
Start, Stop, Continue and Ticket Out of the Door

— Collecting and using student
feedback to improve teaching in a
large first-year math class —

Why feedback matters?



What's available?



Student Web Services

[U of T Home](#) | [Portal](#) | [Contacts](#) | [Maps](#) |

[ACORN](#)

[Course Finder](#)

[Timetable
Builder](#)

[Degree Explorer](#)

[GPA Calculator](#)

[Financial
Planning
Calculator](#)

[Co-Curricular
Record \(CCR\)](#)

[Career Learning
Network \(CLN\)](#)

[My Res](#)

[Transfer
Explorer](#)

[Course
Evaluation](#)

Course Evaluation

During the [evaluation period](#), complete evaluations for courses offered by divisions using the online Course Evaluation system.

[Launch Course Evaluation](#)

Browsers supported: Chrome 46+, Edge 14+, Firefox 45+, Internet Explorer 11+, Safari 9+.

Features & Benefits of Course Evaluations

- Available for Arts & Science, Nursing, Social Work, UTM, UTSC, Information, Music, and Engineering
- Base your enrolment choices on previous course evaluation feedback
- Instructors use your evaluations to improve the content of courses
- Deans, Directors, and Chairs use your evaluations to enhance programs

What else can we do as instructors?



Stop Start Continue:

START

*“What should we/I
start doing?”*

List ideas/Items:

- Things that are not being done, but should be done
- Things to begin doing to get better results
- Things worth trying or experimenting for better results

STOP

*“What should we/I
stop doing?”*

List ideas/Items:

- Things that are not working or helping
- Things that impede or are not practical
- Not delivering desired results
- We or others dislike

CONTINUE

*“What should we/I
continue doing?”*

List ideas/Items:

- Things that are working well
- Things that we want to keep
- Worth continuing to see if they're worthwhile
- We like or need

Data collected and how it's used in Xinli's teaching

Sample feedback from MAT135 class:

Stop:

- "Sometimes you go through the example very fast and we don't get enough to time to understand what's happening ."
- "The mic is sometimes too loud and it makes it too hard to focus."

Start:

- "Slowing down and explaining steps."
- "Upload the notes so we can focus on the lecture please."

Continue:

- "Taking up questions as a class works really well. "
- "Portray concepts in a visual manner (Graphing with Desmos, plotting graphs)."
- "10 minute breaks for two hour lectures."

Data collected and how it's used in Xinli's teaching

Sample feedback from MAT223 class:

Stop:

- "Sometimes you start teaching too soon, before we are able to arrive at the lecture theatre and settle down."

Start:

- "Exam questions and quiz questions in class"
- "Use visuals to help us understand concepts"

Continue:

- "Doing questions after a certain topic is introduced, especially the T/F questions"
- "Giving us time to work on questions during class, and making it interactive"

Ticket out of the Door

Ticket Out the Door

Ideas

Status of
the Class

Quick Checks

Assessments

Affirmations

Closures/Launches

Voting Results

Attendance

Questions

Prior Knowledge

Sample “Soft” Ticket Out The Door Questions

The Very First Class:

- What do you want to do with your degree?
- How is the teaching?
- How do you want lecture to change?

Before Reading Week:

- How is University going?
- What is hard about this class? How can Parker help?
- Any fun reading week plans?

Pre- and Post-Test Surveys

Before the Term Test:

- How many tests do you have coming?
- How do you feel about the coming MAT 134 test?
- How have you been studying for the test?

After Term Test:

- Do you feel that lecture and problem sets prepared you for Term Test #1?
- Was the test easier/harder than you expected?
- What was easy? What was hard?
- Halloween? Candy preferences? Costume ideas?

Ticket Out the Door and Formative Assessment

This question was the sixth ticket-out-the-door survey in MAT 134:

The surface area of a circular puddle is increasing at a rate of 10π m²/s.

How fast is its perimeter changing when the area is π m²?

(Don't worry! This is not a math talk.)

Direct Student Feedback on Teaching Practice

- How do you want lecture to change?

“I would want lectures to only be an hour long.
Two hours gets really tiring.”

“I wish that there could be more interaction between instructor & students”

“Reduce the pace of the lectures”

“A few more examples of challenging tasks would be awesome.”

What do students see for the activity of Stop Start Continue?



MAT135 Mid-Course Feedback for
Xinli Wang

Please answer the following questions in order for me to adjust my teaching so you can have a better learning experience.

* Required

What am I doing in our class that isn't working? (Something I should STOP) *

Your answer

What should I put in place to improve your learning experience? (Something I should START doing)

Your answer

What is working well?(Something I should continue doing)

Your answer

How to conduct Stop Start Continue in your classroom?

- Use Google Forms for your survey questions.
- Create a QR code (<https://www.qr-code-generator.com/>) of the link to share with your students.
- A sample form of what I used for my tea

<https://goo.gl/forms/klDW7jsKz1tnTvRJ3>



References

1. Cohen, P. A. (1980). Effectiveness of Student-Rating Feedback for Improving College Instruction: A Meta-Analysis of Findings. *Research in Higher Education*, 13(1), 1-10.
2. Costin, F. W. (1971). Student Ratings of College Teaching: Reliability, Validity, and Usefulness. *Review of Educational Research*, 41(1), 511–35.
3. Marks, M. C. (1988). PROFESSIONAL PRACTICE: A Ticket Out the Door. *Strategies*, 17-27.
4. Newton, A. H. (2015). Use of the ‘Stop, Start, Continue’ method is associated with the production of constructive qualitative feedback by students in higher education. *Journal of Management Education*, 49(1), 1-15.
5. Sonnenfeld, J. A. (1985). Shedding Light on the Hawthorne Studies. *Journal of Occupational Behavior*, 16(1), 111-130.

Feedback?