making/ appraisal process
  o protection motivation theory?
• Impact = (emotional) harm?
  o harm ⇔ wellbeing
• Preventive measures ⇔ coping?
  o emotional, cognitive, behavioral responses
• Resilience ⇔ vulnerability?
  o learning from (negative) experiences
Challenges 3
Connections between central concepts

- Resilience
- Awareness & risk perceptions
- Preventive measures & coping
Thanks for your input!

More information?
sofie.vandoninck@soc.kuleuven.be

Institute for Media Studies – KU Leuven