ACES
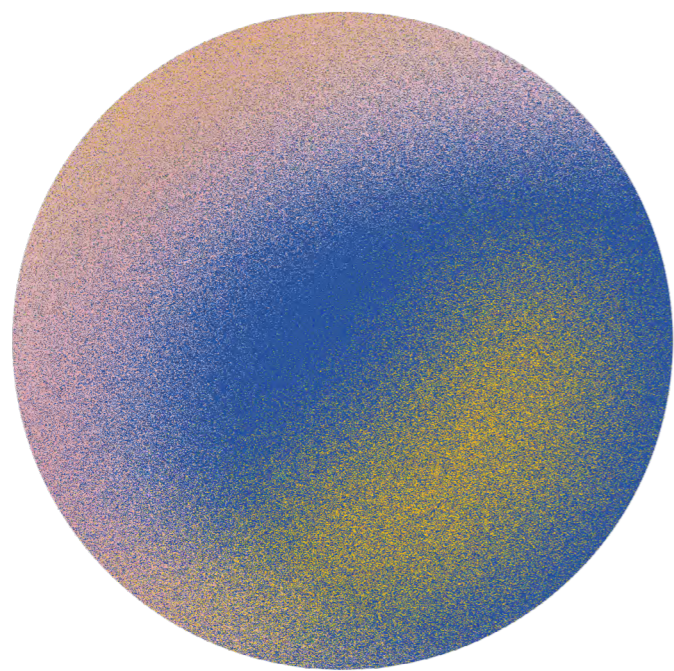
An interactive workshop to empower **international students** in better dealing with **sexual harassment**.

Master thesis by
August 2021

Francis (Chia-ying) Hong
Design for Interaction

TUDelft

ACES:

An interactive workshop
to empower international students
in better dealing with sexual harassment.

Student
Chia-Ying, Hong (Francis)
Delft University of Technology
Industrial Design Engineering
Design for Interaction (master)

Chair
Annemiek van Boeijen, Dr. ir.
Delft University of Technology
Industrial Design Engineering
Department: Industrial Design
Section: Design Aesthetics

Mentor
Gert Pasman, Dr. ir.
Delft University of Technology
Industrial Design Engineering
Design Conceptualisation and Communication

Delft, August 2021

TUDelft

Acknowledgements

I am eminently grateful for my supervisor, professor Annemiek van Boijen and professor Gert Pasman. Annemiek is an expert in cultural sensitivity, and Gert is professional with conceptualization. Throughout the process, you always inspire me on the key issues to assist me in moving on to the next stage smoothly and warmly give me extra support. I greatly appreciate your efforts in time investment and great advice every time.

Likewise, I am especially thankful for all participants worldwide who share their experiences, thoughts, perspectives, and fear with me. Their openness helps me tremendously throughout the process and allows me to see the rich diversity and similarities beneath different cultures and personalities. I want to show my admiration to all experts in/outside of the TUD campus, whoever attended my interviews. Because of your openly sharing, I can better see the opportunity in my project.

I want to thank my lovely boyfriend Lars, who mentally supported me outside the project and physically assisted me in my final filming (Thanks for being THAT harasser actor and lent me the filming facilities). Also, I am thankful to many of my friends who warmly support me during my master journey; Thanks to Ji-ayu, who always provides critical advice when I am stuck on something; Thanks

to my friends Ginny and Tim, who supports me in doing so the co-creation design method and participate in filming. Thanks to Chou, Wen-yin, tang, Winnie, Maria, Layla, and Schao, who shared your experience in every milestone in the thesis journey and let me avoid the severe problem.

There are many friends I didn't list out, but I am truly grateful for the time we spent outside of projects. You all represent one sparkle star during my master journey, and I feel blessed to have you as my friend.

I hope you can pursue your wonderful life and dream successfully in the future. Thank you all for standing by my side and letting the project make our world a little better.

Preface

The reason why I wanted to do this project is based on my personal experience. I come from Taiwan, a relatively high hierarchical society and a suppressing family. I was taught to be a good girl during my upbringing; My parents asked me to obey what the authority says and follow the rules they gave without any doubt. Sex education is a taboo topic in the school to teach and talk about. When I gradually grew up, I experienced unwanted sex and interaction while studying at the university, I felt weird and placed it inside a deep part of my memory. Afterward, I turned aggressive and sensitive to the sexual violence topic; even I still don't realize I got hurt; until I decided to start with this project and talked to people.

I started to question at what point there is something wrong with my education process? What if the university had the opportunity to prevent all this from happening by providing a safer environment for me to speak out and help me to recognize the inappropriate behavior? Do I still need to confuse and struggle for many years? Therefore, I want to become this person to help build up the safety system for future students and make them feel safe in the environment.

Combine the experience. As a foreigner in The Netherlands, I noticed that our past experiences are varied and may differ from Dutch students, which brings the ambiguity of how we handle inappropriate behavior. The malignant purpose has a chance to be decorated into an unintentional misunderstanding, and you may feel afraid that you wrongly understand other's intentions due to different assumptions. Those doubts and ambiguity set invisible barriers, for they ask for help and increases the risk of sexual violence for those new international female students. Therefore, in this project, I want to implement context mapping to spot subtle social differences and create a design solution to improve their ability to be aware of impropriety during study time. I wanted to address the fear out of them through interviews with all stakeholders for building up a sound strategic plan for future higher education institutions.

Executive Summary

The ACES is a strategy designed for international students who study in the Netherlands to better cope with sexual harassment. The research reveals three striking data: 1)While study abroad, students are five times riskier than those studying in their home country; 2) the highly educated women have more severe problems in the workplace than previous known; and 3) The women who fit three things are riskier and more afraid of sexual violence - in their young age, encountering financial issues and with an immigrant background. Therefore, the information implies an invisible danger to the target user.

In the research domain & context, sexual harassment is one of the most severe sexual violence problems on campus. Literature reviews and semi-constructed interviews with experts in the Delft area unveiled the absence of specific support to this problem at TU Delft. On the other hand, many universities have their particular organization to cope with relevant issues. Thus, their service and support were roughly divided into general knowledge education, support for victims and supporters, and some included the relevant problem such as anti-racism helpline.

To better understand the weakness and desires in terms of tackling sexual harassment. Ten international students and one dutch student participated in generative research. The analysis unveiled these aspects are their weakness: 1) racism alongside sexual harassment makes them doubting their existence; 2) they are afraid of feeling incorrect without validation in advance; 3) self-blaming tendency such as considering they misunderstand or it is their fault; 4) unclear the intention of harasser; 5) sex is a taboo topic to talk; 6) the perpetrators share same cultural background, so they know the pitfall of victims; 7) the perpetrator reject the rejection; 8) men are silent victims. They also have expectations with regard to the design: 1) someone can talk through the unclear situation with them will help, 2) the awareness-raising builds a stronger mindset.

Therefore, the researcher formed the design goal based on the above information: To enhance overseas students' awareness of bodily autonomy and provide a strategy to cope with sexual harassment through a knowledgeable and amusing interactive workshop at the beginning of their study in the Netherlands. Through guiding by three characteristics of interaction vision (knowledgeable, amusing, and open-ended), appropriate timing, and design form. The design outcome is an interactive workshop design alongside conveying the strategy.

The workshop was divided into two main sections: 1) raising the awareness of bodily autonomy and 2) learning the strategy of coping with sexual harassment. The design cycle included rapid-prototyping, user test, filming, and ACES strategy formation.

The final design includes an interactive workshop, facilitators' guidelines, and a strategic plan. It contains five main activities and designed objects. It includes 1) slides, 2) brochures with ACES strategy, 3) films presenting an ambiguous sexual harassment situation, and 4) teaching aids used in warm-up activities. The strategy was formed while considering the other university's strategy and service.

The evaluation took place twice at TU Delft. Ten international participants joined the user test. The results gained overall positive feedback and conformed to the three characteristics in the design goal. Additionally, this design also consults with the confidential advisor at TU Delft. She believed that this workshop could indeed help the situation in some way.

Increasing the number of male participants can be a worthwhile challenge for future research. Promoting this to the university in the Netherlands can be an invest-worthy next step to expand the project's impact.

Glossary

Term	Definition
Sexual violence	Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.
Sexual harassment	Sexual harassment is a type of harassment involving explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favors. Sexual harassment includes a range of actions, from verbal transgressions to sexual abuse or assault. Harassment can occur in many different social settings such as the workplace, the home, school, churches, etc. Harassers or victims may be of any sex or gender.
Sexual assault	The term sexual assault refers to sexual contact or behavior that occurs without the explicit consent of the victim.
Stalking	Stalking is unwanted and/or repeated surveillance by an individual or group toward another person. Stalking behaviors are interrelated to harassment and intimidation and may include following the victim in person or monitoring them.
Dating violence	Dating violence is a pattern of assaultive and controlling behaviors that one person uses against another to gain or maintain power and control in the relationship. The abuser intentionally behaves in ways that cause fear, degradation, and humiliation to control others. Forms of abuse can be physical, sexual, emotional, and psychological.
Bodily autonomy	Body autonomy is the right for a person to govern what happens to their body without external influence or coercion.
Power dynamic	Power dynamics describes how power affects a relationship between two or more people. Power affects all aspects of social life, from the workplace to the home. Power is not inherently negative. For example, the ability of a parent to influence their toddler's actions can help keep them out of harm's way.

Table of Contents

01

Chapter

Chapter 1

Introducing
the project

In this chapter, the introduction, problem definition, assignment, approach, and the expected outcome are elaborated.

1.1 Introduction

Domain

Universities in the Netherlands are highly diverse environments with many students with different cultural backgrounds. When starting the new study master/uni life here, international students' pace differs from their Dutch fellow students; they are new to this country and just started to accommodate it. They do not know well how this culture works and what the hidden, unspoken social rules are. They need time to build their support group, and at the same time, they need to adapt to a different education system. On a personal level, the high tuition fee in university makes some of them confront foreseeable financial stress and makes them afraid to delay learning for many reasons; this may also be a reason to hide the social difficulties they encounter. The combination of all these factors pushes them into a relatively dangerous position.

Problem

Sexual violence against women is a severe problem in the world and also in the Netherlands. The European Union Agency for Fundamental Rights (FRA, 2014) published research about this topic, and they interviewed 42,000 women in all the EU member states. This report included 1,500 Dutch women who represent the population aged between 18 and 74. It reveals that almost three-quarters (73%) of women had been sexually harassed, and 45% of women had experienced physical and/or sexual violence at some point in their lives in the Netherlands. Both data involved a tremendous amount.

Moreover, two other striking aspects draw the writer's attention to this report. First of all, sexual harassment of women in the workplace, particularly highly educated women, is more widespread and a more serious problem than previously known. Secondly, fearing violence is particularly prevalent among young women, women with a financial crisis, and women with an immigrant background. As an international young woman in a higher education institution, I suddenly thought about three aspects directly related to my fellow students and my situation; 1) International female students are the high-risk group in the Netherlands; 2) How about international male students' situation?; 3) There is something beneath the surface that is part of my study environment.; and 4) Is everything as safe as I thought?

Stakeholders

These considerations resulted in the project brief of my graduation. The primary stakeholder consists of international students. The minor stakeholders include all the touchpoints that assist the main stakeholder in the university, for instance, student psychologists, academic counselors, mentor groups, and confidential advisors. The external stakeholders consist of organizations like general practices, hospitals, local government, non-government organizations, and police offices. In those organizations, the front-line staff directly contact victims, such as social workers, psychologists, police officers, and forensic.

Research direction

The primary stakeholders participate throughout the project. In the research phase, they share past experiences related to sexual harassment via context mapping and interviews. In the design phase, they validate the effectiveness of the design outcome. The minor stakeholders provide the current work protocol in dealing with sexual harassment in their workplace to improve this whole system.

Goal

The dissertation hopes to find out what situation makes international students feel unsafe during study time and improve their condition while against sexual violence to make our higher education safer for everyone.

Figure 1.1 Main stakeholder: young international students in higher educational institutions in the Netherlands (Credit: unsplash.com)

1.2 Problem Definition

International students are five times riskier regarding sexual violence than local students. The factors that cause them to be dangerous intertwined complexly with multiple cultural and educational differences.

Previous research reveals that high-educated women, young women, or women with financial difficulty undertake a higher risk of sexual violence (European Union Agency for Fundamental Rights., 2014). Therefore, the main stakeholder - young international female students at some point can be one part of this group. However, the male students' situation remains unclear on this topic.

There are some unsafe situations when they are just new to this country. It is influenced by many factors, such as the past education experience, culture, and unfamiliarity of the Netherlands' culture. Thus, the project aims to decrease their potential dangerousness against sexual violence during their study journey in the Netherlands.
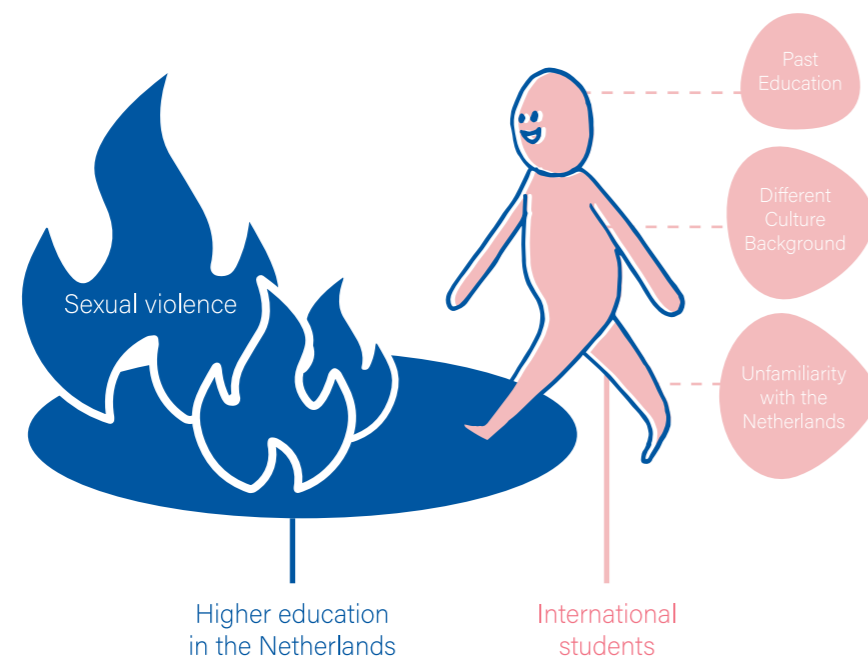

Figure 1.2 The problem definition

1.3 Assignment

The main goal is to design a solution for international students in the universities in the Netherlands to feel secure to interact among different cultures, to be able to recognize sexual harassment and to know how to act upon it.

Research questions
There are two main research questions were formed:

RQ1: What are the current resources of sexual violence protection and prevention in higher education in the Netherlands? And what are the relatively weak spots or blind spots in this system?

RQ2: Which situations make new female international students feel unsafe, and what are the causes?

Expected outcome
At the end of this project, the writer expects to generate two outcomes.

A workshop design with strategy
Firstly, a strategy to support new international students in the Netherlands feels safe during the study and can recognize the sexual harassment and know how to act upon it.

A strategic plan
Secondly, a strategic plan for higher education institutions in the Netherlands set up a safe system regarding sexual violence prevention and international students' protection.
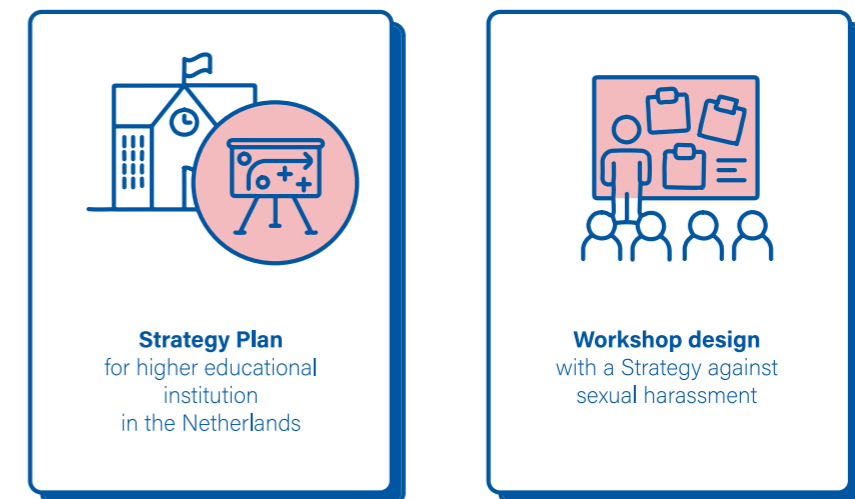

Figure 1.3 The expected deisgn outcome

1.4 Approach

This research used Double Diamond as a project frame. It contains the four divergence and convergence process which is discover (Ch 2-3), define (Ch 4), develop (Ch 5-6), and deliver (Ch 7).

To solve this design challenge, the researcher implemented the design innovation methodology by Design Council- Double Diamonds - to run the project. It contains two main phases - research and design. The details are elaborated in the following paragraph.

Research

In the research phase, I carried out three tasks to spot the current system's weaknesses and determine what makes new international students feel unsafe. These three tasks include literature review, interview with stakeholders, and context-mapping with first-year TUD students. The literature review provided a broad view of their weak moments. In Context mapping and interviews, the researcher discovered deeper insights into when they feel unsafe and what factors influence their behavior.

Meanwhile, by figuring out current resource figuration by interviewing internal workers in the university and front-line staff in the external organizations, I collected comprehensive data and a deeper understanding of the situation based in Delft. Moreover, I proposed a comprehensive strategic plan for higher education institutions, such as universities, in

the Netherlands by analyzing these data. At the end of the research phase, I delivered a design brief to clarify the design opportunity to proceed to the next stage.

Design

In the design phase, I implemented several design iterations on designing key activities of workshop design. Afterward, the final workshop design outcome was evaluated and iterated with two design sessions with TUD international students and interviews with experts on the campus. The researcher formed the strategic plan for higher education institutions in the Netherlands simultaneously.

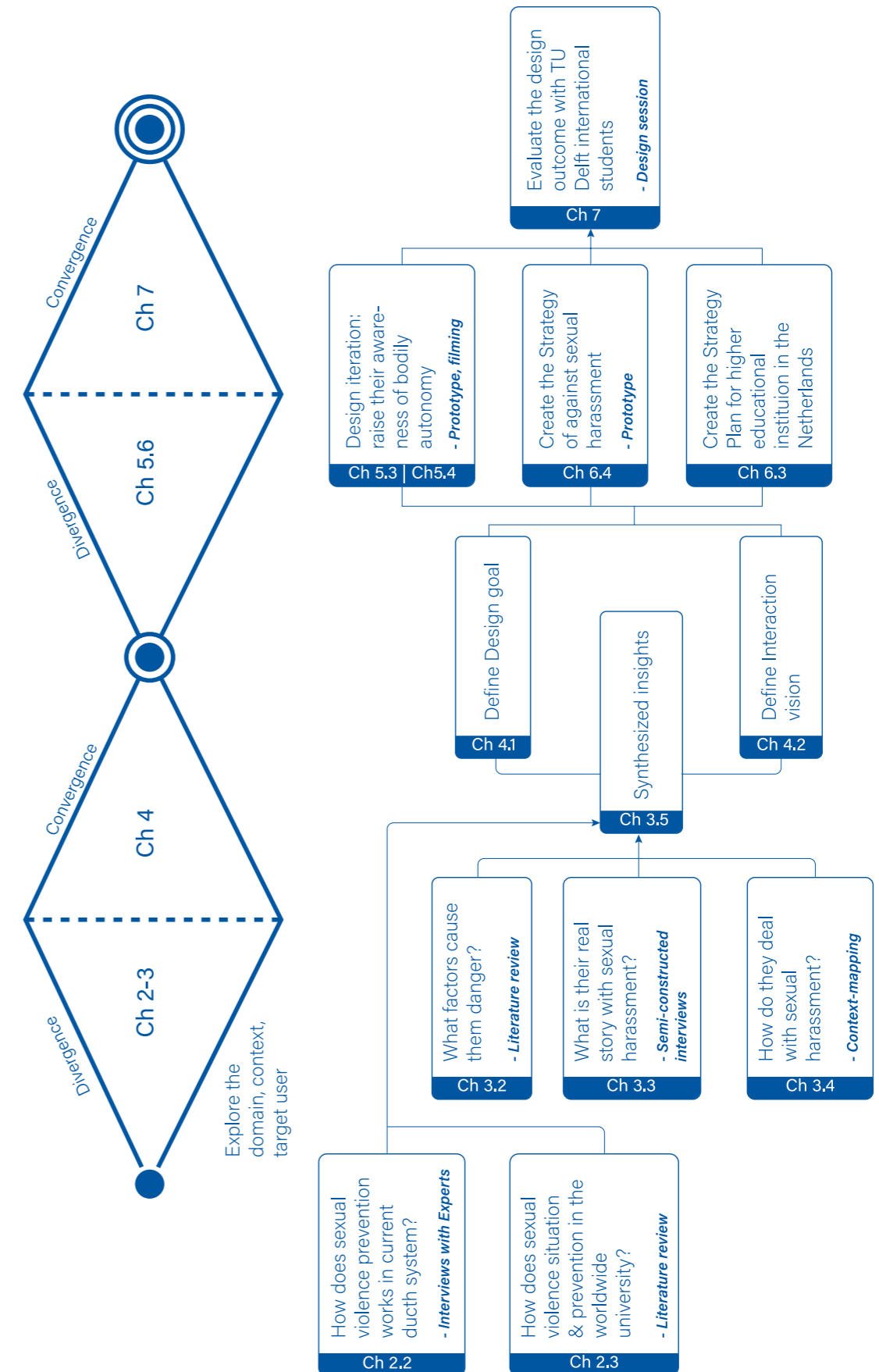**Figure 1.4** The overview of the approach

02

Chapter

Chapter 2
Exploring the context & domain

This chapter includes the research targeted to the context - Higher education institutions in the Netherland and the domain - Sexual violence. This research aims to comprehensively understand the current environment and identify the urgent problems in the domain to solve them at the later design phase.

2.1 Research Method

This research aims to identify influencial type of sexual violence on campus and clarify the current support system in this country. It was done by literature review and interviews with six experts in Delft.

To better understanding the current sexual violence prevention and protection resources for international students, I conducted the context research via literature review in this field and interviews with internal/ external experts at the Delft University of Technology.

