Transcript

Video Summary of "*Analyzing Suitability: Are Adult Web Resources on Physical Activity Clear and Useful?*"

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Transcript Text

1: Hello, My name is Caroline Smith. I'm an undergraduate student and Public Health major at Cal Poly in the department of Kinesiology and Public Health, and this is a video summary of the study titled, "*Analyzing Suitability: Are Adult Web Resources on Physical Activity Clear and Useful?*" by Doctors Thomas and Cardinal in affiliation with Oregon State University and Cal Poly San Luis Obispo. The full study can be found by scanning the QR code in the bottom right hand corner.

This study looked at 139 physical activity online articles targeting adults and produced by a variety of sources, and classified these articles as unsatisfactory, satisfactory, or optimal based on Suitability Assessment of Materials (SAM) guidelines. Having suitable materials is especially important in the health field, and some benefits of suitable articles are that they can promote readability, inform healthy behavior, and improve knowledge, self-management, and self-regulation. (see full report)[1]

2: So here we have our modified SAM coding form on the left, and a sample text on the right. There are 5 main categories in our sample coding form, each with subcategories, and for our example on how to use this coding form, we'll be looking at reading grade level, which falls under Literacy Demand, which is the second category on our list.

So according to the clear language group[2], the majority of the US adult population reads at or below an 8th grade reading grade level, and people of all education levels can benefit from lower reading grade level material (*Readability - Clear Language Group*, 2012). Additionally, audiences at risk of low literacy benefit most from material written at or below a fifth grade reading level. So, for health material going out to the general public, it's safe to assume that material between sixth and 8th grade would be satisfactory, and if you suspect some of the intended audience may have low literacy, shoot for fifth grade or lower, which is optimal for all literacy levels.

So looking at our original text, we can use the SMOG test to determine the reading grade level of this text by looking at the amount of words with 3 or more syllables. They are bolded in this text, and the count is 15. This gets us to the reading grade level of a college sophomore, which is far too high for our general adult public. So by decreasing the amount of words with 3 or more syllables from 15 to 1 in our revised text and much shorter text, we can get a reading grade level of sixth grade, which is a good level for most people. Feel free to pause this video and read through both texts, and compare the difficulty of reading each one and how easy it is to retain the information from each one.

3: Moving onto the results, on the left we have a pie chart of the overall suitability ratings of sample articles, and on the right a bar graph with our 8 unsatisfactory subcategories. So, at

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[2] Clear Language Group. (2012). *Readability*. Retrieved from
http://www.clearlanguagegroup.com/readability/

86.33%, the overwhelming majority of our sample articles were overall satisfactory, which is great. Let's take a little bit of a closer look at our subcategories to see if this trend can continue. So looking at our chart on the right, we see the 8 subcategories that were majority unsatisfactory for our sample articles, with our y axis being the percent of web articles rated unsatisfactory for each subcategory. At 97.1%, our reading grade level was the most consistently unsatisfactory subcategory, followed by types of graphics used, summary included, and graphic captions to name a few. So keep these in mind, and we'll look at a sample article.

4: Here is the "before" image of a sample web article that was created for the sole purpose of this presentation. Now we're going to take a few seconds, and I encourage you to try to point out 3 to 4 improvements that could be made with this article, keeping in mind the unsatisfactory subcategories that we just looked at. If you'd like more time, feel free to pause this video. Alright, now let's move on to see some suggested edits.

5: Here is the after image of our sample web article, and the first change that we made was that we added a caption to our pie chart. The previous article lacked any caption, and adding a caption can help describe our image and leave the reader less confused. The second edit that we made was changing the irrelevant picture of apples that was paired next to a paragraph on weights to a picture of weights and a caption underneath. And the last change that was made was that we changed the summary, which previously consisted of "The End," which is really typical of article summaries, we changed that summary to a few sentences concluding the main takeaways that we want our reader to be left with.

6: And finally to conclude, simple changes like the ones that we just made, with extra emphasis on the top unsatisfactory subcategories, will improve article suitability, which is necessary to spread health knowledge and to promote healthy habits for our general adult public. As health professionals and educators, it is necessary to analyze health articles across suitability guidelines before publication to ensure a positive impact on the intended audience, and existing articles also need to be revised to fit suitability guidelines. Because as we've seen with the reading grade level test and with this example article, a few adjustments while writing an article can make a huge difference for readers.

7: And lastly, we have some resources. The first one is again our link to the full study[3], followed by an inquiry form[4] for any follow up questions, and then our SAM coding form[5], and our final link is to a textbook[6]. In chapter 4 of that textbook are instructions on how to use the SAM coding form. Thank you!

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[3] **Full Study Link**: https://doi.org/10.1080/00336297.2020.1722716
[4] **Inquiry Form Link**:
https://docs.google.com/forms/d/e/1FAIpQLSdIYbYszAqj1tgr2BUzHkEjtmWFHxOn4-IzUW7cD8cDqcmjK
w/viewform
[5] **Coding Form Link**:
https://www.tandfonline.com/doi/suppl/10.1080/00336297.2020.1722716/suppl_file/uqst_a_1722716_sm1
601.pdf
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