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# Designing with the Mind in Mind

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CHAPTERS 4, 5 AND 6

READING SUMMARY

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## Chapter 4

### Reading is Unnatural

#### Wired for Language not Reading

We are born to speak languages and learn to speak quickly in our childhood but when we get older it is as difficult as any other skill. A different brain area is used for this type of learning after childhood. Most people learn how to speak but some people never learn how to read. People may not be good at reading because of {basically my problems irl}

Reading is teaching our brains how to recognize patterns. Morphemes are combinations of letters we recognize and put together to make words.

#### Feature driven vs context driven

Feature driven is bottom up and sometimes called “context free”. It starts by identifying simple features like lines and uses them to make complex objects like words. This type of reading is faster than context driven despite instinct.

Context driven is top down and opposite of feature driven. You recognize a morpheme, word or sentence and treat it like a single object to get its meaning. An example of this is something you would read often. Mainly a backup method for reading.

#### Skilled vs Unskilled reading

“Skilled readers” use feature driven mostly and fallback to context driven. “Unskilled readers” use context driven because feature driven is slow for them.

Not enough experience reading as a child causes unskilled reading.

#### Poor information design disrupts reading

Poor presentation can block reading for unskilled readers. The following are things that disrupt reading:

- Uncommon words
- Difficult scripts and typefaces

- Tiny Fonts
- Text on noisy background
- Visual noise from too much text
- Centered text is hard for eyes to follow

Any combination of the above can make for a very unreadable design. Support both reading styles by avoiding the problems listed above.

### **Most reading is unnecessary**

Most software has too much text in the instructions and people don't read it anyway. You can be just as clear with less text. Provide a brief overview and let users request more detail if they want.

## **Chapter 5**

### **Our Color Vision is Limited**

#### **Optimized for Edge Contrast**

We can see something better if it is high contrast and brightness isn't as important

#### **Discrimination based on Presentation**

#### **Color-Blindness**

#### **External Factors**

#### **Guidelines for using Color**