

## Editorial

### Access to Information: Designing for Learning and Inclusion

We are pleased to announce the publication of Volume 22, number 2 of the InfoDesign Journal for 2025. This issue features five articles contributing to information design from various perspectives, including data visualization, science communication, accessibility in educational settings, user experience in textile labeling, and methodological information design strategies.

This volume begins with the article “*Theoretical model and playful practice: a pathway to digital accessibility*”. In this study, Drs. Binda and Ulbricht transform a theoretical model for inclusion and digital accessibility into an interactive game experience. The authors propose the *Accessibility Journey Game*, a pedagogical artifact designed to operationalize technical accessibility guidelines, promoting human-centered discussion around digital inclusion.

In the digital and inclusion realms, the article “*Evaluation of a conceptual model for digital interfaces for garment composition labels: an integrated approach to Information Design and Inclusive Design*” evaluates the effectiveness of a conceptual model for digital clothing composition labels. Drs. Oliveira, Smythe, and Okimoto integrate principles from information and inclusive design into a user-centered mixmethod study.

The following article is grounded on the principle that access to information is a right. In the article “*Methodological approaches applied to the collaborative development of a multiformat guide*”, dos Santos and collaborators outline a methodological strategy to ensure this right is present in educational institutions, where educators and designers are creating guides for student support. The authors identify accessibility barriers to information and utilize a collaborative process and multidisciplinary team to develop guidelines that provide inclusive access to information.

In the educational space, the article entitled “*The impact of visual schematization in enhancing comprehension and memory of graphic organizers’ artifacts*” by Dr. Perondi and Calza examine three different visual schematization methods: linear text (LT), Rule of Composition Systems (RoCS), and Graphic Reference Frames (GRF). The authors investigate how each method affects student comprehension of educational content and how this interaction varies according to the learners’ cognitive styles.

The article titled “*Visualizing complex data for citizen education: a pedagogical workshop*” discusses a workshop aimed at engaging audiences with complex data visualizations related to social and health issues. Targeting high school students, Dr. Lopes and collaborators combine scientific communication strategies with design thinking to promote collective discussion and enhance critical data literacy.

This issue provides reflections on how information design influences access to information in various contexts, including educational settings, printed materials, digital resources, and complex data visualizations.

These articles emphasize the importance of designing for how people process information, recognizing diverse needs, and reinforcing the value of inclusive design practices. The contributions impact not only information design but the design field as a whole, as these articles address, with sensitivity and depth, how knowledge is expanded through human diversity, improving access to information.

The editorial team would like to express our gratitude to all the reviewers and editors for their ongoing commitment to the journal's mission. The collaborative efforts, expertise and hard work involved in the journal enable us to maintain a rigorous scientific journal published three times a year, sharing both theoretical and practical studies in the field of information design. The InfoDesign journal functions on a continuous publication model, accepting new manuscript submissions at any time, following a thorough blind review process.

We hope that this issue fosters reflections, discussion and informs future research on information design.

**Matheus Cezarotto & Renata Perim Lopes**  
Managing Editor and Editorial Secretary