EBRU EVCEN

Evidence of Teaching Effectiveness

Between Fall 2021 and Summer 2026, I taught six undergraduate courses across lower- and upper-division levels: Introduction to Linguistics (LIGN 101), Syntax (LIGN 121), Semantics (LIGN 130), Psycholinguistics (LIGN 170), and Science of Parenting (PSYC 190). These courses differed in level, size, and student background. LIGN 101 drew a broad range of students, many of whom were fulfilling a requirement and encountering linguistics for the first time. Upper-division courses like Syntax and Semantics attracted students with more background in the field, though many still found the formal and technical aspects of the material challenging. I served as instructor of record twice. In Summer 2024, I designed and taught LIGN 170 from scratch, with full responsibility for course design, instruction, and assessment. Because psycholinguistics was not regularly offered in the department, I organized it as a survey, building each unit around a method and the kind of evidence it can provide. In Summer 2026, I taught PSYC 190 in the Department of Psychology, a course on what research does and does not tell us about child development and parenting.

Quantitative Summary Across Courses

Across these six courses:

- Between 72% and 92% of students selected Strongly Agree that I presented course material clearly.
- Between 74% and 88% selected Strongly Agree that I helped develop their thinking skills.
- Between 83% and 92% selected Strongly Agree that I was enthusiastic and genuinely invested in teaching.
- In multiple terms, 100% of respondents reported no communication issues.
- In upper-division courses, over 90% of students indicated they would recommend me as an instructional assistant.
- As an instructor of record in Psycholinguistics (Summer 2024), 100% of students agreed or strongly agreed that the course was intellectually stimulating, and over 90% agreed or strongly agreed that I created a welcoming and inclusive learning environment.

The full evaluation reports, including raw responses and qualitative comments, are included in **Appendix A.**

Representative Student Feedback

Across all six courses, student feedback points to consistent strengths in clarity of explanation, intellectual rigor, accessibility, and inclusive classroom climate. Students frequently noted that I was able to break down complex material in ways that were approachable without losing depth, and that I led them toward answers rather than simply providing them. Several students also

highlighted the classroom environment, describing it as welcoming, engaging, and one where they felt comfortable asking questions and taking risks.

Clarity and Explanation

> *"Ebru is such an intelligent, supportive, and encouraging TA. Her teaching methods are really effective, and she really connects with students. She understands the material so well and always knows how to explain and clarify perfectly."*
> (LIGN 130 – Semantics, Spring 2024)
>
> *"Ebru is very easy to speak with and breaks down complex concepts in very palatable ways. She doesn't just provide answers to questions but does a really good job leading students to find the answers on their own."*
> (LIGN 130 – Semantics, Spring 2024)
>
> *"Genuinely such a good teacher! I didn't really understand the lectures, and Ebru's discussion sections were my main source of learning. She's well-spoken, specific, and gives good examples. I also appreciated emailing the discussion sides with practice examples and answers. & super kind!"*
> (LIGN 121 – Syntax I, Winter 2024)
>
> *"Honestly really solid at teaching the class materials we learned each week. Her sections helped a ton in understanding the class. In some ways her section was better at establishing an understanding of the material than the class lectures sometimes."*
> (LIGN 121 – Syntax I, Winter 2024)
>
> *"Ebru's method of lecture made very long class periods feel digestible, easy, and fun!"*
> (LIGN 170 – Psycholinguistics, Summer 2024 | Instructor of Record)
>
> *"Ebru has a lot of great strengths in my opinion, she always explained things very well in discussion. I knew if I was confused about a topic in class she would be the first to clear up that confusion in discussion or office hours! She is very honest which I appreciate and truly cares for her students!"*
> (LIGN 101 – Introduction to the Study of Language, Fall 2023)

Intellectual Development and Research Skills

> *"The instructional assistant was also very eager to help those in need and did not answer immediately, instead showed a possible direction the student should go while solving the problem."*
> (LIGN 121 – Syntax I, Winter 2024)
>
> *"The QALMRI assignments were helpful in seeing how linguists study language and summarizing the most important parts of a scientific paper. I also enjoyed working with my peers on analyzing these papers. I also enjoyed learning about how linguistic and psychological studies are flawed in their current state."*
> (LIGN 170 – Psycholinguistics, Summer 2024 | Instructor of Record)

"Ebru often supplemented course material, especially towards the end where topics dealt with pragmatics, with their own concurrent findings and studies. Being able to think about the material we were being taught in lecture in a more modern setting was interesting and helped inspire new questions about different theories in psycholinguistics."

(LIGN 170 – Psycholinguistics, Summer 2024 | Instructor of Record)

Engagement and Inclusive Classroom Climate

"Ebru makes sure to include every person in the discussion section, and is a wonderful lecturer and presenter. She is funny, engaging, and empathetic to the needs of the students. I would highly recommend her as a TA, without a doubt she is the best TA I have had during my time at UCSD."

(LIGN 130 – Semantics, Spring 2024)

"Ebru was phenomenal at not only being welcoming to all students, but including intersectionality in how we learned and what we learned!"

(LIGN 170 – Psycholinguistics, Summer 2024 | Instructor of Record)

"Ebru is really understanding person, her greatest strength is she would know when a student needed help even if they were too shy to ask for help. Ebru is really friendly and she a person who you could talk about anything."

(LIGN 101 – Introduction to the Study of Language, Fall 2023)

Classroom Observation

In Summer 2024, I requested a formal classroom observation through the Teaching and Learning Commons at UC San Diego, conducted mid-quarter by a teaching consultant during a session on “prediction” in Psycholinguistics (**see Appendix B**). The observer noted strengths in planning and organization, formative assessment strategies, questioning techniques, and inclusive teaching practices. In particular, the observation documented that active learning components were well-aligned with learning objectives, that students were given opportunities to engage with the material approximately every fifteen minutes, and that the classroom climate supported productive risk-taking. The observer also noted that I modelled disciplinary thinking for students by making my own reasoning as a researcher visible, which she described as empowering for aspiring researchers in the classroom.

The observation also identified two areas for growth: that during lecture, the same few students tended to answer questions rather than the group as a whole, and that with multiple active learning components in a single session, communicating instructions concisely was sometimes difficult. Because the observation happened mid-quarter, I had the opportunity to act on this feedback before the course ended. In response to the first challenge, I began incorporating more structured turn-taking and small group discussion prompts before opening questions to the whole class, which gave more students a low-stakes entry point before being asked to speak to whole class.