Domain: sexual violence towards international students

Sexual violence is a broad issue. There are a tremendous amount of factors and aspects intertwined. The researcher listed some areas related: 1) the form of sexual violence, 2)relationship with the perpetrator, 3) the prevention and recovery support for the victim, 4) the detail of incidents, 5) the severity and follow-up influence, 6) the reason of low report rate and 7)the emotion and personality influence for a victim. Thus, defining a proper scope to solve the most common sexual violence among young foreigners is essential. In the domain research, I conducted the literature review to identify those newcomers' hazardous locations and moments found in chapter 2.2. The researcher also collected personal stories of international students about sexual violence via generative research. The method and result will be elaborated on in Chapter 3.

Context: starting from TU Delft

I selected the Delft University of Technology as the primary context research field. Firstly, this is one of the international higher education institutions gathering talents worldwide into the Netherlands. Secondly, the researcher has a particular connection and works closely with some staff at TU Delft, which helps gain deeper insights from the interview.

Research direction

In this stage, there remain many unknown spaces in the current system. Therefore, the researcher deconstructs the first research question into several interview questions and literature reviews and intends to explore this big map with this guideline.

RQ1: What are the current resources of sexual violence protection and prevention in higher education in the Netherlands? Furthermore, what are the relatively weak spots or blind spots in this system?

RQ 1.2 -   What kind of sexual violence problem is the most severe at TU Delft?
RQ 1.3 -   What is the current policy related to sexual violence in the Netherlands?

RQ 1.4 -   What is the process for a student to report a sexual violence case?
RQ 1.5 -   Does there any external resources supporting Delft students in sexual violence abuse?
RQ 1.6 -   Is there any specific support for helping international female students to deal with sexual violence?
RQ 1.7 -   What kind of aspects of a person are influenced as regards sexual violence?
RQ 1.8 -   What are the present solutions to cope with sexual violence in higher education institutions in other countries or institutions?

Literature review

A number of sexual violence studies related to current policy, present solutions in higher education institutions, and impactful elements are analyzed. The results can be found in Chapter 2.

Interviews with experts

The Interviews aimed to get non-searchable insights, for instance, the data of cases they have been taken, working protocol in their team, personal observation, and anecdotes. In total, six experts are providing different services for TU Delft students attending the interview;1) psychologist for all TU Delft students, 2) academic counselor and 3)International office staff in Industrial Design Engineering faculty, 4) external confidential advisor, 5) external spiritual coach at Delft Motiv organization and 6) external Delft local teenager helpline staff at Delft Support organizations. (See figure 2.1)

Support can be reach out within TU Delft

1. Psychologist for all TU Delft student

2. Academic counselor

3. International office staff in Industrial Design Engineering faculty

4. External **confidential advisor**

Support in Delft area

5. External **spiritual coach**

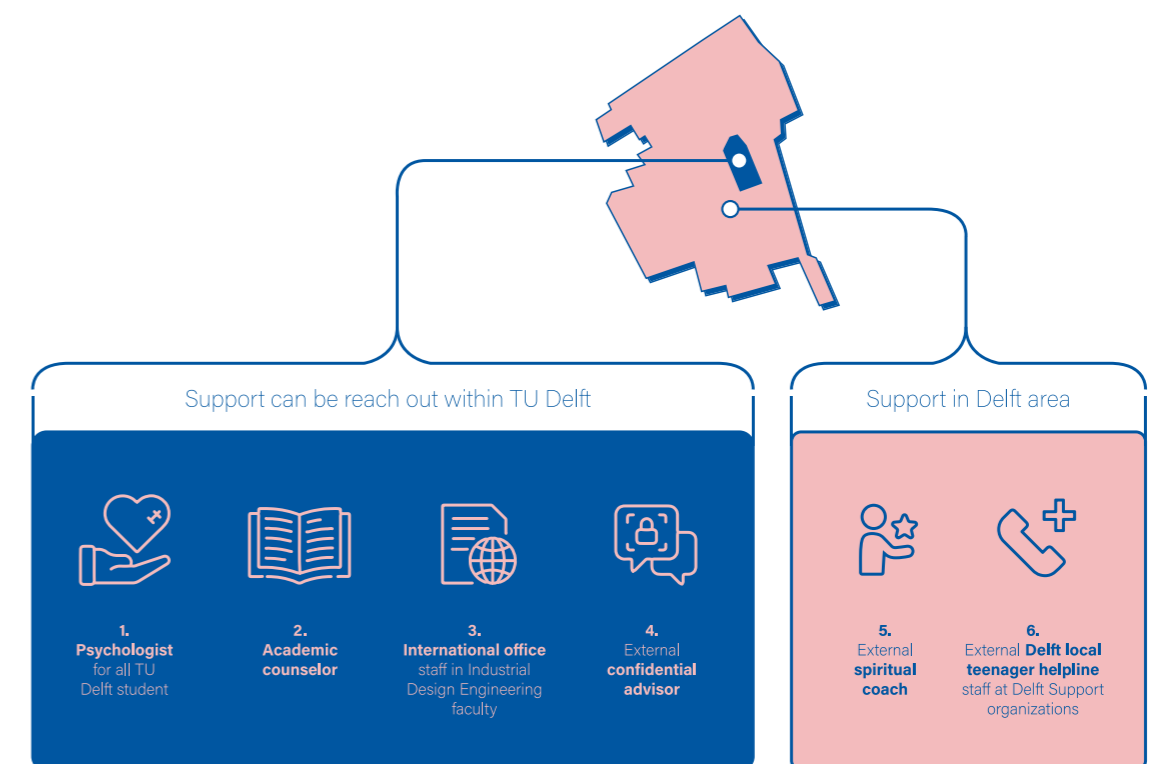**6.** External **Delft local teenager helpline** staff at Delft Support organizations

Figure 2.1 The overview of experts' interviewees

2.2 Sexual violence problem on campus

Sexual violence is a complex problem. This chapter probes the definition and narrows the scope - focusing on the most common type in the university and exploring factors of a sexual violence incident.

Data

Sexual violence is the extreme form of gender-based violence, usually accompanied by other types of violence. (Tavara, 2006) It reveals the power imbalance between at least two persons. Sexual assault, stalking, dating violence, and sexual harassment are four common types on campus. Among all the forms of sexual violence, sexual harassment is alarmingly high; ranging from 40 to 62 % of female students during college experienced it. Victims of sexual harassment had significantly worse perceptions of institutional support than did perpetrators of sexual harassment.

The perpetrators can vary from acquaintance, family, ex-partner, partner, dates, friends, peers, teachers, and strangers. However, the study by Rutgers WPF also revealed that four in five victims of sexual violence (80%) already know the perpetrator. (De Haas, 2012)

The higher rate of occurring moments of sexual violence on campus is in August, September, October, or November; more than 50% of sexual assault happens within these months. (Campus Sexual Violence: Statistics | RAINN, n.d.) Fur-

thermore, students are at increased risk during their first and second semesters in college during the first few months.

Step over the line imperceptibly

From the observation of a confidential advisor at TU Delft, she mentioned that most of the sexual violence cases she managed started from a normal relationship - whether it is peers or professor vs. student; then circumstances gradually change, perpetrators across the boundaries imperceptibly. According to Atria (Violence Against Women; Facts and Figures | Violence against Women, 2017), a prevention policy is a long-term solution to decrease violence. Therefore, concluding the above information, stopping sexual violence in the beginning - starting from sexual harassment - is worth potential value in this project's design direction.

2.3 Current support system

This research aims to clarify the current support in the sexual violence domain. It was done by literature review and interviews with six experts in Delft.

In order to get a comprehensive view on the systemic level of the current resources, the researcher interviewed with TU Delft staff and external organizations surround Delft city; meanwhile, the vast national resources for improving the sexual violence situation are listed in this chapter.

The current support system in Delft

For new international students, many supporters are providing different services to help them get through the study process successfully. An integrity office is on a higher level to set up the university protocol, which applies to all staff, teachers, and students. There are two types of experts providing service for different ranges of students. One is campuswide, and the other one is based on every faculty. Psychologists and student communication staff belong to the former category; student mentors and academic counselors are the characters settling in each faculty. Outside TU Delft, the external organizations in Delft city provide relevant support for students, such as Motiv, confidential advisor, and DelftSupport. (See figure 2.2)

Lacking specific support for sexual violence

Among all the supporters' responsibilities, confidential advisors are officially providing once or twice consulting for victims and report the annual case amount to the executive board of TU Delft. They help them to identify the problems in the school and make an adjustment for next year. In the Year 2020, there are two sexual assault cases reported to the confidential counselor, and the perpetrator is teacher and peers; both are long-term abuse and gradually happens. From her observation, most sexual violence cases started from small overstepping behavior, and it takes a while for the victim to seek help. However, even though this is a tremendous and most relevant resource for sexual violence, many students have this "invisible" service. There is no promotion for this service during the whole study process.

Because of the traumatic effect of sexual violence (Effects of Sexual Violence | RAINN, n.d.; Tavara, 2006), victims will have certain levels of mental or physical health problems. Therefore, the psychologist and spiritual coach at Motiv are two roles of receiving the sexual violence report from the student. The school psychologist is a popular service and takes

all kinds of cases; this makes the appointment harder to make, students can wait up to several weeks for the first consultation, and the maximum amount is six times. In their protocol of dealing with sexual violence cases, they can help with single cases. However, if the case is long-term sexual abuse, they will refer the victim to the Sexual Assault Center (CSG).

Academic counselor and student mentor are two roles with a closer relationship with individual students. Due to the property, they mainly assist an individual's life and academic problems. The student mentors are the only role, not the employee at TU Delft among all the other experts; mostly, they are senior students who spend more than one year at TU Delft. Their responsibility is to provide care for the individual student as a study guru. Students are assigned to a mentor team when they arrive. However, academic counselors do not have a protocol for coping with sexual violence cases. The student-mentor is not trained to discover the distress signals from individuals or know how to respond.
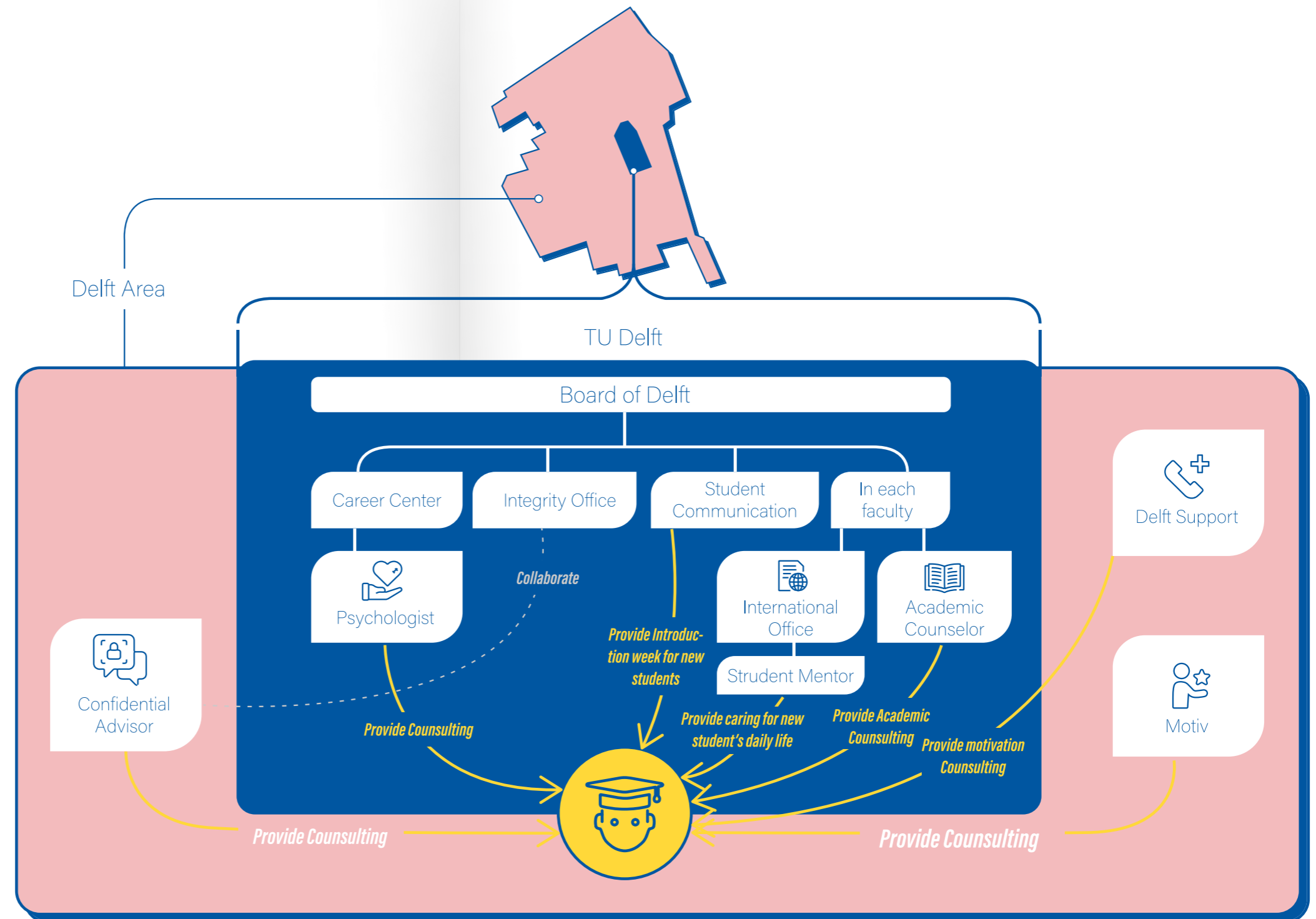

Figure 2.2 The support map for new international students at TU Delft and Delft city

Covid-19 isolation - increasing the case of sexual violence

An interesting observation from the psychologist, Motiv coach, and academic counselor is that sexual violence cases increase during a pandemic. The year 2020 is the pandemic year of Covid-19; people are forced to experience long-term isolation since they just arrived in the Netherlands for study. Students are told to keep the social 1,5-meter distance and use the limited facilities on the campus. Traditional socializing locations and events - bar, cafe, campus, party - are not allowed anymore.

Socializing is an important part of student life, and this is even more crucial for international students; by being far from their support system (Top 5 Challenges of Studying Abroad, n.d.), they are urged to build up a new one in the Netherlands. Therefore, when the situation is not allowed, it increases the difficulty and lets people sacrifice more to get friends while having the chance. From the experts' point of view, people lower their boundaries - mentally and physically - and raise a higher possibility of being sexually harassed.

The Nationwide support in the Netherlands

For any sexual assault case, there are experts from various fields to support victims who go through the reporting process once they are seeking help; the doctor, nurse, police, psychologist, and social workers. In figure 2.3, four organizations help victims, supporters, and people who doubt someone's safety. They send out professionals to support reporting the sexual violence case; Meanwhile, they teach supporting skills such as listening and responding. In addition, they manage the psychologist to help the victim to start the recovery. Tebeyo is one of the psychologists who focus on sexual violence. De Waag aims to cure the other side of sexual violence and help potential perpetrators through education and psychological support. However, for the organizations mentioned above, the primary language on its website is Dutch. Even if the user can translate it to English, some functions increase the usage difficulty for English users.

Regarding the national law, from the year 2019, the Netherland amend a new law with regard to rape, all forms of involuntary sex will now be punishable as rape. (Veiligheid, 2020) Nonetheless, Sexual harassment outside the workplace is not criminalized as a separate offense in the Netherlands. It is only prosecutable in criminal law if it fits other criminal statutes on sexual violence, which means that much sexual harassment outside the workplace does not meet criminal legal standards. (Netherlands - Sexual Harassment, n.d.)
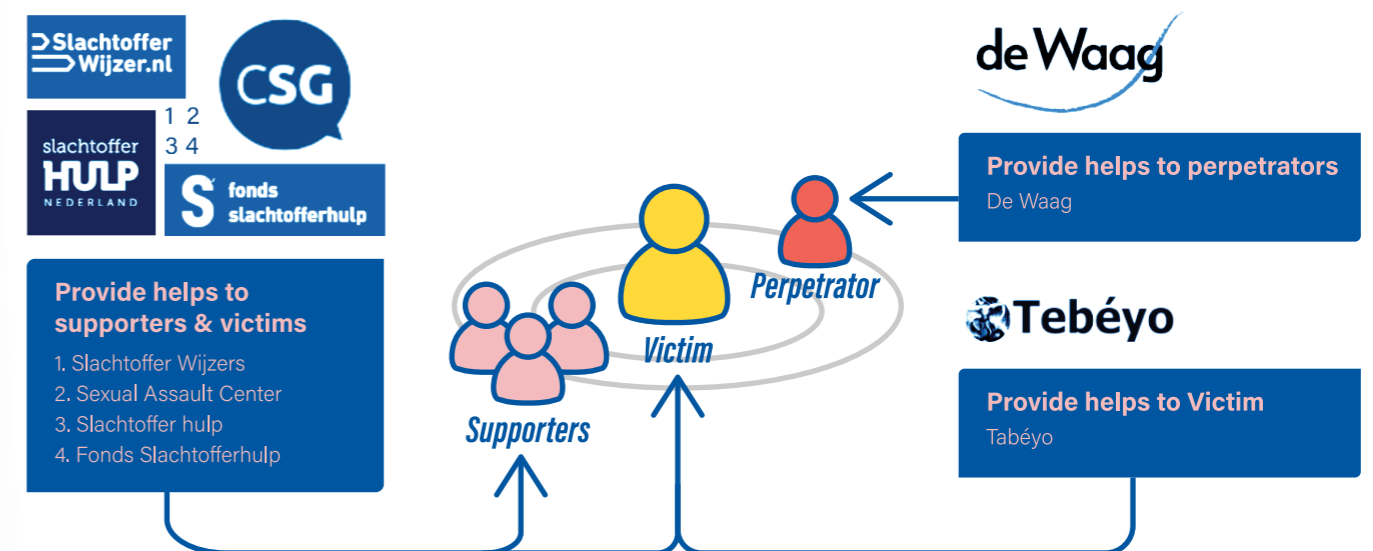

Figure 2.3 The support groups for the stakeholders of sexual violence

2.4 How are others do?

Many universities have sexual violence prevention and education centers in other countries, for instance, Canada, the United Kingdom, America. In conclusion, they introduce the following information.

Service

General knowledge:
- The introduction of the most common type of sexual violence during university life. (Sexual Violence Prevention and Education | Lincoln University, n.d.)
- The data on sexual violence especially focus on university students. (Sexual Assault on College Campuses | Office on Women's Health, n.d.)
- The protection tips for individuals (Staying Safe on Campus | RAINN, n.d.)
- Introduce the relevant school policy
- Sexual violence prevention workshop for newcomers (exchange student or freshmen).
-

For victims:
- The resource: who can help and the contact ways.
- The report method: how to report sexual violence case.
- The disclosure method. (Responding to a Disclosure of Sexual Assault | University of Alberta, n.d.)
- The checking program: to test a user's situation if they are unsure about it. (Sexual Violence Prevention and Education | Lincoln University, n.d.)

For supporters:
- The support skills. (Responding to a Disclosure of Sexual Assault | University of Alberta, n.d.)
- Volunteer mechanism: increasing the changers
- Roots Group Support Programme and First Responder Training

Special:
- Relevant resource: the Anti-Racism helpline, relevant student associations (Sexual Violence Support for Students, n.d.)

For an essential sexual violence center, general knowledge and resources for victims are mostly being provided. The advanced ones educate supporters and try to gain more significant influence in the university; they will provide the course for staff and encourage people to volunteer in changing programs. The McGill university notices the correlation between sexual violence and racism; they contain the anti-racist helpline. Nonetheless, none of them tune their support or education based on international students.

Strategy

Atria (Violence Against Women; Facts and Figures | Violence against Women, 2017) suggests three things to improve the situation of violence against women: Preventive policies (alongside victim support policies) are essential to bringing about a medium to long term reduction in violence, Encourage awareness-raising and break taboos that prevent victims from reporting violence, and Decentralization policies, shifting increasing responsibilities in the area of health care and social support to municipalities. Dill et al. propose a strategy for the campus in preventing sexual violence (Dills et al., 2016) as figure 2.4. They recommend promoting awareness of social constructs like social justice, gender, race, economic status, sexual orientation, and women's health. Therefore, there is a direction worth for TU Delft to reference.

	Strategy	Approach
S	Promote Social Norms that Protect Against Violence	• Bystander approaches • Mobilizing men and boys as allies
T	Teach Skills to Prevent Sexual Violence	• Social-emotional learning • Teaching healthy, safe dating and intimate relationship skills to adolescents • Promoting healthy sexuality • Empowerment-based training
O	Provide Opportunities to Empower and Support Girls and Women	• Strengthening economic supports for women and families • Strengthening leadership and opportunities for girls
P	Create Protective Environments	• Improving safety and monitoring in schools • Establishing and consistently applying workplace policies • Addressing community-level risks through environmental approaches
SV	Support Victims/Survivors to Lessen Harms	• Victim-centered services • Treatment for victims of SV • Treatment for at-risk children and families to prevent problem behavior including sex offending

Figure 2.4 The strategy by Dill et al. (2016) for the campus to prevent sexual violence

2.5 Key takeaways

1. There is no specific support for sexual violence victims at TU Delft.

2. Raising awareness is critical for increasing the reporting rate.

3. Sexual harassment is the worthful design direction for this project.

4. Many long-term sexual violence cases started from a small overstepping behavior.

5. The international students urge to find new friends in a whole new country. They blur their body boundary unintentionally, and this case danger.

6. The severe socializing restriction of Covid-19 facilitated the sexual violence cases. Because the public place in fulfilling this need has vanished, people lower their original boundary in order to exchange the possibility of meeting new friends.

7. Sexual assault, stalking, dating violence, and sexual harassment are four common types on campus. Among all types, sexual harassment with a high portion of female victims from 40% to 62%.

8. Atria suggested three main strategies for improving the violence against women: prevention policy, awareness-raising, and decentralization policy. From the perspective of a designer, awareness-raising is a relatively feasible starting point for a graduation project.

03

Chapter

Chapter 3
Exploring the
target user

By far, the pros and cons of systematic support are analyzed, and the worthful direction in the domain is settled - sexual harassment - in the previous chapter. This chapter takes a closer look at our primary target user. I conducted the generative research to collect their anecdotes and respond to the second research question - what is the weakest spot for them? Here includes the participants' stories and data analysis.

