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**RESITUATING FEEDBACK FROM THE REACTIVE TO THE PROACTIVE**

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**Abstract**

This chapter analyses the theory and practice of feedback from a cognitive perspective. It argues that the power of feedback depends on the extent to which it results in reflective knowledge building by students. Three scenarios are examined – teacher feedback, self-review and peer review – and comparisons are made between received and produced feedback in relation to the reflective knowledge building processes they elicit. The analysis suggests that much greater attention should be paid to student feedback construction, a skill which is highly valued in professional practice but is under-developed in higher education.