Reflection and Professional Growth

Student feedback has genuinely influenced how I teach. In some of my earlier evaluations, a few students pointed out that my explanations were not always as clear as they could be, that pacing in section sometimes felt uneven, or that my corrective feedback could come across as too direct. I took those comments seriously, and I think about them still.

Since then, I have made concrete changes. I started using verbal signposting and structured summary slides so that students always know what the main takeaway of a session is, not just what we covered. I built in formative checks during section so I could adjust pacing in real time rather than guessing. I became more intentional about how I deliver feedback, leading with what a student's analysis gets right before addressing where it breaks down. I also worked to make the connection between lecture and section explicit, rather than assuming students would draw those links themselves.

The classroom observation added another layer to this process. Having a trained observer document what was actually happening in the room, rather than relying only on my own perception or end-of-quarter student comments, gave me more specific and actionable feedback than I could have generated on my own. It also reinforced something I try to model for the graduate instructors I work with at the Engaged Teaching Hub: that seeking out feedback on your teaching is not an admission of weakness but a sign of investment in getting better.

These changes show up in what students say now. Clarity, approachability, and support appear consistently across my later evaluations, and I think that is because I stopped treating feedback as something to file away and started treating it as something to actually use. Teaching is something I have had to learn, and I am still learning it.

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Student Evaluation of Teaching (SET) for Ebru Evcen

LIGN 170 - Psycholinguistics (Evcen, Ebru)
Summer Session I 2024

Number of Evaluations Submitted: 16
Number of Students Enrolled: 19

1. Class sessions helped me understand the course content.

11 (68.8%):	Strongly Agree
5 (31.3%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

2. Assignments (reading, homework, projects, etc.) helped me understand the course content.

10 (62.5%):	Strongly Agree
5 (31.3%):	Agree
1 (6.3%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

3. Exams and other assessments (essays, projects, etc.) were a fair measure of course learning outcomes.

11 (68.8%):	Strongly Agree
3 (18.8%):	Agree
1 (6.3%):	Neither Agree Nor Disagree
1 (6.3%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

4. I received timely and helpful feedback in this course.

10 (62.5%): Strongly Agree
4 (25.0%): Agree
2 (12.5%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. The course developed my understanding and skills for the subject.

10 (62.5%): Strongly Agree
5 (31.3%): Agree
1 (6.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

6. The course was intellectually stimulating and engaging.

11 (68.8%): Strongly Agree
5 (31.3%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The instructor effectively communicated course goals, learning outcomes, and expectations.

11 (68.8%): Strongly Agree
4 (25.0%): Agree
1 (6.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. There were sufficient opportunities for me to get help when needed via offered opportunities (e.g. during established office hours, discussion, etc.).

11 (68.8%): Strongly Agree
4 (25.0%): Agree
1 (6.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The instructor incorporated teaching methods that helped me learn.

9 (56.3%): Strongly Agree
6 (37.5%): Agree
1 (6.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

10. The instructor arrived on time to class sessions and office hours.

10 (62.5%): Strongly Agree
5 (31.3%): Agree
1 (6.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

11. The instructor created a welcoming and supportive learning environment that valued and supported equity, diversity, and inclusion.

12 (75.0%): Strongly Agree
3 (18.8%): Agree
1 (6.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

12. The instructor explained what constituted cheating in this course and emphasized the importance of academic integrity.

11 (68.8%): Strongly Agree
5 (31.3%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

13. Please describe any specific aspects of the course and/or teaching practices that your instructor used that created or interfered with a welcoming and supportive learning environment that valued and supported equity, diversity and inclusion.

- always encouraging us to participate and was always ready to answer any questions we may have
- Ebru consistently ensured that everyone was comfortable and able to learn the material. Both her and Penny went to extra lengths to help students with new material and adjust to the

difficult summer schedule. As well, examining the WEIRD problem in psychology and critically examining the problems with language studies focusing on non-diverse populations helped inform a better and more equitable scientific process.

- Ebru creates a very welcoming environment and likes to interact with the students throughout lecture, making it very interesting to attend. I have been learning a lot from Ebru within a few weeks.
- Ebru was just very welcoming to whoever was in her class. She was the first instructor I felt was really passionate AND cared about her students greatly.
- I really enjoyed your honesty about your feelings and emotional state. It made you feel more relatable and improved the class environment.
- YES, Ebru was phenomenal at not only being welcoming to all students, but including intersectionality in how we learned and what we learned!

14. Please describe any specific aspects of the course and/or teaching practices that your instructor used that particularly helped you to learn the material and/or develop your own critical perspectives on the material.

- Discussing articles/studies we read with other classmates.
- Ebru has created helpful assignments that help us with our learning and test our understanding of the material.
- Ebru often supplemented course material — especially towards the end where topics dealt with pragmatics — with their own concurrent findings and studies. Being able to think about the material we were being taught in lecture in a more modern setting was interesting and helped inspire new questions about different theories in psycholinguistics.
- Ebru's method of lecture made very long class periods feel digestible, easy, and fun!
- I believe her effort to explain such things when we all look confused and even though we don't answer cause we are a quiet class, she still explains just in case.
- The QALMRI assignments were helpful in seeing how linguists study language and summarizing the most important parts of a scientific paper. I also enjoyed working with my peers on analyzing these papers. I also enjoyed learning about how linguistic and psychological studies are flawed in their current state.

15. Please describe any specific aspects of the course and/or teaching practices that your instructor used that helped you to feel engaged with the course material or that encouraged you to feel that you could succeed in the course.

- During summer session she gave us two breaks. It was nice cause time felt like it went by quicker.
- Ebru always gives me a chance to engage in class and calls on me whenever I raise my hand to answer questions. She has assigned us to do QALMRI reports for optimal learning which as increased my knowledge in psycholinguistics. She also creates interactive slides that give examples of the tests done in studies discussed throughout the discourse.

- The in-class QALMRI presentations
- Yes, I felt very engaged with what we were learning through customization, interactivity, and her style of lecturing (very involved).

16. Please describe any specific aspects of the course and/or teaching practices that your instructor used that were less helpful for your learning. Optionally you may offer constructive suggestions that might improve their effectiveness.

