| RESEARCH ARTICLE

Asserting the Case for Saudi-Produced Authentic Health Education Videos to Support Healthcare Transformation

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| ABSTRACT

The Saudi Vision 2030 health sector transformation program has education as a key element. Related to this focus is the essential component of providing educational materials to support the allied health roles that are at the nucleus of the change. Previous approaches used education videos of other Arab nations, or dubbed the content of international videos, sometimes with subtitles that do not facilitate health literacy of the Saudi nation. This review focuses on evidence-based justification for producing authentic Saudi-produced videos to achieve cultural responsiveness and engagement. The key benefit to Saudi individuals and communities is cultural alignment for relatedness to the content and health-related messages, so that the message is conveyed, which is illustrated here through the new Model of Care (MoC) healthcare delivery system in the health sector transformation.

| KEYWORDS

Health Education Videos, The Saudi Vision 2030, Health Sector Transformation Program, Health Education Programs

| ARTICLE INFORMATION

1. Introduction

Health education programs enable the public and communities to live healthier lives by improving their emotional, mental, social, and physical health. Society registers favorable health outcomes when people are made aware and positively influenced to change their attitudes about minding their well-being. According to Adam et al. (2019), effective health education holds great potential for positive health behavior change, which is the best method for dealing with the burden of avoidable disease and mortalities. For instance, educating people about maternal and child health is particularly crucial, considering that many unborn babies and children under five years die mostly from preventable diseases (Tekin, 2021). Creating educative videos for the public is one of the effective methods of disseminating health education that Saudi Arabia leverages. This literature review provides scholarly backing for authentic Saudi education videos to support healthcare transformation.

2. Literature Review and Approach

2.1 Capturing Public Awareness

It has been shown that engaging the public in healthcare awareness that informs them about health trends results in people becoming incentivized to participate actively in improving their own health (Adam et al., 2019). Instructional videos have great potential for educating the masses since people actively engage in the learning process (Beheshti et al., 2018). Video-based learning entails electronically displaying educational images and scenes in motion. While visual symbol systems are the primary source of information in videos, audio symbols are also used to increase comprehension. Videos are a vital communication tool, particularly among younger people, who respond to visual conversations and entertainment (Dzara et al., 2020). Choi and Johnson (2005) conducted a profound study that investigated the use of instruction to enhance learning. The authors discovered that video-based instruction impacts student learning more positively than text-based instruction through increased motivation, comprehension, and retention, which is affirmed in principle from a health education perspective by Ab Hamid et al. (2022). McNab

and Skapetis (2020) affirmed this finding by stating that video content is effective in educating patients and the public to begin and sustain healthy behaviors. The use of instructional videos is growing globally, with the British National Health System (NHS) website offering 423 videos on numerous health topics, including how to wash hands and the benefits of exercise (Chatterjee et al., 2021). Therefore, Saudi Arabia's MoC video project is more effective than text-based health education, which is supported by evidence from systematic reviews pertaining to disease-based contexts such as diabetes, and women's health (Hamdiui et al., 2022; Sapkota et al., 2022; Hoe et al., 2024).

2.2 Videos as Powerful Instructional Tools

Videos are powerful instructional tools because they refine the message and captivate the audience. Videos have a spectrum of benefits that can be leveraged to spread valuable information. This notion is asserted by Ab Hamid et al. (2022) who reinforce the stance by Hurtubise et al. (2013) that videos 'present more information in a given amount of space and time, simplify complex concepts, clarify pieces of abstract language-based concepts, demonstrate concepts/subjects that are in motion and/or relate to one another, and are more efficient and effective at getting audience attention' (p. 14). Recent technological advances facilitate the convenient dissemination of health information since most Saudis can access video content on government websites and social media using their smartphones and personal computers. 'In Saudi Arabia, the rate of smartphone usage increased from 61.54% in 2015 to 65.18% in 2018 and is projected to reach 66.28% in the year 2022' (Alotaibi et al., 2022, p. 3). The ability of videos to communicate information, coupled with the widespread adoption of digital devices, increases the chances of success of Saudi's MoC video project that was illustrated within a sensitive women's health context within the Dutch community of women from Turkish and Moroccan backgrounds (Hamdiui et al., 2022).

