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The Future is Connection:

Collaboration, Creativity and Compassion in a Digital Society

Who participates, who connects, and what they say: Integrating social network analysis and feedback characteristics in peer feedback

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Peer feedback is widely used in higher education to support evaluative judgement, feedback literacy, and collaborative learning. While previous research has examined either the structural patterns of peer feedback or the characteristics of feedback comments, little is known about how these dimensions interact within peer learning networks. This study addresses this gap by integrating Social Network Analysis (SNA) with feedback characteristics to examine peer feedback during postgraduate group presentations, with potential application to formative learning analytics. Data were collected from 267 students organised into 91 presentation groups across nine tutorials. Directed peer feedback networks were analysed using measures of participation, reciprocity, density, and clustering, while feedback characteristics were examined using text-based indicators of elaboration and sentiment. The findings showed substantial variation in participation and network connectedness across tutorials, with some groups occupying peripheral positions and others forming highly reciprocal learning communities. Groups contributing proportionally more feedback produced longer comments, whereas structural centrality was not associated with feedback length or tone. Integrating structural and content-based analyses provides a more comprehensive understanding of peer feedback than examining either perspective alone. The findings have practical implications for assessment design, feedback literacy, and learning analytics to support more equitable and connected peer learning environments.

Keywords: Peer feedback, SNA, feedback literacy, peer learning, learning analytics, higher education

Introduction

Higher education increasingly emphasises collaboration and active participation within digitally mediated learning environments. Peer feedback has become a widely adopted pedagogical strategy in this context. Recent evidence, including systematic reviews, continue to demonstrate its benefits for learning when thoughtfully designed and implemented (Ardill, 2025; Kerman et al., 2024). It supports reflection, evaluative judgement, and collaborative knowledge construction (Boud & Molloy, 2013). Students often learn as much from generating feedback as from receiving it (Tai et al., 2018). Reviewing a peer's work requires the same disciplinary judgement that assessment more broadly seeks to develop. Peer feedback is therefore recognised not only as an assessment strategy but as a mechanism for learning in its own right. This value depends on how feedback is enacted. Recent scholarship frames feedback as a social and relational process rather than a one-way transmission of information. From a dialogic perspective, feedback becomes effective only when learners actively engage with and act upon what others provide (Nicol, 2010; Jin et al., 2022). Carless and Boud (2018) capture this through the concept of feedback literacy: the understandings, capacities, and dispositions needed to appreciate, generate, and use feedback productively. Participation in feedback is therefore central to learning. Students develop understanding not only by receiving comments, but also by providing them and engaging in reciprocal dialogue.

Peer feedback can accordingly be understood as a collaborative practice situated within connected learning communities, where relationships, participation, and interaction shape educational experiences (Er et al., 2021). Yet participation is rarely uniform. Some students engage extensively in giving and receiving feedback, while others contribute minimally or remain peripheral. As a result, the benefits of peer learning are not

distributed equally across a cohort. This matters beyond description: unequal participation carries consequences for equitable access to learning. How feedback is communicated also matters, not just how much of it occurs. Constructive and respectful engagement supports productive peer relationships and complements structural participation. This study examines this interpersonal dimension through the tone of feedback comments. Despite this, substantial research has examined feedback quality, feedback literacy, and students' perceptions of peer assessment, whereas comparatively fewer studies have investigated peer feedback as a networked social process in which relationships shape participation and learning opportunities (Gao et al., 2024). Social Network Analysis (SNA) addresses this gap by treating relationships, rather than individuals, as the unit of analysis. Recent studies have increasingly applied SNA to examine participation, collaboration, and peer feedback exchanges (Saqr et al., 2018, 2020, 2024; Viberg et al., 2024), reflecting a broader shift towards understanding peer learning through learning analytics (Noroozi et al., 2025). Unlike previous studies that have examined either network structure or feedback content separately, this study integrates structural network measures with feedback characteristics to provide a more comprehensive understanding of participation and peer feedback practices. The theoretical foundations for this integrated perspective are developed further in the literature review.