- Adding section headings could help with pointing out the most important concepts and provide structure to the lecture.
- Maybe quizzes.
- Nothing, this was my ideal class and lecture set up.

17. What was/were your reason(s) for taking this course?

13 (54.2%):	Major/Program Requirement
3 (12.5%):	Minor
0 (0.0%):	College General Education
3 (12.5%):	Elective
5 (20.8%):	Interest
0 (0.0%):	American History and Institutions (AHI) Requirement
0 (0.0%):	Undergraduate Diversity, Equity and Inclusion Requirement (DEI) Requirement
0 (0.0%):	Jane Teranes Climate Change Education Requirement (JTCCER)
0 (0.0%):	Graduate Program Requirement
0 (0.0%):	Other

18. How often did you attend class and/or engage with course materials?

12 (75.0%):	Always
3 (18.8%):	Usually
1 (6.3%):	Sometimes
0 (0.0%):	Seldom
0 (0.0%):	Never

19. Hours per week of work outside of class

1 (6.3%):	0-1
7 (43.8%):	2-3
6 (37.5%):	4-5
1 (6.3%):	6-7
1 (6.3%):	8-9
0 (0.0%):	10-11
0 (0.0%):	12-13
0 (0.0%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
0 (0.0%):	20 or more

20. Expected grade in the course

10 (62.5%):	A
3 (18.8%):	B
2 (12.5%):	C
0 (0.0%):	D
0 (0.0%):	F
1 (6.3%):	P
0 (0.0%):	NP

21. Is there anything else you would like to share about your experience in the course?

- Ebru is a phenomenal and gifted lecturer and professor. She is truly inspiring and my regret is that due to this being my lass class at UCSD I can't take her more!
- Ebru is my favorite professor thus far!
- Instruction was very insightful and discussed topics were made clear. Overall, the course was not only informative but also very fun! Glad that I was able to catch the last course Ebru will be teaching.
- It was a good class.

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As a reminder, you will have an opportunity to provide additional context and/or commentary for campus reviewers as part of your teaching statement at the time of your academic review (subject to applicable academic review procedures, policies, and labor agreements).

If you feel that comments constitute harassment or discrimination, then please file a report with the Office for the Prevention of Harassment and Discrimination (OPHD). Because these comments are provided anonymously, it is unlikely that any action can be taken. However, OPHD will record and review these reports in order to assess whether SET comments are a cause for concern.

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Student IA Evaluation for Ebru Evcen
Department of Linguistics

LIGN 130 - Semantics (Jang, Seoyeon)
Spring 2024

Number of Evaluations Submitted: 26
Number of Students Enrolled: 0

1. The Instructional Assistant was well organized and prepared for class.

20 (80.0%):	Strongly Agree
4 (16.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (4.0%):	Not Applicable
1:	[No Response]

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

20 (83.3%):	Strongly Agree
3 (12.5%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (4.2%):	Not Applicable
2:	[No Response]

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

18 (75.0%):	Strongly Agree
5 (20.8%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (4.2%):	Not Applicable
2:	[No Response]

4. The Instructional Assistant helped develop my thinking skills on the subject.

19 (76.0%):	Strongly Agree
4 (16.0%):	Agree
1 (4.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (4.0%):	Not Applicable
1:	[No Response]

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

16 (64.0%):	Strongly Agree
7 (28.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (8.0%):	Not Applicable
1:	[No Response]

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

18 (72.0%):	Strongly Agree
6 (24.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (4.0%):	Not Applicable
1:	[No Response]

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

21 (84.0%):	Strongly Agree
3 (12.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (4.0%):	Not Applicable
1:	[No Response]

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

22 (88.0%):	Strongly Agree
2 (8.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (4.0%):	Not Applicable
1:	[No Response]

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

19 (76.0%):	Strongly Agree
3 (12.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
3 (12.0%):	Not Applicable
1:	[No Response]

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

21 (87.5%):	Strongly Agree
3 (12.5%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
2:	[No Response]

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

20 (100.0%): No issues
0 (0.0%): Too quiet
0 (0.0%): Too loud
0 (0.0%): Too fast
0 (0.0%): Too slow
0 (0.0%): Poor grammar and/or English language skills
0 (0.0%): Used filler words such as "um"
0 (0.0%): Other (please describe)

12. I would recommend this Instructional Assistant to other students.

21 (80.8%): Strongly Agree
4 (15.4%): Agree
1 (3.8%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- 1. Being able to answer questions clearly and effectively
  2. Being kind to students
  3. Engaging & energetic when covering material
- Ebru is dedicated to explaining the course material in detail and makes discussions easy to understand.
- Ebru is such an intelligent, supportive, and encouraging TA. Her teaching methods are really effective, and she really connects with students. She understands the material so well and always knows how to explain and clarify perfectly.
- Ebru is very easy to speak with and breaks down complex concepts in very palatable ways. She doesn't just provide answers to questions but does a really good job leading students to find the answers on their own.
- Ebru makes sure to include every person in the discussion section, and is a wonderful lecturer and presenter. She is funny, engaging, and empathetic to the needs of the students. I would highly recommend her as a TA, without a doubt she is the best TA I have had during my time at UCSD.
- Ebru's teaching style was very interactive and brought comfort to us all in discussions. She reviewed topics and incorporated tactics to help us understand.
- great sections, definitely very helpful!!
- She is extremely friendly and works hard to ensure a rich learning environment.
- She is very kind & approachable & very knowledgeable of all the content

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- No weaknesses.

