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

How to cite:


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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**
- **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

![Bar chart showing knowledge and understanding vs. emotional support across cluster groups.]

Figure 4  Previous relevant experience

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

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