

**The effectiveness of persuasion of adolescents via infographics**

Author: Niels Evert-Jan van Dalen

Student number: s2177471

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University of Twente, Enschede

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## **Abstract**

In this thesis an exploratory study is covered that focuses on the research question *‘to what extent are the infographics provided by the Dutch national government supporting Covid-19 measures announcements effective in generating conceptions supportive of the measures among adolescents?’*

This question is asked in the context of data visualizations during the Covid-19 pandemic and focuses on the sub-domain of ‘digital infographics’. In order to answer the research question the study utilizes a cross-sectional design. An elaborate theoretical framework on persuasion via infographics was constructed and subsequently tested by comparing it with the results of the data analysis. Data for this analysis was collected by utilizing the in-depth interview method as the main data collection method.

On the basis of the analysis results it could be concluded that the degree to which the infographics generated positive conceptions was low. The analysis indicated that the limited positive change was influenced by emotional appeal, the design of the infographic and the receptivity to persuasion of the viewer. This study therefore recommends that the Dutch government creates more concise, straightforward, authoritative and emotionally valent infographics in order to generate more positive conceptions.

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## 1. Introduction

Ever since the announcement of the first Covid-19 measures in March 2020 during the start of the Covid-19 crisis in the Netherlands, the Dutch government started accompanying these announcements with infographics displaying the new measures. The Dutch National government publishes these infographics on its website and subsequently also distributes them on social media. To what extent are these infographics effective in persuading people towards adherence with these measures? And to what extent are they effective in persuading adolescents in particular? It was this research's aim to answer this last question, as adolescents are often framed by the Dutch media as measure nonconformists (Kaulingfreks, 2021). It is therefore interesting to research the degree to which adolescents can be persuaded via infographics to develop positive conceptions of the Covid-19 measures.

Infographics are in short a form of data visualization that are “graphic representations of information (...) designed to communicate information that range from anything as simple as a pleasing arrangement of figures to stylized illustrations of complex interactive data animations” (Lazard & Atkinson, 2015). Prior research in other fields has displayed that infographics can be effective in education and persuasion. In the field of education for example, Al-Mohammadi found that infographics can be used as an effective method for teaching students programming, as infographics are “an educational effective way of simplifying concepts’ and ‘stressing the importance of visual style in education and its effectiveness in attaching learner’s attention and concentration” (Al-Mohammadi, 2017). Al-Mohammadi’s research displays the educative benefits of infographics and especially the crucial ability of infographics to simplify concepts, which could contribute to understanding of the Covid-19 measures in the case of this research. Other research in the field of environmental science by Lazard and Atkinson focused on the degree to which persuasion on environmental topics is possible via infographics, and their findings demonstrate “that visual content is an important factor for persuasive message processing, and infographic messages hold opportunities for the communication of environmental issues” (Lazard & Atkinson, 2015). Prior research has thus shown that infographics can be utilized for educating and persuading people in other fields, but does this effectiveness also apply for infographics provided by governments regarding newly created rules for the resolving of an urgent public crisis? And does this persuasion work on adolescents in particular? This research dives into this and adds to the existing literature and research present on infographics by focusing on persuasion via infographics of adolescents in a context of national crisis.

In specific, this exploratory study focused on the research question ‘*to what extent are the infographics provided by the Dutch national government supporting Covid-19 measures announcements effective in generating conceptions supportive of the measures among adolescents?*’. This is thus an explanatory research question, with as independent variable ‘*the infographics provided by the Dutch national government supporting Covid-19 measures*’ and as dependent variable ‘*conceptions supportive of the measures among adolescents*’. The setting in this question is ‘the Netherlands’ and the unit of analysis is ‘*adolescents*’.

This research is relevant in two ways, i.e. scientifically and socially. First of all the research is relevant scientifically as this research could expand the sources currently available on the topic of infographics and persuasion. Naerland identifies that ‘there is a need for empirical research into how data visualizations textually promote ideology, and how citizens’ worldviews are shaped or negotiated in their encounters with data visualizations’ (Naerland, 2020), which is partly what this research focuses on, but then in the specific context of infographics. In addition to this, the research could also provide more insight into how adolescents can be persuaded via infographics. Secondly the research is relevant socially, as research results could be used as input for further improvement of infographics for the Dutch National government. In the current covid-19 context improvement of the infographics could result in greater adherence to the covid measures, resulting in less social unrest and thereby in an easing of the tasks of the Dutch national government. Furthermore, the results of this research can also be stored for other future situations involving adolescents in which infographics could be utilized as a method of persuasion.

## 2. Theoretical concepts

Before the analysis can be conducted first theoretical background needs to be provided for the relevant concepts mentioned in the research question.

### 2.1. Infographics

Infographics are a form of data visualization that are ‘graphic representations of information (...) designed to communicate information that range from anything as simple as a pleasing arrangement of figures to stylized illustrations of complex interactive data animations (Lazard & Atkinson, 2015). According to Amit-Danhi & Shifman (2018) the ‘*veteran infographic*’ “uses a combination of visual metaphors, figures, and text to present data and relationships between variables” and presents this “in a form of communication that is both understandable and dramatic”.

A new sort of infographic is the digital infographic. Zwinger and Zeiller (2016) distinguished three forms of digital infographics, i.e. static, motion, and interactive digital infographics. McMillan adds to this with her fourfold typology on the basis of the degree of control one has over the communication and its direction (McMillan, 2002). This typology distinguishes “‘feedback’ (one-way communication with high levels of receiver control), ‘monologue’ (one-way communication with low levels of receiver control), ‘mutual discourse’ (two way communication with high levels of receiver control), and ‘responsive dialogue’ (two-way communication with low levels of receiver control)” (Amit-Danhi & Shifman, 2018).

### 2.2. Persuasion via infographics

The specific infographics distributed by the Dutch government can be identified with the term ‘*Digital political infographics*’ by Amit-Danhi & Shifman (2018). The digital political infographic displays a view towards the usage of infographics as “a political tool within a new technological setting” (Amit-Danhi & Shifman, 2018). Nærland identifies four political perspectives towards data visualization in general, i.e. data visualization as *public deliberation*, *ideology*, *citizenship* and *political-administrative steering tool* (2020). The first entails data visualizations being used for public deliberation contributing “to the formation of public opinion about contested matters”. The second views data visualizations as “manifestations or carriers of ideology” that “work to conceal or naturalize propositions that are nonetheless laden with a particular view of the world”. The *Data visualizations and citizenship* perspective emphasizes “the different ways in which data visualization can enable people to function as citizens” and how visualization “may foster engagement with these processes and political participation”. The

*Data visualizations as political-administrative tool* perspective on the other hand illustrates the instrumental use of visualizations as policy- or decision-making tool between experts and policymakers.

According to Amit-Danhi & Shifman infographics can be used for persuasion due to its “role as spreadable objects: once infographics enter the highly politicized realm of social media, participants are expected to use them for persuasion and mobilization”. They also identify that “whether focused on candidates or issues, persuasive political rhetoric exploits a variety of emotional appeals and activation strategies”, although “the political outcomes of emotional stimuli are contested”. According to them “digital political infographics are hybrid formats, combining characteristics originating from political persuasion tactics with characteristics native to the veteran genre of infographics” which they divide into ‘politicizing infographics’, ‘infographed politics’ and ‘finding new common grounds’. However they note that “digital political infographics adopt some political persuasion tactics but do not go as far as attempting to mobilize the masses”, which is attempted by the Dutch Covid infographics. Amit-Danhi & Shifman distinguish a ninefold typology of political infographics on the basis of three questions which can be seen in Table 1 in Appendix I.

### **2.3. Effective persuasive infographics**

Digital infographics can thus be used in many different ways for political persuasion, but how is this to be done effectively? The effectiveness of persuasion depends on two main factors, i.e. the receptivity of the persuaded and the persuasion provided by the persuader.

#### *The provided persuasion*

According to Aristotle good persuaders utilize *ethos* (authority of the persuader), *logos* (logical reasoning) and *pathos* (emotional manipulation) (Aristotle & Kennedy, 1991). The *ethos* of the infographics is quite apparent as the Dutch national government, the main source of authority in the Netherlands, provides the infographics. For the *ethos* therefore the perception of the persuaded towards authority is more important, which will be elaborated on in the ‘receptivity to persuasion section’.

Within the *logos*, the sense of truth is important. Kennedy et. Al (2016) identified that infographics create a feeling of ‘objectivity, transparency and facticity’ or an ‘aura of truthfulness’ “enabling them to do the persuasive, rhetorical work”. This aura exists if the infographic utilizes four conventions, i.e. a clean layout, two-dimensional viewpoints, geometric

shapes and the inclusion of data sources. The clean layout creates simplicity and thereby less distraction for the viewer, which is also done by the geometric shapes generating order (Kennedy et al., 2016). The former “creates an aura of clarity and simplicity and this (...) has rhetorical, persuasive effects”, as it makes data “look clear and simple” and thereby “obscures the complexity of data and their visualization” (Kennedy et al., 2016). The latter usage of geometric shapes results in “dramatic and systematic simplification of data by highlighting only some of their characteristics” and a ‘sense of order’, as “compositions of basic, regular patterns (although they may vary in size, colour or placement) yield a feeling of order” (Kennedy et al., 2016). Additionally, the usage of geometric shapes also allows “to tell stories about data that do not necessarily correspond to lived reality” (Kennedy et al., 2016). An example would be that infographics could present certain covid-measures as very simple acts, while in reality adhering to those measures could be way more difficult. The inclusion of data sources additionally “performs the rhetorical, persuasive work of ascribing transparency and trustworthiness to visualisations” as “a high value is placed upon their traceability” (Kennedy et al., 2016). Two-dimensional viewpoints lastly provide a ‘god-like’ view on the info and create a sense of objectivity, as “by using two-dimensional, front-on or top-down views, perspective is present but not shown, and the distortions that usually come with perspective are neutralized”, thereby “looking objective even though they are not” (Kennedy et al., 2016). Furthermore, this ‘god-like’ view allows one to “assume power over what is being presented”, thereby giving a false sense of power.

Regarding the *pathos*, Amit-Danhi & Shifman (2018) note that “in cases where persuasion was the rhetorical objective (...) infographics typically included a subtly emotional visualization strategy” and “suggest that this insertion of emotional and dramatic content may enhance the ‘spreadable’ potential of these infographics”. “An emergent literature provides evidence that the use of emotion (..) is a valuable means to impact and change the behaviors of others” in which “both positive and negative emotions enhance persuasion under specifiable circumstances”, although emotional persuasion “may be relatively ineffective and even backfire when an audience is more cognitive” (Rocklage et al., 2018). Miceli and colleagues identified two main emotional persuasion tactics, i.e. persuasion through arousal of emotions and persuasion through appeal to expected emotions (Miceli et al., 2006). The former involves the attempt to “arouse an emotion in R, which in turn is a mean for P’s further super-goal to generate a goal in R, and then an intention instrumental to it” (Miceli et al., 2006). In this example P is the persuader and R is the recipient. In the latter persuasion through appeal to expected emotions “P’s intentions to modify R’s beliefs or their strength is a means for P’s



super-goal to activate, or increase the strength of, R's goal of (not) feeling a certain emotion and to induce in R an intention instrumental to this goal" (Miceli et al., 2006). Lau-Gesk and Meyers-Levy (2009) add that when looking at emotional appeal, a distinction needs to be made between 'resource demands' and 'valence' of an emotional appeal. They find that "under low motivation, attitudes appear to be based heuristically on the valence of the emotional appeal. But, under high processing motivation, attitudes are shaped by the degree to which the resources allocated to ad processing match those required by the add" (Lau-Gesk & Meyers-Levy, 2009). This study focuses on emotional persuasion via ads, but this theory can still be applicable to infographics. The authors also identified "three different properties of emotions that can alter the resource demands that they place on individuals", i.e. (1) "a univalenced versus mixed valence", (2) "a pure or simple versus a complex emotion" or (3) "self-consciousness versus non-self-consciousness" (Lau-Gesk & Meyers-Levy, 2009). Under low motivation from the viewer, the success of emotional persuasion thus depends on the valence, or emotional force, of the persuasion, while under high motivation the success of emotional persuasion depends on the above mentioned three factors.

### *Receptivity to persuasion*

The receptivity to persuasion of the persuaded, in this case Dutch adolescents, also is of importance when determining the success of persuasion. When researching the role of visuals in persuasion, Lazard & Atkinson (2015) noted as influential variables 'visual literacy' and 'learning preferences'. The former involves "enhanced abilities to interpret (..) and create (...) visual materials" (Lazard & Atkinson, 2015) and definitions often involve "'ability', 'skill' and 'competency'" (Avgerinou & Pettersson, 2011). These conceptions often involve visual literacy, or VL for short, as "*one, major ability* behind which other, sub-abilities can be identified". These sub-abilities or 'skills' associated with visual literacy can be used to measure one's visual literacy, although many different conceptions of these skills exist. According to Fransecky and Debes a visually literate student should be able to "1) read visuals made for intentional communication; 2) plan visuals for intentional communication; 3) create visuals for intentional communication; 4) combine visuals and verbals for intentional communication" (Avgerinou & Pettersson, 2011). Avgerinou and Pettersson (2011) note that "Debes (1969) identified 35 different VL skills" which "range from the ability to distinguish light from dark to the ability to read and express a sequence of body language arranged to express a personal emotion". Avgerinou herself identified 11 main abilities, i.e. "Visualization, Critical Viewing, Visual Reasoning, Visual Discrimination, Visual Thinking, Visual Association, Visual Reconstruction,

Constructing Meaning, Re-Constructing Meaning, Knowledge of Visual Vocabulary & Definitions, and, Knowledge of Visual Vocabulary & Definitions” and these skills are “(a) learnable, (b) teachable, and (c) capable of development and improvement” (Avgerinou & Pettersson, 2011). These frameworks of skills however are still quite extensive and elaborate. Bowen (2017) in her case study on assessing visual literacy introduces the ACRL’s framework of visual literacy standards. This framework which can be found in Table 2 in Appendix I consists of seven standards, which can be measured for students via twenty-four associated performance indicators (ACRL, 2011). Bowen subsequently provides her own more concise framework of skills based on the Structured Object Learning Outcome (SOLO) taxonomy which is used to “determine how well students learn concepts, analyze applications, and make predictions” (Bowen, 2017). Bowen’s framework in table 3 in Appendix I emphasizes five main competencies, i.e. (1) ‘Recognition of Representations’, (2) ‘Identification and Narration’, (3) ‘Interpretation and Analysis’, (4) ‘Interpretation and Analysis’ and (5) ‘Manipulation and Recreation’ (Bowen, 2017). It can be expected that higher visual literacy leads to less persuasion receptivity, as high visual literacy would provide the ability “to critically consume visual information, which makes them less susceptible to visual persuasion tactics” as they could possibly better “detect strategies meant to conjure unconscious associations” (Lazard & Atkinson, 2015). Visual illiterate would then thus be more likely to be persuaded, as they “may be more likely to engage in elaborative processing for visual messages as they are drawn into the narrative storytelling of visual information” (Lazard & Atkinson, 2015).

The ‘learning preferences’ consist of “the culmination of innate qualities and learned strengths that influence individuals to prefer a particular message format” (Lazard & Atkinson, 2015). There are many different learning style models analyzing attempting to categorize learning preferences in students, i.e. the ‘Myers-Briggs Type Indicator’, ‘Kolb’s learning style model’, the brain process focused ‘HBDI’ (Felder, 1997), which can all be found in Appendix I in tables 4 to 6. According to Lazard & Atkinson learning preferences can be understood best via Felder’s own ‘Felder-Silverman learning style model’ in table 7 in Appendix I, as it makes “distinctions between visual and verbal learning preferences on a single dimension” (Lazard & Atkinson, 2015), thereby thus highlighting that one is either a visual or a verbal learner. These learner types are assessed via the freely available online ILS, “a 44-question instrument designed to assess preferences on the four dimensions of the Fender-Silverman model” in which “each learning style dimension has associated with it 11 forced-choice items, with each option (*a* or *b*) corresponding to one or the other category of the dimension (e.g. active or reflective)” (Felder & JE, 2005).

However, for this research mainly the distinction between visual and verbal learner types is relevant, because Lazard & Atkinson found that, counter to their expectation that visual learner types would respond best to infographics, the usage of infographics had an even greater effect on verbal learner types. It must be noted however that also for visual learner types there was an effect, but it was smaller than that of the verbal learner types.

Other influencing variables would be pre-existing feelings towards the persuader, which as the infographics are provided by the Dutch national government is thus very dependent on one's personal view towards the authorities. Perceptions towards the ethos can be measured in a simple way via the CATO institute's RAI, the Respect for Authority Index, a scale measuring this respect by averaging the answers to three questions to which one can state their agreement on a scale from 1 to 5 (Ekins, 2016). These answers are subsequently "averaged together such that lower scores indicate a lower respect for authority and higher scores indicate a higher respect for authority" (Ekins, 2016). This then yields four quarters into which the respondents can be divided on the basis of the amount of respect, i.e. 'low RAI', 'Low-Med RAI', 'Med-High RAI' and 'High RAI' (Ekins, 2016). The RAI thus provides a simple method to establish the amount of respect one has for authority.

This framework of literature suggests that there possibly is persuasive potential for political actors utilizing digital political infographics. By utilizing infographics as a persuasive method, the Dutch government could attempt to positively influence conceptions on its Covid measures, i.e. the degree of agreement with the Covid measures.

#### **2.4. Sub-questions**

The expectation of this study on the basis of the theoretical framework above is that if political actors were to utilize the features of effective persuasion mentioned above, their persuasion would be more successful than if the features were not utilized. However, this theoretical section is limited, as it only covers the theories that could be retrieved online. Other variables could be of influence as well, and therefore the subsequent study contains an exploratory element, in order to possibly reveal other unexpected variables. In order to effectively conduct this study, various sub-questions on the basis of the previously provided theoretical framework were constructed:

1. What are the main characteristics of the infographics provided by the Dutch national government?
2. How do adolescents perceive the authority, the emotional claim, the design and the message of the infographics provided by the Dutch national government?
3. What pre-existing feelings towards the Dutch government and pre-existing inherent educational qualities exist among the adolescents?
4. To what degree do the adolescents have conceptions supportive of the measures?
5. How do the perceptions on authority, the emotional claim, the design and the informational content of the infographics and the pre-existing feelings and qualities of the adolescents influence their conceptions of the Covid measures?

