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Reframing Stop–Start–Continue as a 360° Learning Reflection Tool

Silvia Caicedo (she, her, elle)

Professor - Pre-Health Sciences Programs (A109 & A108)

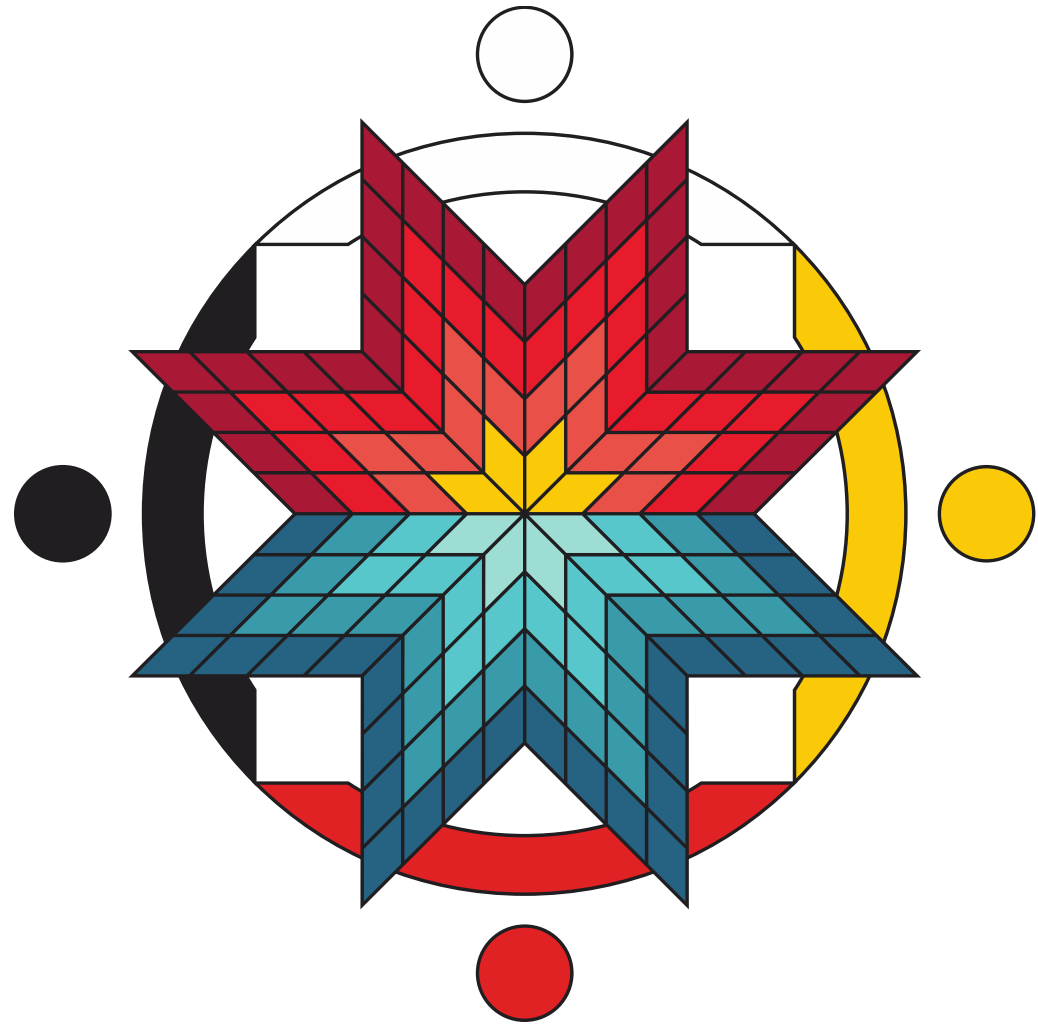
Associate - Teaching and Learning Exchange

Land Acknowledgement

George Brown Polytechnic occupies the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who live here, today.

We are grateful to share this land as treaty people who learn, work and live in the community with each other.

[Learn more about our land acknowledgement.](#)



Agenda

The session's objectives are:

1. Move from using **Stop–Start–Continue** as a feedback tool and to a reflective learning practice.
2. Recognize the role of **classroom culture** in fostering student responsibility and agency.
3. Apply a **360° Stop–Start–Continue approach** that includes students, peers, and instructors to promote shared responsibility and commitment to learning.



