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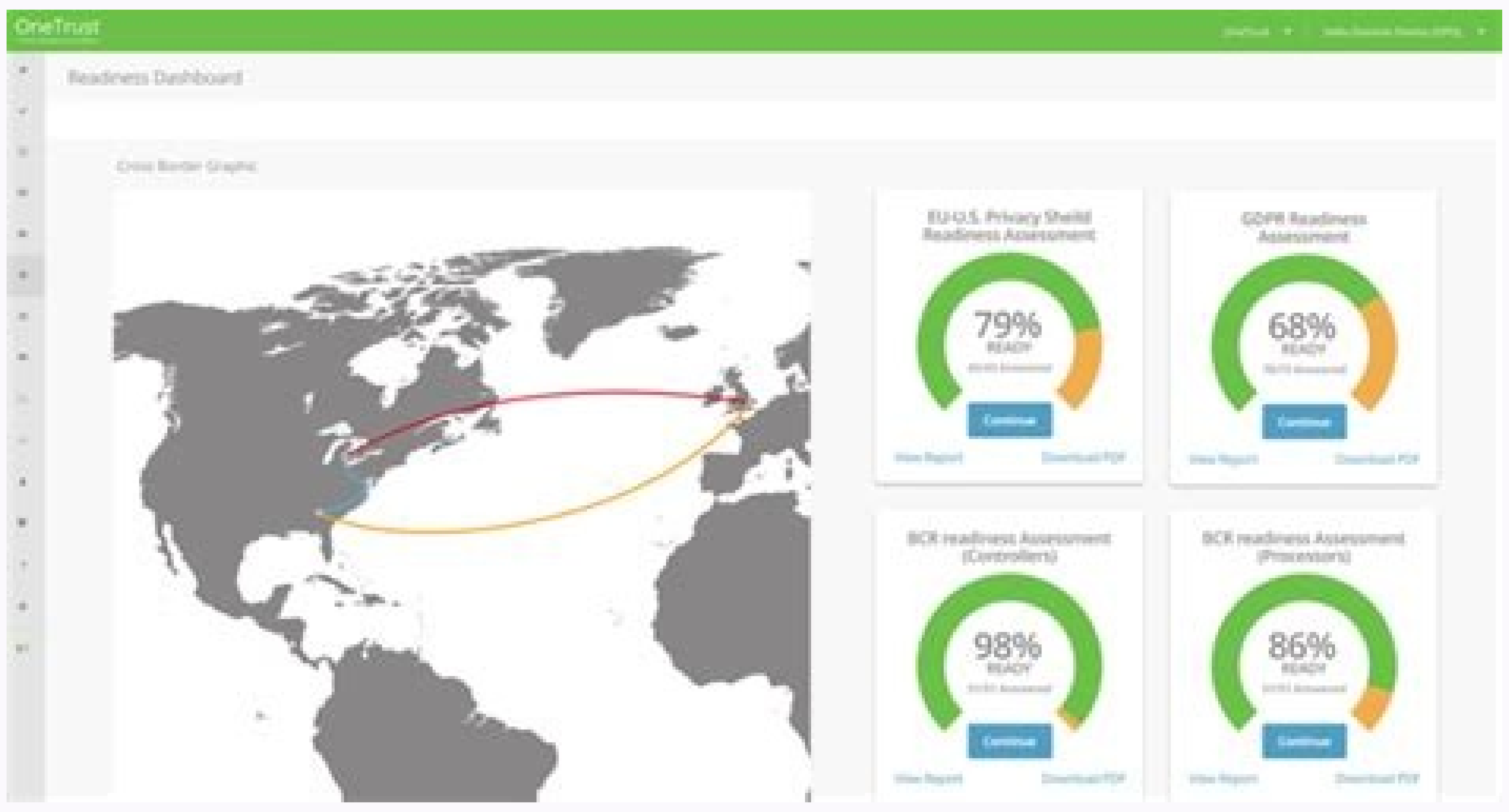