### **3. Operationalization I: Infographic Analysis**

In order to be able to conduct a sound analysis of the relevant variables, a framework for the preliminary analysis of the infographics needs to be developed. For this analysis, all the covid infographics available until May 14, 2021 were selected and compared. An operationalization of the variables is needed in order to explain how the variables were measured and is based upon the priorly provided theoretical framework. The analysis of the infographics provided by the Dutch government prior to the interviews is essential, as first of all the analysis was needed for the operationalization of the dependent variable '*conceptions supportive of the measures*' and secondly for answering the sub-question '*what are the main characteristics of the infographics provided by the Dutch national government?*'. The operationalization of the interview variables could only be done afterwards, as the infographic analysis was needed to analyse the different measures of which the 'measures' in the dependent variable consist.

#### *Operationalization for Preliminary Infographic Analysis*

- *The degree of clean layouts* was measured by comparing the different infographics and looking at the degree to which they utilize a clean layout without too much chart-junk.
- *The degree of usage of two-dimensional viewpoints* was measured by comparing the different infographics and analyzing what viewpoint-types are utilized.
- *The degree of usage of geometric shapes* was measured by looking at the degree to which order is created in the infographics via the usage of "compositions of basic,

regular patterns” (Kennedy et al., 2016).

- *The inclusion of data sources* was analyzed by looking at the degree to which in the different infographics that are distributed data sources are included for statements.
- *The inclusion of government logos or names.* In addition to the inclusion of data sources, there was also be looked at the degree to which logos and titles of the government are used in the infographics, as these could influence the degree of authority experienced from the infographic.
- *The type of emotional persuasion tactics* utilized was measured on the basis of the framework by Miceli et al. (2006) and distinguished between *persuasion through arousal of emotions* and *persuasion through appeal to expected emotion*.

## **4. The Preliminary Infographic Analysis**

### **4.1. Content of the Infographics**

Looking at the infographics on Covid measures, it is interesting to see that they are advocated as ‘rules’. These rules or measures can be distinguished on the basis of the possible repercussions, into two main groups i.e. mandatory covid measures and recommended measures. These categories will now be discussed individually.

#### *Mandatory Covid measures*

The most important measures for this research are those in the ‘mandatory’ category. These measures are deemed mandatory, as adherence to them is legally required and noncompliance is repercussed. In short, the mandatory covid measures can be reduced to four main rules. First of all, there is the obligation to wear non-medical masks in certain places, such as public transit and shops. It must be noted however that some shops neglect the advice of the government to have customers wear masks, and therefore will also not contact the authorities in cases of noncompliance. Secondly there is the obligation to limit the amount of guests at home with over time varying amounts of guests allowed per day. This is however not actively monitored by the authorities, but only acted upon in the case of large gatherings which are reported by neighbours. In relation to this category is also the third one, i.e. the lockdown, involving the restriction of social contacts outside the house. Within this category falls e.g. the prohibition of festivals, events and the closing of restaurants and hotels. Lastly there is the curfew, which lasted until the end of April 2021. An exemption from these categories is the one-

time prohibition of fireworks during New Year's Eve 2020 – 2021.

### *Recommended Covid measures*

In addition to the mandatory rules which are monitored more actively, there are also the recommended Covid measures. These measures are more difficult to monitor and are not monitored actively or repercussions for. These measures can be reduced to five main recommended rules, i.e. working from home, keeping 1.5 meters distance with others, washing your hands, avoiding large groups and lastly staying home when having symptoms of a cold. Most recommended measures fall within these categories. An outlier however is that in supermarkets the wearing of masks is often also compulsory, however responsibility for adherence to the measures lies with the store owners. Furthermore, one can be fined for not keeping 1.5 meters distance, but this rule is still deemed as 'recommended' as monitoring this rule is nearly impossible and is most often goes unpunished. However, the 1.5 meter rule is often utilized as the reason for fining people at gatherings, but this is included in this research under the earlier described category of limiting the amount of guests at home.

## **4.2. Design of the infographics**

### *The degree of clean layouts*

Looking at the 25 different infographics, it can be noticed that most employ quite clean layouts, although some appear a bit cluttered. Most infographics utilize a rectangular layout, which subsequently consists of multiple smaller rectangular shapes. Within these rectangles the posters describe a wide range of measures and contain a lot of verbal information. Each text balloon is often also coupled with a small image or icon, possibly in order to provide clarity. This busy layout in most infographics does however create quite a cluttered feeling, as can be seen in for example posters 9, 10 and 13 in Appendix III. This is however not the case in the infographics describing a single measure, as can be seen e.g. in posters 18, 22, 23 and 23 in Appendix III. These infographics are way simpler and reduced in terms of content and thereby have the most clean layout. A bridge between these super simple and cluttered infographics is formed by for example posters 1, 2, 11, 15, 21 and 25, as these provide a clean layout, but also a great amount of information, and thereby thus are balanced between a clean layout and chart junk. In terms of layout it can therefore be concluded that there are three main types, i.e. 'simple and clean', 'balanced', 'clean but cluttered'. An exception in the range of infographics is poster

19, as it relies almost solely on images for communication, and thus differs most in its layout from the rest of the infographics.

#### *The degree of usage of two-dimensional viewpoints*

It can be easily noted that all the infographics utilize two-dimensional viewpoints, as the viewer is provided with a frontal two-dimensional view on the information in the infographics and no three dimensionality is utilized.

#### *The degree of usage of geometric shapes*

An interesting aspect of the infographics is the way that geometric shapes are utilized. As mentioned priorly, the layout utilizes a lot of rectangular shapes. However, interestingly the corners of the rectangles are rounded off in each infographic. Furthermore, the images or icons that are used are often also quite round in shape, contrasting with the more rectangular shaped layout.

#### *The inclusion of data sources*

Clear data sources are not mentioned in the infographics. The only other source-related aspects included consist of the date which is always mentioned in the top right of the infographics and the often included website and phone number of the national government in the bottom-right of the infographic.

#### *The inclusion of government logos or names*

The only reference to the Dutch national government can be found on all infographics on the top of the infographic in the middle, where the logo of the government can be found in combination with its name. Logos and names are thus not abundantly present, but are clear.

#### *The type of emotional persuasion tactics*

Distinguishing an emotional persuasion tactic via analysis of the infographics was a very intricate affair, as there was no obvious emotional persuasion. Only some forms of suspected verbal persuasion could be discovered in the infographics. A lot of the infographics include at

the bottom the line ‘Together, we’ll get corona under control’, which appears to include an attempt to arouse feelings of solidarity and unity. The only other specific examples of emotional appeal can be found in infographics 11 and 26. In poster 11 it is communicated that ‘the basic rules help to prevent contagion with the coronavirus for yourself and others’ and that it results in things being ‘more available more quickly’ (Rijksoverheid, 2021). This thus involves a subtle emotional appeal, as the sentence implies that you can save people and thereby thus appeals to possible feelings of fear for others’ lives. Poster 26 communicates that via a fireworks prohibition, the healthcare sector will be relieved from additional burdens and that firework victims will be prevented. This thus again involves persuasion to save others, appealing to emotions of fear, but possibly also heroism, justice and care. These persuasions can be categorized as ‘*persuasion through arousal of emotions*’ following Miceli et al.’ framework. However, obvious emotional persuasion thus does not appear to be present. Therefore it was deemed that if there was emotional persuasion, this would be unveiled and researched further via the interviews.

### **4.3. Selection of infographics for interviews**

On the basis of the variables described above, it can be noted that although the infographics do share design characteristics overall, they are still quite different. For this research it was the most interesting to focus on the mandatory measures, as these are the most profound and have attached consequences for citizens in the case of non-compliance. However, most posters describe multiple measures, and therefore distinguishing and selecting on the basis of the type of measure was impossible.

The infographics displayed the most profound differences surrounding the layout variable. In terms of layout, it was most interesting to utilize posters from the three distinguished categories, i.e. ‘simple and clean’, ‘balanced’ and ‘clean but cluttered’. Of the posters utilizing the ‘simple and clean approach’ poster 26 was selected, as it also involved an emotional appeal and was therefore more interesting. In the ‘balanced’ category poster 11 was selected for the same reasons as poster 26. In the ‘clean but cluttered’ category poster 5 was selected, as this poster is the most cluttered. Additionally poster 19 was also selected, as it stood out because of its visually focused approach. The selection of infographics in short thus involves posters 5, 11, 19 and 26. From here on, poster 5 will be referred to as poster 1, poster 11 as poster 2, poster 19 as poster 3 and poster 26 as poster 4.



## 5. Operationalization II: Interview variables

In order to be able to conduct a sound analysis of the relevant variables, clear interview questions needed to be developed. Within the interview, questions were asked upon the basis of the theoretical section. The operationalization of the variables will now be elaborated on per category. The list of interview questions resulting from the operationalization below can be found in Appendix II..

### 5.1. The dependent variable

- *Conceptions of the Covid measures:* With conceptions supportive of the Covid measures, in this case is meant that the participants agree with the measures being taken by the Dutch national government. There was focused on the mandatory measures as indicated by the infographic analysis. Subsequently the dependent variable was measured by the six variables below, on the basis of which an overall judgement was formed of the dependent variable. All the variables below were be measured by questioning participants on their agreement with the variables.
  - *Degree of agreement with the the obligation to wear non-medical masks*
  - *Degree of agreement with the the obligation to limit the amount of guests at home*
  - *Degree of agreement with the the lockdown*
  - *Degree of agreement with the curfew*
  - *Degree of agreement with the fireworks prohibition*
  - *Degree of agreement with repercussions for non-compliance*
  - *Degree of agreement with the necessity of the Covid measures*

### 5.2. Independent variables

- *Pre-existing inherent educational qualities:*
  - The degree of visual literacy* was measured based on the framework provided by Bowen (2017) , as it provides the most concise method for measuring visual literacy, focusing on only five main competencies. The degree of visual literacy was measured by questioning participants on these competencies on the basis of the descriptions of these competencies as provided by Bowen. In order to keep the interview not too long the competencies were tested via two variables, i.e. (1) *the ability to recognize representations* and (2) *the ability to critical view images and recognize intentions*. In order to test the recognizing of intentions,

participants were sometimes questioned on the degree to which they could recognize intentions in advertisements and especially in surreptitious advertising, in order to provide a more recognizable example to the adolescents.

The questions focusing on the ‘creating and producing’ aspects of visual literacy were left out, as these were less relevant for this research.

- *Learning preferences* are measured on the basis of the ILS framework as designed by Felder and colleagues (2005) and the associated questionnaire (Soloman & Felder, 1999). As only the distinction between visual and verbal learning preferences is relevant for this research, only the questions focusing on these variables were utilized and applied to the interviews for this exploratory research. This means that from the questionnaire designed by Felder only the questions 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43 were relevant, as these focus on distinguishing between visual or verbal preferences (Litzinger et al., 2007). On the basis of these questions, two testable variables were constructed, i.e. (1) *the preferred learning material*, which is either visual or verbal and (2) *the most effective learning material*. On the basis of these two variables, the learning preference of the participants could be uncovered.

- *Pre-existing feelings:*

- *The degree of processing motivation before viewing the infographic* is instrumental for determining the effect of emotional persuasion and was measured by questioning the participant on his or her motivation to study the infographic, after the participant was questioned on whether or not he recognized the types of infographics the interviews covered.

- *Attitudes towards the Dutch national government* were measured via two main variables.

- Firstly the priorly provided index for measuring *the degree of respect for authority*, i.e. the RAI, as this index allows for the testing of the respect for the Dutch government in a very simple way. The variable can be low, low-medium, medium-high, or high. This degree of respect for authority was established on the basis of two questions focusing on (1) *the degree of importance attached to respect for authority* and (2) *the judgement of the participants own respect for authority*.

- The second variable is *the degree of satisfaction with the Dutch national government*, which was measured by asking the participant

directly about the degree of satisfaction with the Dutch national government. Furthermore, the participants were also questioned on *the degree of satisfaction with the demissionary cabinet* and *the degree of satisfaction with the demissionary prime minister Mark Rutte*. This was done first of all to collect further in-depth insights into the participants' opinion on the Dutch government. Secondly, as the rating of the main requires some political knowledge, this question was also asked to test the political knowledge of the participants and the degree to which their ratings were based on truth or misunderstandings.

- *The Dutch infographics*: This category consists of three subcategories, i.e.:
  - *Opinions on the design of the infographics*: This category tested the opinions of the respondents on the design of the infographics on the basis of the framework of Kennedy et al. (2016).
    - *The degree of cleanness* was tested by asking participants how clean they judged the infographics to be. Subsequently participants were asked if this made content easier or harder to understand for the variable '*consequences for the difficulty because of the cleanliness*'.
    - *The experienced direction of power*. As *the degree of usage of two-dimensional viewpoints* was already established via the preliminary infographic analysis, this variable tests the direction in which participants experience power. Do participants experience power over the information as proposed by Kennedy et al., or does the infographic exert power over them?
    - *The degree of usage of geometric shapes* was also established in the infographic analysis. Therefore participants were questioned on their *degree of satisfaction with usage of shapes*, and subsequently asked whether or not the utilized shapes gave them feelings of order and calm.
    - *The degree of inclusion of data sources* was also already established via the infographic analysis. Therefore participants were questioned on whether they thought the sources should be expanded or not in order to increase reliability and transparency of the infographics. This was done to form the variable *the sufficiency of the sources*.

- *The degree of truthfulness of the infographic*: Participants were questioned on the degree to which they believed that the infographic was truthful.
- *The degree of severe emotions experienced after watching the infographics* was determined by questioning participants on the emotions they feel.
  - *Positive or negative emotions*: This dichotomous variable was measured by looking at the types of emotions that participants experience in relation to the variable above and can be either *positive* or *negative*.
  - *Complexity of emotions*: This variable was measured by questioning participants on the emotions they experience and on the basis of their responses an estimate was made of the complexity.
  - *The degree of valence* was measured on the basis of the response of the participants after questioning them on the severity of emotional persuasion that comes across.
  - *The degree of emotional persuasion experienced* was measured by questioning participants on the degree to which they experience being emotionally persuaded, if from the preliminary analysis results that emotional persuasion is utilized. Participants were subsequently also asked how severe they perceived the persuasion to be.
- *Opinions on the sense of authority*: Respondents were questioned on the authority they feel the infographic has, in order to form the variable *degree of authority of infographic*. Furthermore, participants were also questioned optionally to which extent this authority was influenced by the usage of governmental logos.
- *The effectiveness of the infographics*: Participants were finally also questioned on the degree to which the infographics positively influenced their perceptions on the covid measures after viewing the posters. Afterwards, if participants indicated that the infographic changed their minds, the participants were also asked which elements of the infographics caused this effect for them.

## **6. Methodology**

### **6.1. Research Design**

As the research question focuses on the infographics distributed in the Netherlands by the Dutch national government and this exploratory study aims to expand current literature on the topic of persuasive infographics, the generalizability of this study was not a key issue. Therefore this study utilizes a cross-sectional design using the in-depth interview as data collection method. One of the largest factors of influence in this decision is that the Netherlands was still in a nationwide lockdown due to the covid pandemic during the start of this research project. This highly limited the possible research designs to desk-bound research designs which could be combined with working from home. The in-depth interview method was therefore selected and interviews were conducted via various digital platform on the basis of the preferences of the interviewee. The in-depth interview method was deemed the best method as it enabled the collection of a sample of very in-depth and rich data as the interviewer was able to ask follow-up questions. This in-depth discussion fitted better with the explorative nature of this study, as it enabled the possible discovery of new variables of importance via which current theories could be expanded. Before the interviews were conducted a preliminary analysis of the infographics was conducted, in order to formulate the right questions.

As this research utilizes a cross-sectional design problems could have arisen regarding the time-order and the non-spuriousness of the variables involved. The interviews collected data from the adolescents at one point in time, which provides the danger of reverse causation between the variables. In order to counter this problem additional questions were asked in the interview to prevent reverse causation and spuriousness. The interview method provides the ability to ask follow-up questions, thereby helping to exclude the influence of other variables and reverse causation. Another risk surrounds the selection of interview participants, which was difficult. In order to counter non-response to invitations, a large group of candidates was contacted to account for the possible amount of non-responders.

In this study after the construction of the theoretical framework and the operationalization interview questions were formulated and subsequently the interviews were prepared, conducted, transcribed and coded, after which the data analysis commenced.

## 6.2. Case selection and sampling

As mentioned previously the unit of analysis in this research consists of Dutch adolescents. As it is impossible to question all of the adolescents in the Netherlands, a small number of adolescents was contacted for participation in the interviews. In total 8 interviews were conducted, as this provided a balance between enough participants and feasibility of the study. The population in this study consists of all Dutch citizens from the ages sixteen to eighteen. At first, it sampling was to be done by contacting high schools, as for the interview, as schools supposedly provided an easy way to reach adolescents. This method enabled most of the adolescents to possibly be selected, as high-school attendance is compulsory until the age of eighteen. A drawback was that adolescent drop outs and adolescents having completed their education are excluded from the sampling frame. However, this was deemed acceptable as reaching these groups of adolescents is way more difficult due to the large amount of different mbo and hbo educations they could be attending. The sample pool within this frame was supposed to consist of high school students from the ages 16 to 18 from grades 1 to 6 of all high school education levels of four different high schools in the Netherlands. With an average of 30 students per class (VO Raad, 2016) this selection method would provide a sufficient sample pool of possible participants.