3.1 Research Method

The implicit needs and emotions were unveiled via anecdotes through literature reviews, semi-constructed interviews and generative research with eleven participants from seven countries.

To get a deeper understanding of the participant, I carried out the literature review, interviews with victims, and generative design research. Through three methods to gain a comprehensive view from victims' perspectives in sexual harassment: 1) literature review: gaining the first impression of the challenges in their overseas study experience; 2) interview with victims: collecting various stories happening in the Netherlands; 3) Generative design research: gathering deeper emotion beneath scenario by letting participant playing around with the design toolkit.
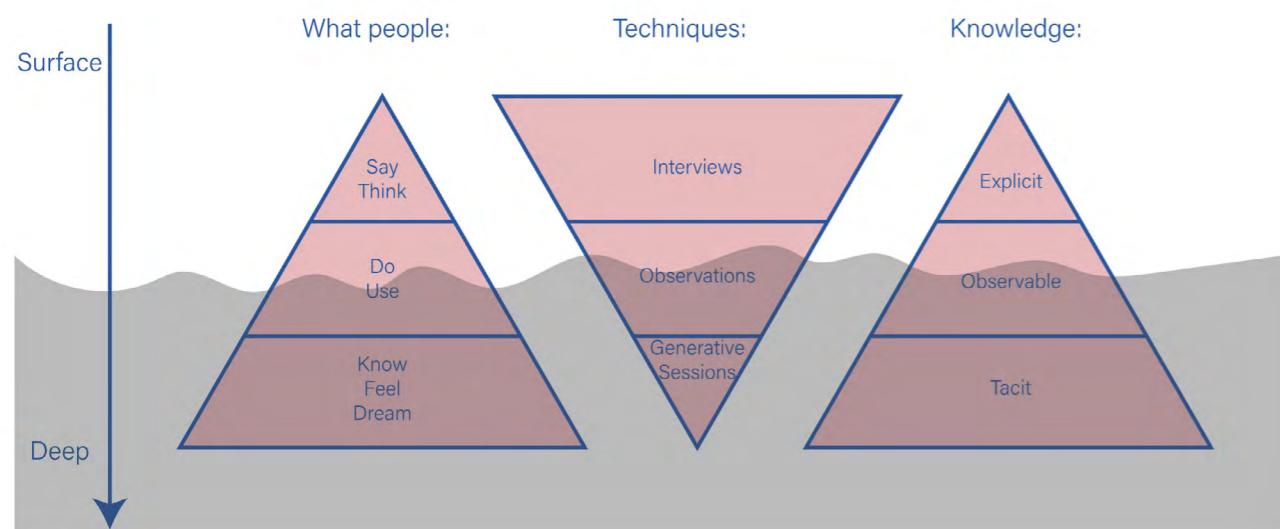

Figure 3.1 Different levels of knowledge about experience are accessed by different techniques. (Sleeswijk Visser et al., 2005)

Research direction
To answer the second research question, I constructed the following questions:

RQ2: In which situation makes new female international students feel socially unsafe, and what causes that?

RQ 2.2 -   What kind of upbringing and background do they have?

RQ 2.3 -   How does their home country regarding sex, and how was their experience in sex education?

RQ 2.4 -   What constitutes their study life, and who is involved in it?

RQ 2.5 -   What kind of difficulties do they need to confront during their overseas study life?

RQ 2.6 -   What kind of sexual harassment they have in the Netherlands? What happened back then, and what do they feel?

RQ 2.7 -   How they confront and react to the sexual harassment incident in the Netherlands?

RQ 2.8 -   Do they think they will perform differently in the Netherlands or their hometown?

RQ 2.9 -   Does the sexual harassment experience influence their attitude or action afterward?

Interview with victims
These interviews are semi-structured, mostly happening in the leisure time when doing research. The duration of the interview can be from 20 minutes to 45 minutes. The interviewees are eleven international students in the Netherlands. Two Dutch students joined and shared their own personal experiences related to sexual violence. There are six of them who joined the generative session in the later stage. Those stories are not limited to the time, whether they are in the Netherlands or during the study. The interview is based on the following questions:

•   What happened: The detail of that sexual violence incident
•   What is the relationship between them and the offender?
•   What do they do, say and feel during the incident?
•   What does this incident influence them afterward?

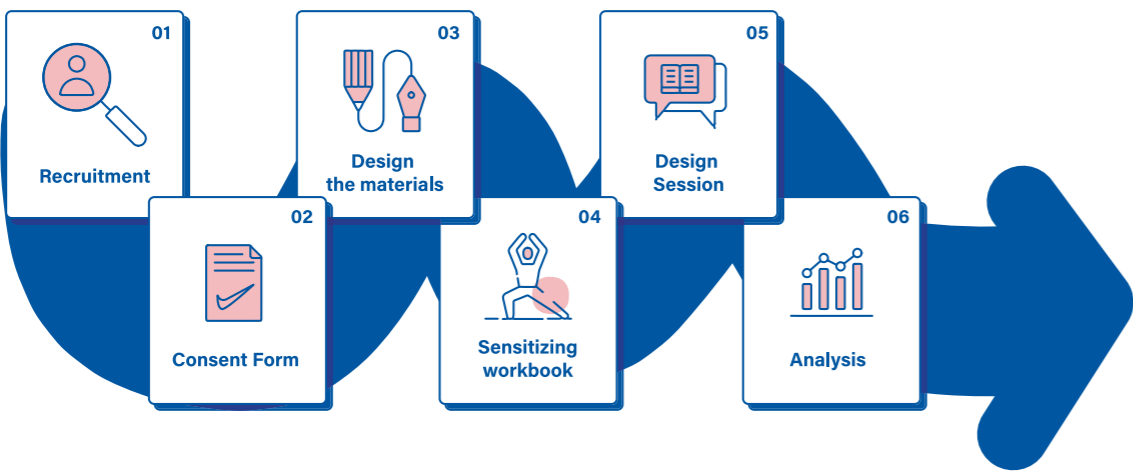In this project, those participants are quoted as P1, P2, P3, and so on.

Figure 3.2 Procedure of generative design research

Generative design research

There are six steps (Figure 3.2) I had done in collecting insights: 1) recruited participants, 2) arranged consent form, 3) designed the material, 4) sensitized participants 5) ran the individual design session, 6) analyzed the data. Overall, it took eight weeks to finish. The following is the detailed description of each process:

2. **Recruitment:** I designed an on-line flyer to recruit first year students at TU Delft through communication software, such as Whatsapp and Line, or ask them in person. This took a loose three weeks, including confirming their qualification and discussing their concern. (See appendix B)

3. **Consent form:** I used the online platform, Jotform, to design the consent form. It took one week, including collecting the basic information and negotiating available time-slots for individual design sessions. (See Appendix C)

4. **Material Design:** The design ma-terial includes the sensitizing book-let and the design session booklet, which both used the online platform Miro to design. (See Appendix D, E) It took 10-14 days to design.

5. **Sensitizing:** Sensitizing is managed to finish by participants 15 to 30 min-utes before the scheduled design session. The content of the sensitiz-ing booklet includes understanding their past experience during upbring-ing, the social life in the Netherlands, an uncomfortable experience, and a relationship containing positive and negative emotions. (Appendix D)

6. **Design session:** Design session: Due to the topic's sensitivity, the de-sign sessions were held individually; only participants and the researcher joined via online video chatting plat-form Zoom or in person. Each ses-sion took roughly 1.5 hours; all pro-cesses are recorded with video and audio. All the information related to participants requires consent if the researcher wishes to publish in other ways apart from the dissertation. The content of the design session book-

let includes three different scenario cards; each card includes a picture, a photo, or a short text. The partici-pants are asked to describe the situ-ation first; they are asked to imagine while in the victim's position. Three sections represent what they do, say, and think. (Appendix E) Aside from the facial expression toolkit with PrEmo (Emotion Measurement In-strument) by Desmet (Desmet et al., 2019) (Figure 3.3) and negative emo-tion description from negative emo-tion typology by Fokkinga (Fokkinga & Desmet, 2019). (Figure 3.4)

6. **Analysis:** I analyzed by finding the pattern from the transcript and the creation of participants. The tran-scription was generated via the on-line tool otter.ai. I used the online platform, Miro, to cluster. It includes the quick minutes after the design session and the categories based on three scenario cards. (Appendix H)

Six participants are from different coun-tries: Norway, the Netherlands, Taiwan, India, China, and Iran. In this project, those participants are quoted as P1, P2, and so on.

Figure 3.3 The PrEmo tool (Desmet et al., 2019)

OVERVIEW	LIST					FILTER
Personal provocation				*Agitation*		
ANGER	INDIGNATION	RESENTMENT		ANNOYANCE	DISSATISFACTION	FRUSTRATION
Antipathy				*Repulsion*		
CONTEMPT	HATE			DISGUST	*Unmotivation*	
				BOREDOM	RELUCTANCE	
Misfortune				*Social hurt*		
SADNESS	DISAPPOINTMENT	PITY		LONELINESS	REJECTION	HUMILIATION
Painful desire				*Self-blame*		
LONGING	ENVY	JEALOUSY		GUILT	REGRET	
Social failing				*Concrete threat*		
SHAME	EMBARRASSMENT			FEAR	STARTLE	WORRY
Ambiguous threat				*Uncertainty of action*		
ANXIETY	DISTRUST			DOUBT	NERVOUSNESS	INSECURITY
Helplessness				*Overwhelm*		
DISTRESS	DESPERATION			CONFUSION	SHOCK	

Figure 3.4 The 36 negative emotion typology list (Fokkinga & Desmet, 2019)

3.2 Endanger factors for new international students

The implicit needs and emotions were unveiled via anecdotes through literature reviews, semi-constructed interviews and generative research with eleven participants from seven countries.

Many challenges await overseas students. Through desk research, the researcher concluded nine main categories of challenges: 1) language barrier, 2) culture shock, 3) struggle in lectures, 4) expanding social life, 5) financial pressure, 6) housing problems, 7) unfamiliar transportation, 8) mental health issues, 9) future after graduation. (Figure 3.5 & appendix F)

For the first arrival, the new students need to take a while in building up their lives in the new place; this takes time and energy - in every aspect. A bunch of emotions and events change quickly, and that gives them excitement but also pressure. Behind these nine challenges, there are some similar emotions or reasons that aggravated the situations. These phenomena drew the researcher's attention. In the following paragraph, the researcher sums up four factors that put them in a dangerous place.

"You may find yourself wondering why your espresso always seems to cost more than the locals', or why everyone's laughing, when you didn't realize anyone had told a joke."

"Misunderstand the amount of pressure you should put into a handshake"

"Feel like an outsider"

Figure 3.5 Graph of all challenges for overseas students

1. Lower self-esteem
International students use the second language in this new environment. This new and unfamiliar, many mistakes in speaking, collaborating with groupmates, socializing, absorbing the knowledge from the lecture, and even just the simple interaction with friends—the frustrations accumulated by every embarrassment, misunderstanding, and mistake. Little by little, they baffle whether they are actually not good enough as they thought?

2. Fuzziness from uncertain of norms
Different cultural backgrounds influence how people act in the context. Hall suggested two types of communication based on its cultures - high contextual (HC) and low contextual (LC) communication. In HC culture, communication involves more of the physical context or internalization in a person; on the contrary, in LC culture, meaning is explicitly through the language. (Nishimura et al., 2008) Therefore, those HC culture students naturally rely on acting upon the context and blurry words - which means the straightforward communication style from LC culture is often overexplained by them.

Here is an example. A student from HC culture proposes a not very smart suggestion during the team discussion, and a direct response to it like "Nah, I don't think we need to do this. " can be seen as too blunt for them. This expression from LC students might just point out the problem, but the HC students might take it personal and over explain the mean-

ing. Because the direct expression with somewhat negative meaning in an expression in HC culture mostly connects with the judgement to a person.

Nevertheless, communication is the fundamental base of study life. Many international students from HC culture face strong cultural shock in many aspects of life and take longer to adapt.

3. Hard to say no directly
Students from a patriarchal hierarchy society are taught to obey and respect the senior, elderly, or authority blindly; they often receive punishment or revenge once they perform beyond the norm. This causes a greater imbalance of power in many situations - teachers vs. students, men, and women, etc. India and China are two representative societies; students from these two countries occupy one-fourth of international students at TU Delft.

On the other hand, people tend to perform nicely and are friendly in a new environment. While unwanted harassment happens, people are afraid of the potential revenge afterward, sharing several interviewees.

4. Body boundaries are different from staying at home country
Unlike staying at home countries - familiar and predictable with majority societal elements - international students take time to accommodate the new society. In cross-cultural psychology research, individuals can perceive and display a new range of their own personalities while
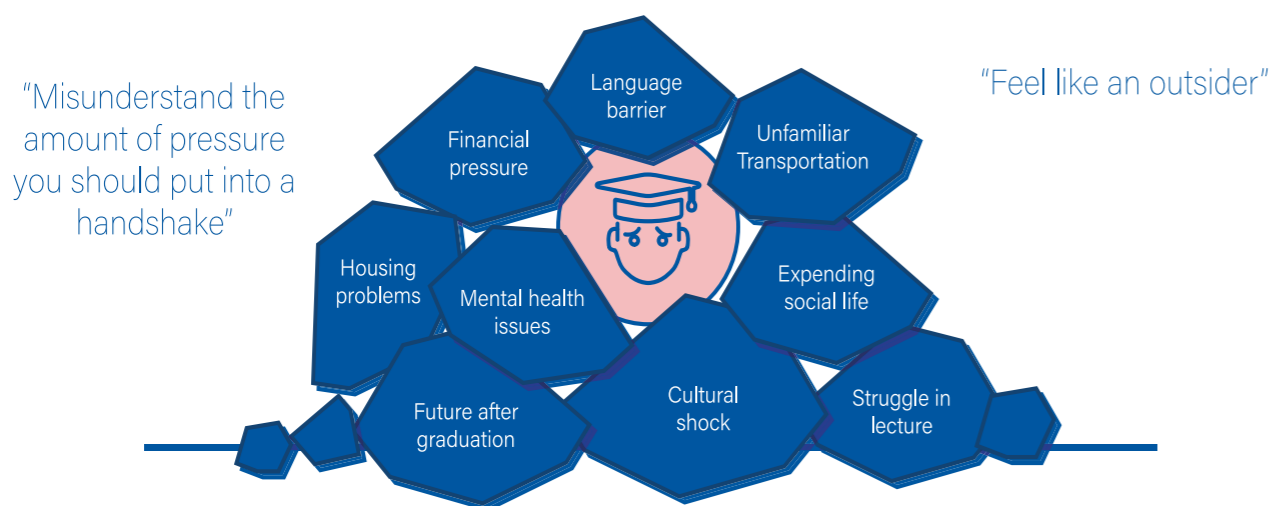
using the second language. (Veltkamp et al., 2013) Hall suggested different culture types maintain different standards of personal space, which increases the possibility of misunderstanding in intercultural communication. (Hall, 1966) During the exploration period of their first study year, they might lower/higher their high sensitivity regarding interpersonal space. By interacting with others, they adjust themselves to make new friends or perform their friendly personality.

From interviews with TU Delft psychologist and confidential advisor, they noticed the pandemic isolation in the year 2020, letting people lose the normal socializing opportunity in public space. The desire to make new friends triggers them to diminish the original criteria in personal space - put them into a more dangerous place.
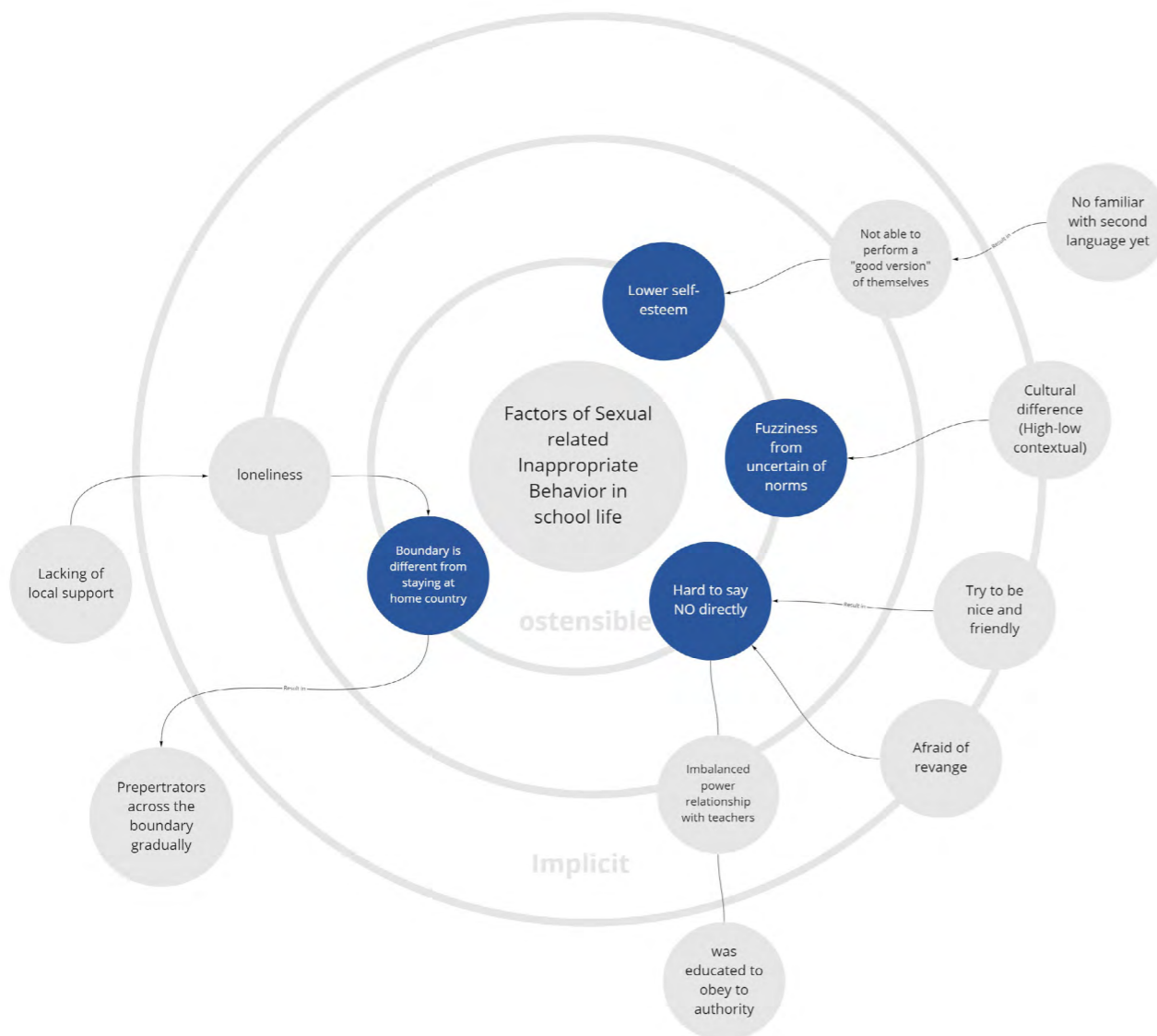

Figure 3.6 Four factors of increasing the risks for international students in a sexual harassment incident.

3.3 What are their stories?

> From the previous paragraph, we achieved a rough understanding of why they become an especially vulnerable group. In order to discover new insight, this chapter explores their background, past sexual violence experience, and the need for a safe college environment via interview and gernerative design research.

In the following description, there are two types of participants. The first six participants joined the generative design research, and I marked them from P1 to P6. The last five participants only did the interview; I mark them as from P7 to P11. The Figure 3.7, 3.8 and 3.9 includes the brief summary of eleven participants, and in appendix G recorded the version of the stories.

P1 Norwegian, 24 years old
 # experienced traveler

catcalling
sexual harassment from an acquaintance.

1. When she travels, she always pretends to be a confident person in case of danger.
2. She only feels "right" to have an uncomfortable feeling in a friendly environment.
3. She rehearsals the worst case happen in her mind when visiting a new place.
4. She is open to ask for help.
5. She tends to align with norms and likes be behave normally.

P2 Dutch, 25 years old
 # had two self defense course in high school

sexual harassment from an acquaintance.
sexual harassment from a stranger.

1. She dislikes too much intimate physical contact and protects herself toughly.
2. She had two self-defense-related courses during high school.
3. She realized in regards to sex, men might have a different perspective in rejecting girls. Some boys feel they are failing and useless.
4. She won't doubt her own identity or value even something terrible happened to her.
5. She can forgive the overstepping behavior due to the cultural difference once that person also realizes it.

Figure 3.7 The summary of thier stories related to sexual harassment- P1, P2

P3 **Taiwanese, 26 years old**
 # had been bullied in high school

long-term sexual harassment from an male bully

1. long-term sexual harassment happened step by step.
2. He didn't realize he was being harassed until seeing a piece of news with a similar experience on the TV when he grew up.
3. Taiwan is a relatively high-contextual communication country.
4. He is afraid to confront an uncomfortable situation.
5. The terrible memory seems deleted from his brain.
6. He feels the need to confess this shameful experience with his intimate partner.

P4 **Chinese, 24 years old**
 # had been harassed by peers during childhood

sexual harassment from an acquaintance.
sexual harassment from a classmate during childhood.

1. She tends to keep low-key and avoid uncomfortable situations.
2. She tends to tolerate and doubt whether she did something wrong first in many cases.
3. Sex is taboo to talk about in China.
4. She didn't realize the experience during childhood was sexual harassment while seeing a piece of news with a similar experience on the TV when she grew up.
5. From her experience, lots of guys didn't realize some behavior makes others feel uncomfortable.

P5 **India, 28 years old**
 # lived in many countries since childhood

sexual harassment from an acquaintance.

1. She tends to notice the inappropriate sign of a person after an uncomfortable experience.
2. She doesn't define a person just based on their nationality.
3. She feels nervous when arriving at a new place while she didn't know the rules here.
4. She doesn't want to wrongly accuse people if the harassment is subtle.

P6 **Iran, 24 years old**
 # had been harassed by peers during childhood

sexual harassment
catcalling

1. Iran government tends to support men in a sexual harassment cases.
2. Women in Iran need to wear hijab. The makeup and colorful outfits are counts as unacceptable.
3. Once women's wearing and performance do not align with social expectations, people or the government tend to judge them and see sexual harassment/rape are rational consequences to them. Therefore, women are under high pressure to report.
4. Sexual activity is taboo to talk about.

