

THE PSYCHOLOGICAL EFFECT OF MOTION INFO GRAPHICS ON READING ABILITY OF PRIMARY SCHOOL STUDENTS

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Nowadays, rapid changes in technology have remarkable effect on students' educational life. The technological devices of information and communication are improved to deliver valuable knowledge quickly, regardless of the place and time, novel media demonstration formats emerged. One of examples of this format are infographics, which use graphic visual pictures to show the information, knowledge or data effectively. Infographics are utilized in instruction, especially in instructional design which is more challenging to design an education. Therefore, teaching by infographics helps students to internalize and comprehend visual knowledge and provide a wider body of learning and grasp in teaching and learning. Motion graphics (MGs) are utilized in different venues for the aims of informing and entertaining audiences.

Motion infographics are graphic visual representations of information, intended to present information quickly and clearly. Improving reading knowledge has always been an important concern to primary learners, so far much attempt, devoted to improve reading knowledge in various methods. Nowadays, it is time to forget the stereotypical methods of reading learning which rarely engage the readers' mind in the learning process and focus their attention on utilizing multimedia and visualizations in form of infographics in reading abilities. The present study was designed to investigate the effect of using motion infographics on reading ability of pre-school students. The main objective of this research is to investigate the pre-school students' perceptions about using infographics in education. The research is designed as a quantitative study. The total number of students participating in this Quantative study was 60. Data were accumulated by the researcher during this study. The gathered data were analysed via the descriptive analysis and inferential statistics approach.

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