However, the contacting of schools provided no fruitful results, as no schools responded to initial contacting. A back-up data collection method involved the contacting of participants via social media. In this case a request for participation was uploaded onto my Instagram and LinkedIn accounts, which was shared by a few acquaintances. This method thus involved a case of snowball sampling which was deemed acceptable as the focus is not on statistical inference. The request was shared by some, but lacked any response. Therefore a second back-up plan was initiated, which utilized snowball sampling as its main data collection method as it involved contacting friends between the ages of 16 and 18 of an acquaintance. A disadvantage of this method was that it yielded only male participants, as the person had no female acquaintances willing to participate. The diversity of the respondents is therefore a bit lacking. In order to increase the response-rate to interview invites, a financial incentive of ten euros was attributed to participation. This method eventually yielded 8 participants. During the interviews, participants were instructed to give their honest opinions, in order to not have the view that they needed to appease the interviewer with their answers in order to receive the ten euros.

### 6.3. Data Analysis

This research utilized two data analyses. First of all there was the preliminary analysis of the infographics, which was needed for the formulation of good interview questions.

Additionally the analysis was used to select the infographics on which the interviewees were questioned. The utilized infographics were selected on the basis of their differences, in order to yield as much diverse and in-depth data as possible as the study is explorative in nature.

Secondly, there was the analysis of the interviews. After conducting the various interviews first the interviews were transcribed. After transcription, the interviews were coded via a two-part process. First all the responses in the transcript were ordered on the basis of the respondent and the variable that was measured, in order to create oversight on the overall judgement of all the variables. Subsequently, these responses were coded on the basis of the Likert-scale. Responses were thus coded as e.g. 'very high', 'high', 'medium', 'low', 'very low' or 'sufficient', 'neutral', 'insufficient' etcetera on the basis of the measurement required per variable. On some variables the questions were not answered or not asked, and these responses were coded as 'x', indicating it is missing. As participants often explained their positions, their subsequent arguments were also coded by shortly summarizing the responses in categories of arguments in tables 8 to 13b in the Appendix. If for example a participant argued that the infographic used colours nicely or that the ordering was nice, than this response was labeled as 'good colour usage' and 'ordered nicely'. These labels were named consistently among the various variables and responses in order to allow for easy comparison between posters. The responses were thus explicitly not contained by a Liker-scale coding, as the in-depth responses were needed in order to compare and discover patterns between certain responses on questions related to independent variables and responses related to the dependent variable.

## 7. Results: Interview analysis

In the previous analysis the first research question has been covered. This section covers first sub questions two to four, as the answers to these questions depend on the interview results. The answering of these sub questions is needed to finally answer sub question five, i.e. ‘*How do the perceptions on authority, the emotional claim, the design and the informational content of the infographics and the pre-existing feelings and qualities of the adolescents influence their conceptions of the Covid measures?*’. This section analyses the results of the interviews and the responses of the participants in order to answer the sub questions and discover possible influences of the independent variables on the dependent variables.

### 7.1. Infographic focussed independent variables

In order to answer the sub question ‘how do adolescents perceive the authority, the emotional claim, the design and the message of the infographics provided by the Dutch national government?’ this section will cover the responses of participants about the various posters and related variables. The responses for all selected posters will be discussed per group of variables in order to ease comparison, and an oversight of all the relevant variables can be found in tables 10a to 13b in the appendix.

#### *Opinions on the design of the infographics*

Perhaps the most noticeable variable relating to the design of the infographics is *the degree of cleanliness*, as it often was brought up first by participants when questioned about their thoughts on the posters. In terms of cleanliness, according to the respondents posters 2 and 4 are the clear winners, with almost everyone indicating that these were the easiest to understand. Poster 2 is described as being ordered nicely, understandable, simple and using clear images and a large font. The only critique is provided by respondent 7, stating that the infographic is sometimes repetitive in terms of imagery and text. Poster 2 has in common with Poster 4 that they are quite concise, which was appreciated greatly by the respondents. In addition to all the remarks ascribed to poster 2, poster 4 is also appreciated for its extensive and good quality content and the more pressing nature of the content, except for respondent 5. Other respondents appreciated the more elaborative text and the more commanding nature of it. Interesting is also that participants valued good colour usage greatly, as in addition to poster 2 and 4 was also the case for poster 3. Respondents appreciated the yellow highlighting of the slogan in all posters and the colours indicating do’s and don’ts in poster 3, which made things



'understandable'. Poster 3 is however experienced most negatively, with half of the respondents stating it made matters unnecessary difficult and respondents 2, 3, 5 and 6 appreciating the cleanliness, stating it made understanding easier. The poster was negatively described as chaotic, badly ordered, confusing, unprofessional and using unclear images. Poster 1 also received negative feedback, being described as chaotic by respondent 1, 2 and 8 and also as too extensive by respondent 4, which resulted in making reading more difficult. Respondent 4 and 8 were however the major critics, as the rest was satisfied with the cleanliness, ascribing the same appreciation to this infographic as to the others.

According to Kennedy et al. (2016) the usage of two-dimensional viewpoints, should give viewers a sense of power over the information. However respondents all indicated that this was not the case. *The experienced direction of power* according to respondents 1, 2, 4 and 5 was the other way around, with the infographic exerting power over them by telling them what to do. Respondents 6 and 7 indicated to experience no exerting of power at all, as to them the infographic only informs them. Respondents 3 and 8 did not deliberate on this variable.

*The degree of satisfaction with the usage of shapes* greatly reflect the responses to *the degree of cleanliness variable*. However, for this variable participants are most satisfied with poster 2, followed by poster 1 and 4. Poster 2 is appreciated for using clear images, nice rounded shapes, good usage of large columns and conciseness, resulting in an understandable infographic and producing feelings of order and calm. Poster 4 received the same praise, but was criticized by respondents 2 and 3 for having unclear images and being chaotic respectively. Poster 1 also received the same praise, except for respondents 7 and 8 who found the poster chaotic and respondent 4, who additionally found the poster difficult to understand and too extensive. Poster 3 again received mostly negative feedback, except again for respondents 5 and 6 who stated the infographic gave them feelings of order and that the infographic was simple and understandable. Other participants critiqued the poster heavily for being badly ordered and chaotic and respondent 2 found the images unclear. It seems that the type of column ordering applied provokes quite different responses.

When questioned about *the sufficiency of the sources* provided in the infographics, overall the respondents were satisfied and found the sources for all posters sufficient. However, poster 3 received slight critique from respondents 5 and 8, who stated that the sources could be expanded, as a phone number was missing in comparison with the other infographics.

Respondent 2 critiqued all infographics, stating that the visibility of the sources could be expanded.

Finally the overall *degree of truthfulness of the infographic*, according to Kennedy et al. (2016) influenced by the previous variables, is experienced quite mixed. The exception to this is poster 2 of which the truthfulness is rated high to very high by all respondents, except for respondents 2 and 4 on whom there is no data, as this question was forgotten and not asked. Respondents deemed the poster professional and understandable, containing true content and using reliable sources, resulting in a feeling of truth. Another aspect that was experienced positively across all posters was the usage of governmental logo's, which made the infographics seem reliable and trustworthy. All posters except poster 2 were however provided with one main criticism, i.e. the content was deemed questionable. In the three posters promises were provided on when and what measures would be relaxed, which the respondents deemed untrue as these promises were provided earlier and unfulfilled. The overall degree of truthfulness is thus impacted slightly negatively due to the promises provided.

#### *The degree of severe emotions experienced after watching the infographics*

In general, the amount of emotions experienced by the respondents was low to very low. Often respondents felt no emotion at all like e.g. respondent 6 who felt no emotions with any poster. Per poster the results were quite mixed. For poster 1 respondents 1, 3,7 and 8 found that the poster gave them positive emotions, as the poster yielded feelings of care and solidarity for others and delight due to the content. Respondents 4 and 5 are affected negatively, as the content irritates slightly. Poster 2 provided more positive emotions, as respondents 1, 3, 4 and 7 indicate to feel feelings of assurance, empathy, vigilance and care and solidarity. Respondent 8 on the other hand is irritated by the data and respondents 2 and 5 felt nothing. Poster 3 raises more negative emotions, with respondents 1, 2, 5 and 7 being irritated due to the content. Poster 4 for respondents 3 and 8 gave negative emotions as the content irritated them and the content was experienced pressing, while respondents 1, 2, and 8 gained positive emotions as it provided feelings of care and solidarity and the content delighted them. Interesting is that all feelings indicated resulted from the content of the information provided, which generated positive or negative feelings. On *the degree of valence* there was unfortunately no data as this question was forgotten, but valence was estimated to be low, as participants indicated to feel low to very low emotions.

*The degree of emotional persuasion experienced* was overall as a consequence of the results on the previous variable also quite low. The most persuasion was experienced with poster 4, as respondents 1, 2 and 7 indicated that the infographic's text contained an emotionally persuasive element. Respondents 4 and 5 indicated that the persuasive text did not work for them, as they deem themselves to not fall within the infographic's target group. For poster 3 almost no emotional persuasion was experienced, except for respondent 5 who notes that the content is a bit persuasive. Poster 2 also contains small elements of emotional persuasion according to respondent 1, 2, and 4, who indicate the poster makes them feel care, empathy and solidarity and that the content has got an emotional touch in its text. Poster 1 only emotionally persuades participant 7 and 8, as they are delighted by the positive content. An often given reason for experiencing low persuasion was that to the respondents the infographics served more as reminders.

#### *Opinions on the sense of authority:*

*The degree of authority of the infographic* was again judged quite mixed. Positive feedback was given to posters 2 and 4, which scored very high among the respondents. Poster 4 was judged to be high in authority because it had pressing and compelling content' and again because it was clear and concise. Respondents 6, 7 and 8 however found the authority low because they found the poster had concise sources, questionable content and unclear images. Poster 2 was deemed authoritative because of it also having pressing content and because the logo made it reliable. Respondent 4 on the other hand deemed it low in authority, because he experienced the poster as more compelling. Poster 1 was also deemed authoritative because of its logo usage making it reliable, but respondent 4 and 6 found the authority low because the infographic served more as a reminder, the images were unclear and the text should be longer. Poster 3 did receive the same positive feedback as the other posters, but was critiqued for its chaotic content and color usage, giving an unprofessional impression and decreasing its authority.

#### *The effectiveness of the infographics*

Finally, the overall effectiveness of the infographics was also deemed low by the respondents. Poster 1 was only deemed effective by respondent 6, 7 and 8, because the infographic helped remind them of the measures and that the positive message delighted them. Other participants had no change in perception, or stated that more extensive texts, more research facts or media sources helped them more to be persuaded. Poster 2 was deemed ineffective by most because it contained pressing content, while respondents 4 and 7 found it

highly effective because it was nicely ordered and concise, helping its role as reminder and generating feelings of empathy. The urgency used in the infographic can work effective and ineffective, as it was appreciated by respondent 3 and 6. Poster 3 was only rated high by respondent 5 and 6, because they thought the understandable and urgent content good, serving as a good reminder. Poster 4 was only deemed effective by respondent 1 because of its persuasive text, which on the other hand irritated respondent 4. Respondents 4 and 8 also found the poster a bit effective, because of the feelings of care and solidarity it generated. Overall the posters are thus mainly seen as reminders, but not ones which should be taken as the law.

## **7.2. Respondent focussed independent variables**

In order to answer the sub-question '*what pre-existing feelings towards the Dutch government and pre-existing inherent educational qualities exist among the adolescents?*' this section will discuss the relevant sub variables to this question. In addition, also the degree of processing motivation will be discussed here, which is a variable of importance for the previously discussed emotion-related variables, as it also involves a pre-existing quality. The relevant variables and responses can be found in Tables 9a and 9b in the appendix.

### *Pre-existing inherent educational qualities*

The first variable indicative of inherent educational qualities was the degree of visual literacy, which was measured via two variables, i.e. (1) *the ability to recognize representations* and (2) *the ability to critical view images and recognize intentions*. Almost all respondents indicated to have a high to very high ability to recognize representations, with the exception of respondent 7 who indicated that he is not good at it, but is able to understand representations and therefore is assigned a medium ability. Subsequently, the second variable was rated more varyingly. Respondents 1, 6 and 8 indicated a high ability because they indicated to recognize concealed intentions and therefore combined with the previous variable, their degree of visual literacy can be rated high. Respondents 2, 3 and 4's visual literacy can be rated medium to high, as they scored 'medium' on the second variable, because they indicated that their ability depends on the complexity of the image. Respondent 5 and 7 scored 'low' on the second variable, as they do not think critically and overlook intentions, giving them a visual literacy of a 'low to medium' and 'medium' degree respectively. Overall, the degrees of visual literacy thus differ a bit, but the largest part of the respondents has a high degree of visual literacy.

The second variable attempted to indicate the learning preferences of the respondents by focusing on (1) *the preferred learning materials* and (2) *the most effective learning materials*. It can be stated that the overall preferences are quite mixed. Respondents 5 and 7 for both variables prefer visual materials, as they help memorizing better. Respondents 3 and 6 on the other hand have verbal preference for both, as it helps him visualize learning material. Other respondents had mixed responses, with respondents 1 and 4 stating that visual material is preferred, but verbal is more effective and respondents 2 and 8 stating that verbal material is preferred, but visual more effective. The preferences are thus quite mixed, however the respondents are almost unanimous in the emphasizing of the interdependency of both learning materials, in which imagery supports verbal learning material.

#### *Pre-existing feelings towards the Dutch government*

In order to measure the *attitudes towards the Dutch national government* the variables *the degree of respect for authority* and *the degree of satisfaction with the Dutch national government* were measured. Respondents overall indicated to have a high to very high degree of (1) *importance attached to the respect for authority* and (2) *own respect for authority*. The only exception is respondent 2, who indicated that only if he received respect first, that then he would have respect for authority. This is a point provided as well by respondents 3, 4 and 8. An argument often given supporting the high degree of respect for authority is that it is important for preventing chaos and harm in society and therefore deemed important.

Overall *the degree of satisfaction with the Dutch national government* was medium to high. The degree of satisfaction of respondents 1, 3, 5, 8 with all three variables measuring the satisfaction with the government was high, as they are able to live comfortably and think the government acts correctly. However, they do think the government has flaws, especially during the covid crisis, and respondents 3, 5, and 8 did indicate to be not as occupied with governmental business, as they are still too young to vote. Respondents 6 and 7 had a more moderate view, as they were more critical of prime minister Mark Rutte, as he revealed flaws during the covid crisis. Respondents 2 and 4 were least satisfied rating their satisfaction with all variables low to medium, as they recognize political misconduct in the government and indicate that covid revealed flaws in the system. Respondent 2 however did indicate his satisfaction on the one hand to be high, as he is able to live comfortably.

### *Pre-existing motivation*

*The degree of processing motivation before viewing the infographic* according to the theoretical section is influential for the success of emotional persuasion. In general, respondents' degree of processing motivation is medium, as most indicated it to be so. An interesting phenomenon is that almost all participants indicated their motivation to be dependent on the time available. The less time one had to read the poster, the more likely they were to neglect it. The motivation of respondents 2 and 8 is low and respondent 8 indicated to neglect the infographics as he is already familiar with their contents. Respondent 6 is exceptional in that his motivation is high, as he indicated to be like being up to date on governmental rules.

### **7.3. The dependent variable**

Before the final sub question can be answered, first the fourth sub question '*To what degree do the adolescents have conceptions supportive of the measures?*' focussing on the dependent variable '*conceptions supportive of the measures*' needs to be covered. An oversight of the relevant variables and the responses can be found in table 8 in the appendix.

On the basis of these sub-variables as described in the operationalization, it can be concluded that the overall degree to which participants have *conceptions supportive of the measures* is high, with a few participants being more critical of the measures, or authority, or covid as a concept. Respondent 1 was the most positive of the measures, agreeing with every measure. Respondents 2, 3, 4, 6 and 8 followed, retaining a more balanced view in which they agreed with most measures, but had substantial critique on some measures and disagreed with a few. Respondents 5 and 7 retained the most disagreement, although they did agree with some measures. There were thus no participants disagreeing with all measures.

The main reasons for disagreeing with a measure result from having (a) doubt about the danger of covid, (b) doubt about the logic and effectiveness of a measure and (c) having measures conflict with personal values. First of all, doubts about the danger of covid are exemplified by respondent 5, who stated that 'having everyone contract covid would maybe also be good'. This reason for disagreement provided only by respondent 5 (a) is the least cited one, as opposed to (b) doubt about the logic and effectiveness of a measure, which is the reason provided by a lot of participants. This reason was given in response to the lockdown, the obligation to limit the amount of guests at home, the curfew, the fireworks prohibition and finally the repercussions for non-compliance. Respondents varied in their critique, but these

variables were critiqued by all respondents but 2 and 8, because they deemed the measures ‘short-sighted’, ‘ineffective’ or ‘non-sensical’ as the measures in their eyes missed their goal. Finally, having measures conflict with personal values was also a widely cited reason, being cited by all respondents but 1 and 5. The curfew was widely criticized for impeding valued freedom, while the repercussions for non-compliance were criticized by many for the attached criminal record, as they deemed non-compliance not a crime, thus having the measure conflict with values of justice. Respondent 4 noted in particular that the obligation to limit the amount of guests at home violated his value for privacy, while respondent 7 note his appreciation for the value of personal responsibility, which conflicted with the governmental instructions.

The main reasons given for agreeing with the measures are that they (a) provide personal protection, (b) protect others and (c) come from an authority. The personal protection reason is only cited for the obligation to wear masks by respondents 3, 5 and 8, while the other measures are not perceived as personal protection. Protection of others is the most cited reason, being given for all measures except the fireworks prohibition. Respondent 6 is exceptional, being the only participant who mainly agreed with almost all measures because ‘rules are rules’, thus accepting the measures because they come from an authority.

#### **7.4. Discerning patterns in responses**

In order to effectively answer the final sub question, ‘*how do the perceptions on authority, the emotional claim, the design and the informational content of the infographics and the pre-existing feelings and qualities of the adolescents influence their conceptions of the Covid measures?*’ this section will look at the previously discussed variables and attempt to discover patterns between the responses.

