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

- Interaction negative
  - 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

![Chart showing knowledge and understanding and emotional support across different cluster groups.]

Figure 4  Previous relevant experience

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

Figure 5. Factors determining the choice between VRS and RS

Cluster group

caring commitments
self-pace participation
develop online skills
comfortable learning environment
convenience