Students’ appraisal of emotional and relational experience whilst collaborating online using text based communication

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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.

Negative appraisal of the text based medium

Interaction positive

Positive appraisal of the text based medium

Interaction negative

1 1 3 3

2 2

4 4 4 4

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

Cluster group

- Caring commitments
- Self-pace participation
- Develop online skills
- Comfortable learning environment
- Convenience