Quick Reflection

When you use **Stop–Start–Continue** (or student feedback tools),

who do students usually talk about?



What we often see

Stop–Start–Continue often becomes:

- "The professor should post the slides earlier."
- "The assignments should be shorter."
- "The course should be organized differently."



What we often see

Stop–Start–Continue often becomes:

- Feedback about the instructor.
- Lists of complaints (what works, what doesn't).
- Suggestions for teaching (what needs to change).
- Students positioned as evaluators.
- **Learning** positioned as instructor **responsibility**.



The problem

We often ask:

- What can I do to help you learn?

We rarely ask:

- What can you do to help yourself learn?
- What can your peers do?
- What **do we all need to do to** succeed?



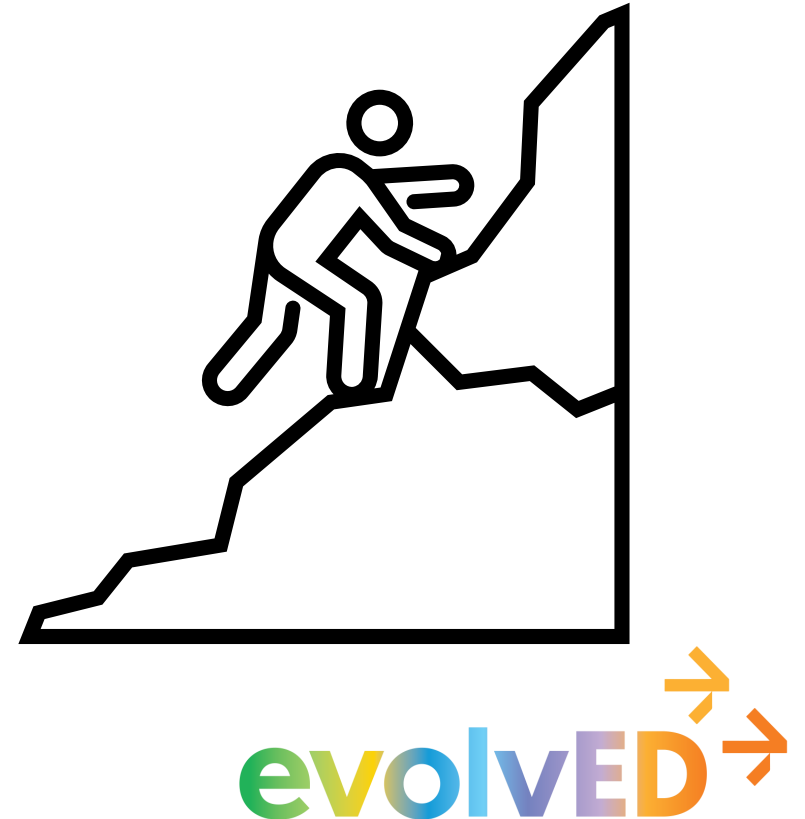
Classroom Motto

In this class we suspend:

- Judgment
- Blame
- Shame

We focus on:

- Responsibility
- Conditions for success
- Commitment to learning



Reframing Stop-Start-Continue

Stop–Start–Continue as a 360° Reflection

Students reflect on:

- Their role
- Peers' role
- Instructor's role
- Learning environment
- Resources that can help them succeed



Reframing Stop-Start-Continue

Taking stock of your PREP1012 learning experience so far.

- Think about your role as a student/peer and what you contribute.
- Think about the role of your peers and what they contribute.
- Think about the role of your professors and what they contribute.
- What we can STOP - START - CONTINUE doing to support your learning.



Reframing Stop-Start-Continue

STOP - What should we stop doing because it hinders your learning? Examples.

stop staying up late, sleep more

Procrastinating, Social Media, Avoiding Self-Care

Unorganized revision. Distraction during studying

stop being on my phone

Not prioritizing your learning, whether it's intentionally or unintentionally

Going out with friends

Stop doing everything by myself - divide the chores and prioritize what is important

I should start organizing myself better and follow the schedule. Creating a routine is my priority.

underestimating the full work-load

Social media, Procrastinating

ineffective studying, learn how you study best and what works for you



Reframing Stop-Start-Continue

STOP - What should we stop doing because it hinders your learning? Examples.

