

CORRECTION

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# Correction: Unveiling the dynamics and impact of emotional presence in collaborative learning

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The online version of the original article can be found at <https://doi.org/10.1186/s41239-024-00477-y>.

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In the original publication of Tan and Jung (2024), two anonymized in-text references to the authors' own publications were not updated with full details, appearing in several occurrences as Author (2023) and Author (2012) instead of Tan (2023) and Jung et al. (2012).

The reference list remains unchanged.

The original article has been updated to rectify this error.

The publisher would like to apologize for any inconvenience caused.

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## References

- Jung, I.S., Kudo, M., & Choi, S. (2012). Stress in Japanese learners engaged in online collaborative learning in English. *British Journal of Educational Technology*, 43(6), 1016–1029. <https://doi.org/10.1111/j.1467-8535.2011.01271.x>.
- Tan, S. E. (2023). Emotional presence as a cognitive appraisal process in higher education: Scale development and validation. *Issues in Educational Research*, 33(1), 369–389. <https://www.iier.org.au/iier33/tan.pdf>.
- Tan, S. E., & Jung, I. (2024). Unveiling the dynamics and impact of emotional presence in collaborative learning. *International Journal of Educational Technology in Higher Education*, 21, 44. <https://doi.org/10.1186/s41239-024-00477-y>.

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