

START, STOP, CONTINUE (SSC)

(Source: Strobino, J. , “Building a Better Mousetrap.” The Teaching Professor. January, 1997, p.6.)

This evaluation tool provides feedback on students’ classroom experiences, and is both simple and straightforward to implement.

Directions:

- Direct students to draw three columns on a sheet of paper, one of each labeled – START, STOP, and CONTINUE.
- Under the START column, ask students to record any instructional practices, policies, or behaviours they would like the teacher (YOU) to start using.
- Under the STOP column, direct students to list any teaching practices, policies, or behaviours they would like to see ended in the classroom.
- Under the CONTINUE column, ask students to list those elements which they would like to see continued.
- Collect feedback, summarize results, and share feedback with students the following class
- Use this tool periodically throughout the semester – used too often, the newness of the tool may diminish and student enthusiasm lessen (suggestions and ratings tend also to stabilize over time)

Notes:

- Use this technique to collect feedback on a variety of areas such as reading materials, learning activities, procedural practices, teaching methods, use of technology, etc.
- The author also suggests adding a five point (Likert) scale to the SSC Model to refine the level of feedback she collects. She asks about things such as:
 - “the extent to which student learning needs are met,”
 - “the clarity of the presentations,” and
 - “their assessment of the correlation between classroom activities and course objectives.” (provides a preview of what to expect for end-of-course evaluations)
- From personal experience, the author notes that the more she implements the SSC Model and actually implements student suggestions, the less responses she receives for STOP and START, and the more she receives for CONTINUE.
- This evaluation tool does take some class time, but the opportunity for the instructor to explain why things are done in a certain way (in response to feedback) and the chance for students to see their personal suggestions put into practice – helps create a positive learning environment.