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TOBACCO EDUCATION AND MATERIALS LAB


**Best Practices for Testing Materials -
Question and Answer Webinar**

Tess Boley Cruz, PhD, MPH, CHES
2011


Funded by the California Department of Public Health, Contract #09-11437,
awarded to the University of Southern California (Baezconde-Garbanati, PI; Cruz,
Koprowski, and Unger, Co-Investigators).

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How to use the dashboard



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**TEAM Lab Webisodes
in This Series**

- Setting Up Pretests
- Readability Testing & Suitability Assessment of Materials
- Focus Group Testing
- Intercept and Individual Interview Testing
- Using Your Results - A Case Example
- Live Question & Answer on Testing Materials

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Overview of Presentation

- Review of questions received by email
- Live questions during webinar

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Your Presenter

Tess Boley Cruz, PhD, MPH, CHES

- Family planning educator
- Background in community health education
- 15 years in tobacco control
- Health communications research and teaching experience
- Faculty at USC School of Medicine
- Director, MPH Health Communications Track
- Co-Principal Investigator, TEAM Lab



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Sample Pretest Questions

- Question:
 - Does TEAM Lab have sample questions that we can use to pretest our materials?
- Answer:
 - Yes
 - Depends on what you want to assess
 - Sample in focus group webisode (#3 in this series)
 - You can find them on TEAM Lab’s website under:
 - Webisode Resources
 - Learn How Section (Step 8: Testing your Materials)
 - Sample in next slide

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Questions related to the Team Lab “Field Test Form”	
Accuracy	“What do you think of the accuracy of this material?” or “What are parts that you find the most believable” and “What parts are hard to believe?”
Cultural Appropriateness	“Who do you think this material is for?” or “How well do you think this material fits people like you?” or “How well do you think this material fits people who are X age, Y cultural group, etc.?”
Effectiveness	“What are some of the things people like you might do as a result of reading this material?”
Changes	“What changes would you recommend in the content?” (or in the format, design, graphics, messages, etc.)

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Pretesting, Field Testing, Focus Groups

- Question:
 - What is the difference between pretesting, focus groups, and field testing?
- Answer:
 - *Pre-Test*: Testing an audience’s response to material before it is finalized. Pre-testing helps to learn about what works and doesn’t work.
 - *Focus groups*: A qualitative method to assess audience ideas and responses. A focus group is made up of about 6 to 10 people, with a prepared moderator who will lead the group in a 1 to 2 hour discussion of an issue or materials.
 - *Field test*: Testing finished materials with a representative group of users and staff under real conditions to determine their feasibility and effect.

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Focus Group Question

- Question:
 - I have never done a focus group before, and I’m really nervous. What are some tips?
- Answer:
 - Have a good script, that is not too complicated
 - 8 to 10 questions for an hour
 - Remember to be non-judgmental
 - Give participants time to answer (10 second rule)
 - Start with an ice breaker
 - Thank them often

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Focus Group Question


- Question:
 - What if a focus group goes bad?
- Answer:
 - They sometimes do, so don’t feel bad.
 - Plan to have multiple focus groups for this reason.
 - Example of how to set up multiple focus groups:

	Younger	Older
African American Menthol Smokers	2	2

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Focus Group Question

- Question:
 - What should I do if there is a dominant speaker that talks so much, they don’t let others talk?
- Answer:
 - Interject in a polite manner, and ask other participants how they relate to the speaker’s idea.
 - Call on other participants to respond to questions.
 - Ask dominant speaker to hold until you hear from others.

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MRSC Example of One Criteria


- **Writing Style appropriate and uses active voice:** Conversational style and active voice lead to easy-to-understand text. Example: "Take your medicine every day." Passive voice is less effective. Example: "Patients should be advised to take their medicine every day." Embedded information, the long or multiple phrases included in a sentence, slows down the reading process and generally makes comprehension more difficult.
- **Superior (2):** Both factors: (1) Mostly conversational style and active voice. (2) Simple sentences are used extensively; few sentences contain embedded information.
- **Adequate (1):** (1) About 50 percent of the text uses conversational style and active voice. (2) Less than half the sentences have embedded information.
- **Not suitable (0):** (1) Passive voice throughout. (2) Over half the sentences have extensive embedded information.

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Suitability Assessment of Materials


SCORING

FACTORS	Total possible score	Total earned score
Content		
Literacy Demand		
Graphics		
Layout and Typography		
Learning, Stimulation, Motivation		
Cultural Appropriateness		
GRAND TOTAL		

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Live Questions

- Please raise your hand to ask questions
- You can also type them in the chat box

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Thank You!

For more information, please contact:

- General Questions: teamlab@usc.edu or (323) 442-8214
- Tess Boley Cruz: (323) 442-8245, tesscruz@usc.edu
- Team Lab Staff: Yaneth Rodriguez, yir@med.usc.edu
Christine Ricohermoso, cricohcr@usc.edu, Crystal Kynard-Amerson, kynardam@usc.edu, Darrah Kuratani, darrah.kuratani@usc.edu, Lourdes Baezconde-Garbanati, baezcond@hsc.usc.edu
- TEAM Lab Website, Testing Your Materials: <http://teamlab.usc.edu/learn/testing.html>

Many thanks to the staff and students who helped us with the videos: Andrew, Camille, Chantel, Cheng Kun, Christine, Daniel, Mark, Rosa, Yaneth and Sam's Food Truck