Figure 3.8 The summary of thier stories related to sexual harassment- P3, P4, P5, P6

P7 **Taiwanese, 24 years old**

sexual harassment
catcalling

1. She experienced sexual harassment in the TUD campus from a peer. 2. The cat-calling in the Netherlands contains the words "Nihao, Konnichiwa" (means hello in Mandarin and Japanese)

P8 **Korean, 25 years old**

catcalling

1. She experienced cat-calling worldwide, especially in the USA.
2. The cat-calling containing the words "Nihao, Konichiwa" (which means hello in Mandarin and Japanese) makes her doubt her identity.

P9 **Chinese, 25 years old**

catcalling
stalking

1. The cat-calling contains "Nihao, Konnichiwa" (means hello in Mandarin and Japanese)
2. She felt scared when she experienced stalking and kept rejecting the stalker gently. But it didn't work.

P10 **Taiwanses, 26 years old**

sexual harassment from a colleague

1. The harasser hugged her without consent in the workplace.
2. She didn't report the case because the harasser was more valuable to the company. Also, she didn't share this with her boyfriend until she got through this.
3. She had a hard time in working with harasser after rejecting him.

P11 **Taiwanese, 34 years old**

Sexual harassment from an acquaintance

1. He received inappropriate sexual implications from a "potential" company manager in a business fair.
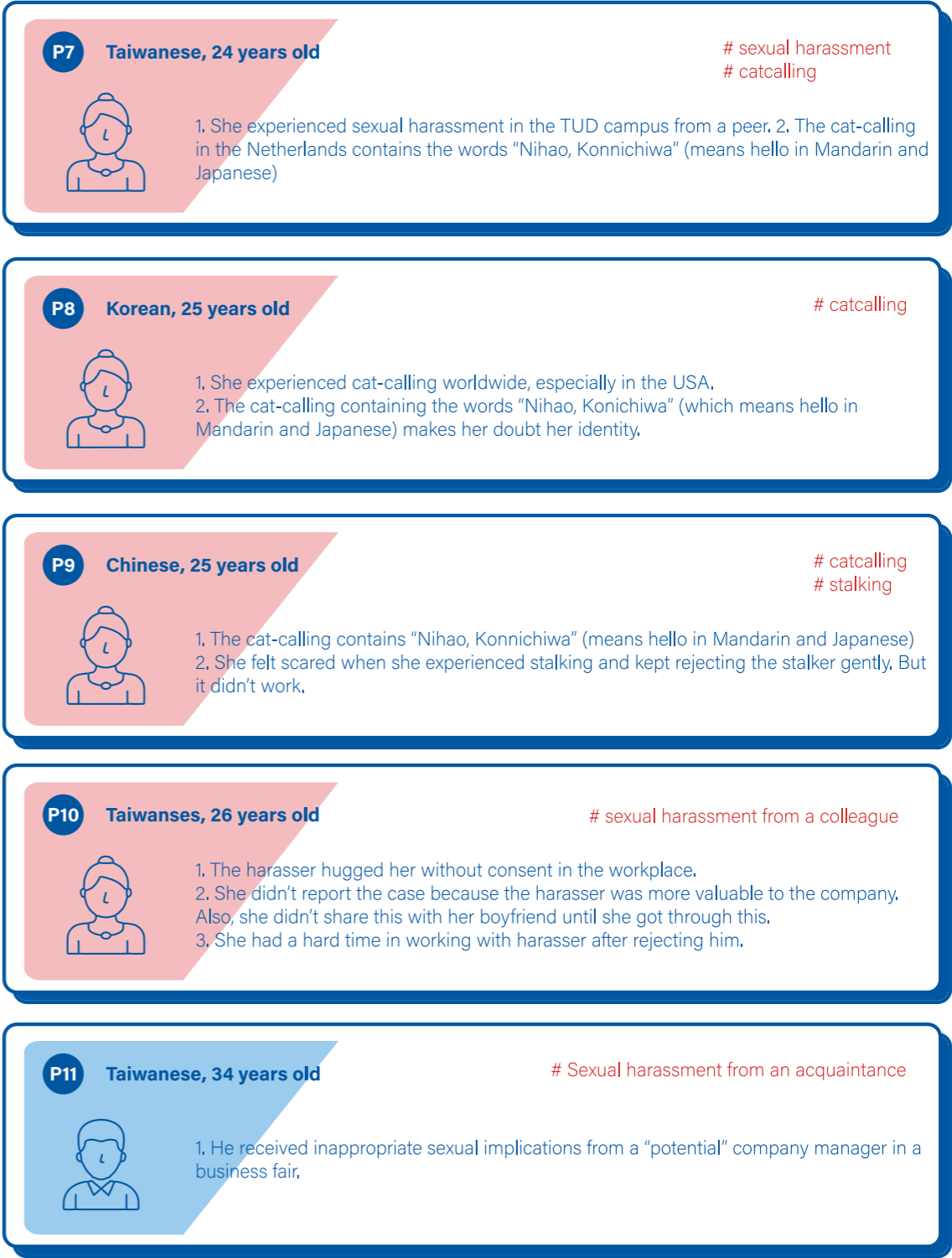
Figure 3.9 The summary of thier stories related to sexual harassment- P7, P8, P9, P10, P11

3.4 When facing various sexual harassment scenarios.

In the previous chapter, the generative research started by sharing their stories. To understand their emotions, thoughts, and behavior regarding sexual harassment scenarios, the researcher guided participants (P1-P6) to answer three scenario cards.

Under a common type of sexual harassment scenario, how do those participants react? This chapter includes the three scenario cards and their analysis based on their behavior, language, and thinking.

Analysis approach

Firstly, All scenario cards contained two steps. (Figure 3.9) The first step was letting the participant describe the pictures or text on the left side of the scenario card. The second step asked participants to imagine what they would do, say, and think? The researcher analyzed the answers by two parts in each scenario card sequentially.

Secondly, the analysis aims to separate all answers from six participants into two clusters based on their culture (HC & LC culture). Moreover, four participants from HC culture were further split up into two groups based on how strong the influence of patriarchy was. It can help discover the dissimilarity of influences from post-patriarchal and patriarchal societies; The research altered their sticky notes' color based on figure 3.10 to discover patterns and cultural influences quickly.
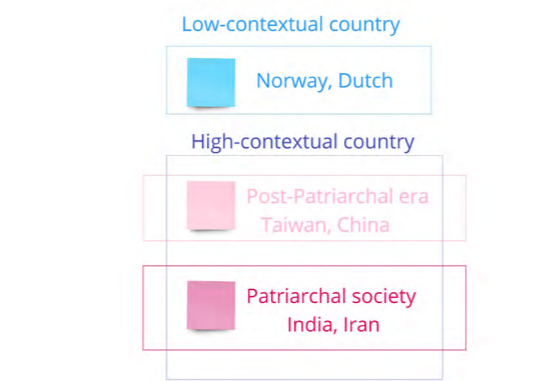
Figure 3.10 The cluster of culture groups

Figure 3.9 The Analysis steps of each scenario card

Scenario Card #1

Figure 3.11 Scenario card # 1 (credit: Shutterstock)

Step 1: Description of the picture

Based on the picture(see figure 3.8), participants are asked to speak aloud about what they see and use sticky notes to record their primary keywords.

Five aspects are formed in the first scenario: the behavior's description, the girl's and boys' attitude, the people's number difference of two sides, and the imagining dialogues.

Most participants see this situation as a cat-calling or hitting on the situation with an adverse reaction from the girl; a participant considers this could be a group of friends kidding around. The possible dialogue or commenting from the boy are matched with the above situation; for instance, if this is hitting on, they might be trying to get the contact from the girl; if this is cat-calling, they might be marking offensive remarks to the girl.

Both responses escaping and confronting are assumed concerning the girl's reaction and attitude. Both escaping and confronting responses are assumed, but the boys' attitude only includes negative descriptions, such as provocative or frivolous. Participants are also aware that the number of people is different, indi-

vidual against a group of people.

Step 2: Imagination of themselves as that victim

Their reaction

When the researcher asked participants to imagine they are the pointed girl, they have types of reactions: 1) Remain a slight but awkward smile, 2) angrily looking at the offender, being stern and confident in body language, 3) ignored, 4) look somewhere else to avoid eye contact. (see figure 3.12)

Remain slight but awkward smile

Ignored

Look at somewhere else to avoid the eye contact

Angrily looking at offender, being a strong and confident body language

Figure 3.12 Four types of reactions they behave

The reaction also contains different stages: 1) Firstly, showing a shocked facial expression. 2) Secondly, confronting or escaping. In a confronting situation, they may try to act stern and angry when they notice this behavior. They might shout back some angry questions. For instance, what did you say? Depending on the offender's reaction, if they keep being rude, they will be rough back. In the escape situation, the victim will excuse leaving the scene as soon as pos-

sible. 3) Thirdly, they will walk away to prevent unpredictable danger. (See figure 3.13)

Confronting

shocked

Escaping
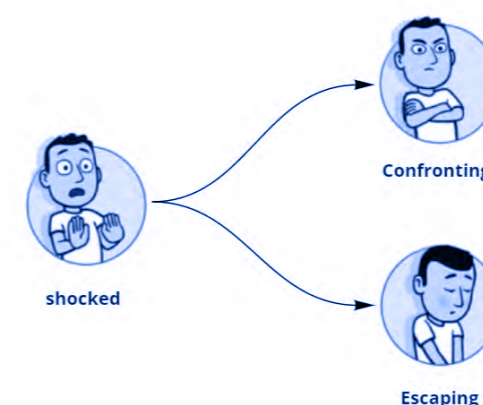
Figure 3.13 Two stages of transformation

Their thoughts

Extended from step one, participants consider catcalling and a joke from friends. Also, they evolved more detailed thinking when doing step two which was catcalling with slut-shaming or flirtatious. Because the joking situation with friends was easier for them to perform the consistency in behavior and thinking, in the coming paragraph, the researcher focus on explaining the rest of the two situations.

1. If it is a flirtatious cat-calling situation
Among all groups, the top three groups are agitation, ambiguous threat, and uncertainty of action. In those groups, two emotions are frequently picked by participants, which are annoyance and anxiety. No matter their nationality or culture, cat-calling behavior represents the insincerity of the offender, and this disgusting behavior ruins the victim's mood, which makes them feel annoyed. With regard to anxiety emotion, the participants born in the high-contextual communication country are prone to feel less control in the subsequent action

from the offender. At the same time, they are more likely to consider what is wrong with themself; the race, body language they use, and their dress. They consider there is something "inappropriate" about themselves immediately, no matter whether they have it.

If we analyze the situation based on their confidence, the participant with lower confidence tends to keep low-key and judge themselves in this situation. A Chinese participant has the internal thought like, "I am just the one who passed by and maybe wore properly today; that is why they picked me." On the contrary, the confident participant will start to think about the best strategy to fight back for themself. (In appendix H-1)

2. If this is a slut-shaming catcalling situation
If in a more aggressive situation like slut-shaming and taunting, participants from the Netherlands and Taiwan include two reactions. For the slut-shaming situation, the Dutch participant performs tough and says something sarcastic to attack back. Meanwhile, she feels shame, insecure, and confused about what she wears; whether this is too slutty?

For the Taiwanese participant, he indicates the unconfidence with his own body. He is aware of his underdog situation and will try his best to flee away from the situation. Simultaneously, he perceives the uncertainty of the action and feeling insecure and nervous. He mentioned that he expects himself to control the situation better in the future. He gave an example like using humorous sarcasm to fight back and diminish the awkward moment. (In appendix H-2)

Scenario Card #2

Figure 3.14 Scenario card # 2 (credit: istock)

Step 1: Description of the picture
In the second scenario card (see figure 3.14), participants consider four main aspects. These four aspects include the context description, what is going on, the meaning of this touch, and how the front person's emotion changes.

Regarding the context, participants indicated this happens in a workplace or university with a specific guideline for behavior and unspoken rules. They have a long-term relationship; for instance, supervisor vs. subordinate, friends, or teacher vs. student. Due to the unclarity of the face, both genders' combinations are guessed.

As to what happened in this picture, participants considered that people in the back are either supervising, guiding, or complimenting people in the front. It is a neutral description so far. Nevertheless, when it comes to the purpose of this behavior, people don't feel the necessity of doing so. Hence, they are concerned about the real purpose beneath this behavior; the natural height difference implies their power imbalance. Interestingly, the feeling description of the front person is all negative. They feel their personal space is invaded, and this is creepy

behavior. Lastly, participants considered the difficulty level of reaction; great difficulty in dealing with people with higher or more valuable positions than themselves in this context.

Step 2: Imagine they are the people in the front.

Their reaction
The two most considered scenarios happen in the workplace with a colleague or supervisor when it comes to participants' reactions. However, people thought more detailed in dealing with supervisors; as mentioned before, this is challenging. Therefore, participants answered based on three situations; 1) the colleague, 2) the supervisor touched them the first time, and 3) the supervisor touched them 2-3-4 times. In the following paragraph, the researcher explained their reaction based on these three situations.

1. If (s)he is a colleague
Another scenario is colleagues, which is easier for them to cope with. Also, the relationship between colleagues can be less intense and formal. They might joke around to remind the offender of their behavior. Although this is easier to deal with, this behavior still has the same ambiguous purpose and interferes with their work. If they overstep again, people find it easier to choose to break the relationship as well.

2. If (s)he is a supervisor and this is the first time
In the scenario involving the supervisor, people have different behavior when it is the first time or not. Nevertheless, the researcher observes that mother culture

has more significant influences on tolerance level, attitude to themselves and the supervisor, and follow-up action.

There are three types of action if this happens the first time: (See figure 3.15)
1) Pretending nothing happened and perform friendly
2) use tactics to dodge from touching to their body; pretending to ask questions, stand up and invite supervisor to sit and check the work they are doing,
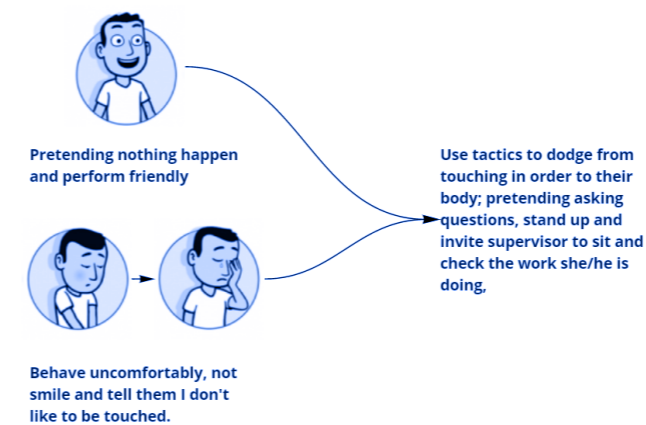3) behave uncomfortably, not smile and tell them they do not like to be touched.

Pretending nothing happen and perform friendly

Use tactics to dodge from touching in order to their body; pretending asking questions, stand up and invite supervisor to sit and check the work she/he is doing,

Behave uncomfortably, not smile and tell them I don't like to be touched.

Figure 3.15 Three types of actions

What will they say:
1) "Say Nothing."
2) "I have to go to the bathroom hehe," "I just am not a touchy person hehe," "hehe, please move your arm."
3) "Please check this," and invite them to sit in her seat.

3. If (s)he is a supervisor and this is the second-third-fourth time
After the first time doubting, some participants indicated that they would start to observe whether this is a harmless behavior or not; checking the supervisor only did it to you, or everyone is treated

the same. This can help them to make sure they do not wrongly accuse people.

Then, when the overstepping behavior happens again, we can see the tolerance varies based on cultural background. There are two types of different reactions: confronting or escaping. The researcher observed that the participants from high-contextual communication countries are mostly tolerant three to four times before confronting the offender or this environment. Some of them do not plan to engage. They continue to suffer and seek the opportunity to leave this environment. So far, we can see the big difference with participants coming from low-contextual communication - Keeping the ostensible peace is more important.

Their emotion

1. If (s)he is a colleague
The participants felt annoyed by this interefering behavior.

2. If (s)he is a supervisor and this is the first time
Concerning what they feel in their first time experience, the top two emotion groups are concrete threat and uncertainty of action. Moreover, among all the feelings, fear got most of them selected. (In appendix H-3)

For the first time physical touch from the supervisor, people consider three intertwined aspects: the importance of maintaining the relationship, personal preference in physical contact, and the possibility of the wrong accusation. This is a crucial relationship needed to support specific unspoken ethical rules;

people do not want to break it due to a potential wrongly accused by them- especially, they are especially subordinate, which generally has less power in the system. Besides, some of them prefer less physical contact with other people- any people. They are more vigilant than others. Hence, the natural position difference - seat in the front vs. stand behind - makes their alarm go off. Some people consider others' judgment to them - they do not want to become someone who is not easygoing or tag as a sensitive person - which is as hurtful as blaming the offender.

This behavior's purpose oversteps the boundaries with an unnecessary action; simultaneously, people tend to behave more generously than they feel.

3. If (s)he is a supervisor and this is the second-third-fourth time
The true feeling of them is similar. Participants feel strong antipathy emotion - hate, anger, disgust - but with helplessness. Their own space is bothered - it makes them annoyed. The actual feeling of them is similar. They feel strong antipathy emotions - hate, anger, disgust - but with helplessness. Their own space is bothered - it makes them annoyed.

Scenario Card #3

Mia is at the gym in the sport center. Whenever she work out, other male gym user stare at her and tease her. They make insulting comments.

Figure 3.16 Scenario card # 3

Step 1: Description of the picture
The third scenario card (see figure 3.17) shows a short story described in the text.

There are three aspects considered: About the behavior, men, and Mia. Mainly, people indicate this is a more bullying scenario than sexual harassment. They might insult Mia's dress or body shape. Interestingly, how people imagine this dialogue reflects their anxiety.

People from high-contextual communication countries consider the gym a similar place to the workplace; there will be specific unspoken rules that everyone should know - it is rude to stare at people at the gym. So it is inappropriate for people to ignore or not know that; however, people from low-contextual countries see more this situation is about individuals against a group, which is physically power-imbalanced. Overall, this is not a welcoming behavior; people name it creepy, pervy, offended, insulted, and disrespectful. As a witness, the participant felt awkward for Mia.

Participants consider that the bully could be proud of themselves - body shape and gym skill; they are cruel people and love to make fun of people. They believe it is okay to judge people like that. They might have thought, "everyone should be aware of their own body and dress.

Once they come to the gym, they should be open to judgment."
Step 2: Imagine they are Mia

Their reaction
Most people will choose not to confront it directly. They tend to ignore it by putting on their earphones. Two Reasons: 1) This is an Individual against group situation, 2) This environment is toxic. They can accept this kind of behavior. Most people will say nothing. One participant may try to insult them: "Do you think this is funny? what are you trying to do here?"

There are many follow-up action they tends to do:
2. Behavior: leave that area and choose a less crowded area
3. Make a friend in that gym/ invite friend to visit the gym next time
4. Directly Report to the gym: gym owner. "Are you aware that some gym users are very toxic towards women? Is this something you can do something about?"
5. Indirectly report to the gym, but do not want them to punish the bully, avoid meeting them anymore. "Some guys are annoying me here, is there another time slot that I can come to when they are not around?"
6. Choose another time-slot
7. Mostly, not going to this gym anymore.

Their emotion
The Top three emotion groups(see figure 3.18): concrete/ ambiguous threat, the uncertainty of action, agitation. For the threat part, fear of the consequence

after confronting them (insulting more); worry they are too sensitive. For uncertainty of action: Do not want to accuse people wrongfully(nervousness); agree their insulting comment on body shaming (insecurity) makes them want to quit. For agitation: want to do their workout and not being bothered(annoyance), they do not have ability to confront a group of people(frustration) Two side: Those are not good people (judging people quickly) on the other hand, I am not good enough(body especially) For the situation (individual vs. group): they feel weaker(humiliation, desperation, sadness); loneliness also arouses their deep antipathy in those people. (Hate, contempt, disgust)(Appendix H-5)

3.5 Conclusion

Weakness

Racist - Doubting one's existence

Almost every Asian participant experienced racism - in different forms. When the racist are wrapped into a cat-calling like using "Nihao(你好), Konnichiwa(こんにちは)," the victim experiences a crisis of identity. One perpetrator has told a victim to bleach himself afterward, saying, "Seems Asians see this (behavior) more serious."

Unvalidated feeling - Afraid of "incorrect"

Two participants (Norway, China) mentioned that they were afraid of being a "too sensitive" person or behaving out of the social norms. When they are in a new environment, they are more nervous and cautious. They try hard to "accept emotion" to the current situation - until somebody teaches them the abnormal one is not them - but the perpetrator - then they can eventually believe and validate their feelings.

Is that my misunderstanding?

With regards to the nuance of physical touch, too subtle a question for them - they usually overthink to decode the meaning, and they have less legitimacy to mention this. However, they do have strong negative feelings.

The fuzziness of intention - Is he just friendly to everyone?

The unnecessary touching leaves many doubting victims. They start to observe whether she/he is the only one receiving this "intimacy".

Do not want to blame people - Is this my fault?

No matter whether participants are confident in themselves or not, most of them doubt themselves sooner or later; this self-blaming process takes longer for people from HC culture society. Iran, India, Korea, China, and Taiwan belong to HC culture, all with a certain level of patriarchal hierarchy culture. The Indian participant mentioned that she would be more careful with a similar situation.

Sex is taboo - Not able to recognize its unacceptability.

Most HC societies did not have proper sex education; people are ashamed of discussing sex. Two Taiwanese participants experienced sexual harassment in a long-term relationship; however, they both took more than five years to realize what happened to them is unacceptable. When a person does not receive enough relevant education or less life experience, they will not react or ask for help.

The perpetrators are unable to accept the reject sign

The perpetrators seem unable to read the sign or understand the rejection - either tough or soft ones. They see the rejection as a personal failure. Therefore, they keep trying - the patriarchal, hierarchical society also encourages men to take the risk - until they make it. This culture values the importance of men's dignity more than women's willingness.

Knowing your pitfall - international perpetrators

According to the confidential advisor, international perpetrators may not be familiar with rules in a new environment; but they know their own culture. Therefore, international students can be perpetrators as well.

Everyone is a potential perpetrator and victim.

Patriarchal society forbade men to express their vulnerability. However, it does not mean they are always the perpetrators. During the semi-structural interview with different friends and participants, the researcher observed that many have unpleasant interactions related to sex with others - include men.

Desires

Someone can talk through the unclear situation.

