**Examining Singaporean youth's attitudes and social tolerance**

**towards serious mental illness**

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The topic of my webpage is about youth attitudes toward mental illnesses, with the scope set to the Singapore context. The data of my webpage is taken from the research paper *Stigma among Singaporean youth: a cross-sectional study on adolescent attitudes towards serious mental illness and social tolerance in a multiethnic population* (Pang et al., 2017). The paper shows results that many negative attitudes are still held by youths, indicating deep-rooted stigma towards individuals with mental illness.

I aim to prompt the audience of my web page to reflect about the state of attitudes towards mental health in Singapore and what kind of society we want to be, with the specific demographic of youths as the one being examined for their attitudes linking to the larger idea of what Singapore's future holds and what societal values society will possess being reflected in their responses.

The first highlight of my project is the diversity of data visualisations. There were survey results in the form of answers like agreeing to certain statements, the socio-demographic breakdown of the respondents and the frequency of respondents who use certain terms they associate with mentally ill individuals. Therefore, it made sense to explore the different visualisations that would best express the different data most understandably. I discovered the purpose of radar charts and took the advice to integrate them into my webpage for the data on varimax rotations, which is a more technical way the research paper presented its data. In fact, it could easily be represented in the radar chart format for easier communication with a general audience.

Closely related, another highlight of my project is the simplification of technicality. In addition to the radar charts previously mentioned, I added a tooltip on hover in order to unpack technical terms via text, such as for the term PCA analysis.

Another highlight is the table of resources with hyperlinks to websites like Mindline in order to complement my data story. While the table and the hyperlinks are not especially technically challenging, I believe this feature of resources is a meaningful highlight because I felt as though I wanted to do something more than just present a data story – I wanted the reader to be encouraged to find out more via external resources after they were done reading.

Lastly, the fourth highlight of my webpage is its thematic consistency. I initially tried to apply a CSS template completely as it was from W3Schools (W3Schools, *W3.CSS Templates*) into my code, but eventually decided to manually experiment with CSS while taking inspiration from some of the code from the templates to create a neutral colour tone composed mainly of blue hues in order to create a pleasant viewing experience and set the mood of objectivity and calmness.

One new thing I learnt was when I managed to input data into attractive-looking data visualisations I have only ever seen before but never made by myself via code, therefore feeling a sense of accomplishment.

Designing the colour scheme and playing around with other features in CSS such as font families was a fun experience and definitely something I would like to explore more of in the future when styling other webpages, such as perhaps a personal portfolio for design work.

This project was a comprehensive application of concepts we have learnt in the module – I liked converting learned concepts into meaningfulness via my chosen topic as it made technicality like the creation of radio buttons or the use of hyperlinks have purposeful application, such as via obtaining feedback or directing readers to educational resources.

A challenge I faced was the placement of elements relative to each other in order to create a good viewing experience and not just a functional one. While I initially ordered the elements chronologically, they looked awkwardly placed. For example, some elements were too big compared to others, some of the text was really close to the sides of the screen due to insufficient margins and the image at the top was extremely small. Therefore, I had to customise these step by step to get the desired look that could enable readers to feel more motivated to read through my data story.

In addition, writing the actual data story text to accompany the visuals was challenging because not only did it have to chronologically flow and tell the data in an engaging manner, it had to complement the data visualisations such that they aligned and readers would not get confused or lost when scrolling through the webpage. This meant that I had to rewrite many drafts of my data story before I was satisfied with the final result.

Lastly, I faced the challenge of transferring the data into the code for the data visualisations because I was unfamiliar with some of the visualisation codes and had to figure out how to input the data properly so it eventually would show up correctly, such as for the bar chart axes. However, this taught me to not blindly input data into my code and instead, more thoroughly understand the code for making charts.

In conclusion, the project has been a satisfying conclusion to all the concepts I have learned in this module. The freedom to choose a topic made the project exciting to work on as I got to apply my recently learned coding knowledge to something I am passionate about and want to raise awareness of. This project also taught me how to analyse a research paper more critically, thinking of how to extract the most relevant pieces of information and weave it into a story that readers can find engaging without being too heavy on the technical side. All in all, this project has inspired me to embark on more projects and find out more about coding beyond the scope of this module.

**References**

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