This study applies this integrated approach to peer feedback exchanged during group presentations in a postgraduate (PG) subject (unit/course). The study involved 267 students across nine tutorials, organised into 91 presentation groups. Students exchanged feedback during their presentations and subsequently revised and resubmitted their work in response to the feedback received. This context provides an opportunity to examine how assessment design shapes peer feedback networks by exploring whether participation is distributed equitably, how connected tutorial groups become, and whether connectedness is associated with the characteristics of feedback exchanged. The overarching research question is: *What are the structural characteristics of peer feedback networks formed during postgraduate group presentations, and how participation relates to the length and tone of feedback exchanged within tutorial groups?* The study addresses three specific research questions:

RQ1: How was participation distributed within peer feedback networks, and were some groups positioned at the margins of feedback exchanges?
RQ2: How did the structure and connectedness of peer feedback networks vary across the nine tutorial groups?
RQ3: How were participation and reciprocity within peer feedback networks associated with the characteristics of feedback exchanged?

By integrating participation, connectedness, and feedback characteristics, this study contributes to research that frames learning as a fundamentally social process. The findings provide practical implications for designing more inclusive, collaborative, and feedback-rich learning environments in higher education.

Literature review

Peer feedback, feedback literacy, and evaluative judgement

Peer feedback has become an important feature of contemporary higher education and continues to receive strong empirical support in recent systematic reviews (Gao et al., 2024). It encourages students to engage actively with assessment criteria, reflect on quality standards, and participate in evaluative processes (Ardill, 2025). Students often derive as much benefit from providing feedback as from receiving it because reviewing the work of others requires the same disciplinary knowledge and evaluative judgement that assessment more broadly seeks to build (Nicol et al., 2014; Tai et al., 2018). Developing evaluative judgement remains a contemporary challenge, particularly as students increasingly draw on generative AI when producing and reviewing work (Bearman et al., 2024). Carless and Boud (2018) capture these capabilities through the notion of feedback literacy: the understandings, capacities, and dispositions required for learners to appreciate, generate, and act upon feedback. Feedback literacy highlights active participation within feedback processes rather than passive receipt of comments. Zhang et al. (2024) further operationalise peer feedback literacy by identifying observable behavioural indicators of effective peer reviewing, demonstrating that it encompasses multiple dimensions beyond simply providing comments. Practitioner research illustrates the challenges of

translating these principles into practice: even a well-designed feedback rubric was not, on its own, sufficient to sustain consistent, feedback-literate peer assessment across a large PG cohort, pointing to the need for deliberate pedagogical scaffolding alongside any rubric or tool (Atif, 2026). Understanding who participates in peer feedback, and how participation is distributed across learners, therefore remains an important consideration for both research and assessment design.

Feedback as a dialogic, relational, and connected learning practice

Traditional views of feedback often position learners as passive recipients of information. More recent scholarship reframes feedback as a dialogic process involving interaction, interpretation, and collaborative meaning-making (Nicol, 2010; Jin et al., 2022). Learning, in this view, occurs through engagement with feedback rather than simply receiving it. This relational perspective aligns with connected learning, which views learning as fundamentally social and sustained through relationships, participation, and shared interests (Ito et al., 2013). Similarly, Wenger (1998) conceptualises learning as participation in communities of practice, where interaction and mutual engagement shape knowledge development. Peer feedback create opportunities for such collaborative learning through reciprocal engagement (Er et al., 2021), yet participation is rarely uniform. Some students occupy highly active positions while others remain peripheral, limiting their opportunities to contribute to and benefit from collective learning. Participation, reciprocity, and interaction therefore become important indicators of both meaningful feedback processes and inclusive learning environments.