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- An amazing TA, I've had her for multiple classes and would recommend her to anyone.
- Ebru has been my favorite TA at UCSD, she is so amazing.
- Ebru is very helpful and informational.
- Ebru's a wonderful TA!
- nope

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Student IA Evaluation for Ebru Evcen
Department of Linguistics

LIGN 121 - Syntax I (Rodriguez Aispuro, Alejandro)
Winter 2024

Number of Evaluations Submitted: 13
Number of Students Enrolled: 66

1. The Instructional Assistant was well organized and prepared for class.

11 (84.6%):	Strongly Agree
2 (15.4%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

11 (91.7%):	Strongly Agree
1 (8.3%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

11 (91.7%):	Strongly Agree
1 (8.3%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

4. The Instructional Assistant helped develop my thinking skills on the subject.

10 (83.3%):	Strongly Agree
2 (16.7%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

10 (83.3%):	Strongly Agree
2 (16.7%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

9 (75.0%):	Strongly Agree
3 (25.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

10 (83.3%):	Strongly Agree
2 (16.7%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

10 (83.3%):	Strongly Agree
2 (16.7%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

10 (83.3%):	Strongly Agree
1 (8.3%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (8.3%):	Not Applicable
1:	[No Response]

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

10 (83.3%):	Strongly Agree
2 (16.7%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

12 (100.0%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

12 (92.3%): Strongly Agree
1 (7.7%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Ebru gave very understandable and simple examples for the concepts that were really hard to understand during lecture.
- Ebru is always so helpful and encouraging when I have a question or do not understand a new concept. I appreciate how she takes her time to explain the material in a clear and efficient way.
- Genuinely such a good teacher! I didn't really understand the lectures, and Ebru's discussion sections were my main source of learning. She's well-spoken, specific, and gives good examples. I also appreciated emailing the discussion sides with practice examples and answers. & super kind!
- Honestly really solid at teaching the class materials we learned each week. Her sections helped a ton in understanding the class. In some ways her section was better at establishing an understanding of the material than the class lectures sometimes.
- Instructional Assistant was very engaging with the class section and seemed very passionate about the subject at hand. Always seemed available for a helping hand.
- She really knew the course material and cared for our understanding of the course.
- The instructional assistant helped bring the new (and sometimes, abstract and difficult to grasp) concepts discussed in class into a new, fresh perspective that helped solidify that concept.

  The instructional assistant was also very eager to help those in need and did not answer immediately, instead showed a possible direction the student should go while solving the problem.
- This is my second time having Ebru as a instructional assistant and I love working with her. She explains everything very well and gives multiple examples that helps your understanding. Her office hours are always even more beneficial and she really is available at any time.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Thank you for a great quarter!

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Student IA Evaluation for Ebru Evcen
Department of Linguistics

LIGN 101 - Introduction/Study of Language (Styler, William Francis)
Fall 2021

Number of Evaluations Submitted: 13
Number of Students Enrolled: 138

1. The Instructional Assistant was well organized and prepared for class.

10 (76.9%):	Strongly Agree
3 (23.1%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

12 (92.3%):	Strongly Agree
0 (0.0%):	Agree
1 (7.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

9 (69.2%):	Strongly Agree
3 (23.1%):	Agree
1 (7.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

9 (69.2%): Strongly Agree
3 (23.1%): Agree
1 (7.7%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

9 (69.2%): Strongly Agree
3 (23.1%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (7.7%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

11 (84.6%): Strongly Agree
2 (15.4%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

9 (69.2%): Strongly Agree
2 (15.4%): Agree
1 (7.7%): Neither Agree Nor Disagree
1 (7.7%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

12 (92.3%): Strongly Agree
1 (7.7%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

7 (53.8%):	Strongly Agree
2 (15.4%):	Agree
1 (7.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
3 (23.1%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

11 (84.6%):	Strongly Agree
2 (15.4%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

10 (100.0%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

12 (92.3%):	Strongly Agree
0 (0.0%):	Agree
1 (7.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Ebru is an excellent speaker who presents their ideas and content very clearly and concisely. There were no flaws in their speech, and they were also very helpful while doing exercises because they walked around and gave pointers when necessary.
- Ebru is incredibly kind, accessible, and helpful to students. She is dedicated to sharing her knowledge and assisting our learning journeys.
- Her feedback was very useful. Her methods helped me out. I was over complicating things for myself. She helped me.
- Organized, responsive, helpful, and kind.
- She was always well prepared and explained things in a clear way.
- Very nice and fun discussions!

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- I don’t think she had a weakness. If she did, I didn’t notice it. I thought she did a really good job.
- It is not a major weakness but sometimes I feel like Ebru underestimated students since usually section went slower when I thought we could go through more examples. On the other hand, this is more inclusive to those struggling.
- Not always 100% clear when giving help
- She was a little blunt in some cases and not always encouraging. For example, when all of us(the students) missed a question she kinda blamed us for missing it saying "we didn't study enough".

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- She was a good IA and I enjoyed being in her section. I think if she worked on being more encouraging, she would be a great professor one day.
- She’s awesome. I liked how blunt she was in helping us out but she didn’t do it in bad taste. She just did it in a straight forward way and showed us how to fix out mistakes. She’s funny.

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Student IA Evaluation for Ebru Evcen
Department of Linguistics

LIGN 101 - Introduction/Study of Language (Styler, William Francis)
Winter 2023

Number of Evaluations Submitted: 18
Number of Students Enrolled: 139

1. The Instructional Assistant was well organized and prepared for class.

16 (88.9%): Strongly Agree
2 (11.1%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

16 (88.9%): Strongly Agree
2 (11.1%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

16 (88.9%): Strongly Agree
1 (5.6%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (5.6%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

15 (83.3%): Strongly Agree
1 (5.6%): Agree
1 (5.6%): Neither Agree Nor Disagree
1 (5.6%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

13 (72.2%): Strongly Agree
1 (5.6%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (5.6%): Disagree
0 (0.0%): Strongly Disagree
3 (16.7%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

14 (77.8%): Strongly Agree
2 (11.1%): Agree
2 (11.1%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

14 (77.8%): Strongly Agree
3 (16.7%): Agree
1 (5.6%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

14 (77.8%): Strongly Agree
3 (16.7%): Agree
1 (5.6%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

15 (83.3%): Strongly Agree
1 (5.6%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
2 (11.1%): Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

15 (83.3%): Strongly Agree
2 (11.1%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (5.6%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

15 (100.0%): No issues
0 (0.0%): Too quiet
0 (0.0%): Too loud
0 (0.0%): Too fast
0 (0.0%): Too slow
0 (0.0%): Poor grammar and/or English language skills
0 (0.0%): Used filler words such as "um"
0 (0.0%): Other (please describe)

12. I would recommend this Instructional Assistant to other students.

16 (88.9%): Strongly Agree
1 (5.6%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (5.6%): Disagree
0 (0.0%): Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- brought enthusiasm to the section and personal experience about the material

- Can help solve problems
- Ebru has a lot of great strengths in my opinion, she always explained things very well in discussion. I knew if I was confused about a topic in class she would be the first to clear up that confusion in discussion or office hours! She is very honest which I appreciate and truly cares for her students!
- Ebru is really understanding person, her greatest strength is she would know when a student needed help even if they were too shy to ask for help. Ebru is really friendly and she a person who you could talk about anything.
- Ebru was very personable and made the material seem very achievable.
- Ebru was wonderfully enthusiastic about Linguistics (I especially enjoyed her leading the Turkish syntax activity), did a good job of explaining ideas and managing the section. Altogether, she was an excellent IA.
- I think Ebru's greatest strength is her passion for Linguistics. It is clear that she is not only studying this subject, but is genuinely fascinated with it. This helped me develop a similar passion and desire to understand linguistics.
- She is very good at explaining the concepts we learned in lecture.
- Very personable and easy to talk to!

