## Coding Scheme of Verbal Data Provided in a Perceptual Task

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation</th>
<th>Protocol segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Orienting</strong>, i.e., selecting information from visualization</td>
<td>Processes involved in when learning from multimedia (e.g., Mayer, 2010)</td>
<td>“The Fokker 50s are in the front.”</td>
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<tr>
<td>2. <strong>Organizing</strong> information, here: chunking</td>
<td>“First, I grouped these two [planes] together!”</td>
<td></td>
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</tbody>
</table>
| 3. **Integrating** information with ... / reasoning based on ... | - Perceptual input directly  
- Inferences, predictions, evaluations of perceived input  
- Prior knowledge | “As the Scandinavian is closest, I take this one first.”  
“[As this one is faster, it will be sooner closer to the airport.]”  
“This is a classic simulation situation...” |
| 4. Providing **solution**, here: ordering information | For other tasks: Providing a classification category or medical diagnosis (Balslev, Jarodzka, Holmqvist, De Grave, Muijtjens, Eika, Van Merriënboer, & Scherpbier, 2011) | “…The two Fokker 50s, then this one, and this, ...” |
| 5. **Meta-cognitive** statements | - Evaluation of the task  
- Evaluation of own performance  
- Adjustment of own performance | These are particularly triggered in cued retrospective reporting (Van Gog, Paas, Van Merriënboer, & Witte, 2005). | “This was the most complex task so far.”  
“This was no problem for me.”  
“Now that I see it once more, I maybe should have put the Malasian before the two Fokker 50s.” |
| 6. Displayed **content** elements, here: | - task specific  
- can be distinguished in relevant and irrelevant information (e.g., Jarodzka, Scheiter, Gerjets, & Van Gog, 2010) | “The 078”; “Artip”, etc. |
References


