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

![Bar chart showing knowledge and understanding versus emotional support across different cluster groups.](chart1.png)

- Cluster group 1: Knowledge and understanding (70), Emotional support (50)
- Cluster group 2: Knowledge and understanding (60), Emotional support (40)
- Cluster group 3: Knowledge and understanding (50), Emotional support (30)
- Cluster group 4: Knowledge and understanding (40), Emotional support (20)

Figure 4  Previous relevant experience

![Bar chart showing face-to-face, group work, and English as a first language experience across different cluster groups.](chart2.png)

- Cluster group 1: Face-to-face (80), Group work (60), English as a first language (40)
- Cluster group 2: Face-to-face (70), Group work (50), English as a first language (30)
- Cluster group 3: Face-to-face (60), Group work (40), English as a first language (20)
- Cluster group 4: Face-to-face (50), Group work (30), English as a first language (10)
Figure 5. Factors determining the choice between VRS and RS

Cluster group

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