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- I don't believe that Ebru has any weaknesses shes doing amazing at her job!
- I don't think that Ebru had any outstanding weaknesses as an IA.
- made ignorant comments about my work during section and made me confused about the instructions, was demeaning towards someone who is struggling to understand the material
- No significant criticism -- she was excellent.

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- I am very grateful that I had Ebru as my TA this quarter and I hope to see her again in future Lign courses!
- I do not!
- Please understand that students learn and work with the material in different ways and have many other things going on in their lives besides linguistics discussion.

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Student IA Evaluation for Ebru Evcen
Department of Linguistics

LIGN 101 - Introduction/Study of Language (Styler, William Francis)
Fall 2023

Number of Evaluations Submitted: 22
Number of Students Enrolled: 125

1. The Instructional Assistant was well organized and prepared for class.

14 (63.6%):	Strongly Agree
8 (36.4%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

13 (59.1%):	Strongly Agree
9 (40.9%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

13 (59.1%):	Strongly Agree
7 (31.8%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
2 (9.1%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

12 (54.5%):	Strongly Agree
9 (40.9%):	Agree
1 (4.5%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

9 (40.9%):	Strongly Agree
8 (36.4%):	Agree
2 (9.1%):	Neither Agree Nor Disagree
1 (4.5%):	Disagree
0 (0.0%):	Strongly Disagree
2 (9.1%):	Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

11 (50.0%):	Strongly Agree
10 (45.5%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
1 (4.5%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

11 (52.4%):	Strongly Agree
9 (42.9%):	Agree
1 (4.8%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

10 (45.5%): Strongly Agree
11 (50.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (4.5%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

10 (45.5%): Strongly Agree
8 (36.4%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (4.5%): Disagree
0 (0.0%): Strongly Disagree
3 (13.6%): Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

11 (50.0%): Strongly Agree
10 (45.5%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (4.5%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

17 (77.3%): No issues
0 (0.0%): Too quiet
1 (4.5%): Too loud
2 (9.1%): Too fast
0 (0.0%): Too slow
0 (0.0%): Poor grammar and/or English language skills
1 (4.5%): Used filler words such as "um"
1 (4.5%): Other (please describe)

- She was not very professional and honestly very rude whenever I asked for help.

12. I would recommend this Instructional Assistant to other students.

11 (50.0%): Strongly Agree
8 (36.4%): Agree
1 (4.5%): Neither Agree Nor Disagree
2 (9.1%): Disagree
0 (0.0%): Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- answers all questions within a timely manner and clearly enjoys the subject.
- Clear and helpful with material
- clearly knew the material and could explain it, also always had a positive attitude which created a nice environment for section
- Ebru kept discussion sections interesting and helpful, and went above and beyond to reply to my email with the information from the discussion section the one time I had to miss it. Great work!
- Friendly, approachable, cares a lot about students' learning
- I liked how she always asked me if I needed any help on the worksheets
- I think when she went over concepts that were taught in class, I found the explanations helpful as she explained them in a different way and didn't spend too long or too short of a time on them. I think the structure of the class was pretty good, as she'd slowly reveal answers to the worksheets and walk around and check people's work.
- She helps in any way and really does a good job at explaining the material to students without giving the answer.
- She used great examples to convey complex linguistic concepts
- She was great at taking time with each student to ensure they understood the topics.
- She was helpful, and she provided support.
- Very helpful in office hours, helped me figure out how to get to the right answer
- Very persistent and confident.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- It takes a little bit for her to understand an issue a student may have (empathy?)
- rude, unprofessional
- since we were working on worksheets most of the time, the section must have at times been a bit boring for the TA.

- the section material did not resemble what we learned in the lectures, how it's applicable was not really explained.

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

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Course Observation Feedback Form

Instructor: Ebru Evcen	**Course Name: LIGN 170: Psycholinguistics**
Date of Observation: 7/18/24	**Number of students: 19**
Observer: Parla Buyruk	**Session Topic: Prediction**

Procedure: Peer review of instruction was requested by Ebru Evcen and conducted by the Teaching + Learning Commons Engaged Teaching Hub at UC San Diego. For this service, an academic professional with training and experience in evidence-based instructional practices and design reviews a portion of instruction or instructional materials and provides non-evaluative, formative feedback to the instructor based on pre-identified goals and best practices.

This review of instruction was based on observation of an in-person class session. Detailed notes were shared in a post-review consultation, along with the feedback form below aligning observations with attributes of effective instruction. A summary of the comments and formative feedback are provided for the instructor at the end of the document.

Planning & Organization *How was the class session structured? What strategies did the instructor use to present information and help students make connections? [Optional: How did course structure or materials contribute to the organization?]*	**Formative Assessment Strategies** *What opportunities did students have to engage with material (either individually or collaboratively)? In what ways did students get feedback on their understanding?*
• The instructor **planned class time effectively** to explain content and allow student engagement. Specifically, the instructor started the session on time, summarized previous session(s) material, previewed the class session, moved through the session without feeling rushed, provided a review of session and preview the next session to conclude the interactive lecture before going into the small group work, and ended session on time • The instructor had **excellent time management.** She broke up the three hour class period into an interactive lecture with ample breaks. The last hour was dedicated time for small group work where students prepared their presentations for the next class while getting 1-1 support from the instructor and the TA.	• The instructor used a **variety of evidence-based formative assessment strategies** for students to engage with the materials and get real-time feedback on their understanding during the observed session, including individual work time, think-pair-share, small group hands-on activity • Students were given an opportunity to **regularly engage with the material throughout the class session** (i.e every ~15 mins) • The instructor effectively used appropriate technological tools for delivering content and supporting student learning. They used animated slides to present the material, students presented at the blackboard to report back examples they came up with during think-pair-share. In the hands on activity students used shared google slides to complete their assignment while the

