Complex Ecosystem
rethinking feedback through shared dialogue

staff voice - prompt - tension - student voice

Feedback is Learning

we say feedback is central to learning, yet what do we mean by that?

are we spending enough time explaining the positive impact formative feedback has on students confidence and capacity?

we embed feedback all the time but it doesn't always land

I know we had a chat, but I didn't realise that was the feedback

Building Shared Value

feedback is meant to be ongoing, but students often don't feel it that way.

is there a disconnect between how feedback is offered, experienced, and valued?

we offer continuous feedback, but students don't always recognise it

if it's not linked to my project, i don't always know what to do with it

Whose Responsibility?

students are expected to make feedback meaningful, but are they supported to do so?

can we better share the responsibility for making feedback actionable?

do we take enough time to support student agency in feedback dialogues?

it felt like I had to figure out the feedback on my own

Time - Emotion - Care

feedback is never just technical it's relational, emotional, and personal.

what might it mean to name the emotional labour in feedback and value it?

we're working in a complex - ecosystem

emotions, identity, institutional pressures it all shows up

I'm still learning what feedback even is

Measuring What Matters

not all feedback is verbal or written and not all response is visible

how might we make room for quiet reflection, different modes of response, or delayed uptake?

do our approaches reward the right kinds of feedback encounters?

sometimes i just need space to sit with it before i can respond

Literacies, Not Just Processes

feedback isn't a bolt-on it's a practice, a literacy, and a culture

could embedding feedback literacies into curriculum help students and staff alike?

can we engage with feedback scholarship

to grow a shared capability and language between staff and students?

we don't really learn how to use feedback.

it would help to have an environment where we can explore it with staff, not just in parallel

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