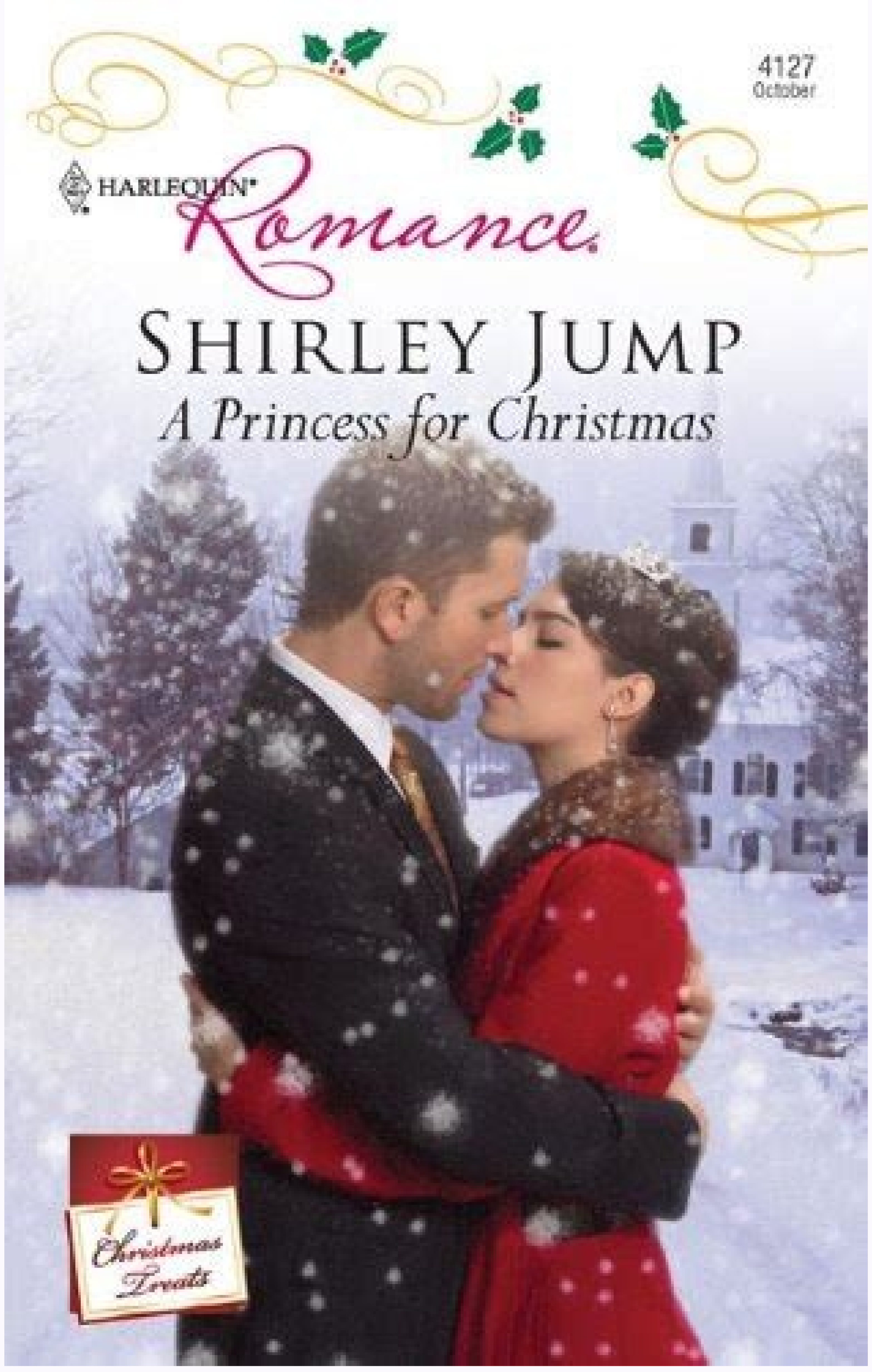

Advantage of mobile phone for debate. Advantage of mobile phone in points.