• The instructor demonstrated confidence in disciplinary knowledge and skills, as evidenced by her comfort with the subject and student questions. She excelled at modelling disciplinary thinking for students by explaining their thought process as a researcher empowering aspiring researchers in the classroom.	instructor walked around with her tablet being easily able to refer to their work. • During activities, the majority of students were actively engaged, readily conversing with others when prompted to do so in small groups. During the lecture, when the instructor asked quick comprehension check questions, only a few students repeatedly volunteered.
Questioning Strategies *How did the instructor make space for and respond to students' questions? What types of questions did the instructor pose, and what strategies did they use to invite responses?*	**Inclusive Teaching Practices** *What practices did the instructor use to create a safe, welcoming, and equitable environment? In what ways were students' voices and identities incorporated into the class session? [Optional: How did course structure, materials, and communication contribute to a more equitable environment?]*
• The instructor effectively utilized questioning techniques for posing questions to engage students and encourage high-level thinking. For example, the instructor used wait time following questions to allow students processing time, often repeated student responses so everyone could hear, acknowledged and encouraged students' responses e.g."I think you can do it.I can see it in your eyes". • To elicit questions, the instructor allowed frequent opportunities for students to ask questions. She communicates that questions are welcome and displays open body language around the classroom to encourage students throughout the space to ask questions or respond • The instructor demonstrated clear rapport with the class, starting with greeting students warmly to the class, being able to joke about silence when asking for questions, and making herself available to support the students' learning	• The instructor used a **variety of strategies to create a welcoming atmosphere, engage all students, and incorporate student voices and identities** in the class session. She helped students connect their prior knowledge to new learning by connecting previous class content to the current content. • She used students' names when referring to them and encouraged students to visit office hours • Allowed for productive risk and failure. Made it known that struggle/ challenge is important and not a sign of deficiency. For example, students were asked to create a garden path sentence for an activity in pairs and many groups couldn't come up with one in the allotted time. The instructor said e.g. "It's not easy to create garden-path sentences, that's why creating an experiment takes 7 months" • Acknowledged and valued differences among students, including differences in opinion during class discussions

Summary:

Strengths observed during the class session:

- Ebru demonstrated excellence in adopting a evidence-based learner-centered approach to teaching through her use of a variety of active learning and formative assessments that were well aligned with the learning objectives. She showed expectations of rigor while instilling confidence in students engage in productive struggle.
- Ebru excelled at creating a welcoming and inclusive environment where students felt comfortable interacting with one another and with the instructional team. It was evident in 1-1 interactions with students & her classroom management in general that the Ebru built trust with the students and regularly showed care for their learning as well their well being.

Challenges observed during the class session:

- Despite the effective questioning strategies used, only a few students repeatedly answered the questions posed by the instructor.
- Given the number of active learning components, one challenge was to communicate instructions concisely.

Strengths or challenges related to the course structure or materials (if relevant):

- The course is an infrequently offered upper division elective which attracted students who have keen interest in research and self-learners of the material and novices alike. Ebru demonstrated strength in reflective teaching by bringing up this challenge in our pre-observation conversation. In the observed session, she provided differentiated support to the novices during the in class activities which shows evidence of her willingness and ability to help all students despite their level of familiarity with the material.

Specific recommendations that would enhance the learning environment in future class sessions and/or future courses:

- Consider asking students for concrete observations about content before moving to analytical questions. This may help scaffold the material for those who are less familiar and allow for more risk taking

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Student Evaluation of Teaching (SET) for Ebru Evcen

Summer Session I 2026 PSYC 190 - The Science of Parenting (Evcen, Ebru)
Section 261142 [A00]

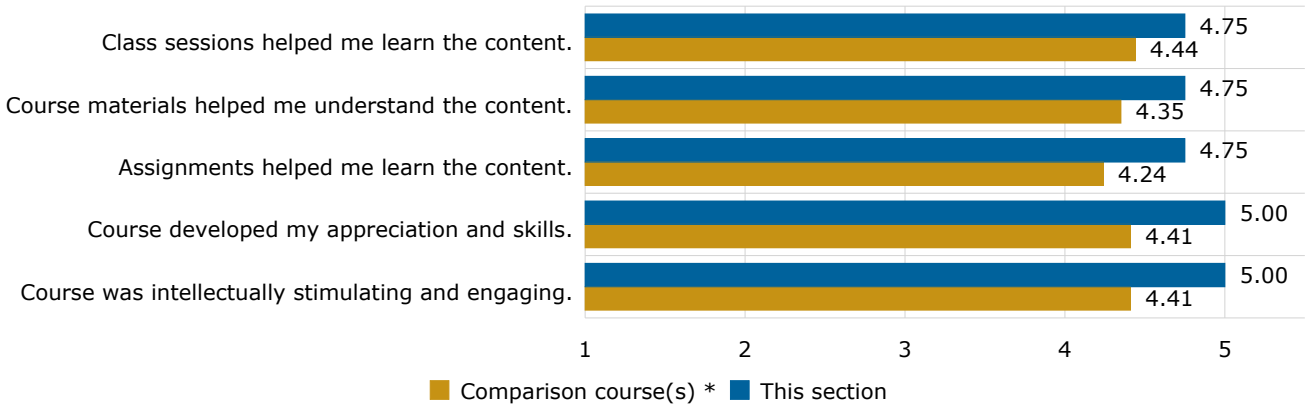
Enrollment: 28
Responses: 4 (14.29% response rate)