✦ 4 groups found 🔍



Distractions

5 responses

"Unorganized revision. Distraction during studying..."



Time Management

3 responses

"I should start organizing myself better and follow ..."



Study Habits

2 responses

"ineffective studying, learn how you study best an..."



Self-Care

1 response

"Procrastinating, Social Media, Avoiding Self- Car..."



Reframing Stop-Start-Continue

START - What should we start doing to support your learning? Examples.

✦ 4 groups found 🔄



Time Management

5 responses

"Being organized with schedule so we wont be dis..."



Self-Discipline

4 responses

"Learning to discipline myself more", "Commitment..."



Habit Formation

3 responses

"Building healthier habits that will begin to transla..."



Study Techniques

2 responses

"Start studying my weakest subject a little each d..."



Reframing Stop-Start-Continue

CONTINUE - What should we continue doing because it supports your learning? Examples.

sending out reminders

Prioritizing self care and knowing when to indulge in your personal hobbies.

Decide a cut off time for studying the night before a test.

regularly repeating what you have learned, incredibly helps to stick material in our mind.

when i feel the need to doom scroll, i read instead

Going over class notes the same day you get the lesson and then coming back to it at least once or twice in the same week

improvise by continuous practice and seek help/ feedback whenever in need

Prioritize, Finding your own study techniques and ways

Sleeping enough. Studying with peers.

Appreciate your learning outcome, do regular reflection

advance reading, so that we don't get piled up and procrastinate

Reframing Stop-Start-Continue

< CONTINUE - What should we continue doing because it supports your learning? Examples.