Compared to the other colleges, TU Delft provides various support for students; academic counselor, psychologist, student mentor, and so forth. The Norwegian participant mentioned that she used to ask for help via talking to people; the Indian participant knowing the support exists, lets her feel safe.

Awareness build up a strong mindset

The Dutch participant is the only participant see those experience as an "incident" instead of sexual harassment. In the Netherlands, girls take the ethical dilemma and self-protection course to raise their awareness. She is also the one performing tough when facing enforcement.

3.6 Key takeaways

1. In HC culture, they tend to consider sex as a taboo to talk about. Therefore, during their lifetime, proper sex-related education is lack of. Meanwhile, relevant education like bodily autonomy and body boundary were not educated in the school as well. Thus, their awareness of being sexually harassed is weak as well.

2. The perception of body boundaries is blurry when overseas students study in a foreign country. The urge to expand social life pushes them into a more dangerous place.

3. When people get into a new place, the unfamiliarity of the norms makes them more cautious and nervous.

4. The validation of feeling in the first place can cause a significant impact on them. Some participants need to feel "right" to have certain feelings about something, especially sexual harassment.

5. When the relationship between harasser & victim has a stronger power imbalance, they tend to suffer more and tolerate it several times. Nevertheless, tolerate levels based on their cultural background. People with HC cultural backgrounds tend to be "quiet" more often.

6. People tend to perform nicely when encountering a fuzzy sexual harassment situation. Most participants tend not to accuse people wrongly. Therefore, some of them blame themselves first, and this process can take up to months and years.

7. Some participants encountered a situation - The rejection of a sex-related invitation was seen as a failure and uselessness to a man. Therefore, those men tend not to accept women's rejection - They reject to accept the sign of his failure.

8. Not just women will encounter sexual harassment, also men. While lacking awareness of body boundaries and autonomy, everyone can become a harasser at some point.

9. If there is someone who can talk and ask for help, this assists them to recover quicker and rebuild their own confidence.

04

Chapter

Chapter 4
Design
opportunity

Summing up from the above research chapters, let us define the design goal and interaction vision for the next design phase. In this chapter, the design goal, interaction vision and design direction are elaborated.

4.1 Design goal

To enhance overseas student's awareness of bodily auton-omy and provide a strategy in coping with sexual harass-ment through a knowledgeable and amusing interactive workshop at the beginning of their study in the Nether-lands.

From the insights concluded from pre-vious chapters, newcomers arriving in the Netherlands are relatively vulnerable to sexual harassment. However, on the other hand, a perpetrator can wrongly connect personal dignity with a success rate of pursuing - resulting in the low acceptance of rejection from victims. To diminish the problem of sexual harass-ment on campus, it is necessary to raise both sides' awareness of their bodily autonomy and respect individuals' in-terpersonal space - considering cultural influences.

Therefore, the design goal was formu-lated: "To enhance overseas student's awareness of bodily autonomy and pro-vide a strategy in coping with sexual ha-rassment through a knowledgeable and amusing interactive workshop at the be-ginning of their study in the Netherlands." The overseas students, who study in the Netherlands since university, are gener-ally more vulnerable and risker in sexual harassment situations. It is because of two main reasons. Lacking bodily auton-omy courses in their early education and high contextual communication style in their cultural background, they do not know how to respond appropriately.

4.2 Interaction Vision

Based on the design goal, the researcher came up with the interaction vision and envisioned effect. The interaction vision aims to inspire designing the workshop where the characteristics are extracted. The envisioned effect points out the crit-ical information which needs to be ap-propriately delivered in the workshop.

Interaction vision
Play an educational board game togeth-er. (Figure 4.1)

Table 4.1 shows three expected charac-teristics to achieve. Each characteristic evolves its affordance as described.

Figure 4.1 Interaction vision

Characteristics	Affordances
Knowledgeable	The information are educational
Amusing	The process of being in the workshop is enjoyable
Open-ended	The activity remains space for interpretation

Table 4.1 the expected characteristics & affordances

Envisioned effect

The envisioned effect is that new students can better understand how to interact with people in the Netherlands - or simply people from another culture. Through experiencing the design, they have the ability to identify the inappropriate behavior and know how to act upon it.

Figure 4.2 further describes the expected emotions that I want to achieve in this workshop design. As you can see in the figure, I hope there is an activity to trigger participants' curiosity at the beginning of the workshop and help them to focus on the later content. While during the workshop, I wish them to feel respected, engaged, and amused. After the workshop, they can gain knowledge of dealing with sexual harassment situations. They will feel more relief in the future no matter in asking for help or expressing themselves.

The feeling I expect them to have throughout the workshop.
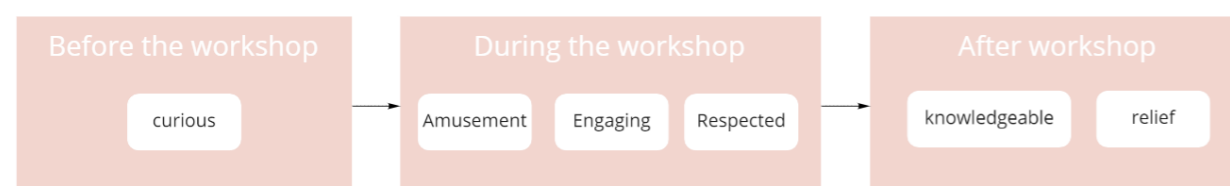
Figure 4.2 The expected emotion criteria

4.3 Design direction

As mentioned above in the design goal, an interactive workshop design is the desired outcome. While considering this outcome, several things are considered. In the following paragraphs, I will elaborate on the detailed reasons for each aspect.

Timing

Firstly, the proper timing to execute. International students need to address many practical issues for better preparation for the new semester; they normally need to arrive in the Netherlands in a few days or weeks. Take TU Delft university as an example; the school provides the introduction week before the new semester starts for new students. New students have a chance to walk around the whole campus and meet new friends from different academic and cultural backgrounds. Therefore, in this case, I suggest implementing the design with the existing activity to increase the feasibility.

Design Form

There are several forms of activities in the introduction week. For instance, having a physical ice break game, walking around the campus, or having a basic introduction of this country and school via an interactive mass lecture. It can be imagined that new students are excited or a bit nervous while surrounding the unknown in this whole new place.

Comparing the above activities, the workshop is an approach consisting of the educational function in a short period of time in a relatively small group. (Definition of WORKSHOP, n.d.) Besides, the interactive workshop is a structured set of facilitated activities for participants to explore a problem and its solutions together. (Pavelin et al., 2014) Therefore, the interactive workshop design contains more space for participants to be involved in the workshop, which is a relatively ideal form for accomplishing the purpose.

4.4 Key takeaways

1. The design goal aims to enhance the awareness of the bodily autonomy of newcomers.

2. The desired design outcome is an interactive workshop design.

3. The characteristic of interaction vision is playing an educational board game together.

4. At the end of the workshop, the new international students are expected to know how to act upon sexual harassment.

5. The desired emotions at the beginning of the workshop are curiosity; they would feel amused, respected, and engaging during the workshop; in the end, they feel knowledgeable and relieved.

6. The workshop will be implemented in the introduction week before the semester starts.

05

Chapter

Chapter 5
Design cycle

From the previous paragraph, we conclude the critical characteristics of the workshop design. In this chapter, the first round of the design cycle is elaborated. Several activities in the workshop are tested individually and combined into the final design eventually.

5.1 Design method

To achieve the design goal in a workshop design, the researcher split the big goal into two smaller ones and accomplished the design iteration individually.

Design cycle one aims to settle down the structure and activities of the workshop through rapid prototyping and user testing. Thus, it started from the basic framework, then moved on to the activities exploration. Eventually, the final activities are selected for final design from the insights of user testing.

Two goals are intended to achieve from the envisioned effects. The first one recognizes others' uncomfortable signals to understand better the proper way of interacting with people from different backgrounds. Secondly, knowing how to deal with a subtle uncomfortable situation. Hence, the researcher utilized brainstorming to ideate broadly in the beginning and expressed them through sketches. The two goals evolved into two activities and have their design process.

You can find the design process in figure 5.1.
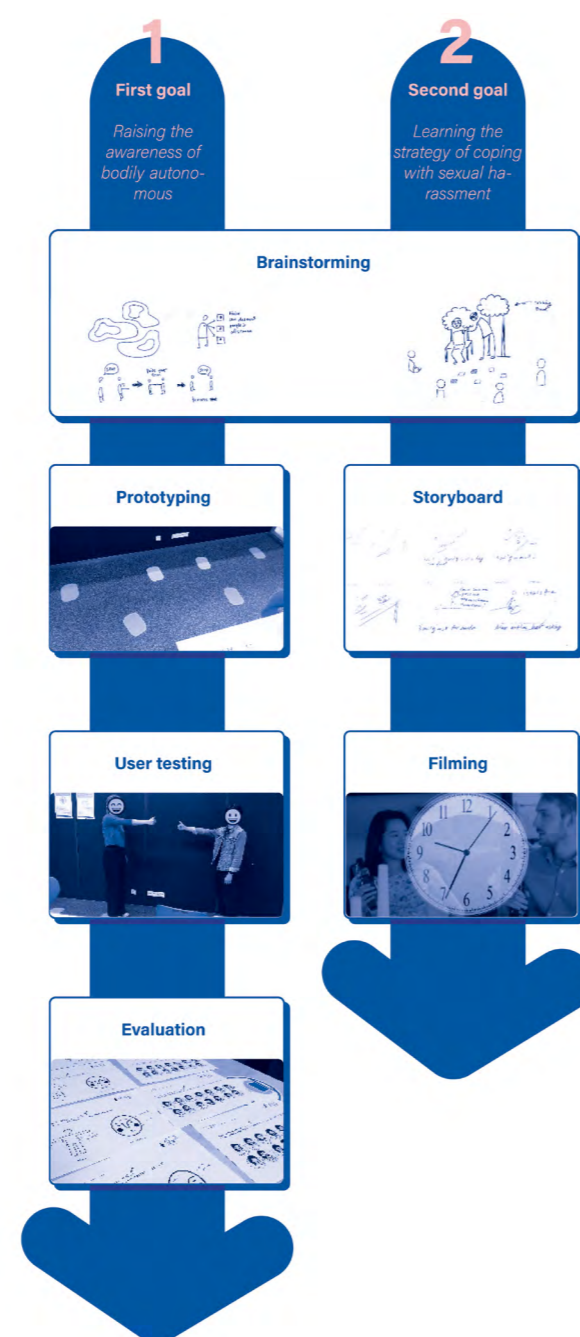
Figure 5.1 Design process
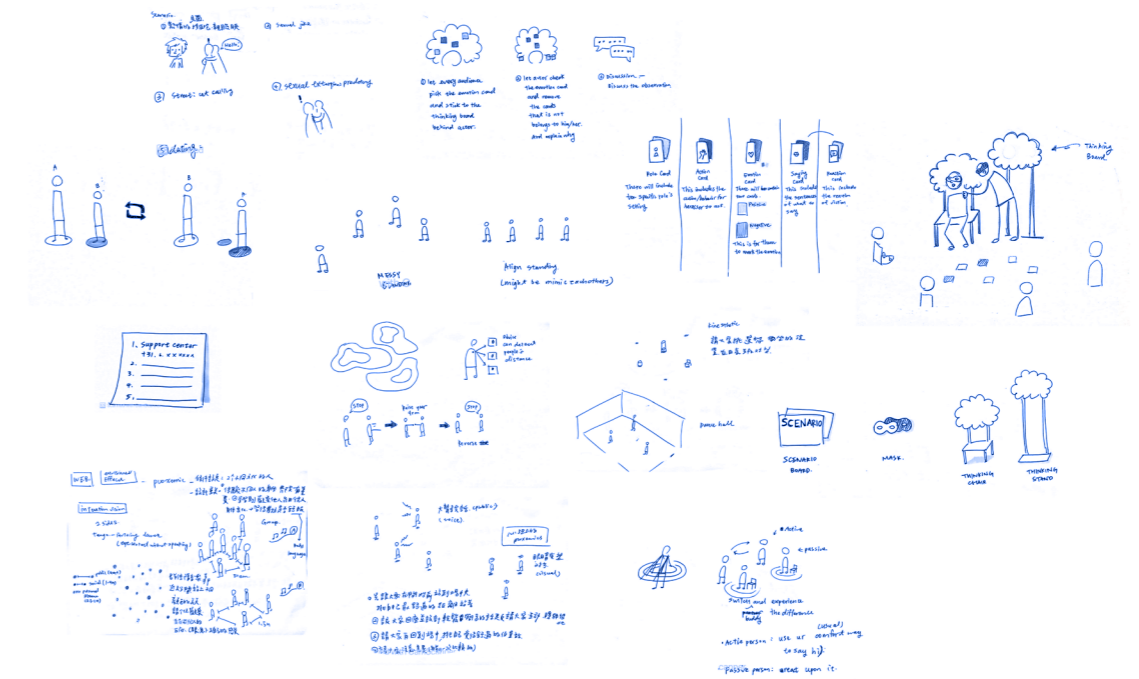
Figure 5.2 Results of brainstorming session

Brainstorming & ideation

Two primary goals both started from the ideation process with a brainstorming session. All ideas are followed by brainstorming rules (Tischler, 2001) and expressed by hand sketch on the paper. In consideration of workshop physical limitations, for example, the size of the workshop place or easiness to get the larger props, some ideas are further evaluated into prototypes. The brainstorming results are shown in figure 5.2.

Rapid prototyping and user testing

From the brainstorming stage, the researcher further evolved the idea of the first goal into the prototypes. There are two steps in this process: 1) recruitment, 2) User testing.

2. **Recruitment:** Eight participants are recruited from the communication software Whatsapp. Two of them are grouped up in one testing. In consideration of simulating the actual workshop, I arranged them with an acquaintance buddy with a relatively different cultural background.

3. **User testing:** All the tests were done in the Industrial design faculty at TU Delft.

Filming

Considering the sensitivity of the second goal, those ideas with physical touch may be against the criteria of feeling respected during the workshop. Therefore, to better convey the ambiguity of the subtle sexual harassment situations, this activity eventually developed into a film.

5.2 Workshop – basic setup

> This chapter explains the fundamental structure of the workshop as well as what to achieve of two primary goals.

Structure
The structure is designed in two large chunks for the contents of two goals. (see figure 5.3) The bodily autonomy awareness is placed in the first part due to its closeness to people themselves. Sequently, the sexual violence strategy is introduced.

Learning goal
To clarify the appropriate content and activities, these two main sections are split up into three sub-goals to achieve as listed:

2. Section 1: Raising the awareness of bodily autonomous
   - Learn the cultural difference in the perception of privacy.
   - Recognize others' uncomfortable signals.
   - Learn how to interact appropriately with multicultural people.

2. Section 2: Learn the strategy of coping with sexual harassment
   - Understand what kind of feelings they might have when facing inappropriate behavior.
   - Learn how culture impacts their communications style.
   - Know various strategies in dealing with the offender.

Evaluation criteria
Concluded the information above, there were two main criteria to evaluate the effectiveness of workshop design.

2. Whether the workshop reaches all the learning goals?
3. Do participants feel amusement and engagement during the workshop and feel respected and gaining knowledge after the workshop.

Opening

1. The first section
Raising the awareness of bodily autonomy

2. The second section
Learning the strategy of coping with sexual harassment

Closing
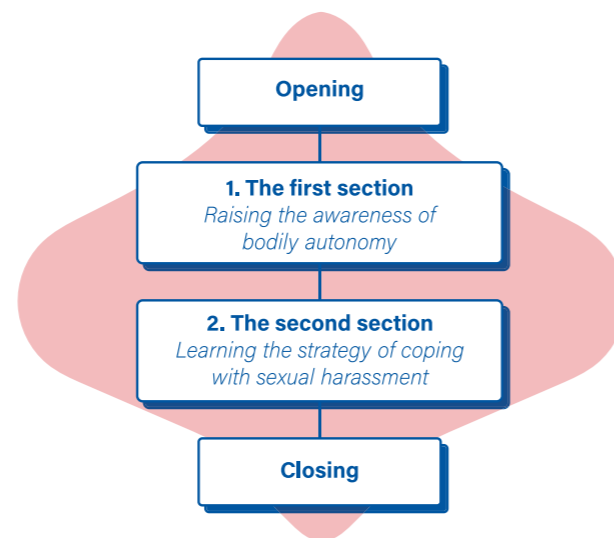
Figure 5.3 Structure of the workshop

5.3 The first section

> Three concepts were formed from brainstorming sessions and refined to achieve the first goal: awareness of their own/others' bodily autonomy. Each concepts contains a prototypes and user testing process.

Design Scope
This section intends to raise the awareness of the bodily autonomous of the participants. It includes two kinds of activities, educational information, and physical experience. Due to the educational information that can gain fewer insights from participants, I planned to concentrate on a physical activity design. The user test focuses on achieving the first expected emotion criteria (see figure 4.2). This includes the intention of arousing curiosity at the beginning and feeling amusement, engaging and respected. Hence, research questions were formulated as follows:

- Can this activity arouse curiosity for the coming content?
- Is it able to let participants feel safe to take part in?
- Can it let participants notice the difference between what they see and what exactly others truly feel?
- Do they feel amusement during the activity?

Concept formulation
The testing concepts are based on the proxemics theory by Hall (Hall, 1966). Apart from horizontal space (see figure 5.4), which is considered a great psychological influence, Hall also claimed various biometrics(see figure 5.5), representing the nonverbal communicative factors that impact position variation while people connect in space. Thus, all tests are mixed with different biometrics factors or horizontal space alteration. The content of the physical test part was different, but they will follow the basic structure of the testing procedure.
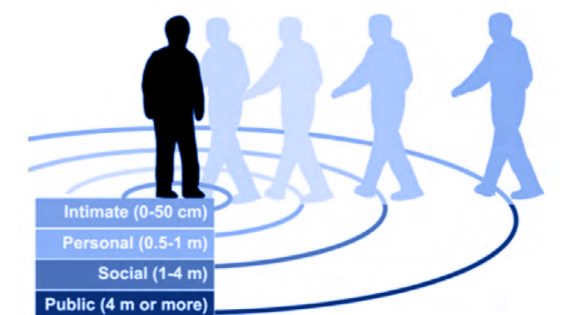
Intimate (0-50 cm)
Personal (0.5-1 m)
Social (1-4 m)
Public (4 m or more)

Figure 5.4 The horizontal distances categories in Proxemics theory (Hall, 1966)

Biometrics factors

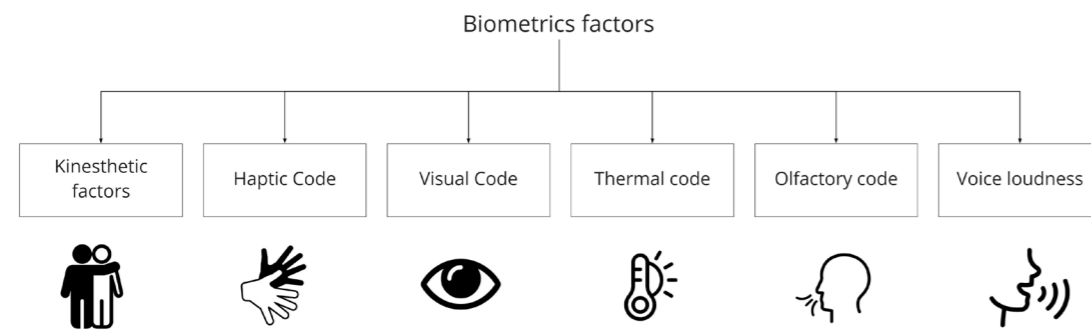| Kinesthetic factors | Haptic Code | Visual Code | Thermal code | Olfactory code | Voice loudness |

Figure 5.5 Biometrics factors in Proxemics theory (Hall, 1966)

Method

Introductions are given firstly, two participants are asked to do a physical test. Then they were required to fill in a survey afterwards. (see figure 5.6)

The survey aims to let one side express their true feelings and observe the other person's behavioral change. Through the sharing, they are able to notice the subtle difference from their observation. (see appendix I)

Participants

This user test involved eight young adult participants with mixed gender and nationality. Some participants took part in the design research before. InterviewSharing with each otherFill in the two way observation formPhysical testIntroduction & consent

Introduction & consent

Physical test

Fill in the two way observation form

Sharing with each other

Feedback
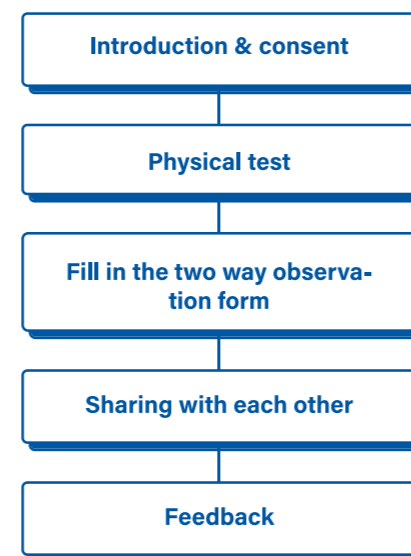
Figure 5.6 Fundamental procedure

Group	P1	P2	Relationship
Group 1	German, female	Iranian, female	Team member
Group 2	Indian, female	Chinese, female	Acquaintance
Group 3	Chinese, female	Taiwanese, male	Acquaintance
Group 4	Taiwanese, male	Norwegian, female	Acquaintance

Concept A:
Horizontal space change of one person + visual code

Concept A

P1   P2

A   B   C   D
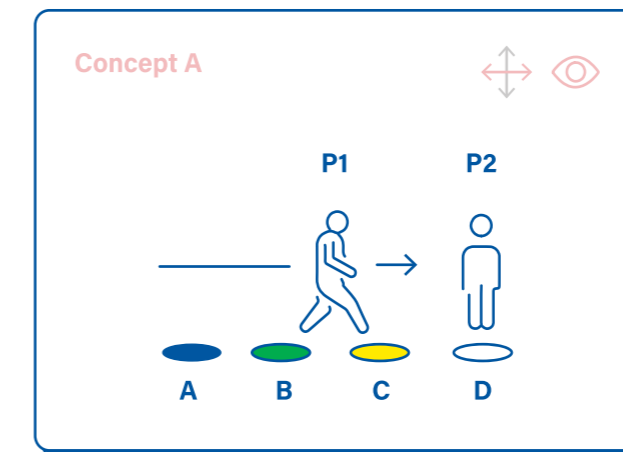
Figure 5.7 Concept A

Description

The concept intended to strengthen the awareness of P2 while the P1 gradually steps into the P2's territory. Therefore, P2 stands in the beginning position without any movement.

