

Summary



Informational Reading. Infographics in Cognitive Processes

Public opinion nowadays speaks of the decline of reading, which is understood as reading literature. However, we do not notice that in our media and technology environment contains a great deal of information reading, i.e. searching for various types of content. In a way, this situation has been forced upon us by contemporary visual texts. These are fragmented. In this sense, the screens of electronic devices, the pages of magazine, textbooks or infographics are devoid of the linear perception typical for the reception of a work of fiction or film. This fact means that the user is free to choose entry points and their reading path. This raises the question of how to direct the recipient's attention, how to create entry points for their eyesight, and ultimately how to reduce the cognitive effort required to understand the content. It seems that the graphic design of websites or screens has an invaluable impact. The research conducted by the author, including that using the methods of measuring eye movements (oculography), shows that properly designed visual material can reduce the time needed to take in the content, and that graphic design cannot be overestimated for initiating cognitive processes, such as categorizing or grouping content. The results of this experimental research shed new light on the process of informational reading (learning-type reading) and are widely used in the design of materials for educational purposes and for the popularization of science.