Structural and affective perspectives on peer feedback networks

SNA provides a methodological framework for examining relationships among learners rather than treating them as isolated individuals. It has increasingly been used to investigate collaboration, knowledge exchange, and participation in learning environments (Saqr et al., 2018, 2020; Viberg et al., 2024). Measures such as degree centrality, reciprocity, density, and clustering reveal patterns of participation and connectedness that remain hidden in individual-level analyses. Recent developments in learning analytics further highlight the value of understanding peer learning processes at scale (Noroozi et al., 2025). Beyond participation patterns, peer feedback also carries an affective dimension that influences how feedback is interpreted and acted upon. Students respond to feedback with a range of emotions that shape both achievement-related and relational goals (Rowe et al., 2014; Ryan & Henderson, 2018). While SNA has advanced understanding of participation patterns within peer feedback, comparatively little research has integrated structural network measures with the characteristics of the feedback exchanged. Viberg et al. (2024) similarly identify the need to better connect analyses of network structure with analyses of feedback content. Building on this gap, this study integrates structural network measures with sentiment-based indicators of feedback tone to provide a more comprehensive understanding of peer feedback practices.

Conceptual framework

Drawing upon feedback literacy, dialogic feedback, and social network perspectives, this study conceptualises peer feedback as a connected learning practice. The assessment activity creates opportunities for interaction through peer feedback. These interactions form networks characterised by varying levels of participation, reciprocity, and connectedness. In turn, these structural properties may influence feedback characteristics, engagement with revision processes, and opportunities for learning.

Within this framework, participation is represented through in-degree and out-degree centrality, reciprocity reflects mutual engagement, and density represents the connectedness of the broader learning community. These structural indicators are also the kind of signal that could be surfaced to educators as formative learning analytics, computed while feedback is still being exchanged, rather than only analysed retrospectively. Figure 1 summarises the conceptual framework underpinning the study. It integrates the three theoretical perspectives into a single analytical framework comprising two complementary lenses: a structural lens (participation, reciprocity, density, and clustering) and a content lens (feedback characteristics). The structural lens informs RQ1 and RQ2 by examining participation equity and network connectedness, whereas the content lens informs RQ3 by examining how network participation relates to the characteristics of the feedback exchanged. This integrated framework provides the theoretical foundation for the analyses presented in the following sections.

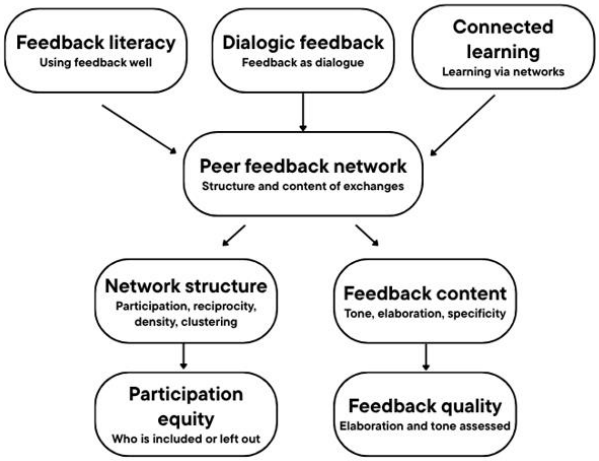


Figure 1. Conceptual framework linking feedback theory to a dual-lens view of peer feedback networks

Methodology

Research design and context

This study employed a descriptive, exploratory SNA design to examine peer feedback interactions among student groups. SNA enables patterns of participation, reciprocity, and connectedness to be examined beyond conventional assessment data (Saqr et al., 2018; Saqr et al., 2020). Peer feedback exchanges were modelled as directed networks, with presentation groups as nodes and feedback exchanges as directed edges. The study involved 267 students enrolled in a core PG subject in Information Systems, organised into 91 presentation groups across nine tutorials. The cohort was predominantly international (97%) and enrolled across several related PG programmes (e.g., Master of Information Technology, Master of Business Analytics), with a majority of students aged 21-30. Tutorial group sizes varied (6-13 presentation groups) because tutorial enrolments were determined by timetabling, and students were instructed to form presentation groups of three, with minor exceptions. Tutorials and presentation groups are labelled TX and GX respectively (e.g., T5 G7), and presentation groups served as the unit of analysis throughout the study. All group identifiers used in this paper are de-identified and do not correspond to any information that could identify individual students; the study was approved by UTS Human Research Ethics Committee (Approval No. ETH21-6341).