Testing Process

P2 standed still in D spot during the whole process, and P1 kept moving towards P2. They were asked to greet each other in every spot. (from a to c) Hereafter, they were asked to write down the two-way observation form individually and silently. After one minute, they   share whay they wrote with each other. (see figure 5.7)

Feedback

2. Participants need to follow a scenario in order to perform naturally. Three greetings & a lacking scenario is a bit awkward.
3. In this test, the uncomfortable signal is more obvious to observe.
4. Interesting feedback is that some participants feel neutral, but the other one will read slightly negatively.
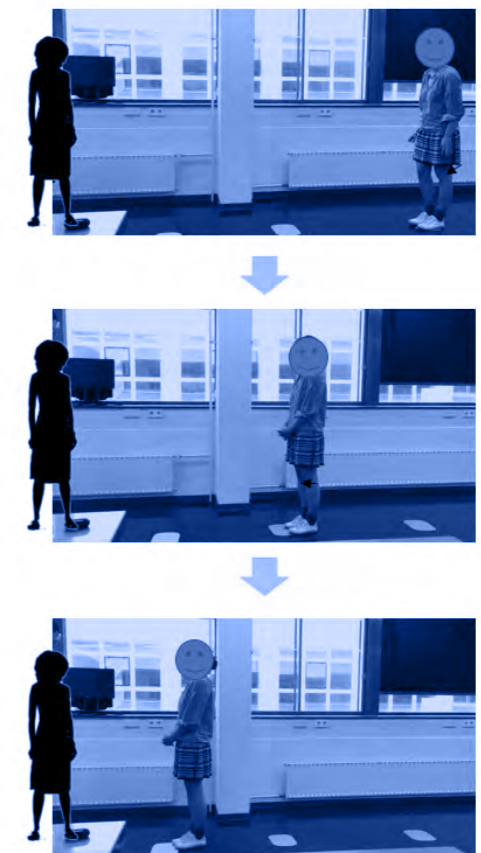
Figure 5.8 User testing procedure

Concept B:
Horizontal space change of two persons + visual code
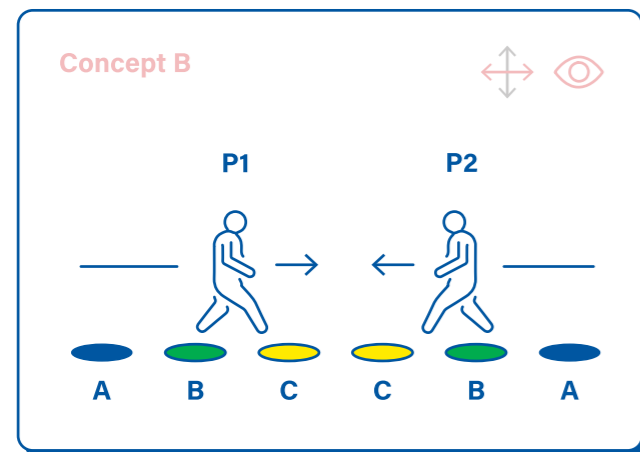

Figure 5.9 Concept B

Description
The concept aimed to rouse the vibe in a larger number of participants. Therefore, two participants will move to the specific colorful spot simultaneously. (Figure 5.9)

Testing Process
P1 and P2 both started from A position (blue) to C (yellow). They greeted each other on one position and proceeded to the next one. The researcher guided them of a scenario: they met each other in the hallway on the campus. Hereafter, they were asked to write down the two-way observation form silently and share it. (Figure 5.10)

Feedback
2. Participants felt less suppressed. And this test obviously triggered their interest for further activity.

Figure 5.10 Test B setup & record

Concept C:
Voice loudness
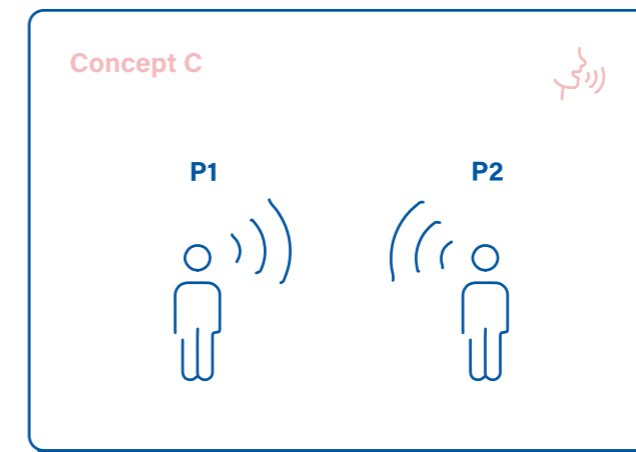
Figure 5.11 Concept C

Description
This concept intended to let participants experience the psychological distance alteration by changing the loudness of voice. (Figure 5.11)

Testing Process
Let two participants stood at a comfortable distance and lift the arm to feel the distance. Sequentially, the participants were asked to greet others with a normal, louder, and loudest voice.

Feedback
2. This activity was a bit too short. When the arms were lifted, participants adjusted again with their physical distance even farther.

Overall Insights from three concepts
The feedback from participants showed that concept B could better achieve the emotion criteria - amusing, engaging, and respected. Thus, new concepts were adjusted and listed below:

2. Place three color spots on the ground and let all participants move around freely.
3. Design the music to let people feel less nervous and build up a vibe for them to warm up.
4. Through this process can arouse their awareness of their/ others' body boundaries.

5.4 The second section

> This chapter introduce the arrangement of the second section: learning the strategy of coping with sexual harassment. The detailed of the film design and ACES strategy were elaborated.

Arrangement

For the second section of the workshop, the main goal is to let participants know how to deal with sexual harassment.

After the ideation phase, we discussed a video that can provide a distance for participants to see how the situation can happen to engage themselves instead. Therefore, this section intends to start from a film that performs an ambiguous situation, including subtle sexual harassment across two different cultural backgrounds.

After that, a series of group discussions based on the clip of the film is arranged. This aims to provoke discussion and let diverse perspectives can be listened to. In the end, the strategy of dealing with sexual harassment will be introduced.

Due to time limitations, the design in this section did not go through the iteration process.
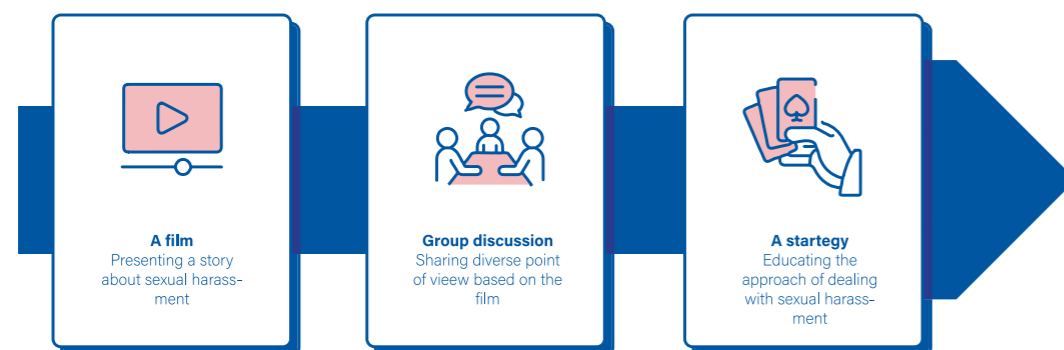
Film

This video intends to place at the beginning of the second section as a starting point to trigger their thinking. The researcher made up a story from the research insights, and this story was set up in a typical scene for new international students. The detailed preparation of the film can be seen in appendix J & K.

Story

An international student attended a student gathering and met a new dutch friend. After the party, they decide to meet up again at the girl's place. During the dinner, there is some misperception, and subtle sexual harassment happens between these two characters.

Intentions behind the film

Visualize the struggle

This story intends to show an ambiguous situation that involved sexual harassment. The previous research reveals that the struggles of victims increase when sexual harassment is subtle. They do not want to accuse people wrongly and want to be seen as sensitive people. Therefore, the victim tends to act friendly even if they are uncomfortable.

Present the different communication style

The story intends to present the possible misconception that happens when people from a different cultural background. By watching this video and discussing it with people from various cultures, people can listen to the new perspectives and learn a different communication approach.

Bystander perspectives

A Chinese proverb says that "The player sees less clearly than the bystander." It is easier for people to comment on a story from a bystander side. Through watching a film, everyone might project themselves psychologically into a similar character or remind them of the experience or feeling they might have had in the past.

Figure 5.12 The acticity design of section two.

Figure 5.13 The screenchot of the film

Strategy

The strategy aims to provide an approach that is feasible and easy to remember. In addition, the strategy needs to apply to people from HC & LC cultures. Hence, the strategy is formed based on the insights in chapter 3. There are four steps in this strategy. The following content describes the intention of each step below: (Figure 5.14)

1. A - Awareness

Thus, the first step is to be aware of the alarm ringing. The previous research reveals that the lack of awareness regarding bodily autonomy leads to the delayed recognition of being sexually harassed. It also keeps the feeling of self-blaming longer and causes a series of negative impacts on victims. Therefore, educating the awareness of body feeling reinforces the belief that they have the right to feel uncomfortable.

2. C - Check

80% of the perpetrator of sexual violence is not a stranger to the victim (De Haas, 2012). The research in chapter three shows that people tend not to accuse others before they ensure the truth, especially concerning sexual harassment. Therefore, encouraging the participant to check the intention of the harasser helps them to retrieve the active position back. Furthermore, the checking is a relatively neutral action. Whether the harasser intentionally tries to hurt them or misunderstands, people can be less afraid of "being aggressive" while the truth remains unclear.

3. E - Express

Woodzicka (Woodzicka & LaFrance, 2005) indicated that the uncomfortable smile for the men with a tendency to harass women sexually was more likely to rate as flirtatious or more desirable. Therefore, to express the discomfort is essential to further break the wrong impression to the victim. This action not just twists the power dynamic but also clarifies one's boundary. Considering all kinds of communication styles, the researcher prepares the expression skills from indirect to straightforward.

4. S - Share

The research insights in chapter 3 show that some victims are open to seeking help once there is an existing support resource they already know. Moreover, Rickwood's research supports this idea (Rickwood et al., 2007). He indicated three essential factors for young people to ask for help: 1) have some knowledge about mental health issues and sources of help; 2) feel emotionally competent to express their feelings; and 3) have established and trusted relationships with potential help providers. Therefore, in this step, the research arranges to introduce the help resource in the Netherlands and design a "my support list" to list five supporters surrounding them.

5.5 Key takeaways

1. The design outcome is an interactive workshop and plans to provide for new international students in the introduction week.

2. The workshop includes two primary sections - arouse them to be aware of bodily autonomy and know how to deal with sexual harassment.

3. The first section will proceed with a physical activity based on Proxemics theory, and the relevant educational information.

4. The second section will proceed with a film to reveal the subtle harassment situation and strategies in dealing with sexual harassment.
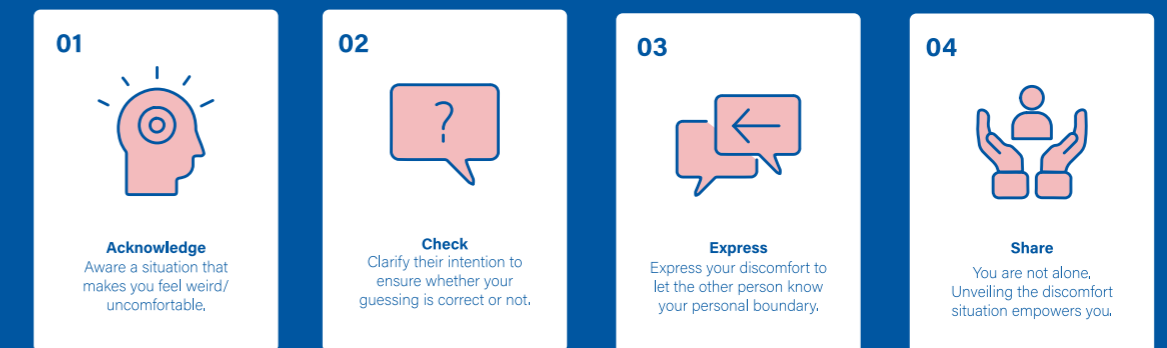

01
Acknowledge
Aware a situation that makes you feel weird/ uncomfortable.

02
Check
Clarify their intention to ensure whether your guessing is correct or not.

03
Express
Express your discomfort to let the other person know your personal boundary.

04
Share
You are not alone. Unveiling the discomfort situation empowers you.

Figure 5.14 Four steps in ACES strategy

06

Chapter

Chapter 6
Final design

From the previous chapter, design iteration based on several activities was done. Thus, chapter 6 explains the complete final workshop design, the guideline to workshop facilitator, and the strategic plan for future higher educational institutions in the Netherlands.

6.1 Core value

To improve the problem of sexual harassment on campus effectively, these values guide the researcher to the final design.

Make a long-term influence
In the introduction week, international students do not get stuck in the study pressure yet. Therefore, they are willing to learn new things and eager to make new friends from all over the world. Therefore, it is a good time to teach them some significant life knowledge amusingly and interactively.

Empowerment
While lacking the validation to one's feelings and emotions, victims tend to self-blame first. By letting them realize their feelings are reasonable and many people share similar feelings, they can stop self-blaming and be empowered to defend themselves.

Raise the awareness
The researcher discovers that the absence of awareness of bodily autonomy is a critical problem for many international students through the research. Without proper awareness, they do not have the ability to realize the inappropriate behavior that happens to them.

6.2 Design outcome

The interactive workshop contains two primary sections. Concluding the results of design iteration in chapter five, this chapter presents the final design details. It includes the design of activities, a slide, a brochure, a film, and teaching aids.

Overview
This interactive workshop contains five aspects of design: 1) activities design for sections one and two, 2) a slide design for the workshop facilitator, 3) a brochure design of ACES strategy, 4) a film presenting the story, and 5) the teaching aids which accompanied the activity. (Figure 6.1)
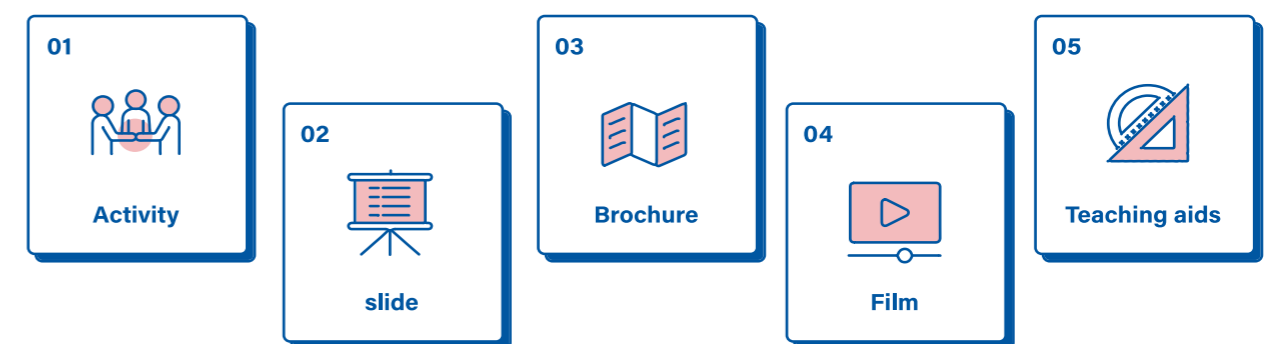
Figure 6.1 The design outcome

Activity

2. **Introduction:** First of all, briefly introducing the agenda of this workshop, the background of the facilitator, and the safety announcement. It helps the participants understand the rough content and why the facilitator gives this workshop today. Due to the sensitivity of this topic, the safety announcement encourages the participants to know they are always in charge of their feelings and allows them to speak freely.

Section 1: Raising the awareness of bodily autonomous

2. **Warm-up activity:** After the brief introduction of the workshop, the researcher plans a warm-up activity for participants to energize up. The activity takes about 10 to 15 minutes. This warm-up activity is designed based on the proxemic theory by Hall (Hall et al., 1968). It intends to let the participants be "bodily" prepared by experiencing the three kinds of different body boundaries. Therefore, there are many colorful circular papers on the ground, and each paper

is placed at a designated distance. The distance between blue papers is 1.2 meters, the green ones are 0.8 meters, and the yellow ones are 0.5 meters. (Figure 6.2)

The participants are asked to stand on the blue circular paper on the ground in the beginning and match up with a team buddy for the whole first section. When all participants finish this step, the facilitator guides them with a first ice break talk. During this warm-up activity, the participants sequentially move through three colorful circular papers (blue-green - yellow) and have a small talk with guided topics. Every small talk takes up to around 2 minutes. While finishing all steps, the facilitator asks them back to their seat and ensures they sit beside their team buddy.

Figure 6.3 The two way observation form

While they sit back, the facilitator asks them to finish the two-way observation form (Figure 6.3) on their desk. They have 1 to 2 minutes to write their observations down silently. Continuously, the participants are
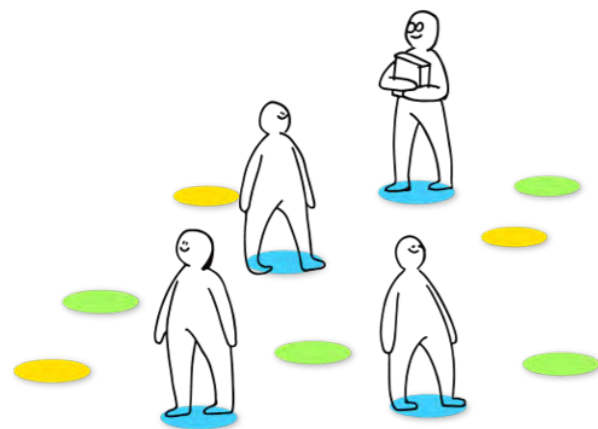
Figure 6.2 The simulation of warm-up activity

asked to share their results with their team buddies. The sharing order also follows the previous order (blue-green - yellow) of warm-up activity.

Then, all participants are asked to share noteworthy observations with everyone. They are gradually guided through these gradual sharing steps to prepare for the following lecture about bodily autonomy.

3. **Lecture:** The lecture contains the topic related to bodily autonomy. The cultural difference in body boundaries is introduced starting from the theory of proxemics the participants experienced from warm-up activity.(Figure 6.4) After introducing the body boundary between people, the lecture starts to focus on the person themself. The concept of bodily integrity, which includes bodily autonomous and privacy, is presented. In the bodily autonomous part, it defines the term and specifies the essential elements included. The emphasis on the right
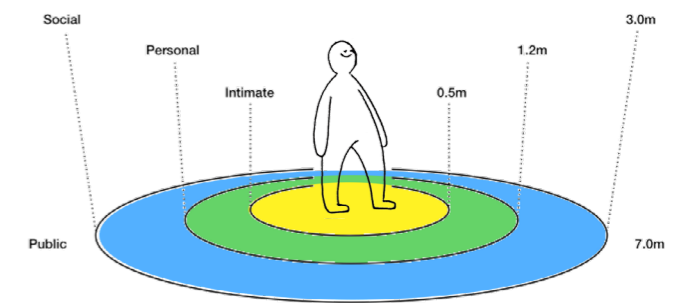

Figure 6.4 Three categories of horizontal distance of Proxemics theory (Hall, 1966)

that everyone has with their body is also placed in this part.

Afterward, the different perceptions of privacy based on culture are introduced. In this part, the concept of Lewin's circle (Trompenaars & Hampden-Turner, 1993) shows two different cultural styles of perceiving the boundary on public and private matters. (Figure 6.5) The misunderstandings are easy to cause while lacking this knowledge. Additionally, the two communication styles of high & low contextual cultures (Nishimura et al., 2008) assist in explaining the reason behind those misperceptions. Finally, some tips to communicate
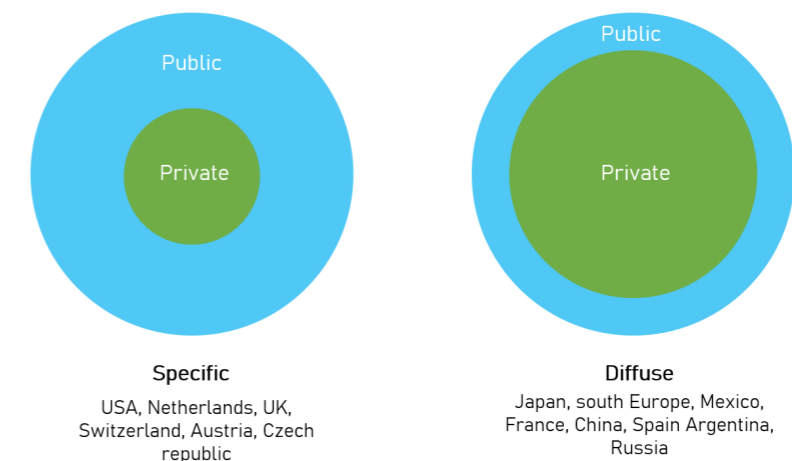

Figure 6.5 The Lewins' circle

with people from different cultural backgrounds are provided to the participants to reference.

Section 2: The coping skills to sexual harassment

4. Film: Continuously, the slide shows data indicating the higher risk of being sexually harassed by overseas students. This information connects two sections. Thus, the forthcoming film presents the story of an ambiguous situation as elaborated in chapter 5.4. After three minutes of watching, a series of activities based on this film are arranged.

First of all, the facilitator guides the participants to share noteworthy observations in the film with everyone. (Figure 6.6) The facilitator leads them to recall the memory from the perspective of the main characters' body language and facial expressions in the film. Also, the facilitator needs to ensure that no participants are ignored and ask the silent participants' opinions from time to time. After collecting the majority of insights from participants, the facilitator concludes and reiterates those insights. This action aims to reinforce the image of diverse aspects and gradually lead them to listen to various opinions. This group sharing process repeats two more times while taking a closer look at the two clips. Afterward, the facilitator invites them to imagine what action they will take if they are Emily or Alex. Through this guidance, the content is led to the next part - introducing the ACES strategy.

5. ACES strategy: Before introducing the ACES strategy, the facilitator hands the brochure to every participant. The four steps of strategy are introduced matched with brochures sequentially—the facilitator recap the strategy in the end. The participants are allowed to keep the brochure.