Looking previously at *the effectiveness of the infographics* it could be noticed that the change in perceptions was quite low. Overall, most participants’ conceptions were supportive of the measures, with the exception of participants 5 and 7. The conceptions of the participants were largely unaltered, with the exception of some respondents in response to some posters. Opinions on the infographics were mainly dependent upon the information content, i.e. the measures discussed, that the infographics contained. Furthermore, the degree of positive conceptions depended largely on pre-existing conceptions of the measures, as the infographics are indicated by most respondents as serving a ‘reminding’ role. Often the infographics thus do not provide new information and the respondents were already familiar with the content, but

posters 2 and 4 for example were appreciated by the respondents for providing additional information on the reasoning behind the measures and these posters also happened to be the most appreciated ones.

However, positive change in the conceptions of some respondents was possible following certain posters. Conceptions were sometimes positively altered by the inclusion of an emotional claim. The main reason for the limited amount of successful change in perception resulted from emotions aroused in the participants. This was mostly seen in posters 1, 3, and 4 which aroused feelings of solidarity, care and delight. These emotions resulted from the informational content of the posters, which sometimes contained slight emotional persuasion, as exemplified by poster 4. Effective persuasion largely thus depended on whether or not the respondents were receptive to emotional persuasion. Other respondents for example often felt no emotions at all and were subsequently less persuaded. As the processing motivation, or motivation to view the infographics was generally low, according to the theoretical framework the valence of the emotional appeal needed to be high in order to be successful. Although the persuasion was successful for some respondents, the valence was overall quite low and could thus be improved.

Effective change in conceptions was however not per se only dependent upon the content of the infographics. In cases of positive change, the design of the infographics was also largely of influence. The design of posters 2 and 4 was favored by most participants and helped turn conceptions more supportive. Kennedy et al. (2016) predicted that a clean layout, the usage of geometric shapes, the inclusion of data sources and the usage of a two-dimensional perspective would enhance the feeling of truth of the infographic, which could result in a more convincing message towards the recipient. The degree of truthfulness appears most related to the design of the infographic, as the truthfulness is experienced highest for poster 2 and 4 which are also appraised for their cleanliness and usage of shapes, as they were concise, straight to the point, authoritative and had good color usage. The usage of colors is an influential success factor as it supported the success of posters 2 and 4, but also made poster 3, which was disliked much for its chaotic design, persuading and clear for some respondents. The authority of the posters was largely dependent on the poster's experienced authority, and not per se on personal respect for authority, as all respondents except respondent 2 had high respect for authority. Receptivity to the message was thus not per se dependent upon respect for authority, as suspected in the theoretical framework. Additionally, receptivity was also predicted to be dependent on learning preferences and the degree of visual literacy. Most participants indicated



to be highly visually literate and did not change perceptions, as predicted by the theory. Furthermore, respondent 7 who indicated to have lower visual literacy, did change perceptions because of posters 1 and 2. Visual literacy thus appears an important variable negatively influencing receptivity. On learning preferences however quite a mixed image was yielded and no pattern could be discovered.

## **8. Conclusion**

It was this exploratory study's aim to answer the research question '*to what extent are the infographics provided by the Dutch national government supporting Covid-19 measures announcements effective in generating conceptions supportive of the measures among adolescents?*' and further explore the topic of persuasion of adolescents via infographics. Overall it can be concluded that the extent to which the infographics generate conceptions supportive of the measures among adolescents is low. Conceptions were mainly determined by pre-existing conceptions of the measures generated previously via other media and therefore for the adolescents in this research, the infographics served more as reminders. Some adolescents did however positively change their conceptions. This research revealed that this effective persuasion to positively change conceptions is largely dependent on a simple and straightforward design, strong emotional appeal and the receptivity to persuasion of the viewer. Receptivity to persuasion seemed largely influenced positively by the viewer's sensitivity to emotions and degree of motivation to view the infographic, and negatively influenced the higher a viewer's visual literacy was.

On the basis of this research, it can therefore be recommended that the Dutch government makes posters surrounding the measures more concise and simple, with a clear authoritative element and a strong emotional appeal by explaining in the poster why which measure is needed. The authoritative element is needed to cater to the people with low sensitivity to emotions and preference for straightforward messages, with which the simple design also helps and additionally also helps with enlarging the possibility that people with low processing motivation view the infographic. The emotional appeal would cater first of all to emotionally sensitive viewers and secondly, if conveyed with high valence, also cater to the less emotionally sensitive viewers. As the posters served more as reminders however, if the government really wants to persuade adolescents, perhaps expanding via other platforms than infographics should also be considered.

It must be noted however that this study is limited due to its exploratory nature using a small sample size and sample of adolescents that is limited in terms of age and gender. Therefore, further research is needed with more diverse and larger samples in order to definitely conclude on possible relationships between variables. By providing an indication of possibly important variables, this study provides a head start for this further research. Furthermore, as this study revealed the great importance of the informational content of infographics in persuasion attempts, further research should prevent focusing mostly on design aspects of the infographics as this research did, and instead also research variables on the content of the infographics.

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## 10. Appendix I: Tables

Table 1: Typology of digital political infographics (Amit-Danhi & Shifman, 2018)

Type of Query	Type of digital infographic	Description
What?	<i>Information packets</i>	‘Informative displays in which the narrative strategy deconstructs a topic into a set of quantitatively based facts. (...) Clean aesthetic with minimal cartjunk elements’.
	<i>Prices paid</i>	‘Explicitly persuasive and loaded with emotional and political conviction’ displaying ‘the (often harsh results of policies or historical processes’.
	<i>Expected consequences</i>	Similar to <i>prices paid</i> rhetoric, but focusing on ‘expectations of <i>future consequences</i> of an event, a policy, or a decision’.
Who?	<i>Horserace</i>	‘Individual-centred infographics focused on political figures’ comparing ‘two political candidates using data and visual imagery to dramatize the competition’.
	<i>Luminaries</i>	A summary of an individual’s life achievements using ‘a temporal motif as an organizing framework’
	<i>Contrasted standpoints</i>	Infographics that ‘define two or more worldviews or opinions using a relational approach to their differences’ and using ‘visualization tools that highlight the differences among the contrasted elements’.
	<i>Comparative injustice</i>	‘Reveal inequality, mistreatment, or marginalization of a group by contrasting it with a dominant, privileged one’ with a narrative based on ‘idea-based opinions and quantitative data’

How?	<i>Temporality</i>	‘Dissect processes according to (...) the unfolding of events over time (...) to describe political processes’.
	<i>Anatomy</i>	‘Dissect processes according to their basic components and highlight the connection between facts, events and effects. Visualization strategies in this category often rely on mechanical metaphors such as a chain machine or a path.

Table 2: ACRL’s Visual Literacy Standards and Performance Indicators (ACRL, 2011)

Visual Literacy Standards	Associated Performance Indicators
1 . “The visually literate student determines the nature and extent of the visual materials needed”	“The visually literate student defines and articulates the need for an image”
	“The visually literate student identifies a variety of image sources, materials, and types”
2. “The visually literate student finds and accesses needed images and visual media effectively and efficiently”	“The visually literate student selects the most appropriate sources and retrieval systems for finding and accessing needed images and visual media”
	“The visually literate student conducts effective image searches”
	“The visually literate student acquires and organizes images and source information”
3. “The visually literate student interprets and analyzes the meanings of images and visual media”	“The visually literate student identifies information relevant to an image’s meaning”
	“The visually literate student situates an image in its cultural, social, and historical contexts”
	“The visually literate student identifies the physical, technical, and design components of an image”

	“The visually literate student validates interpretation and analysis of images through discourse with others”
4. “The visually literate student evaluates images and their sources”	“The visually literate student evaluates the effectiveness and reliability of images as visual communications”
	“The visually literate student evaluates the aesthetic and technical characteristics of images”
	“The visually literate student evaluates textual information accompanying images”
	“The visually literate student makes judgments about the reliability and accuracy of image sources”
5. The visually literate student uses images and visual media effectively	“The visually literate student uses images effectively for different purposes”
	“The visually literate student uses technology effectively to work with images”
	“The visually literate student uses problem solving, creativity, and experimentation to incorporate images into scholarly projects”
	“The visually literate student communicates effectively with and about images”
6. “The visually literate student designs and creates meaningful images and visual media”	“The visually literate student produces visual materials for a range of projects and scholarly uses”
	“The visually literate student uses design strategies and creativity in image and visual media production”
	“The visually literate student uses a variety of tools and technologies to produce images and visual media”
	“The visually literate student evaluates personally created visual products”

The visually literate student understands many of the ethical, legal, social, and economic issues surrounding the creation and use of images and visual media, and accesses and uses visual materials ethically.	“The visually literate student understands many of the ethical, legal, social, and economic issues surrounding images and visual media”
	“The visually literate student follows ethical and legal best practices when accessing, using, and creating images”
	“The visually literate student cites images and visual media in papers, presentations, and projects”

Table 3: Bowen’s Visual Literacy Competency Rubric (Bowen, 2017)

<b>Visual Literacy Competency (VLC)</b>	<b>Competency description</b>
“Recognition of Representations ( <i>looking at pictures</i> )”	“Aware that images represent objects, things, creatures, people, places and events in the world and that they may have assigned names or verbal identifiers.”
“Identification and Narration”	“Understands that Images and graphics can be used to illustrate a story about a particular moment, event, activity, sequence of events, or incidences or interactions. Decoration/illustration or text.”
“Interpretation and Analysis ( <i>reading images</i> )”	“Understands how we read images and graphics to gain different ways of seeing the world, gain different perspectives in ways that words alone may not. Recognizes how we bring our own ideas to images to make meaning. Some inherent directive for the viewer.”
“Manipulation and Recreation ( <i>reuse, recreate, redistribute</i> ). Understands affective implications of images”	“Critical understanding that the image or graphics producer projects a particular perspective with intended meanings that may be analyzed for multiple meanings; is capable of critically interpreting the image/graphic for



	<p>context information and how meaning through critical readings is co-constructed. Can appropriate and reuse images &amp; graphics to create own narratives and retell stories from a different perspective. Basic application of rhetorical concepts, co-constructs meaning/argument within the context/frame.”</p>
<p>“Conceptualization, Creation, Intertextual presentation (capacity to understand and apply visual rhetorical concepts)”</p>	<p>“Can critically analyze visual representations, identify inter-textual references and interpret rhetorical concepts used to persuade the viewer or construct a particular argument; and create or re-circulate these representations from an alternative perspective thereby creating new meaning (innovation and creation in meaning making and/or image making). Can articulate and rationalize decisions they make about image selection, manipulation and contextual position.”</p>

*Table 4: The Myers-Briggs Type Indicator (MBTI) (Felder, 1997)*

<b>Type of Student</b>	<b>Description</b>
Extraverts	“try things out, focus on the outer world of people”
Introverts	“think things through, focus on the inner world of ideas”
Sensors	“practical, detail-oriented, focus on acts and procedures”
Intuitors	“imaginative, concept-oriented, focus on meanings and possibilities”
Thinkers	“skeptical, tend to make decisions based on logic and rules”
Feelers	“appreciative, tend to make decisions on

	personal and humanistic considerations”
Judgers	“set and follow agendas, seek closure even with incomplete data”
Perceivers	“adapt to changing circumstances, resist closure to obtain more data”

Table 5: Kolb’s Learning Style Model (Felder, 1997)

<b>Type of Learner</b>	<b>Characteristic question</b>	<b>Description</b>	<b>Function needed of coach</b>
<i>1. Concrete, reflexive</i>	Why?	“Respond well to explanations of how course material relates to their experience, their interests and their future careers”	Motivators
<i>2. Abstract, reflexive</i>	What?	“Respond to information presented in an organized, logical fashion and benefit if they have time for reflection	Expert
<i>3. Abstract, active</i>	How?	“Respond to having opportunities to work actively on well-defined tasks and to learn by trial-and-error in an environment that allows them to fail safely	Coach, “providing guided practice and feedback”
<i>4. Concrete, active</i>	What if?	“Like applying	“Should stay out of

		course material in new situations to solve real problems”	the way, maximizing opportunities for the students to discover things for themselves”
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Table 6: Herrman Brain Dominance Instrument (HBDI) (Felder, 1997)

Mode of learning preference	Area in brain	Description
<i>Quadrant A</i>	Left brain, cerebral	Logical, analytical, quantitative, factual, critical
<i>Quadrant B</i>	Left brain, limbic	Sequential, organized, planned, detailed, structured
<i>Quadrant C</i>	Right brain, limbic	Emotional, interpersonal, sensory, kinesthetic, symbolic
<i>Quadrant D</i>	Right brain, cerebral	Visual, holistic, innovative

Table 7: The Felder-Silverman learning style model (Felder, 1997)

Type of learner	Description	Opposite type of learner	Description
<i>Sensing learner</i>	Concrete, practical, oriented toward facts and procedures	<i>Intuitive learner</i>	Conceptual, innovative, oriented toward theories and meanings
<i>Visual learner</i>	Prefer visual representations of presented material- pictures, diagrams, flow charts	<i>Verbal learners</i>	Prefer written and spoken explanations

<i>Inductive learners</i>	Prefer presentations that proceed from the specific to the general	<i>Deductive learners</i>	Prefer presentations that go from the general to the specific
<i>Active learners</i>	Learn by trying things out, working with others	<i>Reflective learners</i>	Learn by thinking things through, working alone
<i>Sequential learners</i>	Linear, orderly, learn in small incremental steps	<i>Global learners</i>	Holistic, system thinkers, learn in large leaps

Table 8: Results on the variables measuring the dependent variable

	<b>Variables measuring the dependent variable</b>						
<i>Degree of agreement with ...</i>	<i>The obligation to wear non-medical masks</i>	<i>The obligation to limit the amount of guests at home</i>	<i>The lockdown</i>	<i>The curfew</i>	<i>The fireworks prohibition</i>	<i>The repercussions for non-compliance</i>	<i>The necessity of the Covid measures</i>
<i>R 1</i>	Strongly agree, because 'prevents contagions' and 'protects the weak'.	Agree, because 'prevents contagions', but 'should be less strict'.	Agree, but 'unfortunate for entrepreneurs'.	Agree, but 'imperfect' and 'ineffective'.	Agree, but 'ineffective'.	Agree, but 'higher sentences for repeated offenders'.	Strongly agree, because 'prevents contagions' and 'protects the weak'.
<i>R 2</i>	Neutral, because	Agree, but 'should be	Agree, because	Strongly disagree,	Agree, because	Agree, but 'criminal	Neutral, because

	‘disagrees, but complies only in high-contagion risk situations’.	less strict’.	‘prevents contagions’.	because ‘limits freedom’.	‘not interested in fireworks’, but ‘lack of shows unfortunate’.	record was excessive’.	‘some are good, some are bad’.
R 3	Agree, because ‘provides personal protection’.	Disagree, because ‘arbitrary and non-sensical’.	Agree, because prevents contagions’, but ‘closing shops was excessive’.	Neutral, because ‘agree with the idea, but ‘ineffective’.	Disagree, because ‘ineffective’ and ‘shortsighted’.	Agree, because ‘rules are rules’, but ‘criminal record was excessive’.	Agree, because ‘prevents contagions’.
R 4	Disagree, because ‘provides insufficient personal protection’.	Agree, because ‘prevents contagions’, but ‘intrudes private life’.	Agree, because ‘prevents contagions’, but ‘closing shops & hotel & catering industry was shortsighted’.	Disagree, because ‘ineffective’.	Agree, because ‘not interested in fireworks’ and ‘prevents contagions’.	Agree, because ‘enforces adherence’, but ‘too expensive for youths’.	Agree, but ‘some are good, some are bad’.
R 5	Agree, because ‘provides personal protection’.	Disagree, because ‘arbitrary and non-sensical’.	Agree, but ‘closing shops was excessive’.	Disagree, because ‘ineffective’.	Disagree, because ‘lack of shows unfortunate’.	Agree, because ‘rules are rules’, but ‘higher	Disagree, because ‘covid is not dangerous

	.				e', but 'not interested in fireworks'	sentences for repeated offenders'.	s'.
R 6	Strongly agree, because 'rules are rules'.	Disagree.	Neutral, because 'understandable', but also 'non-sensical' and 'unfortunate for entrepreneurs'.	Neutral, because 'rules are rules', but 'limits freedom'	Agree, because 'prevents contagions'	Agree, but 'criminal record was excessive'.	Agree, because 'rules are rules'.
R 7	Neutral, because 'disagrees, but complies only in high-contagion risk situations'.	Disagree, because 'should be a personal responsibility'.	Neutral, because 'non-sensical' and 'unfortunate for entrepreneurs'. Closing of events 'understandable', because 'prevents contagions'.	Disagree, because 'ineffective'.	Disagree, because 'ineffective' and 'should be a personal responsibility'.	Agree, but 'too expensive for entrepreneurs'.	Agree, but 'could be relaxed'.
R 8	Agree, because	Neutral, because	Agree, but 'should	Agree, because	Disagree, because	Agree, because	Agree, because

‘provides personal protection’, but ‘success depends on adherence to other rules’	needed to ‘prevent contagions’ and ‘protect the weak’, but ‘should not apply to youths’.	have been solved differently’.	‘effective’, but ‘limits freedom’	‘ineffective’	‘enforces adherence’, but ‘unnecessarily for youths’.	‘prevents contagions’ and ‘prevents deaths’.
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Table 9a: Results on the non-poster related independent variables

	<i>Variables measuring the independent variables</i>				
	<i>The ability to recognize representations</i>	<i>The ability to critically view images and recognize intentions</i>	<i>The preferred learning materials</i>	<i>The most effective learning materials</i>	<i>The degree of processing motivation before viewing the infographic</i>
<i>R 1</i>	High.	High, because ‘recognizes concealed intentions’.	Visual, because ‘helps visualizing’.	Verbal, because ‘image has supporting role’.	Medium, because ‘depends on content’.
<i>R 2</i>	High, because ‘thinks logically’.	Medium, because ‘depends on image complexity’ and ‘overlooks concealed intentions’.	Verbal, because ‘more in-depth’.	Visual, because ‘helps recognizing and remembering’.	Low.
<i>R 3</i>	High, but ‘depends on images’ and ‘descriptions help’.	Medium, because ‘depends on image complexity’.	Verbal, because ‘helps visualizing’.	Verbal, ‘image has supporting role’.,	Medium, because ‘depends on time available’.

