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

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.
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, and emotional support across four cluster groups.]

Figure 4  Previous relevant experience

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

Cluster group

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