

	ACTIVE READING HABITS (TEXT)	NOTES ABOUT ACTIVE READING APPROACH (VIS)	
		PHASE 1	PHASE 2
<b>P1</b>	Note-taker. Prefers not to mark up paper.	Touched, pointed in-air, and used bimanual gestures to point to two nodes at one time.	Arranged sheets and wrote on an external sheet.
<b>P2</b>	Note-taker. Highlights and annotates own notes.	Made many marks. Transferred <i>dislikes</i> relationships to top of <i>likes</i> sheet using a new encoding.	Spread out all sheets in field of view, then wrote on a separate sheet.
<b>P3</b>	Note-taker. Does not like highlighting. Uses sticky notes in textbooks. Frequent externalizer (relies on day planner).	Looked at one sheet at a time. Spent more time and used more physical actions for question 5.	Arranged sheets in field of view.
<b>P4</b>	Rarely uses observable active reading strategies.	Moved sheets and held them in the air. Made use of pointing and tracing. For question 5 held sheet close and pointed/traced.	Arranged sheets neatly so all were visible. Wrote on free sheet (list of people that must be separated & reference list of <i>knows</i> relationships).
<b>P5</b>	Note-taker. Annotates own notes.	Wrote many small annotations of counts. Calculated and recorded the inverse of <i>doesn't know</i> .	Arranged sheets in front for reference, traced them in air when referencing.
<b>P6</b>	Verbal active reader: prefers conversation to support active reading "to drive it into memory". Finds highlighted text hard to read.	Mostly looked at sheets until question 5, where he used bimanual actions, pointing, touching, and tracing.	Placed sheets into field of view. Wrote down a set of "rules" synthesized from the data (e.g. "Lori, Jack and Betty loathe each other"). Referenced visualizations and rules to solve problem.