Peer feedback activity

The peer feedback activity (Figure 2) formed part of a formative assessment design. All nine tutorials were facilitated by different teaching staff following a standardised run sheet provided by the subject coordinator, ensuring consistent instructions, timing, and marking criteria across tutorials. Student groups presented their work during Weeks 11-12 and provided written feedback to at least two presenting groups. Feedback addressed strengths, areas for improvement, and suggestions, and was released after the presentation sessions. Groups then revised and resubmitted their work, accompanied by a brief statement describing how the feedback had been incorporated. This design positioned peer feedback as a mechanism for reflection, dialogue, and revision rather than a participation activity alone.

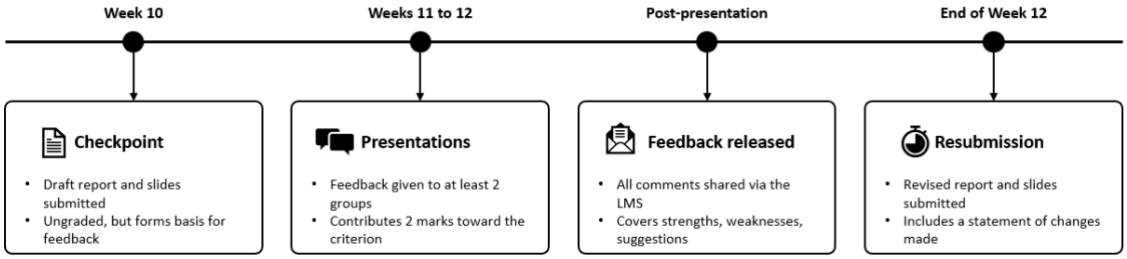


Figure 2. Timeline of the peer feedback activity.

Network construction and measures

Peer feedback submissions were transformed into directed network data, with each feedback submission represented as a directed edge from the feedback-giving group to the feedback-receiving group. Separate networks were constructed for each tutorial, together with an aggregate network representing all tutorials. Network analyses were conducted in R using the *igraph*, *tidygraph*, and *ggplot2* packages. Four network measures were examined (Table 1): participation (in-degree and out-degree centrality), reciprocity, density, and clustering. These measures operationalised the structural lens of the conceptual framework by capturing participation patterns (RQ1), network connectedness (RQ2), and local network structure. Because these measures can be computed as feedback submissions occur, they illustrate the kind of real-time indicators increasingly used in learning analytics to monitor collaborative activity as it unfolds (Noroozi et al., 2025).

Table 1.
Network measures used in this study

Network measure	Description
Participation (In-degree and Out-degree)	Number of feedback exchanges received and provided, indicating participation and peripheral positions (RQ1).
Reciprocity	Proportion of mutual feedback exchanges, indicating reciprocal engagement (RQ2, RQ3).
Density	Proportion of observed feedback relationships relative to all possible relationships, indicating overall network connectedness (RQ2).
Clustering	Extent to which groups formed local clusters rather than broadly connected networks (RQ2; exploratory).

Data analysis

The analyses addressed the three research questions. RQ1 examined participation patterns using in-degree and out-degree centrality together with network visualisations. RQ2 compared density, reciprocity, and clustering across the nine tutorial networks to examine differences in connectedness. For RQ3, participation and reciprocity were examined in relation to feedback characteristics. Because average in-degree and out-degree were highly similar at the tutorial level, these were combined into a single mean degree measure. Feedback characteristics were operationalised using the proxy measures summarised in Table 2, including participation intensity (mean degree), elaboration (mean feedback words), and affective tone (mean sentiment polarity and positive/negative sentiment words). Sentiment polarity was calculated using the Bing sentiment lexicon (Hu & Liu, 2004). Descriptive and inferential analyses were then conducted to examine associations between network participation and feedback characteristics.