SUMMARY RESULTS

** Comparison courses used: All Psychology Summer Session I 2026 UD courses*

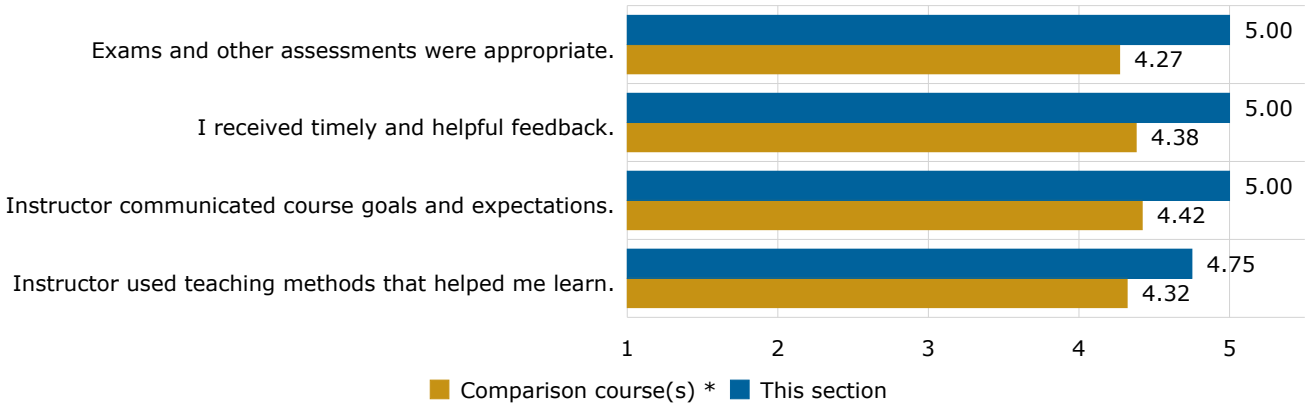
Student Learning

Class Mean: 4.85 (Strongly Agree) **Comparison Mean:** 4.37 (Agree)



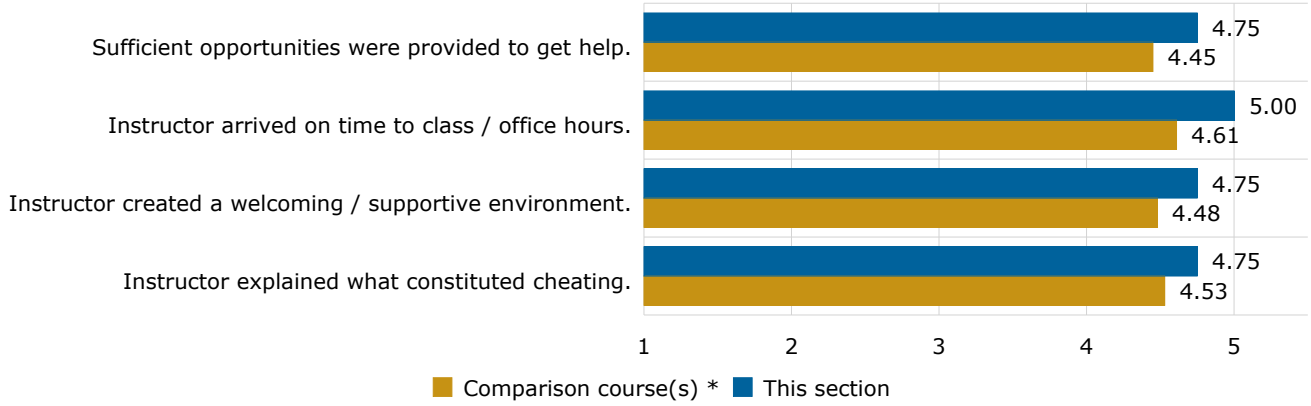
Course Structure

Class Mean: 4.94 (Strongly Agree) **Comparison Mean:** 4.35 (Agree)

