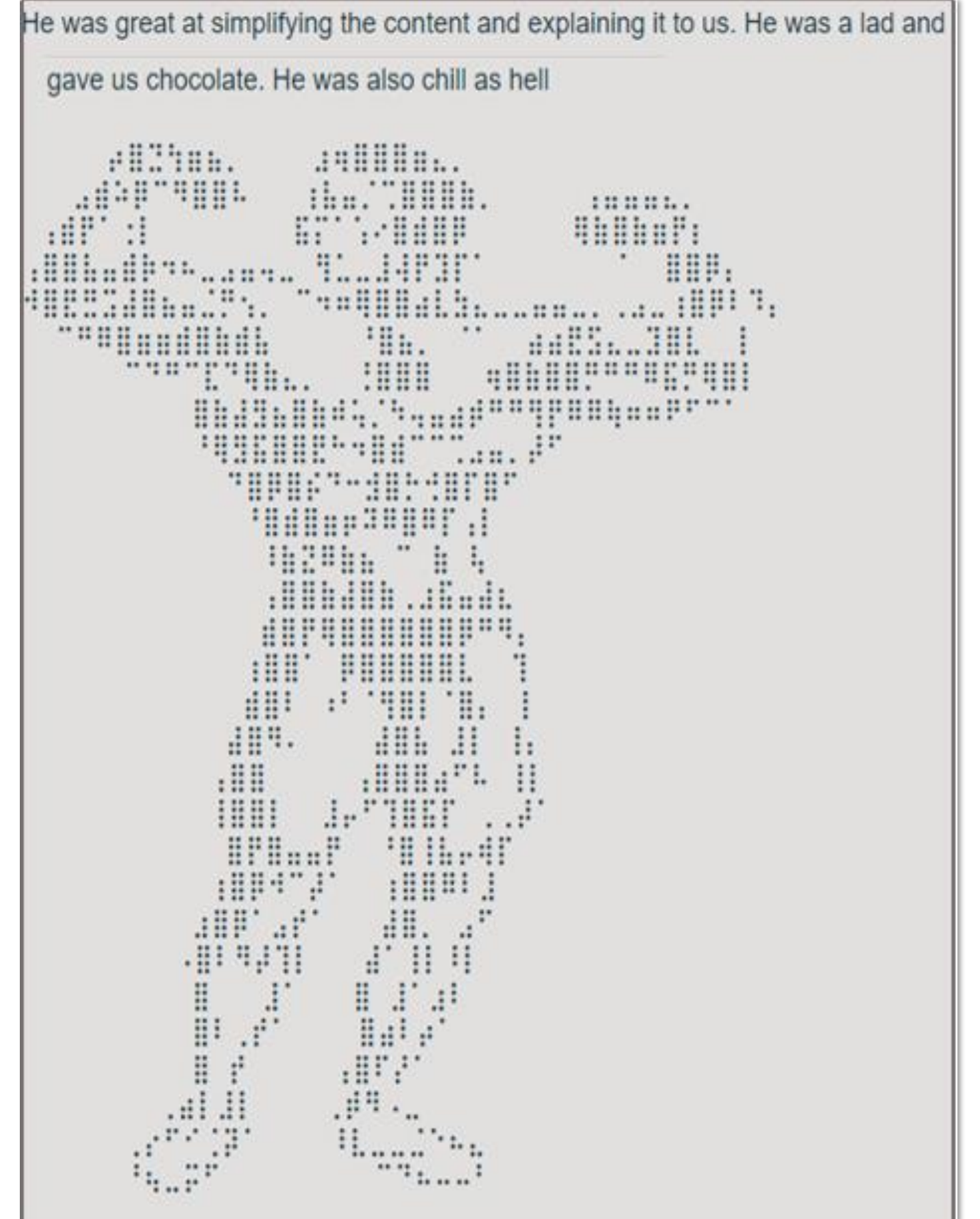




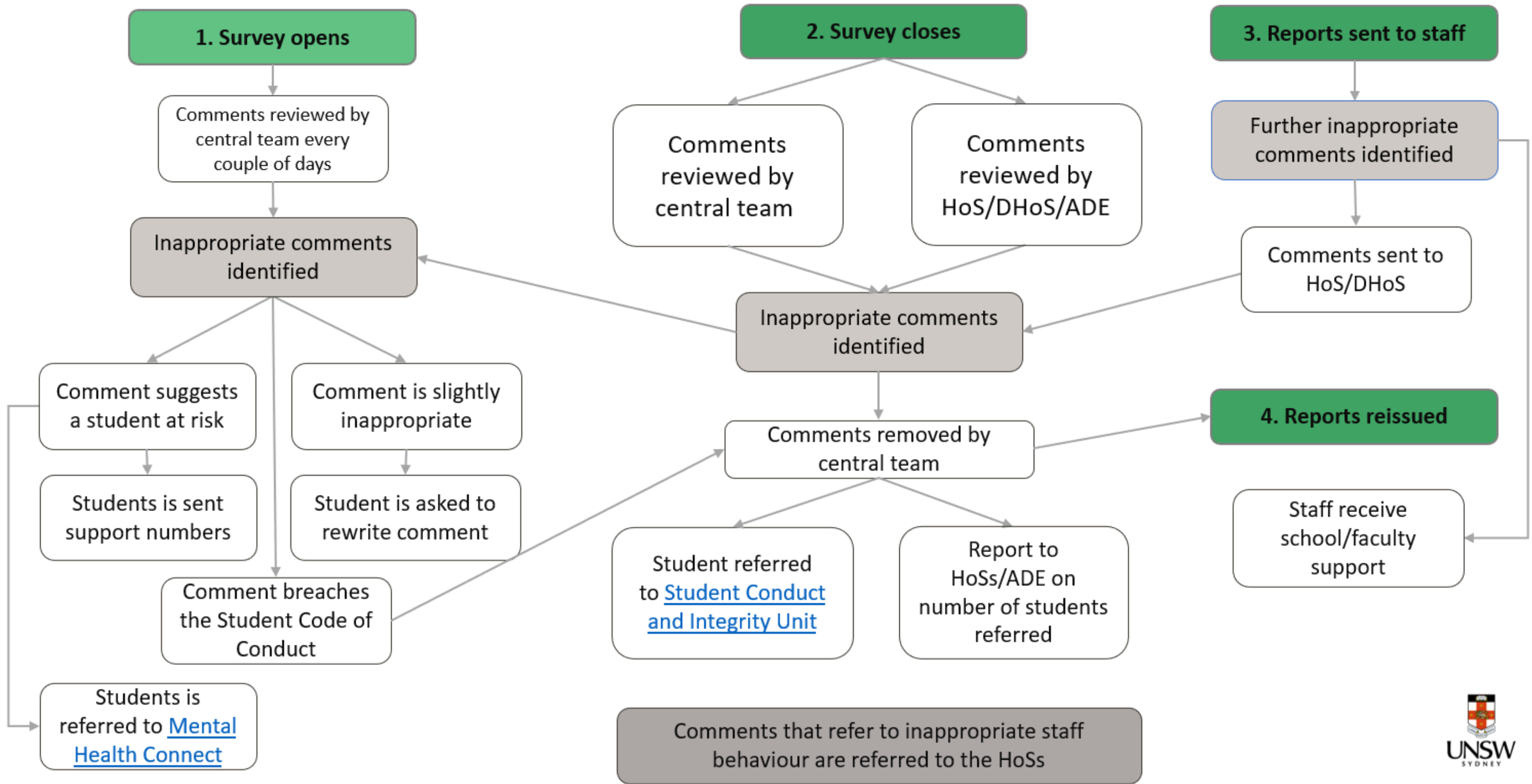
# Building feedback resilience: Skills-based training for reading, interpreting and acting on student evaluations of teaching.

**Dr Nicole Saintilan**  
**Educational Evaluations Specialist**  
**University of New South Wales**

***Feedback resilience involves developing behaviours, thoughts, and actions to help read and respond to feedback. Universities do well with providing resources for students in this regard, but do not often have similar resources for staff.***



# myExperience Duty of Care and Comment Cleaning Process Map



## What to do with helpful comments

### Can we grow?

- Can we accept some feedback if it is a trend?
- Can we use this feedback to understand our students' educational needs better?
- Can we recognise where we can make adjustments but also where it is important to maintain standards
- It needs courage, self-reflection, non-attachment, and an interest in lifelong learning.

Using  
Feedback

### Can we improve students' experience and perceptions?

- Let students know the changes made based on feedback.
- Explain pedagogical decisions at the start of term (flipped classroom etc.).
- Ask for feedback during term (SAP).
- Teach feedback literacy (job-ready skill).
- Let students know you will read their comments.
- It needs willingness to engage in discussion.

Staff  
psychology

## What to do with unhelpful comments

### Can we understand our own psychology?

- Manage our own perceptions and emotions by getting support from peers. Normalise negativity.
- Manage how much importance we give to unhelpful comments (Solomon's paradox).
  - See the green (5:1 & anchoring bias).
    - Look for trends and outliers
- It needs a network, intrapersonal wisdom, self-regulation, and empathy for ourselves.

Getting  
Feedback

### Can we understand why students lash out?

- We don't need to accept unhelpful comments
  - Do divergent comments show anything about learning styles?
- Can we understand student development, and the pressures they have: monetary, parental, peer, self.
- It needs interpersonal wisdom, benevolence, compassion, and empathy.

Student  
psychology



Jinki Trevillian on Reading Student feedback