R 4	Very high, because 'images are used cleverly'.	Medium, because 'thinks critically', but 'depends on image complexity'.	Visual.	Verbal, because 'image has supporting role'.	Medium, because 'depends on time available'.
R 5	High.	Low, because 'does not think critically' and 'overlooks intentions'	Visual, but 'images need to be clear'.	Visual, because 'does not remember verbal materials'	Medium, because 'does not read in-depth'.
R 6	High, and 'descriptions help'	High, because 'recognizes concealed intentions'.	Indifferent.	Verbal, 'image has supporting role'.	High, because 'informs you on governmental commands'.
R 7	Medium, because 'not good at it', but 'does understand'.	Low, because 'does not think critically' and 'overlooks intentions'.	Visual, because 'helps memorizing'.	Visual, but 'image has supporting role'.	Medium, because 'depends on time available'.
R 8	High.	High, because 'recognizes concealed intentions'.	Verbal, because 'more in-depth', but 'preference depends on learning material'.	Visual, 'helps recognizing and remembering'.	Low, because 'is familiar with the rules'.

Table 9b: Results on the non-poster related independent variables

	<i>Variables measuring the independent variables</i>
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	<i>The degree of importance attached to respect for authority</i>	<i>The judgement of the participants own degree of respect for authority</i>	<i>The degree of satisfaction with the Dutch national government</i>	<i>The degree of satisfaction with the demissionary cabinet</i>	<i>The degree of satisfaction with the demissionary prime minister Mark Rutte</i>
<i>R 1</i>	High, because 'authority prevents chaos'.	Very high, because 'always acted accordingly'.	High, because 'live comfortably, but 'arbitrary rules'.	High, because 'no misconduct', but 'covid revealed flaws'.	Very high, because 'sympathetic man'.
<i>R 2</i>	Very high, but 'respect is reciprocal'.	Medium, because 'depends on received respect'.	High, because 'live comfortably', but 'covid revealed flaws'.	Medium, because 'covid revealed flaws'.	Low, because 'political misconduct'.
<i>R 3</i>	High, but 'respect is reciprocal'.	High, because 'always acted accordingly'.	High, but 'not involved due to age'.	High.	High, because 'does good things' and 'cannot do it myself'.
<i>R 4</i>	High, but 'authority has to function fairly' and 'respect is reciprocal'.	High, but 'depends on received respect'.	Low, because 'political misconduct'.	Low, because of 'political misconduct'.	Medium, because 'does good things', but 'political misconduct'.
<i>R 5</i>	High, because 'rules are rules'.	High.	High, because 'acts correctly'.	High, but 'not involved due to age'.	High, because 'cannot do it myself'.
<i>R 6</i>	High.	High, because 'always acted accordingly'.	High, but 'political misconduct',	High.	Medium, 'does good things', but 'covid revealed flaws'.
<i>R 7</i>	Very high, because 'authority prevents	Very high.	Very high.	High.	Low, because 'covid revealed flaws'.

	chaos and harm’.				
R 8	High, but ‘authority no more than others’.	High, but ‘depends on received respect’.	High, but ‘covid revealed flaws’.	High, but ‘not involved due to age’ and ‘political misconduct’.	High, but ‘not involved due to age’ and ‘political misconduct’.

Table 10a: Results on the variables for Poster 1

	<i>Variables measuring the independent variable</i>					
	<i>The degree of cleanliness</i>	<i>Consequences for the difficulty because of the cleanliness</i>	<i>The experienced direction of power</i>	<i>The degree of satisfaction with the usage of shapes</i>	<i>The sufficiency of the sources</i>	<i>The degree of truthfulness of the infographic</i>
R 1	High, because ‘large font’, ‘clear images’, ‘ordered nicely’, ‘good colour usage’.	Easier.	Power over participant, but ‘shared burden’.	High, because ‘clear images’, ‘good column usage’ and ‘feelings of order and calm’.	Sufficient because, ‘reliable by logo usage’ and ‘understandable’.	Very high, because ‘understandable and reliable sources’ and ‘professional’.
R 2	High, because ‘understandable’, ‘clear images’ and ‘simple’, but ‘chaotic’.	Easier.	Power over participant, because ‘infographic commands’.	High, because ‘simple’, ‘understandable’, ‘rounded shapes’.	Sufficient, but ‘not easily visible’.	Low, because ‘content questionable’.
R 3	High, because ‘understandable’ and ‘usage of shapes’.	Easier, because ‘simple’ and ‘nicely ordered’.	x	High, because ‘feelings of order’ and ‘ordered nicely’.	Sufficient, because ‘reliable by logo usage’ and ‘visible’.	Medium, because ‘expect true content’, but ‘content

						questionable’.
R 4	Low, because ‘ordered nicely and ‘good colour usage’ but ‘too extensive’.	More difficult, because ‘understanding requires time’.	Power over participant, because ‘infographic commands’.	Low, because ‘chaotic’, ‘not understandable’ and ‘too extensive’.	Sufficient, because ‘concise’ and ‘reliable by logo usage’.	Medium, because ‘good quality content’, but ‘content questionable’.
R 5	High, because ‘understandable’, ‘good colour usage’.	Easier, because ‘nicely ordered’.	Power over participant, because ‘infographic commands’.	High, because ‘feelings of order’ and ‘ordered nicely’.	Sufficient, because ‘reliable by logo usage’ and ‘understandable’.	High, because ‘reliable sources’.
R 6	High, because ‘understandable’.	Easier.	Neutral, because ‘infographic only informs’.	High, because ‘feelings of order’ and ‘understandable’.	Sufficient, because ‘reliable by logo usage’.	High, because ‘reliable sources’.
R 7	High, because ‘ordered nicely’, ‘clear images’ and ‘understandable’.	Easier.	Neutral, because ‘infographic only informs’.	Medium, because ‘good colour usage’ and ‘understandable’, but ‘chaotic’ and ‘unclear images’.	Sufficient, because ‘concise’, ‘understandable’ and ‘sufficient information’.	High, but ‘content questionable’.
R 8	Medium, because ‘ordered nicely’ and ‘understandable’, but ‘chaotic’	x	x	Medium, because ‘chaotic’, but ‘understandable’.	Sufficient.	High.

Table 10b: Results on the variables for Poster 1

	<i>Variables measuring the independent variable</i>
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	<i>The degree of severe emotions experienced after viewing the infographics</i>	<i>Positive or negative emotions</i>	<i>Complexity of emotions</i>	<i>Degree of valence</i>	<i>The degree of emotional persuasion experienced</i>	<i>The degree of authority of the infographic</i>	<i>The effectiveness of the infographics</i>
<i>R 1</i>	Low, because 'infographic is reminder', but 'feelings of care and solidarity'.	Positive	Low.	Low.	Very low.	High, because 'reliable by logo usage'.	Very low, because 'no change in conceptions'.
<i>R 2</i>	Very low, because 'ignores emotional persuasion'.	Neutral.	Low.	Low.	Low, because 'remembers content', but 'infographic is reminder'.	Medium, because 'respectful' and 'infographic is reminder', but 'reliable by logo usage'.	Low, but 'infographic is reminder'.
<i>R 3</i>	Low, but 'feelings of care and solidarity'.	Positive.	Low.	Low.	Low.	High, but 'understandable'	Low, because 'media more effective'.
<i>R 4</i>	Low, but 'irritation due to content'.	Negative.	Low.	Medium.	Very low, because 'irritation due to content'.	Low, because 'unclear images and 'extensive texts more authoritative'.	Low, because 'research more effective'.
<i>R 5</i>	Low, but 'irritation due to content'.	Negative.	Low.	Low.	Very low.	High, because 'reliable by logo usage'.	Low, because 'elaboration more effective'.
<i>R 6</i>	Very low.	Neutral.	Low.	Low.	Very low.	Low, 'infographic is reminder'.	Medium, because

							'delight due to content'.
R 7	Low, but 'delight due to content'.	Positive.	Low.	Low.	Low, but 'delight due to content'.	High, because 'reliable by logo usage'.	High, because 'infographic is reminder' and 'delight due to content'.
R 8	Medium, because 'delight due to content'.	Positive.	Low.	Medium.	High, because 'delight due to content'.	Medium.	High, because 'delight due to content'.

Table 11a: Results on the variables for Poster 2

<i>Variables measuring the independent variable</i>						
	<i>The degree of cleanliness</i>	<i>Consequences for the difficulty because of the cleanliness</i>	<i>The experienced direction of power</i>	<i>The degree of satisfaction with the usage of shapes</i>	<i>The sufficiency of the sources</i>	<i>The degree of truthfulness of the infographic</i>
R 1	Very high, because 'large font', 'clear images', 'ordered nicely, 'good colour usage' and 'concise'.	Easier.	Power over participant, but 'shared burden'.	High, because 'clear images', 'feelings of order and calm' and 'good column usage', 'large columns'.	Sufficient because, 'reliable by logo usage' and 'true content'.	Very high, because 'understandable and reliable sources' and 'professional'.
R 2	High, because 'understandable, 'simple', 'not chaotic' and 'concise'.	Easier.	Power over participant, because 'infographic commands'.	Very high, because 'rounded shapes', 'understandable', 'concise' and 'feelings of order and calm'.	Sufficient, but 'not easily visible'.	x

R 3	High, because 'understandable', 'ordered nicely' and 'not chaotic'.	Easier, because 'simple' and 'nicely ordered'.	x	High, because 'feelings of order' and 'ordered nicely'.	Sufficient, because 'reliable by logo usage' and 'visible'.	High, because 'true content'.
R 4	Very high, because 'ordered nicely' and 'concise'.	x	Power over participant, because 'infographic commands'.	High, because 'feelings of order and calm', 'ordered nicely' and 'concise'.	Sufficient.	x
R 5	Very high, because 'understandable', 'readable' and 'not chaotic'.	x	Power over participant, because 'infographic commands'.	High, because 'feelings of order and calm'.	Sufficient, because 'reliable by logo usage' and 'understandable'.	High, because 'reliable sources'.
R 6	High, because 'understandable'.	Easier.	Neutral, because 'infographic only informs'.	High, because 'feelings of order and calm', 'nicely ordered' and 'clear images'.	Sufficient, because 'understandable'.	High, because 'reliable sources'.
R 7	Medium, because 'ordered nicely' and 'understandable', but 'repetitive'.	Easier, because 'concise'.	Neutral, because 'infographic only informs'.	High, because 'feelings of order and calm', 'nicely ordered' and 'concise'.	Sufficient, because 'concise', 'understandable' and 'reliable by logo usage'.	Very high, because 'true content' and 'reliable sources'.
R 8	High, because 'ordered nicely' and 'understandable' and 'good colour usage'.	Neutral.	Neutral, because 'infographic only informs'.	High.	Sufficient, because 'reliable by logo usage'.	Very high, because 'true content' and 'reliable sources'.

Table 11b: Results on the variables for Poster 2

<i>Variables measuring the independent variable</i>							
	<i>The degree of severe emotions experienced after viewing the infographics</i>	<i>Positive or negative emotions</i>	<i>Complexity of emotions</i>	<i>Degree of valence</i>	<i>The degree of emotional persuasion experienced</i>	<i>The degree of authority of the infographic</i>	<i>The effectiveness of the infographics</i>
R 1	Low, because 'infographic is reminder', but 'feelings of care and solidarity'.	Positive	Low.	Medium, because 'pressing content'.	Low, but 'feelings of care and solidarity' and 'emotional content'.	Very high, because 'reliable by logo usage' and 'pressing content'.	Very low, because 'no change in conceptions'.
R 2	Very low, but 'comfortable'.	Neutral.	Low.	Low.	Medium, because 'emotional and pressing content'.	High, because 'pressing content'.	Low, but 'pressing content'.
R 3	Low, because 'infographic is reminder', but 'feelings of vigilance'.	Positive.	Low.	Low.	Low, because 'infographic is reminder'.	High, because 'pressing content'.	Medium, because 'infographic is reminder' and 'feelings of vigilance'.
R 4	Low, but 'feelings of empathy'.	Positive.	Low.	Medium.	Medium, because 'feelings of empathy'.	Low, because 'feelings of empathy'.	High, because 'nicely ordered' and 'feelings of empathy'.
R 5	Very low.	Neutral	Low.	Low.	Very low.	Very high, because 'pressing content'.	Low.
R 6	Very low.	Neutral	Low.	Low.	Very low.	High, because	Medium, because

						'pressing content'.	'pressing content'.
R 7	Low, but 'feelings of assurance'.	Positive.	Low.	Low.	Very low.	High, because 'reliable by logo usage'.	High, because 'infographic is reminder' and 'concise'.
R 8	Low, but 'irritation due to content'.	Negative.	Low.	Low.	Very low.	Medium.	Low.

Table 12a: Results on the variables for Poster 3

<i>Variables measuring the independent variable</i>						
	<i>The degree of cleanliness</i>	<i>Consequences for the difficulty because of the cleanliness</i>	<i>The experienced direction of power</i>	<i>The degree of satisfaction with the usage of shapes</i>	<i>The sufficiency of the sources</i>	<i>The degree of truthfulness of the infographic</i>
R 1	Low, because 'chaotic', 'badly ordered', but 'good colour usage'.	More difficult, because 'badly ordered'.	Power over participant, but 'shared burden'.	Low, because, 'good column usage', but 'chaotic' and 'badly ordered'.	Sufficient because, 'reliable by logo usage' and 'understandable'.	x
R 2	Medium, because 'understandable', 'simple' and 'clear images', but 'unprofessional'	Easier, because 'simple' and 'understandable'.	Power over participant, because 'infographic commands'.	Low, because 'chaotic' and 'unclear images'.	Sufficient, but 'content questionable'.	Medium, because 'content true', but 'content questionable'.
R 3	Medium, because 'chaotic' and 'badly ordered'.	Easier, because 'understandable'.	x	Low, because 'badly ordered' and 'chaotic'.	Sufficient, because 'reliable by logo usage'.	High, because 'content true' and 'pressing content'.



R 4	Low, because 'chaotic', 'confusing' and 'badly ordered'.	x	Power over participant, because 'infographic commands'.	Low, because 'badly ordered' and 'chaotic'.	Sufficient, because 'reliable by logo usage'.	Medium, because 'understandable'.
R 5	High, because 'understandable' and 'good colour usage'.	Easier, because 'good colour usage'.	Power over participant, because 'infographic commands'.	High, because 'simple', 'understandable' and 'feelings of order', but 'no feelings of calm'.	Sufficient.	High, because 'reliable sources' and 'reliable by logo usage'.
R 6	High, because 'understandable'.	Easier.	Neutral, because 'infographic only informs'.	High, because 'feelings of order' and 'understandable'.	Sufficient.	High, because 'true content'.
R 7	Very low, because 'chaotic', 'and 'badly ordered'.	More difficult, because 'chaotic'.	High, because 'infographic commands'.	Low, because 'chaotic' and 'badly ordered', but 'concise' and 'clear images'.	Sufficient.	High, because 'true content'.
R 8	Low, because 'chaotic', 'badly ordered' and 'unclear images'.	More difficult.	x	Medium, because 'chaotic' and 'badly ordered'.	Sufficient, but 'can be expanded'.	High, because 'true content'.

Table 12b: Results on the variables for Poster 3

	Variables measuring the independent variable
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	<i>The degree of severe emotions experienced after viewing the infographics</i>	<i>Positive or negative emotions</i>	<i>Complexity of emotions</i>	<i>Degree of valence</i>	<i>The degree of emotional persuasion experienced</i>	<i>The degree of authority of the infographic</i>	<i>The effectiveness of the infographics</i>
R 1	Low, but 'irritation due to content imaginable' and 'pressing content'.	Neutral	Low	Low	Very low.	Low, because 'chaotic', 'unprofessional', and 'badly ordered', but 'reliable by logo usage'.	Low, because 'no change in conceptions'.
R 2	Low, but 'irritation due to content'.	Negative, because 'chaotic'	Low	Low	Low, but 'good colour usage'.	Medium, because 'colour usage' and 'unprofessional', but 'reliable by logo usage'.	Very low.
R 3	Very low.	Neutral.	Low	Very low.	Very low.	High, because 'pressing content'.	x
R 4	Very low.	Neutral.	Low	Very low.	Low, but 'infographic is reminder'.	High, because 'extensive content'.	Low.
R 5	Low, but 'irritation due to content'.	Negative, because 'pressing content'.	Low	Low	Low, but 'pressing content' and 'understandable'.	High, because 'reliable by logo usage', 'understandable' and 'pressing content'.	High, because 'understandable' and 'pressing content'.
R 6	Very low.	Neutral.	Low	Very low.	Very low.	Medium, because 'reliable by logo usage' and 'pressing content'.	High, because 'infographic is reminder' and 'delight due to content'.
R 7	Low, but 'irritation	Negative, because 'pressin	Low	Low	Very low.	High, because 'pressing content'.	Very low, because

	due to content’.	g content’.					‘pressing content’.
R 8	Very low.	Neutral.	Low	Very low.	Very low.	Medium.	High, because ‘delight due to content’.

Table 13a: Results on the variables for Poster 4

<i>Variables measuring the independent variable</i>						
	<i>The degree of cleanliness</i>	<i>Consequences for the difficulty because of the cleanliness</i>	<i>The experienced direction of power</i>	<i>The degree of satisfaction with the usage of shapes</i>	<i>The sufficiency of the sources</i>	<i>The degree of truthfulness of the infographic</i>
R 1	High, because ‘extensive content’ and ‘understandable’.	Easier, because ‘concise’, ‘understandable’ and ‘simple’.	Power over participant, but ‘shared burden’.	High, because ‘good colour usage’, ‘ordered nicely’ and ‘feelings of order and calm’.	Sufficient because, ‘reliable by logo usage’ and ‘understandable’.	x
R 2	High, because ‘understandable’, ‘good colour usage’, ‘pressing content’.	x	Power over participant, because ‘infographic commands’.	Medium, because ‘good quality content’, but ‘unclear images’.	Sufficient, but ‘not easily visible’.	Medium, because ‘understandable’, but ‘content questionable’.
R 3	High, because ‘understandable’, ‘nicely ordered’ and ‘pressing content’.	Neutral, because ‘understandable’, but ‘extensive content’.	x	Medium, because ‘understandable’, but ‘chaotic’.	Sufficient, because ‘visible’.	High, because ‘reliable sources’.