Table 2.
Operational definitions of peer feedback characteristics

Dimension	Measure	Interpretation
Participation intensity	Mean degree	Average amount of feedback exchange within a tutorial
Feedback elaboration	Mean feedback words	Average length of written feedback comments
Affective tone	Mean polarity, positive sentiment words, negative sentiment words	Tone of feedback expressed through sentiment polarity and the frequency of positive and negative words

Results

RQ1: Participation distribution within peer feedback networks

In brief, participation was highly uneven. While many groups exchanged relatively balanced amounts of feedback, a substantial minority participated asymmetrically as predominantly contributors or recipients (Figure 3).

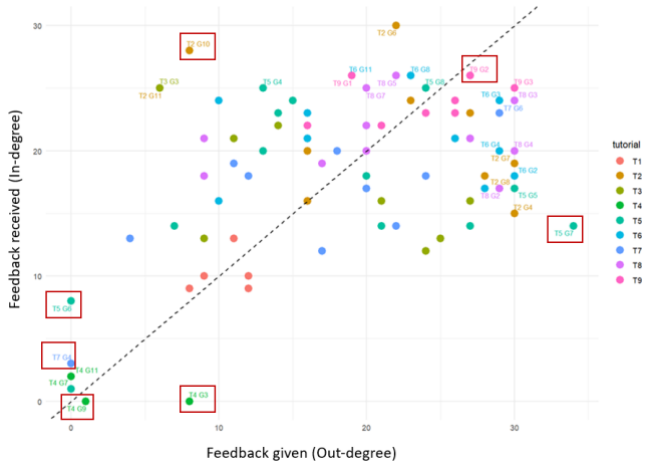


Figure 3. Relationship between feedback given (out-degree) and received (in-degree) across presentation groups. Groups near the diagonal gave and received similar amounts of feedback. Representative groups illustrating extreme participation patterns are labelled

Figure 3 illustrates considerable variation in participation across the cohort. Although many groups exchanged relatively balanced amounts of feedback, several groups contributed substantially more feedback than they received, whereas others primarily received feedback or participated in only one direction. These asymmetries revealed participation inequalities that would not have been apparent from participation counts alone. Tutorial-level differences were also evident. Table 3 shows substantial variation in network connectedness across the nine tutorials. Tutorial 4 exhibited the most fragmented network, recording the lowest density (0.089) and no reciprocal feedback exchanges. In contrast, Tutorial 9 formed the most connected network, with the highest density (1.00) and reciprocity (0.873).

Table 3.
Network-level characteristics of tutorial peer-feedback networks

Tutorial	Groups	Density	Reciprocity
T1	6	0.7	0.824
T2	11	0.845	0.664
T3	10	0.878	0.651
T4	10	0.089	0
T5	13	0.609	0.562
T6	11	0.945	0.754
T7	10	0.744	0.68
T8	11	0.909	0.779
T9	9	1	0.873

Figure 4 illustrates the contrasting structures of these two tutorial networks. These patterns were evident across both the network visualisations and network-level measures, demonstrating that participation was distributed unevenly across tutorial groups.

