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Navigating the Terrain:

Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

Exploring spatial influences in feedback for international students: A review of feedback models

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Space is a significant factor for teaching and learning (Goodyear & Carvalho, 2019), but it is comparably underexplored in the higher education (Ellis & Goodyear, 2016). Learning spaces have become hybrid in the post-pandemic period in higher education with physical locations having digital extensions and vice versa (Ellis & Goodyear, 2018), which allows more flexible study modes and access to richer study resources. In addition to having material properties which physically promote or prevent student engagement, space is also a social product with relational and structural aspects, which could shape social relationships and moreover, reflect or promote existing inequalities amongst students (Wong, 2024). Space may therefore impact on students' learning experiences, including within feedback encounters.

Feedback is a significant aspect of students' learning experiences in higher education. It is well acknowledged that feedback is important for students' learning and graduate outcomes (Hattie & Clarke, 2018). Feedback encounters, such as supervision meeting and placements, could provide valuable feedback opportunities with the characteristics of immediate and frequent dialogues. However, spatial factors could affect these feedback encounters positively and negatively (Gravett, 2022). For example, many students perceive academic office as a scary space to seek feedback (Gravett & Winstone, 2019) while in comparison, online discussion boards are perceived as more flexible and equitable spaces for feedback engagement (Zhou et al., 2023). Since little is known about students' experiences of feedback spaces and how spatial factors affect feedback, it is important to explore students' feedback experiences in the hybrid feedback spaces.

International students are a cohort for whom feedback spaces are particularly important. They often experience relocation to the new learning spaces in different cultural contexts, and are likely to be unfamiliar with material and social perspectives of the spaces (Dai et al., 2018). Therefore, they might feel disrupted and anxious at the initial stages of their feedback encounters, which could lead to the effectiveness of these valuable feedback. Since international students make great social and economic contributions to Australia, to promote more equitable feedback experiences for those students, it is important to understand their feedback experiences in the feedback spaces, to inform co-design of inclusive and supportive feedback spaces.

This poster will offer an overview of preliminary findings of a review study. The review has two research questions: 1. How has space been incorporated as part of existing feedback models in higher education, across situated, hybrid, and digital learning situations? 2. How do feedback models account for the particular situations of international students? This work has implications for future theoretical and empirical studies about feedback and feedback spaces.

This research has the potential to enrich theoretical understandings of feedback and space research in higher education. Findings from this study could also enrich the literature regarding international students and provide practical strategies for supporting international students' acculturation. In addition, the study could give implications to education institutions about how to create inclusive and supportive hybrid learning environments, which could significantly enhance the student experience and

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learning outcomes.

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