R 4	High, because 'concise', 'clear images', 'nicely ordered' and 'good quality content'.	Easier.	Power over participant, because 'infographic commands'.	High, because 'feelings of order and calm' and 'ordered nicely'.	Sufficient, because 'concise' and 'reliable by logo usage'.	X
R 5	Medium, because 'extensive content', but 'understandable' and 'simple'.	Easier, because 'concise'.	Power over participant, because 'infographic commands'.	High, because 'feelings of order', 'ordered nicely' and 'concise'.	Sufficient, but 'lacking content'.	High, because 'reliable sources'.
R 6	High, because 'understandable'.	Easier.	Neutral, because 'infographic only informs'.	High, because 'understandable'.	Sufficient, because 'reliable by logo usage'.	High, because 'reliable sources' and 'reliable by logo usage'.
R 7	High, because 'ordered nicely', 'understandable' and 'good colour usage'.	Easier, because 'concise'.	Neutral, because 'infographic only informs'.	High, because 'feelings of order and calm'.	Sufficient.	Low, because 'content questionable'.
R 8	High, because 'understandable'.	x	x	Medium, because 'ordered badly', but 'understandable'.	Sufficient, but 'lacking content'.	Medium, because 'questionable content', but 'understandable'.

Table 13b: Results on the variables for Poster 4

	<i>Variables measuring the independent variable</i>
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	<i>The degree of severe emotions experienced after viewing the infographics</i>	<i>Positive or negative emotions</i>	<i>Complexity of emotions</i>	<i>Degree of valence</i>	<i>The degree of emotional persuasion experienced</i>	<i>The degree of authority of the infographic</i>	<i>The effectiveness of the infographics</i>
R 1	Medium.	Positive, because 'feelings of care and solidarity'.	Low.	Medium.	Medium, because 'persuasive text'.	High, because 'pressing content' and 'persuasive text'.	High, because 'persuasive text'.
R 2	Low, but 'feelings of care and solidarity'.	Positive.	Low.	Low.	Medium, because 'persuasive text'.	High, because 'pressing content'.	Low.
R 3	Low, but 'irritation due to content'.	Negative	Low.	Low.	Low.	High, because 'pressing content'.	Low, because 'irritation due to content'.
R 4	Very low.	Neutral.	Low.	Low.	Low, because 'target group oriented'.	High, because 'clear images' and 'concise'.	Medium, because 'feelings of care and solidarity'.
R 5	Very low.	Neutral	Low.	Low.	Low, because 'target group oriented'.	Low, because 'questionable content' and 'concise sources'.	Low.
R 6	Very low.	Neutral.	Low.	Low.	Very low.	High, because 'pressing content'.	Low.
R 7	Low, but 'delight due to content'.	Positive.	Low.	Low.	Low, but 'persuasive text'.	Low, because 'concise sources' and 'unclear images'.	Very low, because 'questionable content'.
R 8	Medium, because	Negative, because	Low.	Medium.	Very low.	Low.	Medium, because

	'delight due to content'.	'pressing content'.					'feelings of care and solidarity'.
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## 11. Appendix II: Interview questions

In order to be able to conduct a sound analysis of the relevant variables, clear interview questions were needed for the preliminary analysis of the infographics. These were constructed on the basis of the operationalization and are listed below, organized per topic and variable. It must be noted that as the interview only involved Dutch citizens, the questions were also asked only in Dutch.

### *Visuele onderlegdheid*

- Hoe zou je je eigen vermogen om afbeeldingen die iets ergens voor staan te herkennen beoordelen?
- In hoeverre denk je dat de inhoud van afbeeldingen ontworpen kan worden met een bepaalde intentie en hoe goed denk je dat je afbeeldingen kritisch kan bekijken en deze intentie herkennen?

### *Leervoorkeuren*

- Wanneer je iets nieuws moet leren, leer de dan liever via (a) afbeeldingen of (b) via woordelijke informatie?
- Wanneer je een afbeelding of grafiek in de les ziet, herinner je je achteraf dan meer (a) de illustratie zelf of (b) wat de docent erover zei?

### *Respect voor gezag*

- In hoeverre vind je respect voor gezag beoordelen?
- Hoe zou je je eigen respect voor gezag beoordelen? Denk bijvoorbeeld aan leraren, politie, de overheid, etc.

### *Tevredenheid met de overheid*

- In hoeverre ben je tevreden met de Nederlandse overheid?
- In hoeverre ben je tevreden met de huidige (demissionaire) regering?
- In hoeverre ben je tevreden met de (demissionaire) premier Mark Rutte?

### Motivatie voor het bekijken van de infographics

- Heb je ooit eerder al de corona posters van de overheid gezien?

- Hoe erg gemotiveerd ben je vooraf om naar deze infographics te gaan kijken?

### *De Corona maatregelen*

- Denk je dat de corona maatregelen nodig zijn?
- Wat vind je van de verplichting tot het dragen van niet-medische mondkapjes in winkels en het OV?
- Wat vind je van de limitering van het aantal gasten die bij je thuis mogen komen?
- Wat vind je van de verplichte sluiting van de horeca, winkels en evenementen?
- Wat vind je van de avondklok?
- Wat vind je van het vuurwerkverbod tijdens oud en nieuw 2020?
- Wat vind je van de consequenties die er zijn voor het overtreden van de coronamaatregelen?

### **Per infographic:** (10 min per infographic)

- Hoe zou je de netheid van deze infographic beoordelen? (lijkt de inhoud makkelijker?)
- In hoeverre geeft het twee-dimensionele perspectief van de infographic je een gevoel van macht?
- In hoeverre geeft het gebruik van de geometrische vormen jou een gevoel van orde en rust in de infographic?
- In hoeverre komt de infographic betrouwbaar en transparant over door de (gebrekkige) bronvermelding?
- Wekt de infographics emoties bij je op, en zo ja welke?
  - Heb je positieve of negatieve emoties ervaren?
  - Wat was de ernst van de emoties die je hebt ervaren?
  - Hoe complex waren de emoties die je hebt ervaren?
- In hoeverre ervaar je emotioneel beïnvloed en overtuigd te worden door de infographics?
  - Hoe sterk is deze emotionele overtuiging voor jou?

### Algemeen:

- In hoeverre straalt de infographic voor jou een gevoel van gezag uit?
- In hoeverre geven de gebruikte overheidslogos je een gevoel van betrouwbaarheid en gezag?
- In hoeverre komen de infographics betrouwbaar en waarheidsgetrouw over in het algemeen?



Gevolgen:

- In hoeverre zorgt deze infographic ervoor dat jij je gedachten verandert over deze coronamaatregel?
- Welke aspecten van de infographics zorgen hiervoor?

## 12. Appendix III: Infographics

As this research focuses on ‘infographics supporting covid measures announcements’ and these infographics need to be analyzed, they first had to be collected. The infographics were collected from the official Dutch government website, where the so-called ‘posters’ are distributed and categorized. The government produced a wide range of posters on covid matters, but for this research only those focusing on the covid measures were relevant.

Poster 1: *The new coronavirus (covid-19) in the Netherlands* (Rijksoverheid, 2021)

The infographic poster is titled "Het nieuwe coronavirus (COVID-19) in Nederland" and "Wat moet je doen?". It is dated "12 maart 2020" and is from the "Rijksoverheid". The poster is divided into several sections:

- Top Left:** A red circular logo with a white virus icon and the text "NIEUWE CORONAVIRUS COVID-19".
- Top Right:** The date "12 maart 2020" and the "Rijksoverheid" logo.
- Center:** The main title "Het nieuwe coronavirus (COVID-19) in Nederland" and the subtitle "Wat moet je doen?".
- Left Column (Green Checkmark Icon):** "Heb je geen klachten?". Below this are two boxes: "Vermijd grote groepen (meer dan 100 personen)" and "Werk thuis als het kan".
- Right Column (Blue Head with Dots Icon):** "Heb je (milde) verkoudheidsklachten?". Below this is a list of symptoms: "Heb je (milde) verkoudheidsklachten? Niezen, keelpijn, loopneus, licht hoesten, of een verhoging tot 38 graden. Dan gelden de volgende extra maatregelen:". Below this are two boxes: "Blijf thuis" and "Beperk (sociale) contacten".
- Bottom Section (Blue Text):** "Vergeet niet:" followed by four boxes: "Was je handen regelmatig", "Hoest en nies in de binnenkant van je elleboog", "Schud geen handen", and "Gebruik papieren zakdoekjes".
- Bottom Center:** "Voor meer informatie: [www.rijksoverheid.nl/coronavirus](http://www.rijksoverheid.nl/coronavirus) of bel naar 0800-1351".
- Bottom Right:** "Het RIVM adviseert de overheid bij de bestrijding van het nieuwe coronavirus."

Poster 2: *'Tightening of measures to prevent further spreading of the coronavirus'* (Rijksoverheid, 2021)

## Aanscherping maatregelen om verspreiding van het coronavirus te voorkomen



### **Blijf zoveel mogelijk thuis.**

Ga alleen naar buiten voor werk als je niet thuis kunt werken, voor boodschappen, een frisse neus of als je aan iemand zorg verleent.



### **Blijf thuis als je last hebt van neusverkoudheid, hoesten, keelpijn of koorts.**

Heb je koorts? Dan blijven ook je huisgenoten thuis. Met uitzondering van mensen in cruciale beroepen en vitale processen.



### **Kappers, nagelsalons en schoonheidsspecialisten sluiten tot en met 6 april.**

Dit geldt ook voor andere zogenoemde contactberoepen op het gebied van uiterlijke verzorging.



### **Alle bijeenkomsten en evenementen worden afgelast tot 1 juni.**


Ook bij minder dan 100 bezoekers.

30 april 2020




Rijksoverheid


## Maatregelen tegen het coronavirus




**Blijf zoveel mogelijk thuis.**



**Houd 1,5 meter afstand.**  
Uitzondering voor gezinnen / huishoudens en kinderen t/m 12 jaar onderling.



**Was vaker je handen.**



**Heb je verkoudheidsklachten? Blijf dan thuis en ziek uit.**  
Ben je ook benauwd en/of heb je koorts? Dan moet iedereen in het huis thuisblijven.

### Vanaf 29 april

✓ Kinderen t/m 12 jaar kunnen georganiseerd en begeleid samen buiten sporten en bewegen. Wedstrijden zijn niet toegestaan.

✓ Jongeren van 13 t/m 18 jaar kunnen georganiseerd en begeleid buiten sporten en bewegen op 1,5 meter afstand. Wedstrijden zijn niet toegestaan.

✓ Topsporters kunnen binnen- en buitentrainingen hervatten, op 1,5 meter afstand. Wedstrijden zijn niet toegestaan.

### Vanaf 11 mei

✓ Opening kinderopvang en (speciaal) basisonderwijs.

✓ Kinderen gaan 50% van de tijd naar school. De tijd dat de leerlingen niet op school zijn, wordt op een andere manier ingevuld. De invulling wordt bepaald door de school en de leraren.

### T/m 19 mei:

✓ Ga alleen naar buiten voor boodschappen, een frisse neus of om iets voor een ander te doen.

✓ Werk thuis wanneer dit mogelijk is.

🔒 Het overige onderwijs blijft gesloten.

🔒 Alle eet- en drinkgelegenheden zijn gesloten. Bezorgen en afhalen blijft mogelijk.

🔒 Sportverenigingen (18+), fitnessclubs, sauna's, casino's, speelhallen en seksinrichtingen zijn gesloten.

🔒 Bioscopen, theaters, concertzalen, bibliotheken en musea zijn gesloten.

✗ Het uitoefenen van contactberoepen is verboden.

✗ Alle samenkomsten zijn verboden.

### Tot 1 september:

✗ Evenementen zijn verboden.

### Verder geldt:

 Hoest en nies in je elleboog.

 Gebruik papieren zakdoekjes.

 Schud geen handen.

**alleen samen krijgen we corona onder controle**

Meer informatie:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
of bel 0800-1351

Poster 4: 'Basic rules for everyone: step by step – what can be done when? (Rijksoverheid, 2021)



Rijksoverheid

6 mei 2020

## Basisregels voor iedereen



Houd 1,5 meter afstand.



Vermijd drukte.



Werk zoveel mogelijk thuis.



Was vaak je handen.

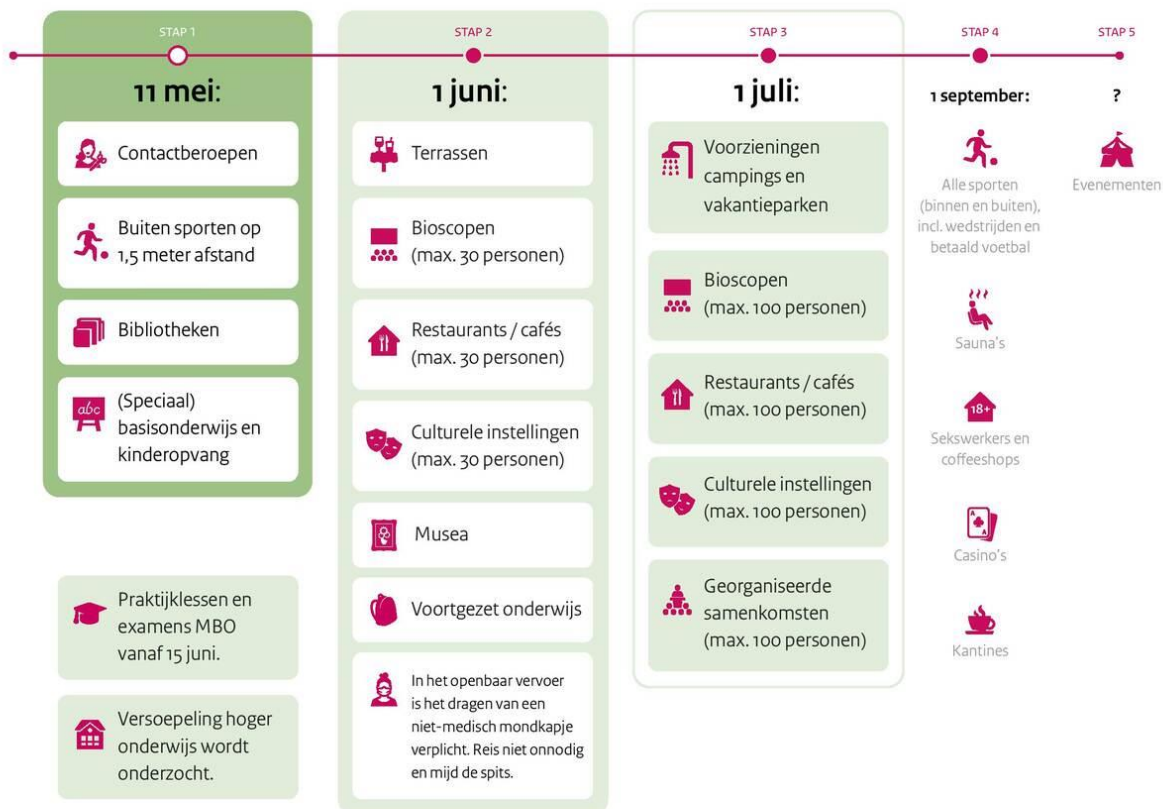


Heb je verkoudheidsklachten? Blijf dan thuis.

Ben je ook benauwd en/of heb je koorts? Dan moeten alle huisgenoten thuisblijven.

## Stap voor stap - wat kan wanneer?

Versoepelen van maatregelen kan alleen als het coronavirus onder controle blijft.



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Voor voorwaarden en meer informatie: [rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus) of bel 0800-1351

Poster 5 (1): 'Basic rules for everyone: step by step – what can be done when?' (Rijksoverheid, 2021)

19 mei 2020



Rijksoverheid

Ben je ook benauwd en/of heb je hoorts? Dan moeten alle huisgenoten thuisblijven.

## Basisregels voor iedereen



Heb je klachten?  
Blijf dan thuis.



Werk zoveel mogelijk thuis.



Houd 1,5 meter afstand.



Vermijd drukte.



Was vaak je handen.

## Stap voor stap - wat kan wanneer?

STAP 1

✓

-  Contactberoepen
-  Buiten sporten op 1,5 meter afstand
-  Bibliotheken
-  Zwembaden
-  (Speciaal) basisonderwijs en kinderopvang  
**100% open vanaf 8 juni**

STAP 2

1 juni

-  Terrassen
-  Bioscopen (max. 30 personen)
-  Restaurants / cafés (max. 30 personen)
-  Culturele instellingen (max. 30 personen)
-  Musea /monumenten
-  In het openbaar vervoer is het dragen van een niet-medisch mondkapje verplicht.

 **2 juni:** Voortgezet (speciaal) onderwijs

 **15 juni:** Praktijklessen en toetsing MBO

Tentamens en praktijklessen hoger onderwijs

STAP 3

1 juli

-  Voorzieningen campings en vakantieparken
-  Bioscopen (max. 100 personen)
-  Restaurants / cafés (max. 100 personen)
-  Culturele instellingen (max. 100 personen)
-  Georganiseerde samenkomsten (max. 100 personen)

STAP 4

1 september

-  Alle sporten (binnen en buiten), incl. wedstrijden en betaald voetbal
-  Sauna's
-  Seksuwerkers en coffeeshops
-  Casino's
-  Sport- en verenigingskantines

STAP 5

?

-  Evenementen
-  Discotheken

Versoepelen van maatregelen kan alleen als het coronavirus onder controle blijft.

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Voorwaarden en meer informatie:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
of bel 0800-1351

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Poster 6: 'Basic rules for everyone: step by step – what can be done when?' (Rijksoverheid, 2021)

9 juni 2020



Rijksoverheid

Ben je ook benauwd en/of heb je hoorts? Dan moeten alle huisgenoten thuisblijven.

## Basisregels voor iedereen

**Heb je klachten?**

 **Blijf thuis.**

 **Laat je testen.**

 Werk zoveel mogelijk thuis.

 Houd 1,5 meter afstand.

 Vermijd drukte.