The workshop is finished at this moment. It roughly took 80 to 90 minutes. After the workshop, the participants are allowed to discuss freely with peers and the facilitator.
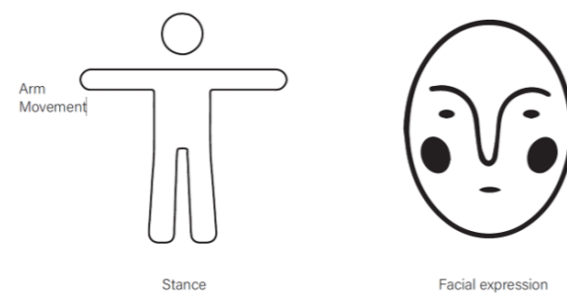
Figure 6.6 Guidance

Figure 6.7 Partially content in the slide

Slide

The slide is designed by powerpoint and the content is matched with the activity.(Figure 6.7) In appendix L, the details of design can be found.

Figure 6.7 The brochure & folding process

Brochure

The brochure aims to be compact and easy to bring. Therefore, the brochure is A4 size, and it can be folded into a one-eighth size (75 mm x 105 mm) of the A4. This design makes the brochure easy to print with any printer, decreasing the difficulty of all universities in producing it. In addition, the size after fold-up can be put in the wallet and pocket. In appendix N, you can find the details of design.
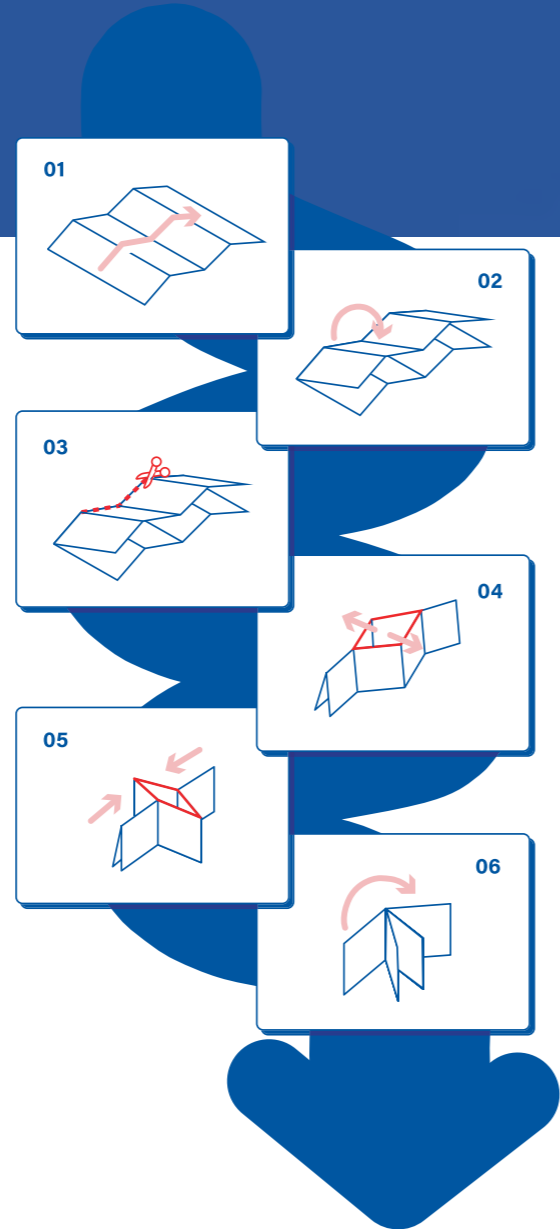
Film

This film tells a story about an ambiguous situation between two persons with different cultural backgrounds. The story is related to sexual harassment, uncomfortable interaction, misunderstanding, and cross-cultural communication.

Emily just arrived in the Netherlands to start her master's program, and she met Alex at a student party. Something happens during the second meet-up in Emily's room. (Figure 6.8)

The story intends to remain a fuzzy situation and try to decrease the aggressive implication to any gender or culture. Therefore, it allows people to share wildly without the potential to be judged. Moreover, it also creates more space to discuss due to this.

You can find the full video via the Qr-code below, and the details in appendix J.
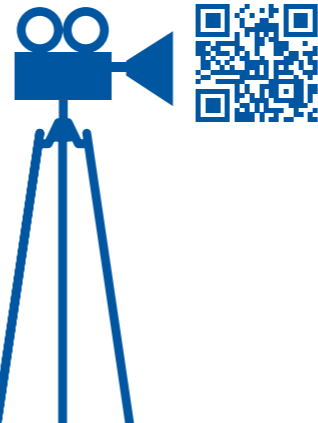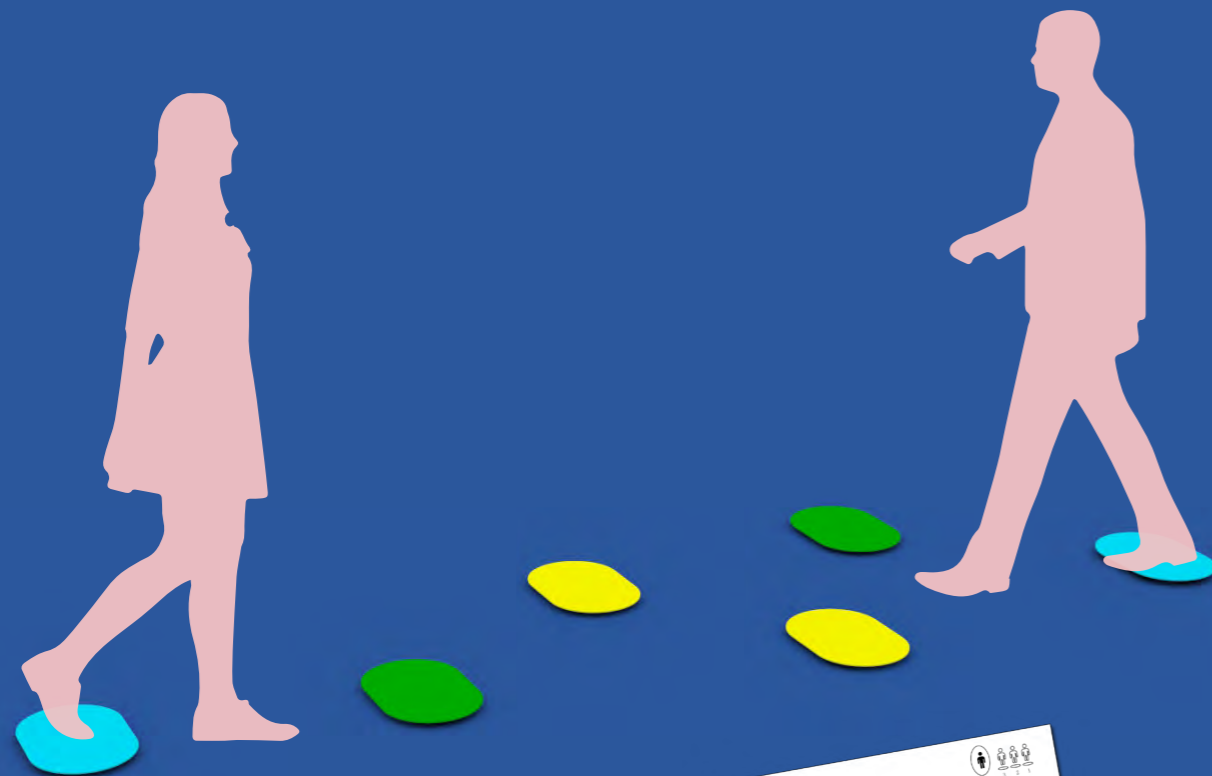

Figure 6.8 Some clips in the film

Figure 6.9 Simulation of warm-up activity

Teaching aids
These two materials are mainly used in the warm-up activity. (Figure 6.9)

Circular papers
There are three colors of the circular paper: 1)blue, 2) green, and 3) yellow. These three kinds of papers have a fixed distance to the place. The distance between blue papers is 1.2 meters, green papers are 0.8 meters, and yellow papers are 0.5 meters. The paper size is A4, and it is recommended to be laminated for long-term usage.

Two-way observation form
This form includes two kinds of content. The front side aims for participants to write down the emotion changing while walking towards their team buddy. Participants are asked to circle out three emotions and

mark their corresponding answers. The backside aims to let them write down the observation of their team buddy. Participants are guided to write down their noticed changes based on stance, arm movement, or facial expression.
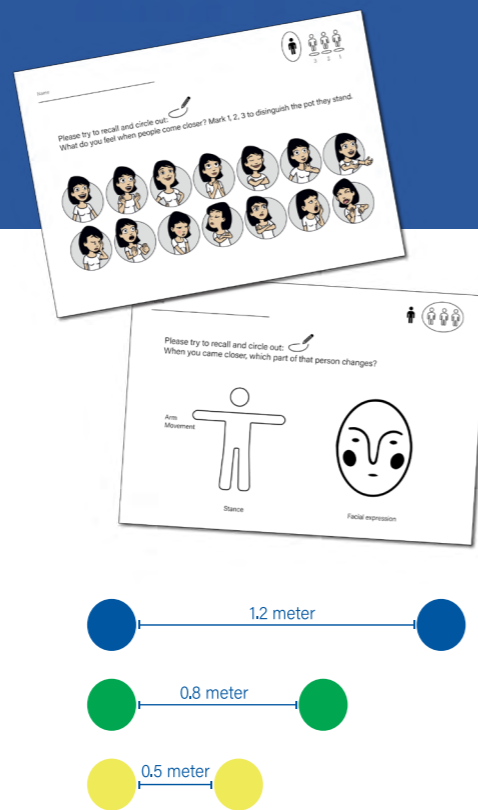
6.3 Guidline for facilitator

This guideline assist the future facilitator to arrange the workshop with flexibility.

Characteristic of facilitator
It is important for a facilitator to have empathy, open-mindedness, and a neutral attitude while giving the workshop. The interactive workshop aims to allow diverse perspectives to be listened to and improve the understanding of different cultures and views. Hence, the facilitator is a critical role to determine the quality of the workshop.

Number of participants
Compared to the interactive mass workshop, a small number of people let everyone have deeper interaction with each other. Mostly, students are grouped up with approximately 6-12 persons in the introduction week and work together throughout the whole week. Therefore, the workshop design intends to maintain this amount.

Target audience
The newly coming international students who join the introduction week. They are excited but nervous. They are open to meeting new people. They want to try and step into the unknown. They are already assigned into a group with 9-14 people in the introduction week. They already know each other a bit but not much.

Duration
An interactive workshop is recommended to at least have 2-3 hours. (Pavelin et al., 2014) Considering this workshop is

part of introduction week and it requires less outcome from participants, I suggest having less time investment which may be around 1-2 hours instead.

Schedule
For the time arrangement, you can consider figure 6.10. During the preparation, it needs more time to arrange desks, chairs, or activities. Section one and two occupied 30 to 40 minutes individually. After the workshop, 10 to 20 minutes can be flexible for participants to discuss or ask questions.

Figure 6.10 Schedule arrangement template

Location
Considering the physical activity, the ideal location takes place in a space that accommodates at least 15-20 persons. In addition, it is important that the chairs and desks are movable where you can adjust a larger space for warm-up.

6.4 Strategy Plan

> In terms of making long-term influence, facilitating a decrease in the sexual violence problem systematically on campus is also critical. Therefore, this chapter explains the feasible plans for higher educational institutions in the Netherlands.

Implement the workshop for newly arrived international students.

First of all, it is an easy change for a university to arrange a 2 hours workshop for fresh international students. For most of the time, the international students plan earlier to visit school. They need to deal with practical issues, such as housing and banking, visa, and insurance. They also wish to be mentally prepared by arriving earlier. Therefore, during this moment, they would catch the chance to meet new friends through many activities. The school can place this workshop during the introduction week before the official semester starts.

Build up a sexual violence prevention center on campus.

Take TU Delft as an example, this university has many internal resources such as psychologists or academic advisors. Also, they have external resources like confidential advisors and Delftsupport. If a university is lacking these relevant resources, it is essential to provide these support to students first.

However, from the previous research we learned that it is not enough for preventing sexual violence on campus. The reason is not because they cannot provide

mentally support to them, but regarding the relatively minor problem like sexual harassment is not regularly to be considered as a big issue that they need to report or ask for help from those professionist.

To build up a official sexual violence prevention center is still be able to integrate the original resources, and gets the attention for university and students to realize this is an severe issue with low reported rate. Having a sexual violence prevention center show how important that the university to achive the goal of creating a safety envrionment for academic researchers. Many prestigious universities in the USA formed this center for many years and improved the problem gradually, the researcher considered this as a valuable step for universities in the Netherlands to learn from them.

The goal of the sexual violence prevention center, the researcher recommends to take the strategy by Dill (Dills et al., 2016) as a first reference. Due to the time limitations, the researcher is not able to create the special plan for the university in the Netherlands in this project. Nevertheless, this strategy is still applicable for worldwide universities.
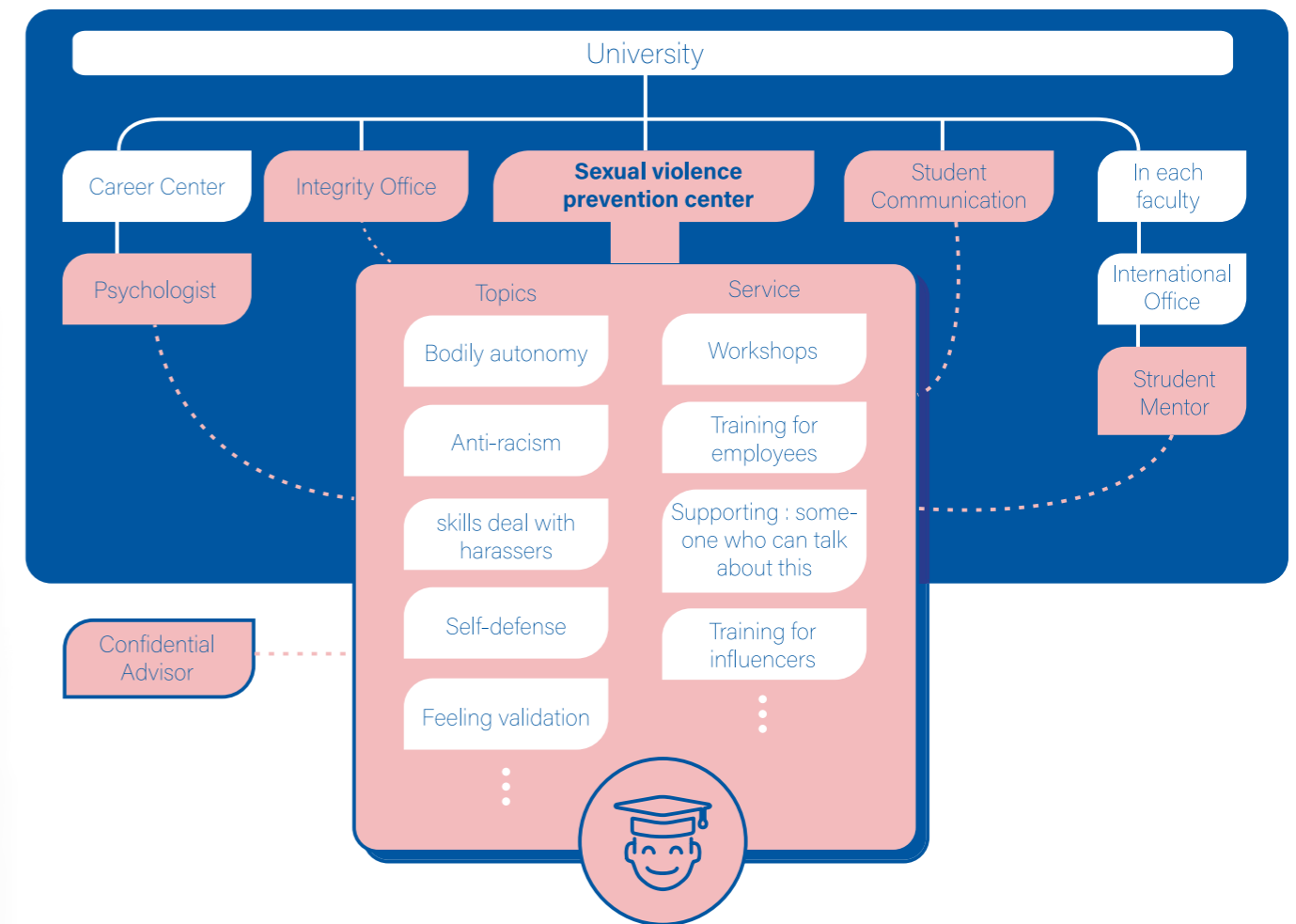

Figure 6.11 The strategy plan for university

Provide further activities with relevant support and create a firm attitude against sexual violence

As mentioned in the strategy, there are five essential strategies for the campus to prevent sexual violence. (Figure 2.4) The vital services in this strategy include:1) promoting social norms that protect against violence, 2) teaching skills to prevent sexual violence, 3) providing opportunities to empower and support girls and women, 4) create protective environments, and 5) supporting victim/ survivors to lessen harms.

There are many approaches they recommended to implement. Apart from this workshop, the bystander workshop is also a research-proven activity to improve awareness in society. Aligning men and boys is a lasting effective solution. Additionally, giving in-depth courses such as self-defense or training a changer on this topic can gradually twist the culture. Meanwhile, providing support for supporters and survivors is necessary as well.

07

Chapter

Chapter 7
Design evaluation

Since the final design is finished, there were two design sessions and interviews with experts were implemented. This chapter explains the process of evaluation, including the user test setup and insight from participants & experts.

7.1 Evaluation method

> To gain insights into the final design, the researcher implemented two design sessions and one interview. Through two methods to gain a comprehensive view of the effectiveness of workshop design: 1) design session: verify the design outcome with previous criteria; 2) interviews with experts: discover the possibilities for Dutch universities to implement in the future.

Evaluation criteria

The main criteria of evaluation are listed as below:

2. Do the participants find engaging in the workshop?
3. Are the participants more aware of their own bodily autonomy after the workshop?
4. Do the participants gain more ability in tackling the sexual harassment situation in the future?
5. Do the participants know how to interact with people with different cultural backgrounds?
6. Do the information in the workshop help to decrease the sexual harassment situation in the future?
7. Is the support in ACES strategy feasible/reachable in the future?

Design session

There are nine things I had done: 1) recruitment; 2) consent form; 3) design the physical & digital material; 4) reserve the room for design session; 5)send the letter of reminder; 6) workshop setup; 7) Covid-19 self-test preparation; 8) design session; 9) questionnaire. In total, it took 6 weeks to finish. The following is the detailed description of each process: (See figure 7.1)
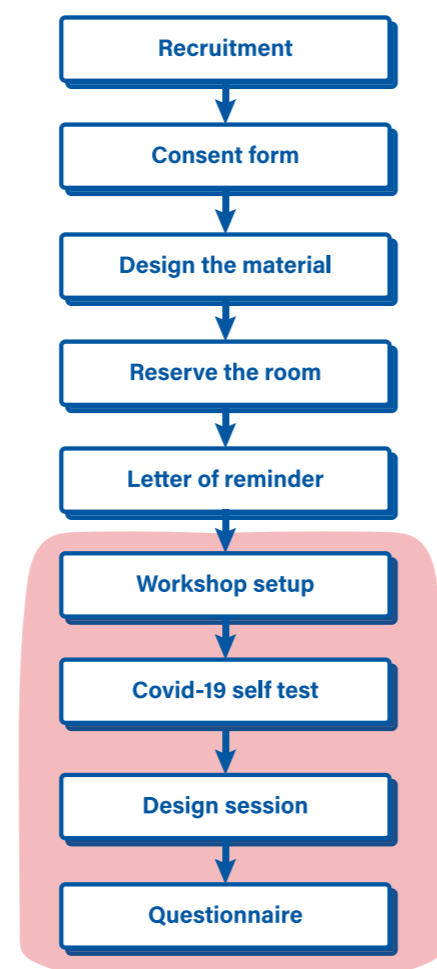

Figure 7.1 Procedure of design evaluation

2. **Recruitment:** The basic design of a one-page flyer is based on previous generative research. I spread the message through several Whatsapp groups in the IDE faculty. The criteria of selecting objects are whether they are international students in Dutch universities. (See appendix B) In total, there are six participants in the first session and four for the second one. The diversity of nationality of participants included Taiwan, China, India, Korea, Brazil. (See table 7.1)

3. **Consent form:** The consent form is redesigned based on the previous one. (See Appendix C)

4. **Material Design:** Because the design session was implemented in the physical studio, there are two kinds of material that were prepared.

   Physical material
   - 5-7 sets of three colorful dots
   - Two-way observation forms
   - 5-7 pens
   - Slide show controller
   - 5-7 brochures of ACES strategy
   Digital material
   - Workshop slide

5. **Room reservation:** Due to the continuous Covid-19 pandemic, the researcher applied for permission in TU Delft IO faculty in advance with the IO service desk, and it took about ten days in this process. Once it got permitted, I provided the number of participants, expected date, and reservation hours to book an appropriate studio. This process was done a week before the design session. Significantly, it should preserve the room at least half an hour before the session starts and half an hour after the end. It helped in preparing and cleaning up when participants left.

6. **Letter of reminder:** One to three days before the design session, the researcher sent a letter for reminders in filling in the consent form, the details of the official session, and encouragement of doing the Covid-19 self-test in advance at their home. All the emails are sent under Blind Carbon Copy (also called "BCC" in abbreviation as a common emailing term). Thus personal information can be protected.

Design session 1		Design session 2	
P1-1	Taiwanese, male	P2-1	Korean, female
P1-2	Korean, female	P2-2	Chinese, female
P1-3	Chinese, female	P2-3	Brazilian, female
P1-4	Taiwanese, female	P2-4	Indian, female
P1-5	Indian, male		
P1-6	Taiwanese, female		

Table 7.1 Procedure of design evaluation

6. **Workshop setup:** The preparation included the presentation facility testing, space arrangement, Covid-19 self-test setup. The presentation facilities encompass the slide show controller, speaker, projector, and screen. The space was separated into three main sections: 1) warm-up area, 2) seat area, 3) Covid-19 test area. In the warm-up area, the color dots should be placed on the ground in advance. In addition, the two-way observation form and pens should be placed on the desks. The covid-19 self-test setup was recommended to locate near the entrance to prove the environment security to the greatest extent.

7. **Covid-19 self-test:** The researcher prepared the 5-7 package of covid-19 self-test kit for the participants. It was arranged a half hour before the official workshop started.

