**Table 1.3.** Passage of the list of behavioural factors determining learning style

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| --- | --- |
| **PERCEPTION : sensoring students** | **PERCEPTION : intuitive students** |
| **Dealing with concrete content** | **Dealing with abstract content** |
| adding links that contains facts | make lists of key concepts from material |
| access of examples (concrete content) first | intuitive leaps through content: fast clicks on course material |
| higher number of exercises, practical tests done | frequent looking for hints |
| **Notices details** | **Deep, imaginative, theoretical, inventive** |
| repeated exercises revision, higher number of exam revisions in relation to the time of exam | more frequent multitasking: higher number of tabs opened in browser, frequent transition from one browser to the other |
| much exam delivery time | frequent use of conceptual maps |
| much time spent on viewing the exam sample files first time | frequent transition from one subject to the other |