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.

- 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

- Knowledge and understanding
- Emotional support

Figure 4 Previous relevant experience

- 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