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

1

3

Interaction negative

2

4

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

Cluster group
knowledge and understanding
emotional support

Figure 4  Previous relevant experience

Cluster group
face-to-face
group work
English as a first language
Figure 5. Factors determining the choice between VRS and RS