*Jinki gives some warm sensible advice for dealing with those student feedback results that can sometimes be a bit challenging. Her video would be useful to anyone who would like to see how to balance self-care with actively responding to feedback. – Nicole Saintilan*

[Feedback Resilience playlist](#)



Karin Watson on Reading Student feedback

*Karin's unique approach of using word clouds to analyse myExperience feedback is a great strategy for seeing students' comments in a different light. In this video, Karin outlines a practical method to help reduce the anxiety of reading myExperience feedback by first seeing the big picture more objectively. - Bronwen Williams*



Gee Chong Ling on Reading Student feedback

*In this video, Gee shares his 4-step approach to engaging with myExperience feedback and also how he has adopted a complementary closed-loop feedback mechanism through his strategic use of student course ambassadors to acquire in-term feedback and facilitate real-time course changes. Gee's video would be useful for anyone who might benefit from a more structured approach to managing student feedback, especially staff thinking of applying for academic promotion or education awards. – Anne Galea*



Leesa Sidhu on Reading Student feedback

*As someone with over 30 years of experience teaching very large and difficult courses at UNSW Canberra, Leesa has developed a method of reading feedback with a strong care factor in mind. Her wisdom stems from a knowledge of herself, her teaching, but also of her students.*



Emma Mills on Reading Student feedback

*In this film, Emma explains an innovative approach to respond to student feedback. By using the Design Thinking Framework, Emma was able to improve her course evaluation results by 25%. Her film would be useful to anyone who would like to try a quick but creative approach to course improvement based on student feedback.*



David Stahel on Reading Student feedback

*David flips the discussion here and looks at why students write what they write. This film helps us to understand the diversity of student thinking and the relationship between giving and receiving feedback.*

**Thanks to Tim Brennan and  
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