

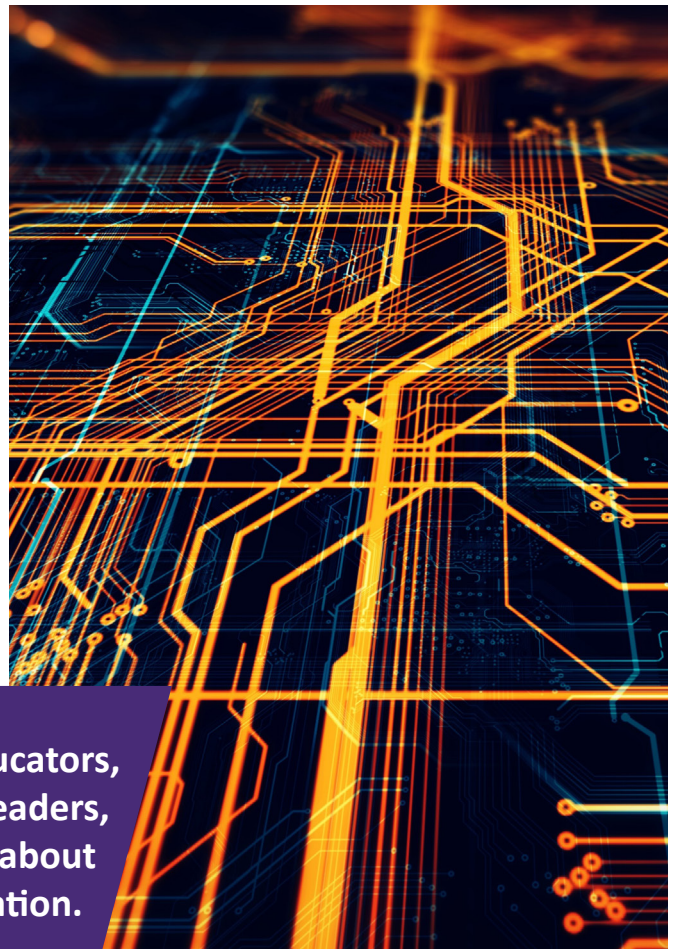
# Manifesto for feedback

## *in the age of generative artificial intelligence*

Feedback can enhance learning, yet the demands of scale and workload can reduce it to a transactional rather than transformative process. When feedback processes become hurried or impersonal, their potential to foster meaningful learning is diminished.

In the age of generative artificial intelligence (AI), new affordances and challenges are reshaping feedback processes. Technology can both support and distort feedback practices, offering new possibilities while risking further depersonalisation.

Now more than ever, we must restate and uphold the principles that keep feedback processes ethical, relational, and deeply connected to the human experience of education, ensuring that feedback remains a space for trust, mutual respect, and meaningful engagement. Learning must prevail as the ultimate feedback goal.



**This manifesto is a call to action. As educators, researchers, students, and university leaders, we face urgent and complex decisions about how to engage with generative AI in education.**

More ethical dilemmas, new capabilities, shifting institutional pressures, future challenges and decisions will come that we cannot predict. But we can meet these challenges by returning to what we know and value about feedback and learning: that it is complex, situated, and a relational practice. With that foundation, we can shape AI use in feedback not around what is merely possible, but around what is educationally meaningful.

The following ten principles in this manifesto are not technological directives, but pedagogical commitments. They are necessarily fluid and non-prescriptive, but can guide thinking and decision-making in a future which is not yet predictable. In keeping with the typical aim of a manifesto, we do not seek to present a concrete solution to the current challenge, but rather to set in motion a conversation that others can adopt, debate, or build upon.