8. **Design session:** This design session took place for approximately 1.5 hours. It contained two sessions, as can be found in detail in chapter 6. Adding on the Covid-19 test arrangement, preparation, and cleaning, the researcher spent overall 3 hours. Two sessions took place in the 23/24 studio room in the IO faculty at TU Delft. (Figure 7.3) All processes are recorded with video and audio. The detailed procedure of the design session is in figure 7.2, and the highlighted part was the workshop with the presentation started.

9. **Questionnaire:** At the end of the design session, the researcher asked participants to fill in the questionnaire for analysis. This questionnaire were designed via google form and all questions are listed below: (See appendix M)

- To what extent do you feel comfortable in the workshop? (1- Strongly disagree; 5- Strongly agree) If not, why?
- To what extent do you consider yourself more conscious about body boundaries while interacting with people from a different cultural background with you?
- To what extent are you aware of your own bodily autonomy?
- To what extent are you confident in dealing with ambiguous situations in the future?
- In ACES strategy, which EXPRESS strategy do you mostly consider to use in the future?
- If you are the newbies at TU Delft, are you interested in attending the relevant activities in the future? (yes, no, maybe)
- Suggestion in improving

Procedure of Design session

8:50 - 9:00	Preparation
9:30 - 9:50	Covid-19 self-test
9:50 - 10:00	Walk-in hour
10:00 - 10:05	Section 1: Introduction & warm-up
10:05 - 10:40	Lecture: proxemics & bodily autonomy
10:40 - 11:10	Section 2: Watch the video & group disscusion
11:10 - 11:20	Closing & questionnaire
11:20-11:50	Cleaning

Figure 7.2 The procedure of design session

Interviews with experts

The interviews were semi-constructed and took place via Zoom meeting for 40 minutes and it was scheduled in-between two design sessions. The expert representative is the external confidential advisor who provides service for TU Delft and joins the research phase of this project. There are three main questions are asked as listed:

2. Does the overall design of this workshop improve the problem of international students being sexually harassed in the future?
3. Does the ACES strategy apply to international students?
4. Is the current support in the ACES strategy feasible for universities?

Figure 7.3 The design evaluation

7.2 Results from participants

The insights were collected through the questionnaire, as we mentioned in the previous chapter. Therefore, the results were collected and categorized based on the evaluation criteria.

Participants felt engaging in the workshop

People tend to stay for longer after workshops to discuss this issue.
In these two design sessions, participants stayed longer than the researcher expected. Primarily, participants stayed and started to share what they felt in the workshop. The relevant topics are aroused. For example, P2-3 shared her own experience that she felt that people would have a stereotype of enthusiastic personality to Brazilians, which made it hard to express "rejection" to the behavior of "crossing the body boundary." Another example is P1-5 mentioned that he had a female friend traumatized for months after an uncomfortable frisk by custom. He was wondering how people can react under the situation with authority.

"This is an important lesson but we never learned about that before."

People marked this insightful.
Moreover, people expressed this as an insightful workshop in the questionnaire. 90% of participants felt respected and comfortable during the workshop. P2-3 claimed that this is an important topic to

learn, but no one provided this education before.

"This is an insightful session."

"I bet my friends will be interested in participating."

More than half of attendants were highly interested in attending future activities
Several participants sent a private mail to the researcher to appreciate this workshop design. Figure 7.4 shows that 60 % of participants are positively interested in activities with relevant topics and 40% take those into consideration.
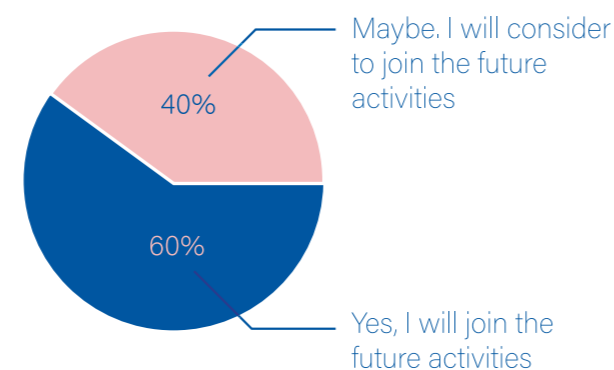

Maybe, I will consider to join the future activities
40%

60%

Yes, I will join the future activities

Figure 7.4 A pie chart that reveals the willingness of participants

Section 1:
The awareness of their bodily autonomy increased positively

All participants showed positive feedbacks
Section one includes the warm-up activity, two-way observation, and the introduction of the theory of Proxemics, bodily autonomy, privacy perception, and communication style. In this section, all participants agree they gain knowledge of bodily autonomy, and 80% of them answered that they strongly agree with increasing the awareness after the workshop. (See figure 7.5)
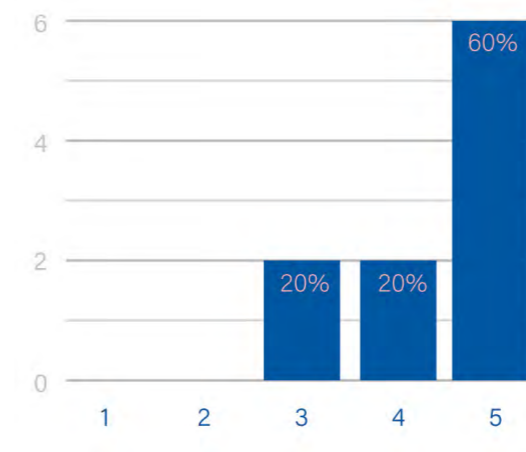

Figure 7.5 The result of a question about increasing the awareness of body autonomy

More conscious of the body boundary
The figure 7.6 indicated that 90% of participants gained more consciousness about body boundaries while interacting with people with different cultural backgrounds and 10% of participants did not feel more conscious of this issue. Due to the anonymity and the lack of follow-up short answer questions for them to explain, the researcher can not know the reason for it.
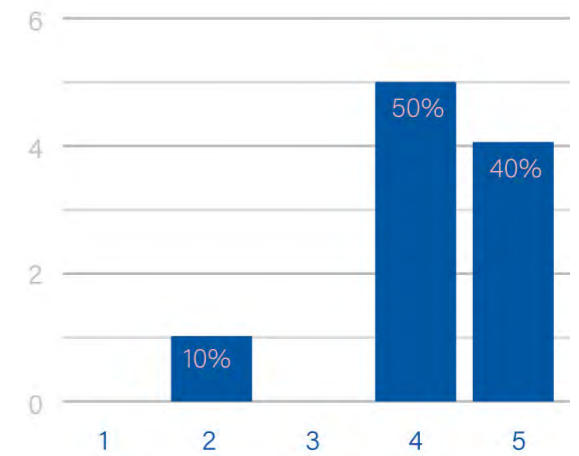

Figure 7.6 The results of a question about the consciousness gaining in body boundaries while interacting with people from different cultures.

Suggested to redesign the details in the warm-up activity
The researcher observed that the Covid-19 self-test and walk-in hour allows participants to come into the studio earlier and interact with each other right before the official start. Therefore, the first guidance question in the warm-up activity seems redundant for some participants. In addition, both sessions had a problem that participants needed to change their seat position since the warm-up activity assigned them to a buddy. This problem is not severe, but the researcher recommends considering this while the situation is possible.

Simultaneously, participants also suggested some improvements for the activities. For instance, for the warm-up exercise, the exaggerated far and close distance can kindle more intense emotions and make it easier for participants to observe their buddy's subtle alteration. It could help to rouse a heated discussion afterward.

For the two-way observation activi-

ty, at least two participants filled it in wrongly or asked for more explanation. It represents the clarity of this form that requires redesigning. Furthermore, participants mentioned that more guidance from the facilitator helps them recall the detailed change of their buddy.

Suggested more actively interaction in theory introduction can help

After a warm-up activity, there are 20 to 30 minutes of theory introduction. Participants suggested that more active interaction between facilitators and audiences can help them remember the content better.

Section 2: More confident in dealing with sexual harassment in the future

All participants felt more confident in dealing with ambiguous situations in the future

In section 2, the content included the video of an ambiguous situation example and several group discussions about this video. Whereas section 3 was introducing the ACES strategy. Figure 7.7 reveals that 70% of them gain more confidence and 30 % are slightly more confident after the workshop.
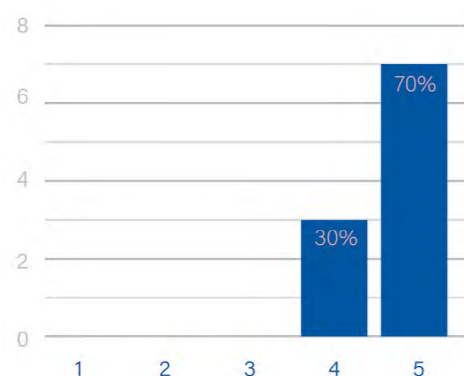

Figure 7.7 The results of the questions about whether do they feel more confident in dealing with ambiguous situation in the future

Heated group discussion in video watching

During section 2, audiences in both sessions showed openness and actively shared their own opinion publicly. Additionally, for the purpose of letting people gain the perspective from others in this section performed well.

"It is interesting to see others' perspectives on the same thing."

It is a positive sign, but the researcher reserves its views due to many variants in the workshop. The variants encompass the facilitator's ability, the openness of attendants, the well-designed guidance and preparation throughout the whole workshop. Due to the timing limitation, there was no possibility to recruit fresh international students who just arrived in the Netherlands; they can probably act more nervous and silent. Therefore, The writer can predict some differences in applying this workshop to an actual introduction week.

Suggested to increasing the severity of ambiguous situation in the video

One participants pointed out that the plot in the video is not extremely close to the real sexual harassment, which makes it harder to connect the need of Support skills in the ACES strategy.

Positive feedback in using the ACES strategy in the future

One of the participants pointed out that she loved to Check skills in the ACES strategy for its usefulness. In figure 7.8 unveils a portion of Express skills they tend to try in the future. Apart from the skill of "express the concrete action you

would like to be taken," the rest of the skills got selected. Among them, the "Straightforward" skill had nearly one-third of the inclination, and "Directly reveal your personal preference" skills only had 10%.

"I loved the "check" to clarify their intention to ensure whether tour guessing is correct or not. I can see myself using this strategy in my daily life."
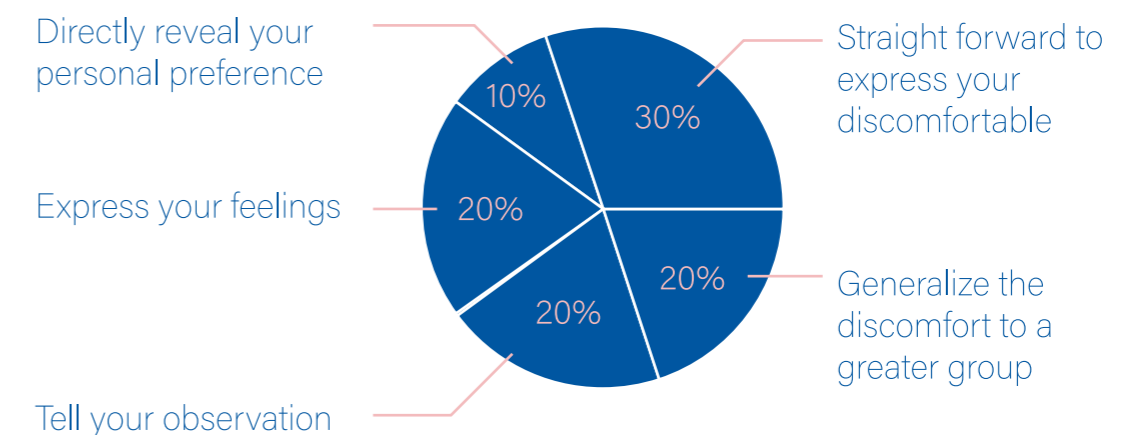

Figure 7.8 The portion of each Express skill in ACES strategy that the participants desired to use in the future

7.3 Insights from experts

After the opinion from participants, this chapter explains the possibility of implementation in the future based on the evaluation criteria in chapter 7.1.

It can help to decrease the misunderstanding in multi-cultural communication
The confidential advisor suggested that the workshop's information can help people better understand the subtle cultural difference and learn practical skills in coping with ambiguous situations.

External Confidential Advisor - "You are doing a great job, again my compliments to you."

The ACES strategy is feasible
We discussed the feasibility of the ACES strategy. From her point of view, Express skills provided different options for people to choose which expression suits them best. It contains flexibility. Among all the expression skills, she considered that "Generalizing the discomfort to a greater group" is nice because it helps the other understand your culture.

For the support part, she suggested introducing the service of confidential advisors more since there was no official occasion to make it known to students. She attended the research phase a few months ago and expressed that this improvement can create a win-win for both the school and students.

7.4 Key takeaways

1. Two design evaluations contain diverse nationalities of participants. However, the number of male participants was less than female participants.

2. Overall, the workshop design gained positive feedback from all participants, and it was able to trigger participants' interest and share their own stories after the workshop. Moreover, 60% of participants show interest in joining the relevant activities in the future.

3. The awareness of bodily autonomy increased after the design session.

4. With regards to coping with sexual harassment, participants indicated their confidence had been boosted.

08

Chapter

Chapter 8
Future
Recommendation

Chapter 8 introduces the reflection both on the design and research phase. The recommendation for future research is elaborated sequentially.

8.1 Recommendation

Research

Increase the willingness of male participants to join the research.

Overall, the male participants joining all phases in this project are relatively more minor. Even though we learned from the research that women occupy the majority of the victims, the sexual violence problem needs everyone's support to achieve. Moreover, the researcher noticed that no matter the expression of one's emotion or being a victim, men are suppressed under the patriarchal-structure society - which is toxic masculinity. Men are considered to be strong, aggressive, and dominant. Therefore, joining a project which is primarily female-dominated is somehow pushing them away in the beginning. Several male participants unveiled their thoughts to the researcher, who said that while hearing sexual harassment, they automatically feel like a perpetrator. Discovering new ways to recruit male participants and align with the topic can be a challenge.

Evaluation

The questionnaire should contain comprehensive aspects for a question. In case that the researcher can not analyze the reason and improve it appropriately.

From the evaluation process, the researcher realized that some questions lack further questions after the participants revealed their answers. Due to the anonymity of the questionnaire, all the improvements in this project should be appropriately collected. While designing this questionnaire, the researcher considers the time investment that they already put in. The shorter questionnaire would help them feel less pressured and avoid their fatigue during answering. Nevertheless, the volunteer discussion after the design session disclosed that the participants are highly willing to share their thoughts. Therefore, refined the questionnaire in more detail is acceptable and necessary.

There are many numeric rating questions in the questionnaire. Therefore, it is noteworthy to consider how culture impacts the perception of the actual meaning of the rating number.

During the analysis, the researcher noticed that most questions in the questionnaire belong to numeric rating questions. However, the perception of numbers could be influenced by cultural backgrounds. Even though the overall reactions to design outcomes are positive, this issue still can be considered more in future projects.

8.2 Next steps & reflection

Contact the TU Delft to promote this project and facilitate the implementation in the future.

From the analysis in the evaluation process, the researcher believes that the direction of this project is worth continuing. At the end of this project, the researcher contacted an organization called Alteristic in the USA. They aim to improve the sexual violence issue via the perspective of bystander training. Through a video call with them, they were impressed by how we worked on these projects. Meanwhile, the sexual violence center is indeed lacking in the majority of universities in the Netherlands. If we integrate the resource well at TU Delft, the researcher believes it will take less effort to achieve what we imagined. Thus, the researcher aims to promote the idea and plan to TUD as the first further feasible step.

Bibilography

1. Atria. (2016, February). Violence against women. https://cdn.atria.nl/epublications/IAV_B00111689.pdf
2. European Union Agency For Fundamental Rights. (2014). Violence against women: An EU-wide survey. https://cdn.atria.nl/epublications/IAV_B00109560.pdf
3. Burgess, A. W. (1983). Rape trauma syndrome. Behavioral Sciences & the Law, 1(3), 97–113. https://doi.org/10.1002/bsl.2370010310
4. Effects of Sexual Violence | RAINN. (n.d.). Retrieved 8 May 2021, from https://www.rainn.org/effects-sexual-violence
5. Tavara, L. (2006). Sexual violence. Best Practice & Research Clinical Obstetrics & Gynaecology, 20(3), 395–408. https://doi.org/10.1016/j.bpobgyn.2006.01.011
6. Top 5 Challenges of Studying Abroad. (n.d.). Top Universities. Retrieved 8 May 2021, from https://www.topuniversities.com/blog/top-5-challenges-studying-abroad
7. Veiligheid, M. van J. en. (2020, November 5). New law lowers threshold for prosecution of rape—News item—Government.nl [Nieuwsbericht]. Ministerie van Algemene Zaken. https://www.government.nl/latest/news/2020/11/05/new-law-lowers-threshold-for-prosecution-of-rape
8. Netherlands—Sexual Harassment. (n.d.). European Institute for Gender Equality. Retrieved 8 May 2021, from https://eige.europa.eu/gender-based-violence/regulatory-and-legal-framework/legal-definitions-in-the-eu/netherlands-sexual-harassment
9. Sexual violence prevention and education | Lincoln University. (n.d.). Retrieved 8 May 2021, from https://www.lincoln.edu/departments/sexual-violence-prevention-and-education
10. Sexual assault on college campuses | Office on Women's Health. (n.d.). Retrieved 8 May 2021, from https://www.womenshealth.gov/relationships-and-safety/sexual-assault-and-rape/college-sexual-assault
11. Staying Safe on Campus | RAINN. (n.d.). Retrieved 8 May 2021, from https://www.rainn.org/articles/staying-safe-campus
12. Sexual Violence Support for Students. (n.d.). Office of the Dean of Students. Retrieved 8 May 2021, from https://www.mcgill.ca/deanofstudents/students/support-survivors-sexual-violence
13. Responding to a Disclosure of Sexual Assault | University of Alberta. (n.d.). Retrieved 8 May 2021, from https://www.ualberta.ca/current-students/sexual-assault-centre/responding.html
14. Dills J, Fowler D, Payne G. Sexual Violence on Campus: Strategies for Prevention. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2016.
15. Haas, S. de, (2012). Seksueel grensoverschrijdend gedrag onder jongeren en volwassenen in Nederland. In: Tijdschrift voor Seksuologie (2012) 36, 2, 136-145.
16. Campus Sexual Violence: Statistics | RAINN. (n.d.). Retrieved 9 May 2021, from https://www.rainn.org/statistics/campus-sexual-violence
17. Violence Against Women; Facts and Figures | Violence against women. (2017, March 30). Atria. https://institute-genderequality.org/news-publications/violence/violence-against-women/violence-against-women-facts-and-figures
18. Cantor, D., Fisher, B., Chibnall, S. H., Townsend, R., Lee, H., Thomas, G., … Westat, Inc . (2015). Report on The AAU campus climate survey on sexual assault and sexual misconduct. Washington, DC: Association of American Universities.
19. Visser, F. S., Stappers, P. J., Lugt, R. van der, & Sanders, E. B.-N. (2005). Contextmapping: Experiences from practice. CoDesign, 1(2), 119–149. https://doi.org/10.1080/15710880500135987
20. Nishimura, S., Nevgi, A., & Tella, S. (2008). Communication style and cultural features in high/low context communication cultures: A case study of Finland, Japan and India. Teoksessa A. Kallioniemi (Toim.), Uudistuva Ja Kehittyvä Ainedidaktiikka. Ainedidaktinen Symposiumi, 8(2008), 783–796.
21. Hall, E. T. (1966). The hidden dimension (Vol. 609). Garden City, NY: Doubleday.
22. Veltkamp, G. M., Recio, G., Jacobs, A. M., & Conrad, M. (2013). Is personality modulated by language?. International Journal of Bilingualism, 17(4), 496-504.
23. Desmet, P.M.A. (2019). PrEmo card set: Male version. Delft, Delft University of Technology. ISBN: 978-94-6384-076-7.
24. Desmet, P., Wassink, P., & Du, Y. (2019). PrEmo (Emotion Measurement Instrument) card set: Male Version.
25. Fokkinga, S., & Desmet, P. M. A. (2019). Negative emotion typology [PhD Thesis]. Dissertation. Delft University of Technology.
26. Definition of WORKSHOP. (n.d.). Retrieved 13 July 2021, from https://www.merriam-webster.com/dictionary/workshop
27. Pavelin, K., Pundir, S., & Cham, J. A. (2014). Ten Simple Rules for Running Interactive Workshops. PLOS Computational Biology, 10(2), e1003485. https://doi.org/10.1371/journal.pcbi.1003485
28. Tischler, L. (2001). Seven secrets to good brainstorming. Fast Company Magazine.
29. Woodzicka, J. A., & LaFrance, M. (2005). The Effects of Subtle Sexual Harassment on Women's Performance in a Job Interview. Sex Roles, 53(1), 67–77. https://doi.org/10.1007/s11199-005-4279-4
30. Rickwood, D. J., Deane, F. P., & Wilson, C. J. (2007). When and how do young people seek professional help for mental health problems? Medical Journal of Australia, 187(S7), S35–S39. https://doi.org/10.5694/j.1326-5377.2007.tb01334.x
31. Hall, E. T., Birdwhistell, R. L., Bock, B., Bohannan, P., Diebold, A. Richard, Durbin, M., Edmonson, M. S., Fischer, J. L., Hymes, D., Kimball, S. T., La Barre, W., McClellan, J. E., Marshall, D. S., Milner, G. B., Sarles, H. B., Trag-

er, G. L., & Vayda, A. P. (1968). Prox-emics [and Comments and Replies]. Current Anthropology, 9(2/3), 83–108. https://doi.org/10.1086/200975

32. Trompenaars, F., & Hampden-Turn-er, C. (n.d.). Riding the waves of cul-ture: Understanding cultural diver-sity in business (2nd ed.). Retrieved 15 July 2021, from https://anthro-source.onlinelibrary.wiley.com/doi/abs/10.1525/aa.1963.65.5.02a00020

33. Kimble, M., Flack Jr., W. F., & Burbridge, E. (2013). Study abroad increases risk for sexual assault in female under-graduates: A preliminary report. Psy-chological Trauma: Theory, Research, Practice, and Policy, 5(5), 426–430. https://doi.org/10.1037/a0029608

A single spark can start a prairie fire.

ACES

An interactive workshop empower
international students in better
dealing with **sexual harassment**.

TUDelft