

## Colour in Educational Texts: A Cognitive Psychology Perspective

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### **Abstract:**

This qualitative study examines the strategic use of colour in educational texts as a means of enhancing learner engagement, memory retention, and conceptual understanding. Drawing on principles from cognitive psychology, the study analyses how colour functions not merely as a visual embellishment but as a cognitive tool that directs attention, facilitates information encoding, and reduces extraneous cognitive load. Using qualitative content analysis, the paper examines selected educational materials to identify patterns of colour application in headings, diagrams, and textual highlights. The findings indicate that colour plays a dual role: it enhances motivational appeal by stimulating learners' interest, while simultaneously supporting cognitive processes through improved information organisation and recall. However, the study also reveals potential risks of cognitive overload when colour is applied excessively or inconsistently. By situating the discussion within broader debates in instructional design and the learning sciences, this article contributes to pedagogical scholarship by emphasising the importance of intentional, evidence-based colour strategies in educational publishing. The implications are particularly relevant for curriculum designers, textbook authors, and digital learning developers seeking to optimise visual design for improved learning outcomes.

### **Keywords:**

Colour Use, Cognitive Psychology, Educational Texts, Memory Retention, Cognitive Load, Instructional Design.