The main goal of the study was to diagnose the impact of visual thinking on the process of information acquisition. Methods used in the research: Computer-Assisted Web Interview (n=1046), Focus Group Interview (2 interviews, n=13), Telephone In-Depth Interview (n=3) and moderation of comments on social media (Facebook).

Data obtained with CAWI was considered to verify if a video (with visual thinking elements) allows to remember more than a simple text displayed on the screen. As a result of statistical analysis, positive influence of video was confirmed. After the film, the respondents scored an average of 0.54 points more than after reading a continuous text (the substantive scope of the materials and the level of difficulty of questions was the same). The order of presented materials had a significant impact on the ability to memorize information – both methods (video or text) presented as second allowed to retain less information than when presented as first. Nonetheless, regardless of the order, better results were obtained after watching the video. Other variables e.g. gender and age, didn’t affect the number of points scored.

The positive effect of the use of visual thinking in the process of acquiring information was indicated by people who use visual thinking on a daily basis. The qualitative research shows that the use of elements of visual thinking makes information more attractive, which has a positive effect on one’s concentration. This is directly associated with higher efficiency of remembering and understanding. At the same time, risks associated with the use of visual thinking were identified, e.g. focusing on the form of the message, not the content.

The study also focused on where visual thinking is used - the collected data allowed to indicate areas of application for visual support of content delivery. Areas in which visual thinking is used can be divided into private and professional. Unfortunately, among people declaring a high level of involvement in the use of visual thinking, it was difficult to distinguish these two areas.

Definitely more often, respondents firstly pointed to professional activity as an area of use of visual thinking. The scope of use of visual thinking is wide, but most often it supports the process of teaching. Visual thinking is also used for other support activities, negotiations, internal and external communication and conducting of scientific activities.

In the area of private activity, the most natural and most frequently indicated scope is the use of visual notes to memorize various content – both to increase the effectiveness of learning and to retain memories related to important events. Respondents also mentioned other activities such as planning, communicating with children, preparing gifts or greeting cards.