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

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Version: Accepted Manuscript
Link(s) to article on publisher’s website:
http://dx.doi.org/doi:10.1016/j.compedu.2009.10.004

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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

- 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

Figure 4: Previous relevant experience

Legend:
- knowledge and understanding
- emotional support
- 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