Figure 1. The student response to questions about access to non-verbal communication cues and cues to identification.

- Provide cues to identity of others
- Access to cues to identity of others
- The lack of non-verbal cues to communication
Figure 2 Cluster analysis of student appraisal of the text based medium and the valence of online interactions, a schematic view.

- Interaction positive
- Interaction negative
- Positive appraisal of the text based medium
- Negative appraisal of the text based medium
- Student appraisal of the lack of cues to bodily physiogamy
- Student appraisal of the lack of non verbal communication cues
**Figure 3** Student reports of gainful experience from

Cluster group

- knowledge and understanding
- emotional support

**Figure 4** Previous relevant experience

Cluster group

- face-to-face
- group work
- English as a first language
Figure 5. Factors determining the choice between VRS and RS