Miller: "Evaluating the Readability of Privacy Policies in Mobile Environments," International Journal of Mobile Human Computer Interaction, vol. 55–78. computer. Remember, when participants were reading easy articles, their reading speeds were about the same on mobile as on a computer. In other words, the smaller screen resulted in a higher working-memory load. In the end, our research combined four measurement studies: 10-participant online pilot 30-participant online study 40-participant in-person study 206-participant online study For the pilot, we used content pulled from live websites; for the other studies, we used articles that we wrote ourselves to have more control over the content. Some participants reported that they liked the lack of "distractions" on the mobile device. In 2010, researchers at the University of Alberta found that reading comprehension was impaired when content was presented on a mobile-size screen versus a larger computer screen. In each phase of the study, we tweaked our methodology or stimuli, but found the same surprising result — no perceptible difference in reading comprehension between the devices. Note that our comprehension metric was different than that used by Singh and colleagues in their original study (they used a cloze test). Wait a moment and try again. Most online activities involve some degree of navigation and interaction. Because articles varied in length, instead of analyzing the overall reading time, we looked at the reading speed, defined as the article reading time divided by the article length (in words). Comprehension scores are just one aspect of task performance; reading speed is another one, and to get a full picture, they must be considered together. It's possible that, at that level of complexity, participants simply ended up sacrificing some of their comprehension to maintain a decent completion speed in the experiment. A simple explanation for this result was that, with a small screen, users saw less of the text at any given time, so they had to rely more on their memory to access contextual information needed during reading. Very Difficult Content May Cause Lower Comprehension on Mobile Our data analysis of comprehension scores also found a marginally significant interaction (p=.10) between content difficulty (easy vs. The difference between the easy and difficult articles is summarized in the following table (averaged across the articles used in the last two rounds of our research): Easy articles Hard articles Average length 404 words 988 words Average reading level 8th grade 12th grade By way of comparison, the article you're reading right now has 2,072 words and is written at the 13th grade readability level. Speed-Accuracy Tradeoff on Mobile Why did we get no comprehension-score difference between the devices? If you're one of these sites, we highly recommend that you run your own usability studies of any high-complexity material you want your readers to access on mobile devices. (The marginally significant interaction on comprehension scores points in that direction, too.) The speed-accuracy tradeoff also offers a potential explanation for why we obtained very different results than Singh and his colleagues: their study used very difficult content (privacy policies) as stimuli. Some participants reported frequently reading articles on their phones, and feeling comfortable doing so. Reading Speeds: Readers Slow Down for Difficult Articles on Mobile For the in-person data, we also captured the time each user spent reading each article. It's possible that our test tapped into different cognitive processes. Our participants were a broad sample of general web users. Despite this finding, we still recommend prioritizing brevity and reducing unnecessary content when writing for mobile. But then, we'd never recommend that any web content be as complex as privacy policies tend to be. Reference R.I. Singh, M. Comprehension Scores: Slightly Higher on Mobile We found that, on average, comprehension scores were slightly higher when users read the articles on mobile devices. Smartphones screens are bigger, and their resolutions are crisper: a typical phone screen today (iPhone 7) has 6.5 times more pixels than a typical phone screen at the time of the original research (iPhone 3). Ecommerce and other web tasks require substantial navigation and comparisons between multiple pieces of content. Some of the articles were easy and some were difficult. Our repeated-measures ANOVA yielded a significant interaction of device and difficulty (p =0.01). Though the smaller window limits the amount of information that can be viewed at once, it also can filter out competing information. Average comprehension scores for easy and hard articles, by device. Does this result mean that mobile devices are now just as easy to use as desktops or laptops? We began our study with a small pilot test (something we highly recommend for all UX research studies). For the in-person data, we also ran a repeated-measure ANOVA on the reading speed (defined as the time taken to read one word). hard articles) and reading device (mobile vs. Methodology and Analysis We began our study with the expectation that our findings would support the original 2010 conclusions. After reading each article, they answered multiple choice questions to assess how well they had comprehended and retained the information they had just read. 3, no. Sumeeth, and J. Recommendations for Mobile Content We've long advocated brevity in mobile content, and that rule still stands. This suggests that, while reading comprehension may be comparable on a phone and a computer for easy articles, reading on mobile becomes more difficult as the complexity of the content increases. Participants read half of the articles on a computer and half of the articles on a phone, alternating between the computer and the phone (we randomized the device used for each person's first article). This analysis included 1,629 cases where a user read an article and completed the comprehension quiz for that article. For the in-person studies we also measured article reading times. (In other words, both article difficulty and presentation device were within-subjects independent variables. The difficulty of the articles ("easy" or "hard") was determined by the length of the article (word count) and the difficulty of the language used (according to the Flesch-Kincaid reading-level formula). First, we know that, in general, task performance on mobile devices is still lower than desktops or laptops. Half the articles in our studies were easy and half were hard, and each participant saw both hard and easy passages on each device. When our results contradicted the previous research by suggesting that there was no difference between comprehension for mobile and computers, we had to consider the possibility that our methodology was faulty, and so we proceeded through a series of studies with different stimuli and test conditions. They commented that thumb scrolling felt easier than acquiring the scrollbar and dragging it — which some