

Students' emotion management in online collaborative groupwork

Xu, J., Du, J., & Fan, X. (2013). Individual and group-level factors for students' emotion management in online collaborative groupwork. *The internet and higher education, 19*, 1-9.

50 Items

8 Dimensions

Feedback (a)

Coordinated with the group members

Monitored by the group members

Shared with students in other groups

Monitored by the instructor

Given feedback by the instructor

Peer-oriented reasons (b)

Participating online groupwork brings you approval from group members .

Participating online groupwork gives you opportunities to work with group members

Participating online groupwork gives you opportunities to learn from group members

Participating online groupwork helps you support other group members

Learning-oriented reasons (b)

Participating online groupwork helps you learn multiple media and technology

Participating online groupwork helps you learn interpersonal skills

Participating online groupwork helps you learn communication skills

Participating online groupwork helps you work more productively

Participating online groupwork helps you get a good grade

Arranging the environment (c)

Locate the materials I need for my online groupwork .

Find a quiet area

Remove things from the table

Make enough space for me to work

Turn off the TV

Physically separate myself from my family members or others

Ask my family members or others to be quiet

Managing time (c)

Set priority

Plan ahead

Keep track of what remains to be done

Pace ourselves to meet the deadline

Remind myself of the available remaining time

Remind my group of the available remaining time

Tell myself to work more quickly when my group lags behind

Tell group to work more quickly when my group lags behind

Monitoring motivationc

Find ways to make online groupwork more interesting

Praise my group members for good effort

Praise my group members for good work

Reassure myself that I can do a group project when I feel it is too hard

Reassure my group members that we are able to do a group project when the group members feel it is too hard

Help seeking (d)

I ask the instructor to clarify concepts I don't understand well

When I don't understand the material in this course, I ask another student in my group for help

When I don't understand the material in this course, I ask another student in this class for help

When I don't understand the material in this course, I ask another student who had previously taken this class for help

I try to identify students in my group whom I can ask for help if necessary

I try to identify students in this class whom I can ask for help if necessary

I try to identify online resources where I can get help if necessary

Emotion management (c)

Tell myself not to be bothered with previous mistakes

Tell my group members not to be bothered with previous mistakes

Tell myself to pay attention to what needs to be done

Tell my group members to pay attention to what needs to be done

Tell myself to calm down

Tell my group members to calm down

Cheer myself up by telling myself that I can do it

Cheer my group members up by telling ourselves that we can do it

a) 5Point Likert Scale ((none), 2 (some), 3 (about half), 4 (most), and 5 (all))

b) 5Point Likert Scale (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree))

c) 5-point Likert Scale ((never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (routinely))

d) 7-point Likert Scale (1 (not at all true of me) to 7 (very true of me))

Feedback: Cronbachs α : .68- .80

Peer-oriented reasons: Cronbachs α : .69- .78

Learning-oriented reasons Cronbachs α : .75-.83

Arranging the environment Cronbachs α : .74- .83

Managing timec .81 -.90

Monitoring motivation.76 -.86

Help seeking .82 -.85

Emotion managementc ..82 -.88