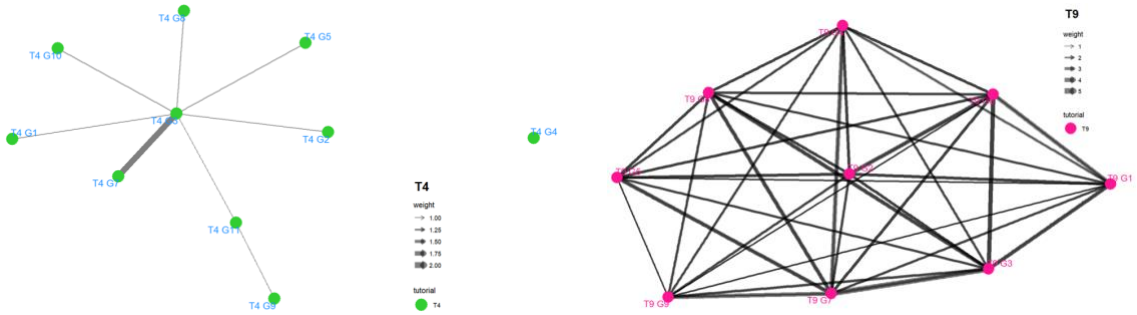


Figure 4. Contrasting peer feedback networks: Tutorial 4 (left, fragmented network) and Tutorial 9 (right, highly connected network).

RQ2: Structure and connectedness of peer feedback networks within tutorial groups

In brief, tutorial groups exhibited considerable variation in connectedness, reciprocity, and structural role distribution. Some tutorials developed highly cohesive and reciprocal feedback networks, whereas others remained sparse and fragmented (Tables 3 and 4). Table 4 shows that key structural roles varied across tutorials. In Tutorial 1, Group 2 occupied all three principal structural roles by receiving the most feedback, providing the most feedback, and acting as the main bridge within the network (Figure 5). In contrast, these roles were distributed across different groups in Tutorial 3, indicating a more decentralised network structure. This suggests that structural influence was concentrated in a single group in some tutorials but distributed across multiple groups in others, reflecting different patterns of network organisation. Table 3 further highlights substantial variation in network connectedness across tutorials. Tutorial 9 formed the most connected network (density = 1.00) and recorded the highest reciprocity (0.873), indicating highly reciprocal feedback exchanges among groups. In contrast, Tutorial 4 recorded the lowest density (0.089) and no reciprocal feedback exchanges, consistent with the fragmented network shown in Figure 4.

Table 4.
Structural roles (most-reviewed, most active, and bridge groups) within tutorial peer-feedback networks

Tutorial	Total groups	Most reviewed group	In-Degree	Most active group	Out-Degree	Bridge group	Betweenness
T1	6	G2	5	G2	6	G2	4
T2	11	G6	11	G6	11	G1	10.83
T3	10	G4	10	G10	10	G7	20
T4	10	G11	2	G3	7	G3	0
T5	13	G2	11	G7	13	G4	20.08
T6	11	G1	10	G1	10	G10	15.5
T7	10	G2	8	G2	9	G10	8.17
T8	11	G7	11	G8	11	G11	7.33
T9	9	G1	9	G1	9	G9	2.17

The network visualisations and structural measures consistently showed differences in both the distribution of structural roles and the overall connectedness of tutorial networks. Some tutorials developed highly connected and reciprocal networks, whereas others remained fragmented with limited interaction between groups. These findings indicate that tutorial groups developed markedly different peer feedback networks despite participating in the same assessment activity.

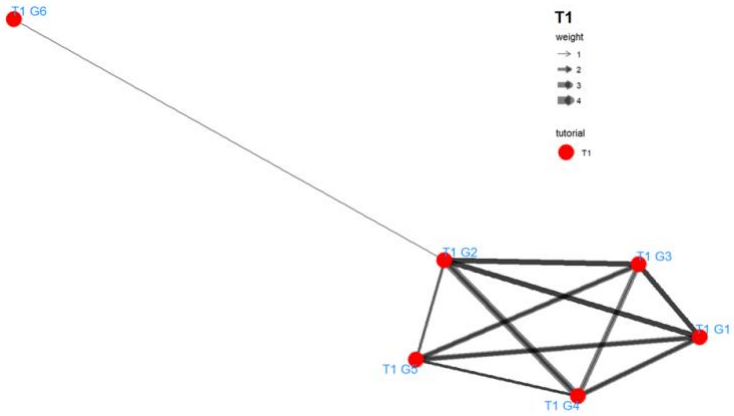


Figure 5. Feedback network graph for Tutorial 1

RQ3: Participation, reciprocity, and their association with feedback characteristics