Study Habits

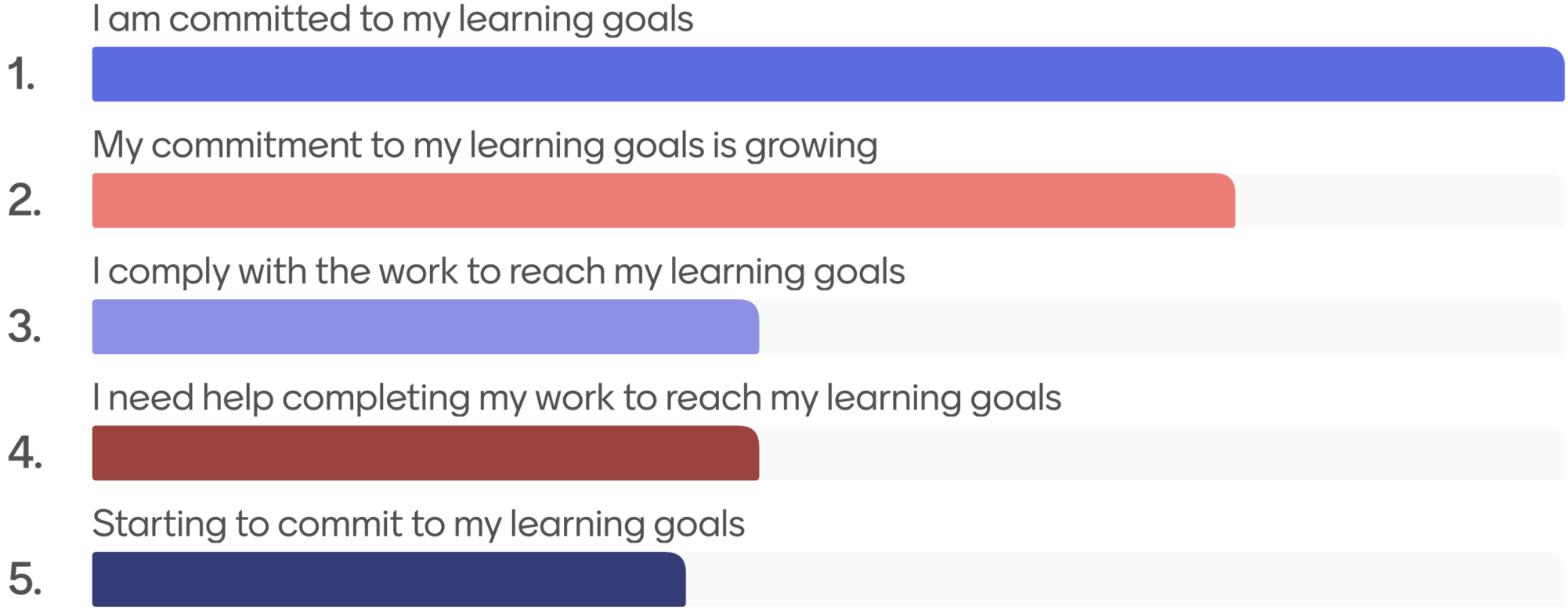
8 responses

< >

- Prioritize, Finding your own study techniques and ways
- Sleeping enough. Studying with peers.
- Decide a cut off time for studying the night before a test.
- Going over class notes the same day you get the lesson and then coming back to it at least once or twice in the same week
- regularly repeating what you have learned, incredibly helps to stick material in our mind.
- Appreciate your learning outcome, do regular reflection
- improvise by continuous practice and seek help/ feedback
- when i feel the need to doom scroll, i read instead

Reframing Stop-Start-Continue

Pulse Check - Compliance to Commitment



What changes



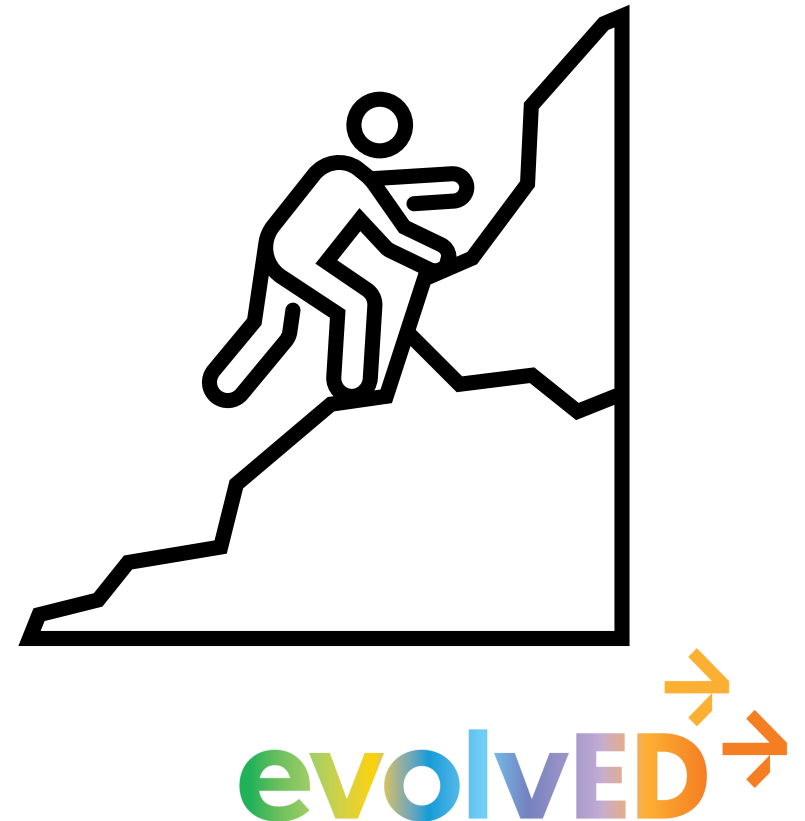
The conversation shifts from:

- Blame → Responsibility
- Complaints → Reflection
- Passive → Active
- Compliance → Commitment
- Instructor responsibility → Shared responsibility



Give this a try

- Build classroom culture first
- Talk about **responsibility** early
- Frame S-S-C as a 360 reflection
- Include student, peer, instructor roles
- Discuss results openly



Stop-Start-Continue



Stop–Start–Continue is not about evaluating teaching.

It is about reflecting and taking responsibility for learning.

It is a tool to discuss about responsibility, effort, habits, and the conditions needed for success. → **Learner Agency**



Questions:

What should I stop?

What should I continue?

Thank you for your attention!!

