

P	Summary of approach	AR habits
1	<p>Phase 1: Touching, in-air pointing, and use of bimanual gestures to point to two nodes at one time.</p> <p>Phase 2: Arranged sheets and wrote on an external sheet.</p>	Note-taker, prefers not to mark up paper.
2	<p>Phase 1: High usage of making marks. Transferred "dislikes" relationships on top of "likes" sheet using a new encoding.</p> <p>Phase 2: Spread out all sheets in field of view, then wrote on a separate sheet.</p>	Note-taker. Highlights and annotates own notes.
3	<p>Phase 1: Look at one sheet at a time. Spent more time and more physical actions on question 5.</p> <p>Phase 2: Arranged sheets in field of view.</p>	Note-taker, not a highlighter. Uses sticky notes in textbooks. Frequent externalizer (relies on day planner).
4	<p>Phase 1: Moved sheets and held them in the air; made use of pointing and tracing. For Q5, held sheet close and pointed/traced.</p> <p>Phase 2: Arranged sheets neatly so all were visible. Wrote on free sheet (list of people that must be separated + reference list of "knows" relationships)</p>	Rarely uses observable active reading strategies.
5	<p>Phase 1: Many small annotations of counts. Calculated and recorded the inverse of "doesn't know".</p> <p>Phase 2: Arranged sheets in front for reference, traced them in air when referencing.</p>	Note-taker; annotates own notes.
6	<p>Phase 1: Mostly looked at sheets until Q5, where he used bimanual actions, pointing, touching, and tracing.</p> <p>Phase 2: Placed sheets into field of view, wrote down a set of "facts" synthesized from the data (e.g. "Lori, Jack and Betty loathe each other"). Referenced visualizations and rules to solve problem.</p>	Verbal active reader – prefers conversation to support active reading "to drive it into memory". Finds highlighted text