In brief, feedback was consistently positive across tutorials, and groups contributing proportionally more feedback tended to write longer comments. Feedback length was associated with richer affective language, whereas structural centrality was not associated with feedback length or tone (Tables 4 and 5). Feedback characteristics were examined using the operational measures described in Table 2. Feedback length (word count) and sentiment polarity were used to characterise feedback exchanged, with polarity ranging from –1 (negative) to +1 (positive). Across tutorials, sentiment polarity was positive, indicating that students generally provided supportive feedback. Tutorial mean polarity ranged from 0.62 (Tutorial 6) to 0.88 (Tutorial 4) (Table 5). Within Tutorial 2, only seven of the 236 feedback exchanges were classified as negative by sentiment analysis. Examples illustrate differences in feedback tone. Feedback from T2 G9 to T2 G6 was classified as positive (polarity = 0.86) and contained affirming comments about the presentation. In contrast, feedback from T2 G3 to T2 G6 (polarity = –0.33) identified specific areas for improvement, including presentation delivery, slide design, and formatting. These examples illustrate that lower polarity often reflected constructive critique rather than less useful feedback. Table 5 summarises the feedback characteristics across tutorials.

Pearson correlation analysis indicated that participation ratio was positively associated with mean feedback length ($r = .373$, adjusted $p = .002$), suggesting that groups contributing proportionally more feedback tended to provide longer comments. Feedback length was strongly associated with both positive ($r = .873$, adjusted $p < .001$) and negative ($r = .826$, adjusted $p < .001$) sentiment words, suggesting that longer comments contained more affective language overall. A moderate negative association was observed between feedback length and sentiment polarity ($r = –.399$, adjusted $p = .001$), indicating that longer comments more frequently combined supportive language with constructive critique. Betweenness centrality was not associated with either feedback length or sentiment polarity, suggesting that occupying a structurally central position within the network did not necessarily correspond to providing more elaborated or more positive feedback. These findings show that active participation was associated with more elaborated feedback, whereas occupying a structurally central position within the network was not.

Table 5.
Descriptive statistics of peer feedback characteristics across tutorial groups

Tutorial	Mean degree	Mean feedback words	Mean polarity	Mean positive	Mean negative
T1	8.67	29.54	0.73	3.12	0.54
T2	21.45	42.61	0.68	3.85	0.85
T3	17.5	37.91	0.78	4.06	0.65
T4	0.9	24.75	0.88	4.19	0.5
T5	16.77	15.94	0.85	2.44	0.27
T6	21.45	27.45	0.62	2.6	0.65
T7	15.7	41.67	0.75	4.62	0.66
T8	21.18	21.74	0.74	2.52	0.49
T9	23.89	20.24	0.86	2.66	0.22

Discussion

The findings support contemporary perspectives that conceptualise peer feedback as a social, dialogic, and connected learning process rather than simply an assessment activity (Er et al., 2021; Nicol, 2010; Jin et al., 2022). Participation was distributed unevenly across the peer feedback networks, with some tutorial groups developing highly connected and reciprocal interactions while others remained fragmented (Figures 3-5; Table 3). These differences suggest that opportunities to learn through peer feedback are shaped not only by the assessment design itself but also by the interaction patterns that emerge within learning communities. Despite participating in the same assessment activity, tutorial groups developed markedly different participation structures, suggesting that factors beyond the shared assessment design shaped how each tutorial's network developed. Because facilitation was standardised across all nine tutorials, following a shared run sheet provided by the subject coordinator, differences in facilitation practice are unlikely to explain this variation. Session timing may offer a partial explanation: Tutorial 4 met on Wednesday evening (5-7 pm) versus Tutorial 9's Friday late morning (11 am-1 pm) slot, a difference that may plausibly relate to attendance or engagement, though this was not directly measured. Other contextual factors, such as group familiarity or composition, were not captured in the available data and cannot be examined directly in this study; this contrast therefore remains only partially explained and warrants targeted investigation in future research. Tutorials also varied in size (6-13 presentation groups). Although density was normalised to enable comparisons across differently sized networks, variation in tutorial size may still influence opportunities for interaction and the emergence of reciprocal feedback relationships. SNA complements existing peer feedback research by making these participation patterns visible and providing insights that extend beyond conventional participation counts.

