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**
  - Negative appraisal of the text based medium
  - Positive appraisal of the text based medium

- **Interaction negative**
  - 1
  - 2
  - 3

- **4**
  - 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