*This manifesto for feedback in the age of generative AI was developed by members of the Copenhagen Feedback Symposium. We are part of a group of educational researchers who came together in May 2025 to discuss empirical, methodological and theoretical advances in feedback research and to share our care and concern for education in a digital world.*

Naomi Winstone (University of Surrey, UK)  
Karen Gravett (University of Surrey, UK)  
Christy Noble (University of Queensland, Australia)  
Kelli Nicola-Richmond (Deakin University, Australia)  
Margaret Bearman (Deakin University, Australia)  
Lasse X Jensen (University of Copenhagen, Denmark)  
Anna Jones (King's College London, UK)

Thomas Corbin (Deakin University, Australia)  
Renske de Kleijn (UMC Utrecht, The Netherlands)  
Catherine Gabelica (IÉSEG School of Management, France)  
Raj Kainth (King's College London, UK)  
Amudha Poobalan (University of Aberdeen, UK)  
Gabriel Reedy (King's College London, UK)

— October 2025

#### To cite the manifesto:

Winstone, N.E., Gravett, K., Noble, C., et al. (2025). *Manifesto for feedback in the age of generative artificial intelligence*. Copenhagen Feedback Symposium, Copenhagen, Denmark. [doi:10.6084/m9.figshare.30195568](https://doi.org/10.6084/m9.figshare.30195568)

The Symposium was supported by Carlsberg Foundation (CF25-0076) and Novo Nordisk Foundation (NNF24SA0100216), with thanks for thoughts from other Symposium members.

# Manifesto for feedback

## *in the age of generative artificial intelligence*

### **1. Feedback is a process not corrective comments**

Feedback is not a product that can simply be given to learners. It is a process in which learners encounter feedback information, make sense of its meaning, and decide how to respond. They may apply it to future work or learning approaches, or make a thoughtful decision not to act.

### **2. Feedback is a relational practice**

Feedback is a practice that happens in connection with others. Others might include student, teacher, technologies, texts, artefacts, spaces, and many more. Thinking about the role these others play can help us to consider how learning and teaching relations are shaped, and about who and what matters in education.

### **3. Feedback can be messy, uncomfortable, challenging and joyous**

Feedback practices can be unsettling, discomfoting, inconvenient. Feedback encounters require affective work, and may require vulnerability and openness. Feedback practices often require us to sit with mess and indeterminacy, and to take time to reflect and to evolve. Such learning processes can also be joyful, as we develop and embrace change.

### **4. Feedback should be an ethical practice**

Feedback is an ethical practice built on respect, transparency, and equity. Feedback processes should respect professional standards whilst addressing power imbalances. Ethical feedback builds trust, supports development, and creates a fair, accountable culture where every voice is valued and heard. Processes of engagement with feedback should be fair and honest.

### **5. Feedback should promote learning over time**

Provision of feedback information does not guarantee learning, nor is the impact of feedback always immediate. Promoting learning through feedback is often multidirectional and iterative, supported by deliberate and thoughtful guidance.

### **6. Feedback and associated technologies should be designed in conversation with learners and educators**

Many applications of educational technologies miss that effective feedback should be a collaborative practice. Rather than an afterthought, collaboration should be at the core of feedback and associated technologies. By inviting learners and educators into the design process, we can ensure that the technologies reflect their needs and respect their wellbeing.

### **7. Feedback engagement requires time and care**

Feedback processes cannot be rushed or confined to a set timeframe. It requires meaningful time and effort from both educators and students. This investment signals care and commitment. Attempts to 'save time' risk reducing feedback's value, overlooking its role in fostering trust, growth, and genuine learning engagement.

### **8. Learning, not technological efficiency or compliance, should drive thinking and decision-making regarding feedback processes**

Whilst advancing technologies and compliance requirements may encourage leaders and others to explore and promote the most efficient means of feedback provision, student learning and time and space for productive feedback must be the principal considerations when designing feedback processes.

### **9. Feedback can be enhanced by digital technologies, but digital technologies do not always enhance feedback**

Technologies often promise improvement but there is a difference between what a digital innovation *can do*, and what it *actually does*. Digital technologies can promote new ways of doing things but these will not necessarily make feedback more productive or even more efficient.

### **10. More feedback is not necessarily better for learning**

Being overwhelmed does not promote learning. More detailed comments or many in-depth interactions are not always better. Effective feedback relies on learners' meaning-making and is not a simple equation.