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**A comparative eye-tracking study on reading and solving a multiple choice task
by academics and students**

This eye-tracking study was designed to analyse the visual attention while engaging with a multiple-choice mathematical task of 103 participants with different levels of expertise and experience, including academics, university students and secondary school students.

The comparative approach to research allowed to discern between the academics and the two student groups concerning visual attention devoted to different parts of the slide with the task. What is interesting, the majority of participants, irrespective of experience or prior knowledge, skipped or did not process all the information provided by the task. Moreover, the research highlights methodological advantages and disadvantages of using eye-tracking and different ways of data analysis.