 Was vaak je handen.

## Stap voor stap - wat kan wanneer?

STAP 1

✓

-  Contactberoepen
-  Buiten sporten op 1,5 meter afstand
-  Bibliotheken
-  Zwembaden
-  (Speciaal) basisonderwijs en kinderopvang

STAP 2

✓

-  Terrassen
-  Bioscopen (max. 30 personen)
-  Restaurants/cafés (max. 30 personen)
-  Culturele instellingen (max. 30 personen)
-  Musea/monumenten
-  In het openbaar vervoer is het dragen van een niet-medisch mondkapje verplicht.
-  Voortgezet (speciaal) onderwijs

STAP 3

1 juli

-  Sport- en verenigingskantines
-  Bioscopen (max. 100 personen)
-  Restaurants/cafés (max. 100 personen)
-  Culturele instellingen (max. 100 personen)
-  Georganiseerde samenkomsten (max. 100 personen)

15 juni

-  Voorzieningen campings en vakantieparken
-  Praktijklessen en toetsing MBO
-  Tentamens en praktijklessen hoger onderwijs

STAP 4

1 september

-  Alle sporten (binnen en buiten), incl. wedstrijden en betaald voetbal
-  Sekswerkers en coffeeshops

STAP 5

Datum onbekend:

-  Evenementen
-  Discotheken

Versoepelen van maatregelen kan alleen als het coronavirus onder controle blijft.

**alleen**

**samen**

**krijgen we**

**corona onder controle**

Voorwaarden en meer informatie:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
 of bel 0800-1351



Rijksoverheid

## 1,5 meter afstand is altijd de norm

Heb je klachten?

- Blijf thuis.
- Laat je testen.

Werk zoveel mogelijk thuis.

Houd 1,5 meter afstand.

Vermijd te drukke plekken.

Was vaak je handen.

Ben je benauwd en/of heb je roorts? Dan moeten alle huisgenoten thuisblijven.

Per 1 juli gelden de volgende maatregelen:

**Binnen én buiten:**

- Is er doorstroming van mensen met beperkt onderling contact?  
**Aantal mensen onbeperkt.**
- Is er sprake van een vaste zitplaats, reservering en gezondheidscheck?  
**Aantal mensen onbeperkt.**
- Spreekkoren, hard meezingen of schreeuwen in groepsverband is niet toegestaan.
- Discotheken en nachtclubs blijven gesloten.

**Binnen:**

- Geen reservering en gezondheidscheck?  
**Maximaal 100 mensen met vaste zitplaats.**

**Buiten:**

- Geen vaste zitplaats, reservering en gezondheidscheck?  
**Maximaal 250 mensen.**
- In de horeca is een vaste zitplaats altijd verplicht.

**In vervoer:**

- Alle zitplaatsen zijn beschikbaar.
- In het openbaar vervoer:
  - Het dragen van een niet-medisch mondkapje is verplicht.
  - Vermijd de spits.
- In personenvervoer zoals touringcars, taxi's en busjes:
  - Gezondheidscheck, niet-medisch mondkapje en reservering zijn verplicht.
- In privévervoer:
  - Niet-medisch mondkapje geadviseerd bij passagiers uit verschillende huishoudens.

De 1,5 meter afstand is niet verplicht voor:

- Kinderen tot 18 jaar
- Sporters, acteurs en dansers
- Huishoudens
- Contactberoepen
- Hulpbehoevenden
- Terras met kuchscherf

Versoepelen van maatregelen kan alleen als het coronavirus onder controle blijft.

**alleen samen krijgen we corona onder controle**

Voorwaarden en meer informatie:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
of bel 0800-1351



## Regionale maatregelen tegen het coronavirus

### In welke regio's gelden deze maatregelen?

- Amsterdam-Amstelland
- Haaglanden
- Hollands Midden
- Kennemerland
- Rotterdam-Rijnmond
- Utrecht





De extra maatregelen gelden per 20 september 18:00 uur.

### Horeca

In deze regio's geldt:

 Vanaf 0.00 uur 's nachts geen nieuwe bezoekers.


 Vanaf 0.00 uur 's nachts gaat de muziek uit.

 Sluiting horeca uiterlijk om 1.00 uur 's nachts.

 Sluiting afhaalrestaurants uiterlijk om 2.00 uur 's nachts en geen verkoop van alcohol na 1.00 uur 's nachts.

### Samenkomsten

In deze regio's geldt:

 Geen gezelschappen van meer dan 50 personen, zowel binnen als buiten.

Kijk op [rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus) voor een overzicht van uitzonderingen, zoals scholen, erediensten en uitvaarten.

 Meldplicht voor organisaties bij samenkomsten van meer dan 50 personen.

Kijk op [rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus) voor een overzicht van uitzonderingen.

 Bij bezoek thuis geldt nog steeds: maximaal 6 personen.

### Veiligheidsregio's kunnen extra regionale maatregelen nemen.

Kijk voor actuele informatie op de website van de gemeente waarin je woont of die je bezoekt.

Heb je klachten?

 Blijf thuis.

 Laat je testen.

Ben je ook benauwd en/of heb je koorts? Dan moeten alle huisgenoten thuisblijven.



Werk zoveel mogelijk thuis.



Houd 1,5 meter afstand.



Vermijd te drukke plekken.



Was vaak je handen.

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# Landelijke maatregelen tegen het coronavirus

Per 29 september 18.00 uur gelden de volgende maatregelen:

## Binnen en buiten



**Gezelschappen** tot maximaal 4 personen, zowel binnen als buiten.



**Binnen** totaal maximaal 30 personen.



**Buiten** totaal maximaal 40 personen.

*Uitzonderingen gelden voor onder andere uitvaarten, detailhandel en scholen. Voor culturele instellingen kunnen lokaal uitzonderingen worden gemaakt.*



**Op doorstroomlocaties**, bijvoorbeeld musea en monumenten, geldt: bezoek op basis van een reservering per tijdsvak.



**Contactberoepen:** klanten worden gevraagd zich te registreren.

## Thuis



**Voor bezoek thuis** geldt: maximaal 3 personen (exclusief kinderen t/m 12 jaar).



Kom je terug uit een gebied met een oranje reisadvies vanwege corona, dan ga je **10 dagen in thuisquarantaine**.

*Kinderen t/m 12 jaar mogen wel naar de kinderopvang, school en sport.*

## Werk



**Werk thuis**, tenzij het niet anders kan.

## Vervoer



**Beperk** je aantal reizen.



**In het openbaar vervoer** is het dragen van een niet-medisch mondkapje verplicht.

## Horeca (eet- en drinkgelegenheden)



Vanaf 21.00 uur **geen nieuwe bezoekers**.



**Sluiting** uiterlijk om 22.00 uur.



**Reserveren** (vooraf of aan de deur), een gezondheidscheck en een vaste zitplaats zijn altijd verplicht. Bezoekers worden gevraagd zich te registreren.



**Sluiting afhaalrestaurants** uiterlijk om 2.00 uur en geen verkoop van alcohol na 22.00 uur.

## Sport



**Geen publiek** bij sport, zowel amateur als professioneel.



**Sluiting** van sportkantines.

Heb je klachten?



**Blijf thuis.**



**Laat je testen.**

*Ben je ook benauwd en/of heb je koorts? Dan moeten alle huisgenoten thuisblijven.*



Werk thuis, tenzij het niet anders kan.



Houd 1,5 meter afstand.



Vermijd drukke plekken.



Was vaak je handen en nies in je elleboog.

**Veiligheidsregio's nemen extra regionale maatregelen.**  
Kijk voor actuele informatie op de website van de gemeente waarin je woont of die je bezoekt.

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Meer informatie:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
of bel 0800-1351

## Gedeeltelijke lockdown

### Heb je klachten?



**Blijf thuis.**



**Laat je testen.**

Ben je ook benauwd en/of heb je koorts? Dan moeten alle huisgenoten thuisblijven.



Werk thuis, tenzij het niet anders kan.



Houd 1,5 meter afstand.



Vermijd drukke plekken.



Was vaak je handen.



Hoest en nies in je elleboog.



Draag een mondkapje in publieke binnenruimtes.

### Groepen



**Binnen:** max. 30 personen per ruimte (incl. kinderen t/m 12 jaar). Groep van max. 4 personen of 1 huishouden.



**Buiten:** groep van max. 4 personen of 1 huishouden.



**Op doorstroomlocaties,** bijvoorbeeld musea, bibliotheken en monumenten: groep van max. 4 personen of 1 huishouden. Bezoek is op basis van reservering per tijdsvak.

### Horeca en evenementen



**Eet- en drinkgelegenheden sluiten.**



**Afhaalrestaurants** blijven open. Geen verkoop en bezorging van alcohol na 20.00 uur.



**Verbod op evenementen,** met uitzondering van onder andere markten en demonstraties.

### Thuis



**Ontvang** max. 3 personen per dag (excl. kinderen t/m 12 jaar).



**Volg de regels** die gelden voor quarantaine en isolatie.

### Winkelen en boodschappen



**Winkels sluiten** uiterlijk om 20.00 uur. Supermarkten en andere winkels die levensmiddelen verkopen, zijn uitgezonderd.



**Alcoholverbod** na 20.00 uur. Dit geldt voor verkoop, bezorgen en nuttigen in de openbare ruimte.



**Speciale winkeltijden** voor mensen met een kwetsbare gezondheid.



**Contactberoepen:** klanten worden gevraagd zich te registreren.

### Vervoer en vrije tijd



**Reis zo min mogelijk** binnen Nederland en naar het buitenland.



**In het ov** is het dragen van een mondkapje verplicht.

### Onderwijs



**In het vo, mbo en ho** draagt iedereen een mondkapje buiten de les. In specifieke situaties ook in leslokalen.

### Sport



**Sport** met max. 4 personen, op 1,5 meter afstand. Kinderen t/m 17 jaar zijn uitgezonderd.



**Geen wedstrijden.** Topsporters zijn uitgezonderd.



**Geen publiek** bij sport.



**Sluiting** van sportkantines, douches en kleedkamers.

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Meer informatie:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
of bel 0800-1351



# Basisregels voor iedereen

De basisregels helpen om besmetting van jezelf en anderen met het coronavirus te voorkomen. Ook als je al gevaccineerd bent. Als we onze handen wassen, afstand houden en testen en thuisblijven bij klachten, worden er minder mensen besmet. Zo is er sneller meer mogelijk.

 <b>Wassen</b>	 <b>Afstand</b>	 <b>Testen</b>
 Was vaak en goed je handen.	 Houd 1,5 meter afstand.	 Klachten? Blijf thuis.
 Hoest en nies in je elleboog.	 Ontmoet zo min mogelijk mensen.	 Ontvang geen bezoek.
 Raak je gezicht zo min mogelijk aan.	 Vermijd drukke plekken.	 Laat je direct testen.
 Schud geen handen.	 Draag een mondkapje waar dat verplicht is.	 Blijf thuis tot je de testuitslag weet.

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Meer informatie:  
[rijksoverheid.nl/basisregels](https://rijksoverheid.nl/basisregels)  
of bel 0800-1351

Poster 12: 'Step 1: opening terraces and shops, end of curfew' (Rijksoverheid, 2021)

20 april 2021



Rijksoverheid

## Stap 1: terrassen en winkels open, einde avondklok

We verwachten dat het aantal nieuwe ziekenhuisopnames van coronapatiënten eind april gaat afnemen. Daarom zetten we op 28 april voorzichtig de eerste stap van het openingsplan.

<b>Basisregels</b>	<b>Wassen</b> Was vaak je handen. Hoest en nies in je elleboog.	<b>Afstand</b> Houd 1,5 meter afstand. Vermijd drukke plekken.	<b>Testen</b> Klachten? Blijf thuis. Laat je direct testen.
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### Openingsplan: stap 1 per 28 april

<b>Avondklok</b> Einde avondklok op 28 april om 4.30 uur.	<b>Horeca buiten</b> Buitenterrassen open van 12.00 uur tot 18.00 uur. Max. 2 personen of 1 huishouden per tafel (excl. kinderen t/m 12 jaar). Max. 50 personen per buitenterras. Reserveren, gezondheidscheck en vaste zitplaats verplicht. Verplaats je alleen als je naar de wc of garderobe gaat of moet betalen. Draag binnen een mondkapje. Terrassen van sportaccommodaties blijven gesloten.	<b>Winkels en markten</b> Niet-essentiële winkels open tot 20.00 uur. Niet-essentiële winkels mogen max. 1 klant per 25 m <sup>2</sup> ontvangen. Er mogen in elk geval 2 klanten per verdieping worden ontvangen, ongeacht de grootte van de winkel. Warenmarkten voor zowel levensmiddelen als niet-essentiële producten open. Kom alleen en winkel op rustige momenten.
<b>Thuisbezoek</b> Ontvang thuis max. 2 personen per dag (excl. kinderen t/m 12 jaar).		<b>Theorie-examens</b> Theorie-examens voor een rij-, vaar- of vliegbewijs toegestaan.
<b>Onderwijs</b> Hbo en wo per 26 april onder voorwaarden open. Bibliotheken van onderwijsinstellingen voor mbo, hbo en wo open.		
<b>Uitvaarten</b> Max. 100 bezoekers op een uitvaart toegestaan.		

Bekijk de toegankelijke versie op: [rijksoverheid.nl](https://rijksoverheid.nl)

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Meer informatie en voorwaarden: [rijksoverheid.nl/openingsplan](https://rijksoverheid.nl/openingsplan) of bel 0800-1351

Poster 13: 'Opening Plan: step by step more possible' (Rijksoverheid, 2021)

13 april 2021



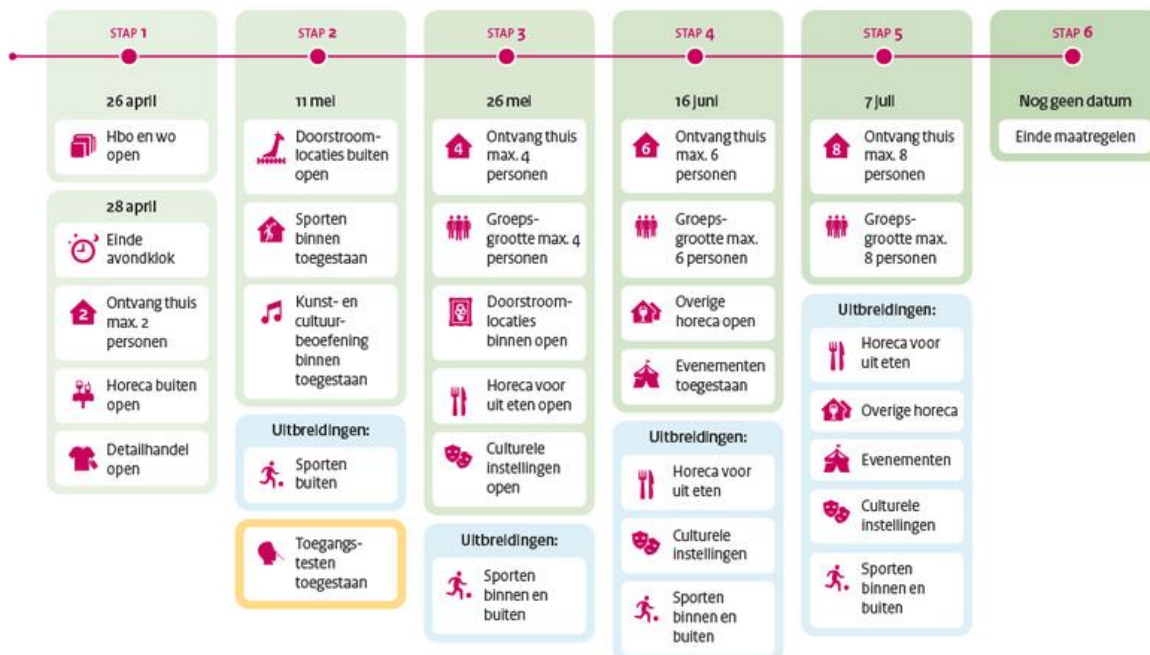
Rijksoverheid

## Openingsplan: stap voor stap meer mogelijk

Als het aantal opnames van coronapatiënten in ziekenhuizen daalt en we de basisregels blijven volgen, kunnen we langzaam de coronamaatregelen loslaten.

<b>Basisregels</b>	<b>Wassen</b>  Was vaak je handen. Hoest en nies in je elleboog.	<b>Afstand</b>  Houd 1,5 meter afstand. Vermijd drukke plekken.	<b>Testen</b>  Klachten? Blijf thuis. Laat je direct testen.
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De stappen zijn op hoofdlijnen en op z'n vroegst mogelijk op onderstaande datums. Deze datums hangen af van het aantal opnames van coronapatiënten in ziekenhuizen. Daarnaast gelden per sector voorwaarden voor opening, zoals een maximum aantal bezoekers.



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Meer informatie en voorwaarden:  
[rijksoverheid.nl/openingsplan](https://rijksoverheid.nl/openingsplan)  
 of bel 0800-1351



Rijksoverheid

## Overzicht coronamaatregelen per 28 april

We verwachten dat het aantal nieuwe ziekenhuisopnames van coronapatiënten eind april gaat afnemen. Daarom zetten we op 28 april voorzichtig de eerste stap van het openingsplan.