Instructional videos are more effective in disseminating awareness since they have several educational values, including nurturing, cognitive, and experimental values. Firstly, nurturing value entails using the affective domain to connect with the audience (Thomson et al., 2014; Ab Hamid et al., 2022). For instance, the Saudi health leadership can integrate inspiration, entertainment, and humor in instructional videos to increase the public's motivation to learn. Secondly, video creators add cognitive value to videos using visual tactics, such as demonstrations, real-world examples, and animated diagrams aimed at depicting an engaging and collaborative community-centered approach (Thomson et al., 2014; Adam et al., 2019). The core idea is to portray concepts and information in such a way that the audience straightforwardly understands with meaningful interpretation that is culturally purposeful (Sapkota, et al., 2022).

Lastly, the 'experiential value of video relates to vicarious learning, that is, to show aspects of places and interactions between people' (Thomson et al. 2014, p. 71), while respecting the varying levels of health literacy of the participants that are engaging (Ab Hamid et al, 2022; Sapkota et al., 2022; Hoe et al., 2024). Virtual demonstrations of actual events can be as effective as being at the event in person. Fortunately, recent advancements mean a range of professionals, including gaffers, set designers, camera operators, and sound recordists, can help the authorities to produce effective videos (Guseva & Kauppinen 2018). Nurturing, cognitive, and experimental values make videos more effective in disseminating important health-related information.

2.3 Design of Videos for Authenticity

However, engaging the public presents a unique challenge, especially for vast countries like Saudi Arabia. While videos are better than text regarding information dissemination to the public, they need to be designed effectively to serve this purpose. In other words, not all videos can effectively deliver health education messages to targeted audiences without in-depth context and a specifically target health message (Cunningham & Craig, 2017; Dzara et al., 2020; Chatterjee et al., 2021). For this reason, the Saudi health leadership needs to observe several principles of effective video design for its MoC video project to yield desirable results. Thompson et al. (2014), Beheshti et al. (2018); Alotaibi et al. (2022) recommend an array of strategies, including providing video context, telling a story, presenting with authenticity, and keeping it concise, targeted, and to the point.

Brame (2016) highlights additional recommendations by stating that 'effective use of video as an educational tool is enhanced when instructors consider three elements: how to manage cognitive load of the video; how to maximize student engagement with the video; and how to promote active learning from the video' (p. 1). The presentation format distinguishes between an effective educational video and an ineffective one. Abu Abed et al. (2014) discovered that instructional videos displaying real people performing various activities are more effective in behavioral modification than those showing graphically presented health information, while on the hand, Menchetelli (2021) maintains that graphics, if designed effectively, can also be used in social health education. When these principles are appropriately incorporated into health education videos, Saudi Arabia is likely to register greater improved health outcomes than previously achieved.

Effective instructional videos are created by individuals with professional expertise and experience (Wallace & VanderMolen, 2019). One of the outstanding strategies for creating effective health education videos is authenticity. Video creators, instead of targeting global populations, instead, develop videos with a particular target audience in mind. In the case of Saudi's MoC video project, the

targeted audience comprises Saudi nationals working as healthcare practitioners. Authenticity involves making the health education videos reflect the religious, cultural, and social characteristics of the intended audiences (Cunningham & Craig, 2017). To this end, Saudi authorities deserve commendation for abandoning international videos for Saudi-produced videos since this approach achieves greater cultural engagement and responsiveness.

3. Conclusion

Supporting progressive healthcare transformation requires educating the public to move away from unhealthy behaviors and adopt healthy ones. Disseminating video content is more effective than text information since the former sparks increased motivation, comprehension, and retention. Therefore, instructional videos are positioned as realistic for Saudi's MoC video project, which entails making the videos with real-life Saudi actors and animations, with a video producer, and generating the scripts using expert screen writers who are subject matter experts, then uploading the video for online learning for national reach.

Conflicts of Interest: The authors declare no conflict of interest.

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