The findings also extend current understandings of feedback literacy (Carless & Boud, 2018). Although feedback was consistently positive across tutorials, groups contributing proportionally more feedback produced longer, more elaborated comments, while network centrality was unrelated to feedback tone (Table 5). Positive feedback alone was therefore not a reliable indicator of pedagogically valuable feedback. Feedback literacy involves more than supportive peer relationships; it requires learners to provide constructive, specific, evidence-based, and actionable feedback that supports evaluative judgement (Tai et al., 2018). Students may therefore benefit from explicit guidance and scaffolding to develop these capabilities. By integrating structural network measures with feedback characteristics, this study demonstrates that participation patterns and feedback characteristics provide complementary rather than interchangeable perspectives on peer learning. Examining one without the other provides only a partial understanding of peer feedback processes.

These findings have practical implications for assessment design and teaching practice, though the applications below are proposed rather than tested interventions. Monitoring whether students submit peer feedback is insufficient to support equitable participation; network indicators such as in-degree, out-degree, reciprocity, and density offer a direct way to detect emerging patterns. Where a group shows persistently low in-degree or out-degree, tutors might first check whether this reflects absence or group allocation before treating it as disengagement, then prompt reciprocal exchange (e.g., pairing the group with an active

reviewer). Where an entire tutorial shows low density or reciprocity, as in Tutorial 4, the pattern may reflect structural or contextual factors, such as session timing, rather than individual disengagement, warranting a facilitation-level response, such as adjusting scheduling or providing a dedicated in-class feedback window. Because these indicators can be computed while feedback is being exchanged, they support the evidence-informed teaching interventions described (Sharif & Atif, 2024). Assessment design can further support these processes by rewarding peer feedback quality beyond the length and tone measured here, rather than completion alone. This aligns with evidence that effective peer assessment requires deliberate design, including appropriate scaffolding, formative opportunities, and clear guidance (Fleckney et al., 2025).

Implications, limitations, and conclusion

This study demonstrates the value of integrating SNA with feedback characteristics to understand peer feedback in higher education. Examining network structure alongside feedback tone revealed dimensions of participation and learning not evident from either perspective alone. The findings suggest that peer feedback should be viewed not only as an assessment activity but as a connected learning process supported through assessment design, tutor facilitation, and learning analytics. This study has several limitations. First, the findings are based on a single postgraduate subject and one peer feedback activity, which may limit transferability to other disciplines or educational contexts. Second, the analysis was conducted at the group level; therefore, individual differences within groups were not examined. Third, while network measures identify patterns of participation and reciprocity, they do not explain why these patterns emerged; qualitative data, such as student perspectives, would help interpret these patterns more fully. Finally, the study was observational, so relationships between participation and feedback characteristics should be interpreted as associations rather than causal effects. Future research could examine peer feedback networks across disciplines and assessment contexts, use longitudinal analyses to investigate how participation evolves over time, explore how real-time network analytics can support timely instructional interventions, and incorporate student perspectives through interviews or surveys to explain why particular network structures emerge. Overall, integrating network structure with feedback characteristics provides a richer understanding of peer feedback as a social, dialogic, and connected learning process in higher education.

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The Future is Connection:

Collaboration, Creativity and Compassion in a Digital Society

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