<b>Basisregels</b>	<b>Wassen</b> Was vaak je handen. Hoest en nies in je elleboog.	<b>Afstand</b> Houd 1,5 meter afstand. Vermijd drukke plekken.	<b>Testen</b> Klachten? Blijf thuis. Laat je direct testen.
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<b>Algemene maatregelen</b> <ul style="list-style-type: none"><li>Geen avondklok.</li><li>Draag een mondkapje waar dat verplicht is.</li></ul>	<b>Winkelen en boodschappen</b> <ul style="list-style-type: none"><li>Niet-essentiële winkels open tot 20.00 uur.</li><li>Essentiële winkels open.</li><li>Geen verkoop van alcohol na 20.00 uur.</li></ul>	<b>Onderwijs en kinderopvang</b> <ul style="list-style-type: none"><li>Primair onderwijs en kinderopvang en buitenschoolse opvang open.</li><li>Voortgezet onderwijs en mbo onder voorwaarden open.</li><li>Hbo en wo per 26 april onder voorwaarden open.</li></ul>
<b>Ontmoetingen</b> <ul style="list-style-type: none"><li>Ontvang thuis max. 2 personen per dag (excl. kinderen t/m 12 jaar).</li><li>Ga max. 1 keer per dag op bezoek.</li><li>Buiten: groep van max. 2 personen of 1 huishouden.</li></ul>	<b>Horeca en evenementen</b> <ul style="list-style-type: none"><li>Buitenterrassen open van 12.00 uur tot 18.00 uur en max. 2 personen of 1 huishouden per tafel (excl. kinderen t/m 12 jaar).</li><li>Horeca binnen dicht. Afhalen en bezorgen van bestellingen mogelijk.</li><li>Evenementen verboden.</li></ul>	<b>Sport</b> <ul style="list-style-type: none"><li>Buiten: voor iedereen t/m 17 jaar toegestaan. Vanaf 18 jaar beperkt toegestaan.</li><li>Binnen: sportaccommodaties dicht. Zwembles voor kinderen t/m 12 jaar uitgezonderd.</li></ul>
<b>Vervoer en reizen</b> <ul style="list-style-type: none"><li>Reis alleen met het ov voor noodzakelijke reizen.</li><li>Reis niet naar het buitenland t/m 15 mei.</li></ul>	<b>Publiek toegankelijke locaties</b> <ul style="list-style-type: none"><li>Onder andere musea, bioscopen en dierentuinen dicht.</li></ul>	<b>Werk</b> <ul style="list-style-type: none"><li>Werk thuis, tenzij het niet anders kan.</li></ul>

= Stap 1 van het openingsplan


Bekijk de toegankelijke versie op: [rijksoverheid.nl](https://rijksoverheid.nl)

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Meer informatie en voorwaarden: [rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus) of bel 0800-1351

# Buitenterrassen open


## Openingstijden

 Buitenterrassen zijn open van 12.00 uur tot uiterlijk 18.00 uur.

## Ga je naar het terras?


 Maak online, telefonisch of bij de deur een reservering voor een zitplaats.


 Blijf zoveel mogelijk op je plek zitten.

 Verplaats je alleen als je naar de wc of garderobe gaat of moet betalen. Draag binnen een mondkapje.


## Voorwaarden


 Reserveren verplicht.

 Gezondheidscheck verplicht.

 Bezoekers worden gevraagd zich te registreren.

 Vaste zitplaats verplicht.

 Maximaal 2 personen (excl. kinderen t/m 12 jaar) of 1 huishouden per tafel.

 Maximaal 50 personen per buitenterras.

 Terrassen van sportaccommodaties blijven gesloten.

## Basisregels

**Wassen**  
 Was vaak je handen.  
Hoest en nies in je elleboog.

**Afstand**  
 Houd 1,5 meter afstand.  
Vermijd drukke plekken.

**Testen**  
 Klachten? Blijf thuis.  
Laat je direct testen.

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Meer informatie:  
[rijksoverheid.nl/horeca](https://rijksoverheid.nl/horeca)  
of bel 0800-1351





## Winkelen en boodschappen doen

Stap voor stap krijgen we meer ruimte. Op 28 april wordt de eerste stap van het openingsplan gezet en gaan **de niet-essentiële winkels open**.

### Veilig winkelen

- Klachten of in quarantaine? Blijf thuis.
- Houd afstand en draag een mondkapje.
- Bereid je voor en maak een boodschappenlijstje.
- Winkel 's ochtends of doordeweeks.
- Ga alleen en vooral naar winkels dichterbij huis.

### Essentiële winkels open

**Winkels hoofdzakelijk gericht op (meer dan 70% van omzet):**

- Levensmiddelen: eten en drinken
- Drogisterijartikelen: zelfhulpgeneesmiddelen, persoonlijke verzorgingsartikelen (exclusief cosmetica en parfums) en schoonmaakmiddelen
- Diervoeding en -benodigdheden

- Apotheken
- Opticiens en audiciens
- Thuiszorgwinkels
- Wasserijen en stomerijen
- Groothandels (business-to-business)
- Tankstations

**Functies bij winkels:**

- Servicepunten voor het ontvangen en verzenden van brieven en postpakketten
- Locaties voor reparatie en onderhoud, zoals schoenmakers en autogarages

**Zakelijke dienstverlening, zoals:**  
Banken, makelaars en notariskantoren

Essentiële winkels volgen de reguliere openingstijden.

### Niet-essentiële winkels open, onder voorwaarden

- Winkels mogen maximaal 1 klant per 25 m<sup>2</sup> ontvangen
- Er mogen in elk geval 2 klanten per verdieping worden ontvangen, ongeacht de grootte van de winkel. Kinderen t/m 12 jaar worden niet meegeteld
- Een hulpbehoevende en ondersteuner tellen samen als 1 klant

Niet-essentiële winkels sluiten uiterlijk om 20.00 uur.

### Warenmarkten open

Warenmarkten voor zowel levensmiddelen als niet-essentiële producten op 1,5 meter.

### Alcoholverkoop

Geen alcoholverkoop na 20.00 uur.

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Meer informatie:  
[rijksoverheid.nl/winkelen](https://rijksoverheid.nl/winkelen)



# Sporten tijdens de lockdown

Alleen of in vaste duo's buiten sporten op 1,5 meter afstand. Bekijk de spelregels voor de sport die gelden per 15 december 2020.

Algemene sportmaatregelen	Volwassenen	Kinderen t/m 17 jaar
<b>Sport buiten</b> met max. 2 personen op 1,5 meter afstand. Kinderen t/m 17 jaar en topsporters uitgezonderd.	<b>Zelfstandig buiten sporten</b> Iedereen vanaf 18 jaar mag buiten sporten op 1,5 meter afstand. Individueel of met z'n tweeën (excl. instructeur).	Sporten in teamverband alleen buiten mogelijk.
<b>Binnensportlocaties</b> dicht.	<b>Groepsles / sporten onder begeleiding</b> Groepslessen voor volwassenen zijn verboden. Dit verbod geldt voor binnen en buiten. Sporten onder begeleiding van een instructeur is buiten wel mogelijk in groepen van maximaal 2 personen (excl. instructeur).	Binnensportlocaties zijn dicht.
<b>Geen wedstrijden.</b> Topsporters en topsportcompetities uitgezonderd.	<b>Binnensporten</b> Alle binnensportlocaties zijn gesloten.	Geen 1,5 meter afstand regel tijdens het sporten.
<b>Geen publiek</b> bij sport.		Wedstrijden onderling met teams van eigen club toegestaan.
<b>Sportkantines, douches en kleedkamers</b> zijn gesloten.		Kinderen vanaf 13 jaar mogen <b>na het sporten</b> niet bij elkaar komen met meer dan 2 personen. Voor jongere kinderen geldt deze beperking niet.
<b>Geen groepslessen.</b>		

Houd je altijd aan de basisregels:

<b>Heb je klachten?</b> Blijf in thuis-quarantaine. Ontvang geen bezoek. Laat je testen.	<b>Werk thuis,</b> tenzij het niet anders kan.	<b>Houd 1,5 meter afstand.</b>	<b>Is het druk? Ga dan weg.</b>
	<b>Was vaak je handen.</b>	<b>Hoest en nies in je elleboog.</b>	<b>Draag een mondkapje</b> waar dat verplicht is.

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Meer informatie:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
of bel 0800-1351



# Werk thuis

Thuiswerken is een effectief middel om besmettingen tegen te gaan.



Iedereen die thuis kan werken, werkt volledig thuis

Je gaat alleen naar je werk als dat écht nodig is voor het bedrijfsproces.

- **Voorbeeld:** kantoorwerk en administratie doe je vanuit huis.
- **Voorbeeld:** een buschauffeur gaat wel naar zijn werk.

Ga het gesprek met je werkgever aan als je gevraagd wordt naar werk te komen, terwijl dat niet nodig is.

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Meer informatie:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
of bel 0800-1351



Rijksoverheid

# Coronaregels

28 april tot en met minstens 10 mei 2021

<b>Basisregels</b>	Was je handen	Houd afstand en ga weg als het druk is 1,5 M.	Klachten? Blijf thuis en laat je testen	Draag een mondkapje waar verplicht	
Thuis	Werk zoveel mogelijk thuis	Max. 2 gasten per dag ontvangen	Max. 1 keer per dag op bezoek	Buiten	Max. 2 mensen of 1 huishouden
Kinderopvang en onderwijs	Kinderopvang voor 0 tot en met 4 jaar	Buitenschoolse opvang	Basisschool	Middelbare school en mbo deels open	Hoger onderwijs deels open
Winkels	Alle winkels open	Na 20.00 uur geen verkoop alcohol	Reizen	Noodzakelijk gebruik openbaar vervoer	Reis niet naar het buitenland
Horeca	Afhalen en bezorgen	Terras buiten van 12.00 - 18.00 uur	Restaurant en café binnen		
Sportlocaties	Buiten op 1,5 meter met max. 4 mensen	Buiten t/m 26 jaar, afstand niet verplicht	Zwemles t/m 12 jaar	Binnensport	Binnenzwembad en sauna
Bezoek aan:	Beroepen zoals kapper	Gemeentehuis	Evenementen	Pretpark en dierentuin	Bioscoop en museum

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Meer informatie en uitzonderingen:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
of bel 0800-1351

## Reizen en vakanties



### Reizen naar het buitenland

#### Tot en met 15 april geldt:

- Blijf in Nederland.
- Reis alleen voor ernstige familieomstandigheden of urgent werk dat echt niet online kan.

Is je reis noodzakelijk? Controleer voor je reis het actuele reisadvies per land op [Nederlandwereldwijd.nl](https://www.nederlandwereldwijd.nl).



### Reizen (terug) naar Nederland

- Vanaf 16 maart kunnen reizigers (van 13 jaar of ouder) uit een hoog-risicogebied op twee manieren hun testuitslag laten zien:
  - Reizigers moeten een negatieve NAAT(PCR)-test van maximaal 24 uur oud bij het aan boord gaan laten zien.
  - Reizigers moeten een negatieve sneltest van maximaal 24 uur oud bij het aan boord gaan laten zien en een negatieve NAAT(PCR)-test die maximaal 72 uur oud is bij aankomst in Nederland laten zien.
- Ga bij terugkomst in quarantaine en laat je testen op dag 5. Is de uitslag negatief? Dan mag je uit quarantaine.

Meer informatie:  
[Rijksoverheid.nl/checklist-inreizen](https://www.rijksoverheid.nl/checklist-inreizen).



### Vakantie in Nederland

- Als je binnen Nederland op vakantie gaat, blijf dan zoveel mogelijk op je vakantieadres.
- Beperk het aantal contactmomenten met andere mensen.
- Ontvang thuis maximaal 1 persoon per dag (excl. kinderen t/m 12 jaar). Dat geldt ook op je vakantieadres.
- Buiten geldt: groepen van maximaal 2 personen of 1 huishouden.

#### Houd je altijd aan de basisregels:

##### Heb je klachten?

- Blijf in thuisquarantaine.
- Ontvang geen bezoek.
- Laat je testen.



Werk thuis, tenzij het niet anders kan.



Houd 1,5 meter afstand.



Is het druk? Ga dan weg.



Was vaak je handen.



Hoest en nies in je elleboog.



Draag een mondkapje waar dat verplicht is.

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Meer informatie:  
[rijksoverheid.nl/reizen](https://www.rijksoverheid.nl/reizen)  
of bel 0800-1351

22 december 2020



Rijksoverheid

# Thuisquarantaine door corona

In verschillende situaties moet je thuisblijven om te voorkomen dat je anderen besmet met het coronavirus.



## Blijf thuis en ontvang geen bezoek, als je ...

- corona hebt
- klachten hebt die passen bij corona
- dicht in de buurt bent geweest van iemand met corona
- huisgenoot corona heeft
- huisgenoot milde coronaklachten heeft en koorts heeft of benauwd is
- terugkomt uit het buitenland
- een melding hebt gekregen van de app CoronaMelder

Je kunt je ook zonder klachten laten testen, als je naar voren komt uit bron- en contactonderzoek van de GGD. Dit kan op de 5e dag na het laatste contact met de besmette persoon.

## Wat kun je doen als je thuis moet blijven?

Meld je af voor je werk of werk vanuit huis.  
Je hebt recht op loondoorbetaling.

Vraag iemand om hulp om bijvoorbeeld...

- boodschappen te doen
- kinderen naar school te brengen

### Bereid je voor op thuisquarantaine:

Zorg dat je een kleine voorraad houdbaar eten in huis hebt, zoals eten in blik of pasta.

## Lukt het niet om hulp te krijgen?

Bel met je gemeente of het Rode Kruis:  
**070-4455888.**

alleen samen krijgen we  
corona onder controle



Rijksoverheid

Kom je terug uit een land  
met een oranje reisadvies  
vanwege corona?



**Dringend advies: blijf  
10 dagen in thuisquarantaine**

Actuele reisadviezen: [www.nederlandwereldwijd.nl](http://www.nederlandwereldwijd.nl)

**alleen samen krijgen we  
corona onder controle**





Rijksoverheid

# vermijd de spits



reis als het kan  
op rustige tijden

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## Wanneer moet ik in quarantaine vanwege corona?

Blijf altijd thuis als je klachten hebt of als je extra risico hebt gelopen. Zo voorkom je dat je corona ongemerkt verspreidt. En laat je altijd testen.



### Je hebt klachten die passen bij corona

Zoals verkoudheidsklachten, hoesten, verhoging of plotseling verlies van reuk of smaak.

- Laat je zo snel mogelijk testen.
- Blijf thuis tot je de uitslag hebt.
- Heb je ook last van koorts of benauwdheid? Dan blijven huisgenoten ook thuis totdat je de testuitslag hebt.



### Je was dichtbij iemand met corona\*, een huisgenoot heeft corona of je kreeg een melding in de CoronaMelder app.

\* binnen 24 uur in totaal 15 minuten of langer binnen 1,5 meter.

- Ga 10 dagen in quarantaine en laat je zo snel mogelijk testen.
- Je krijgt een speciaal telefoonnummer van de GGD om deze testafspraak te maken.
- Laat je op de 5<sup>e</sup> dag nog een keer testen. Als die test negatief is, mag je uit quarantaine.
- Houd zoveel mogelijk afstand van de huisgenoot met corona.



### Je keert terug uit een buitenlands risicogebied vanwege corona

Een risicogebied is een gebied met een oranje reisadvies vanwege corona.

- Blijf 10 dagen thuis.
- Je kunt deze periode verkorten door je op de 5<sup>e</sup> dag na aankomst te laten testen. Ook als je geen klachten hebt. Bel hiervoor met 0800-1202 of ga naar [Rijksoverheid.nl/coronatest](https://rijksoverheid.nl/coronatest).
- Krijg je klachten? Laat je zo snel mogelijk testen.
- Voor sommige reisdoelen geldt een uitzondering. Kijk op [Rijksoverheid.nl/uitzonderingen-quarantaine](https://rijksoverheid.nl/uitzonderingen-quarantaine).



### Hulp nodig?

In de gids 'Hulp en steun bij thuisquarantaine' vind je informatie en tips om de quarantaine door te komen. De gids is te downloaden via [Rijksoverheid.nl/quarantainegids](https://rijksoverheid.nl/quarantainegids)



### Kinderen en quarantaine

Voor kinderen gelden uitzonderingen. Kijk op [Rijksoverheid.nl/coronaregels-gezinnen](https://rijksoverheid.nl/coronaregels-gezinnen)



### Testafspraak maken

Ga naar [Rijksoverheid.nl/coronatest](https://rijksoverheid.nl/coronatest) of bel met 0800-1202



### Meer informatie

Kijk op [Rijksoverheid.nl/quarantaine](https://rijksoverheid.nl/quarantaine)

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Meer informatie:  
[rijksoverheid.nl/coronavirus](https://rijksoverheid.nl/coronavirus)  
of bel 0800-1353



# Avondklok: blijf binnen

In Nederland geldt een avondklok. Deze zware maatregel moet ervoor zorgen dat minder mensen elkaar ontmoeten. Zo voorkomen we verspreiding van het coronavirus.





Het is van 22.00 uur 's avonds tot 4.30 uur 's ochtends verboden om buiten te zijn.


## Geldige redenen om tijdens de avondklok buiten te zijn:


 In een noodsituatie


 Voor werk

 Dringende (medische) hulp aan mensen en dieren


 Reizen naar het buitenland en terug naar Nederland


 Uitlaten van een aangelijnde hond (dit doe je alleen)

 Na een oproep van een rechter of officier van justitie

 Voor een uitvaart

 Een examen voor mbo, hbo of wo

 Kijk op [rijksoverheid.nl/avondklok](https://rijksoverheid.nl/avondklok) voor de mogelijke verklaring(en) die je bij je moet hebben als het toch noodzakelijk is dat je buiten bent.

 Ga je tijdens de avondklok naar buiten, dan loop je het risico op een boete van €95.

De avondklok geldt tot 28 april 4.30 uur.

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Meer informatie:  
[rijksoverheid.nl/avondklok](https://rijksoverheid.nl/avondklok)  
of tel 0800-1351

Poster 26 (4): 'Prohibition of fireworks New Years' (Rijksoverheid, 2021)



13 NOVEMBER 2020

## Vuurwerkverbod Oud en Nieuw

Met het verbod op het afsteken van vuurwerk tijdens de komende jaarwisseling voorkomen we vuurwerk-slachtoffers en daarmee extra druk op de zorg.



**Fopvuurwerk, zoals sterretjes en knalerwten, is wel toegestaan.**

Meer informatie over het verbod:  
[rijksoverheid.nl/vuurwerk](https://rijksoverheid.nl/vuurwerk)

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### **13. Appendix IV: Interview transcripts**

The interview transcripts have been handed in separately via Canvas. In the transcripts of the interviews below the speakers are with the names 'I' and 'R' respectively. The 'I' denotes the 'interviewer' and the 'R' denotes respondent. This is done in order to preserve the anonymity of the interview participants.