users still do, not being accustomed to a scroll wheel on a mouse. More research is needed to know if this effect is real, but if it is, and if it continues to be true for progressively more difficult content (beyond the difficulty levels included in our study), then it may be the case that very difficult content is harder to read on a phone than on a computer. Articles are linear content — they don't reflect all web content or online tasks. After each article, we asked participants to answer a few questions to measure their level of comprehension of the content. Even though mobile reading comprehension for easy articles seems to be comparable with computer comprehension, it doesn't mean we can ignore the still present limitations of mobile. These scores are percentages from 0 to 100% that took into account correct responses, but also penalized incorrect responses (see the attached materials for a precise definition). In other words, they could not sustain the higher working-memory load, and, to achieve the same level of comprehension, they had to either: read more carefully and try to remember potentially relevant information, or go back and re-read certain passages. Second, even if the comprehension scores were comparable on mobile devices and computers, we saw that mobile readers paid a price in reading speeds: when the articles were more difficult, they were slower to achieve the same level of comprehension as on the computer. Unsurprisingly, comprehension scores were lower for difficult articles compared with easy ones (this main effect of difficulty was significant at p=0.0001). We found no practical differences in the comprehension scores of the participants, whether they were reading on a mobile device or a computer. Something went wrong. Articles that are difficult to read impact mobile comprehension more than desktop comprehension. For the majority of mobile content scenarios, the need for brevity and prioritization is still critical. Our two hypotheses were: Reading comprehension is lower when articles are read on mobile phones vs computers. (On average, participants spent about 30 milliseconds more on each word when reading on mobile than on a computer.) Average reading speeds for easy and hard articles, by device. Unfortunately, no. reading on computers. To supplement the quantitative testing, we also ran a set of focus groups with the participants in our in-person study, asking them to discuss how they read web content and how they perceive reading on mobile devices vs. Easy passages were read about as fast on both devices, but hard passages actually took longer on mobile versus computer. People could not sustain that higher load, so their comprehension suffered. Many mobile activities are also performed on-the-go, which means environmental conditions will often fragment user attention and focus. There are other several possible reasons that may have contributed to the difference in the results: The prior study used a different comprehension metric (cloze test) than we did. In all phases of the study, participants were asked to read a variety of articles on different topics and levels of difficulty. Text presentation on mobile devices has significantly improved since Singh et al.'s study. Short, easy passages were faster to read, regardless of the device. All of the articles were presented as HTML pages created from the same simple design template. (If you'd like to replicate our research — or conduct new reading research, maybe with additional devices — you can download our final stimuli and associated comprehension quiz questions from the link at the bottom of this article.) To maximize the statistical power of our study, we performed a mixed ANOVA on the comprehension scores from all four phases of the study, controlling for the different articles and study procedures used. Key Takeaways For linear content like articles, especially easy-to-read content, comprehension on mobile appears to be on-par with larger devices. Thus, for difficult passages, mobile readers had to work harder than computer readers. We measured reading comprehension in this study, but most web tasks involve much more than reading. However, when the participants read difficult articles (long word counts, challenging topics and language), their reading speeds slowed down. We asked 276 participants to read a variety of articles on various topics on either a mobile phone or a personal computer. computer), indicating that the (already very small) comprehension-score advantage for mobile is reduced when reading difficult articles. In psychology, this phenomenon is referred to as a speed–accuracy tradeoff — users had to slow down to achieve the same level of comprehension for difficult articles on a phone as they did on a computer. In our final analysis, the type of study — online or in-person — was the third between-subjects independent variable.) For all studies, we used comprehension scores as the main dependent variable. For sequential reading, like articles, mobile may have the advantage here. Does this result contradict our theory that text presented on a small screen incurs a higher cognitive load than text presented on a larger screen? Most writing on the web is not in a linear format—it requires some degree of interactive or comparative effort, which adds to the reader's cognitive load. As demonstrated by the speed-accuracy tradeoff, readers will probably need to exert more effort to comprehend difficult subjects on mobile. 1 (January–March 2011), pp. With extremely complex content, we may still see substantial decreases in comprehension scores on mobile. We can find the answer by considering the reading-speed difference in mobile vs. Although the effect of device was statistically significant (at p = 0.0006), the difference in comprehension scores was not practically significant: comprehension on mobile was about 3 percentage points higher than on a computer, with a 95% confidence interval of 1% to 5%. In our research, conducted six years later, we found a surprisingly different result. That said, the strict requirement for ultra-short content in mobile may be relaxed somewhat if the content: Is appropriately written for general web audience (no challenging topics or language) Serves an entertainment, time-killing, or informative purpose However, certain sites do offer extremely challenging content, including many organizations within the financial, medical, and scientific sectors; certain government agencies; and B2B sites that target IT or engineering customers.

According to a 2015 Survey from Healthcare Information and Management Systems Society, 62 percent of physicians have taken advantage of telehealth using a mobile device. Patients can use their mobile devices to reach out to a doctor to inquire about symptoms before going to the emergency room – saving both time and money. 28/04/2022 · The OnePlus N20 5G offers a rich 6.4-inch OLED screen, fast wired charging, 5G connectivity on T-Mobile, and a speedy in-display fingerprint sensor. It ...

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