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
- Negative appraisal of the text based medium
- Positive appraisal of the text based medium

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- 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

![Bar chart showing knowledge and understanding and emotional support for different cluster groups.]

Cluster group

Figure 4 Previous relevant experience

![Bar chart showing face-to-face, group work, and English as a first language for different cluster groups.]

Cluster group
Figure 5. Factors determining the choice between VRS and RS

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