

With a Little Help From AI?! Governing Visual Hate Speech through AI-Assisted Counter-Image Practices

Supplementary Material

This supplementary material reports the exact wording of all dependent-variable prompts and control-variable items used in the experiment, as specified in the study's pre-registered analysis plan (Open Science Framework). Constructs are labeled here using the terminology used in the main manuscript; the original German-language survey items are available upon request.

1. Dependent Variables

All dependent variables were measured using continuous sliders ranging from 0% to 100% (default position = 0%), preceded by the stem: "On a scale of 0–100: How likely would you be to ... this post?"

Construct	Item Wording
Liking	How likely would you be to like this post? Drag the slider to the appropriate position.
Sharing	How likely would you be to share this post on your profile? Drag the slider to the appropriate position.
Forwarding	How likely would you be to send this article to your friends, relatives and acquaintances in a personal message? Drag the slider to the appropriate position.
Supportive commenting	How likely would you be to comment on this post in a supportive way? Drag the slider to the appropriate position.
Critical commenting	How likely would you be to comment on this article in a negative, critical manner? Drag the slider to the appropriate position.
Reporting	How likely would you be to report this post as inappropriate or inadmissible? Drag the slider to the appropriate position.

2. Control Variables

2.1 Attitudes Toward Online Hate

Agreement rated on a 5-point scale (1 = completely agree, 5 = completely disagree).

Item	Wording
1	Online hate speech is a serious problem.
2	More action must be taken against online hate speech.

2.2 Attitudes Toward Transgender People and Gender Identity

Agreement rated on a 5-point scale (1 = completely agree, 5 = completely disagree); items adapted from Walch et al. (2012).

Item	Wording
1	Discrimination against people based on their gender is a real problem.
2	It would be beneficial for society to recognize transsexuality as normal.
3	Transgender people should not be allowed to work with children.
4	Transgender people are a vibrant and important part of our society.
5	Transgender people endanger the institution of the family.
6	Children should not be confronted with transgender people in the media.
7	Transgender people act against nature.

2.3 Social Digital Media Literacy

Rated on a 5-point scale (1 = never, 5 = always); items from Hoffmann et al. (2019). Stem: “When you are on the Internet, how often ...”

Item	Wording
1	... do you watch your language when you contradict other users on the Internet?
2	... when posting or sending pictures of other people, do you make sure they will not be embarrassed or get into trouble?
3	... make sure when you post or share content that you will not regret it later?
4	... are you careful not to contribute to arguments or offensive discussions online?
5	... try to phrase things carefully so that they are not misunderstood?

2.4 Additional Pre-Registered Control Items

Item	Wording
Prior experience with online hate speech	Have you personally ever been harassed on the Internet because of a group affiliation (age, gender, nationality or even attitude)?
Professional points of contact	Have you come into contact with the topic of hate speech or hate images as part of your professional or voluntary work?

3. Sociodemographic Variables

Variable	Response Options
Age	Open response, in years
Gender identity	Female / Male / Diverse
Education	No degree Compulsory school (primary/secondary/district school) Vocational apprenticeship, vocational school, vocational middle school, vocational baccalaureate Technical middle school, technical baccalaureate Matura school (grammar school), teacher training college, diploma middle school, commercial school Higher technical and vocational education and training (e.g., federal diploma or master craftsman's diploma, higher business school HKG, technical school TS) Higher technical college (e.g., HTL, HWV, HFG, HFS) University of Applied Sciences, University of Teacher Education (Bachelor/Master) University (Bachelor's/Master's/Doctorate)

Note. Item order corresponds to presentation order in the survey. For full methodological detail, see Section 3.5 of the main manuscript and the study's pre-registration on the Open Science Framework: <https://doi.org/10.17605/OSF.IO/URBVS>