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

How to cite:


For guidance on citations see FAQs.

© 2009 Elsevier Ltd

Version: Accepted Manuscript

Link(s) to article on publisher’s website:

http://dx.doi.org/doi:10.1016/j.compedu.2009.10.004
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

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