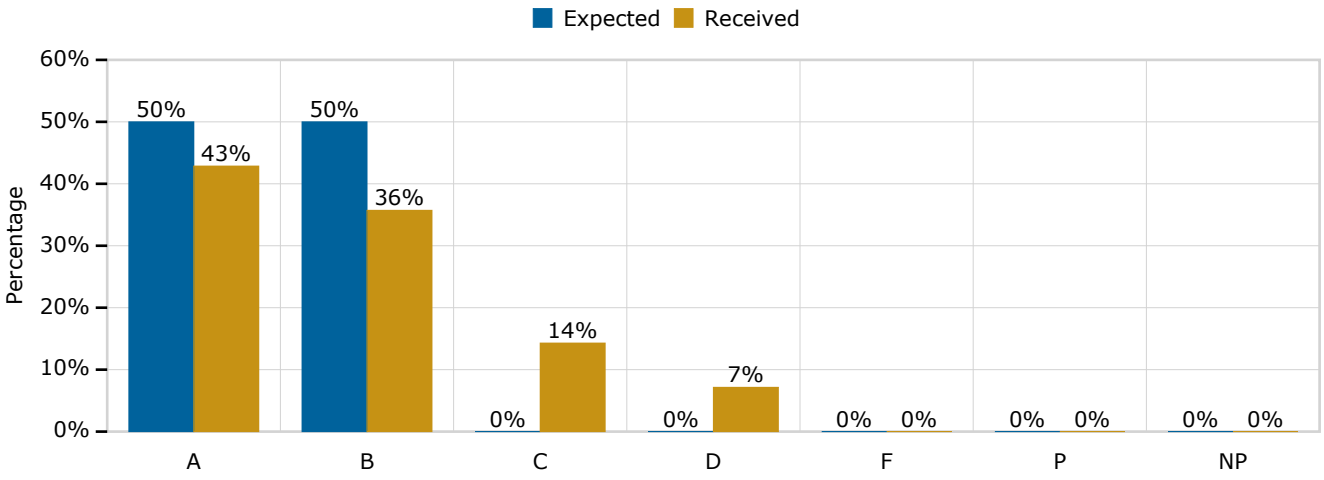


Class Environment

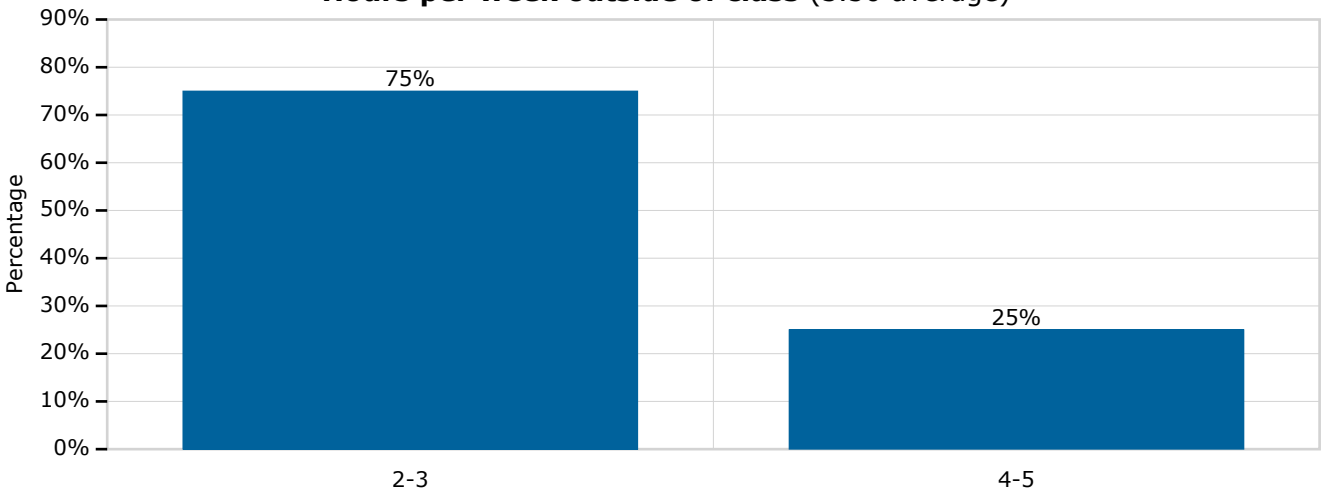
Class Mean: 4.81 (Strongly Agree) **Comparison Mean:** 4.52 (Strongly Agree)



Expected Grade (B+ average, 3.50, SET respondents) **vs. Grade Received** (B average, 3.14, all students)



Hours per week outside of class (3.50 average)



DETAILED RESULTS

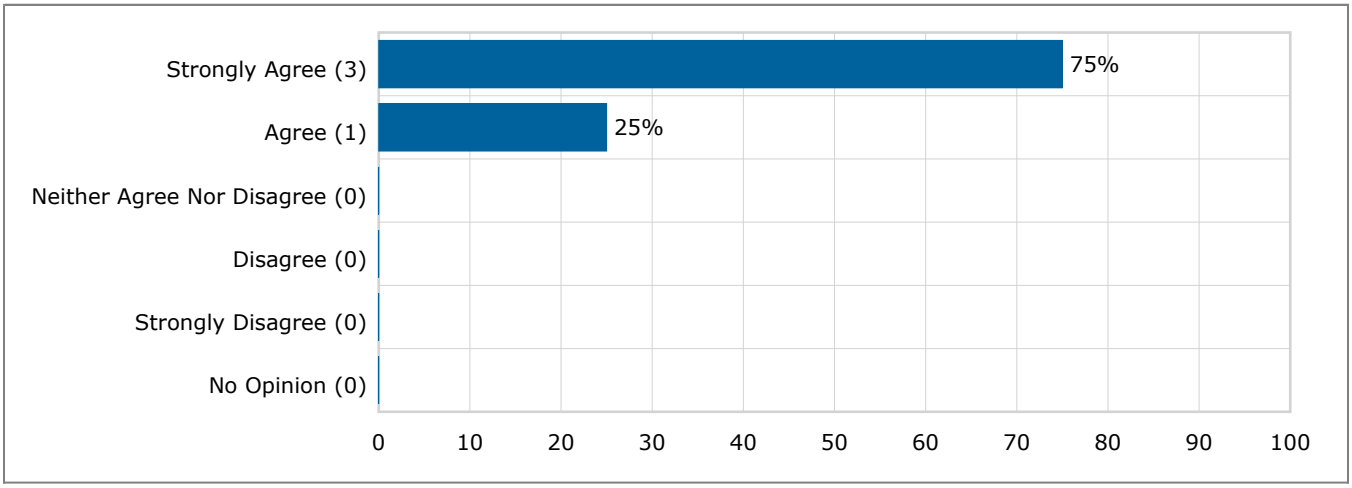
Note: "% Positive" reflects responses of Strongly Agree or Agree; "% Negative" reflects Strongly Disagree or Disagree responses.

Scoring Methodology
A numerical value is assigned to each response in the standard Likert Scale used for evaluations: Strongly Agree (5), Agree (4), Neither Agree Nor Disagree (3), Disagree (2), Strongly Disagree (1). Responses marked "No Opinion/Not Applicable" are excluded from mean calculations.

Student Learning

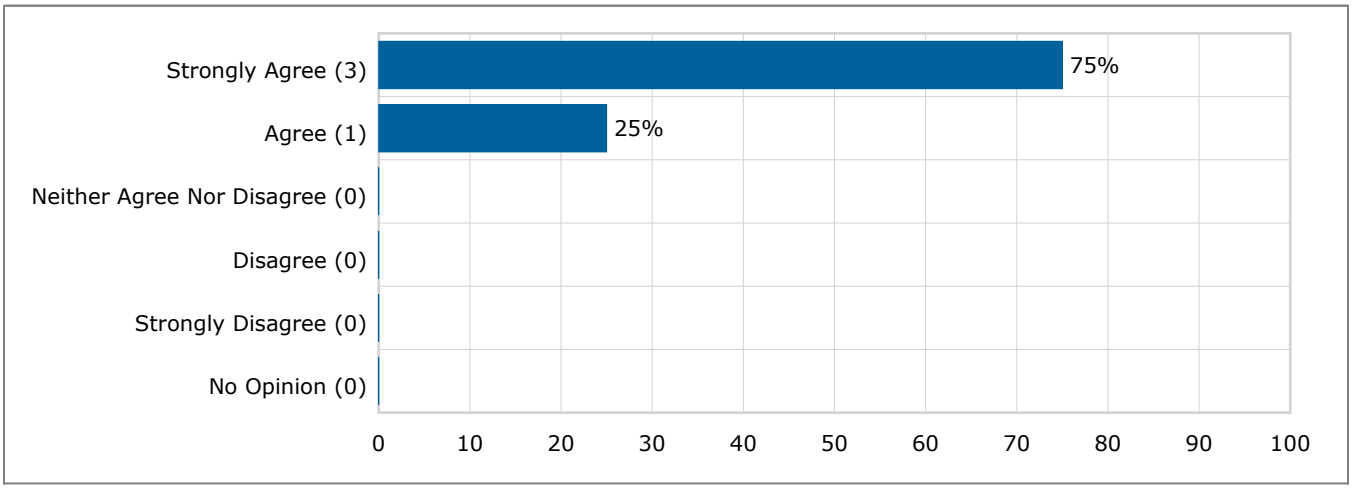
1. **Class sessions** helped me learn the course content.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.75** ± 0.43 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



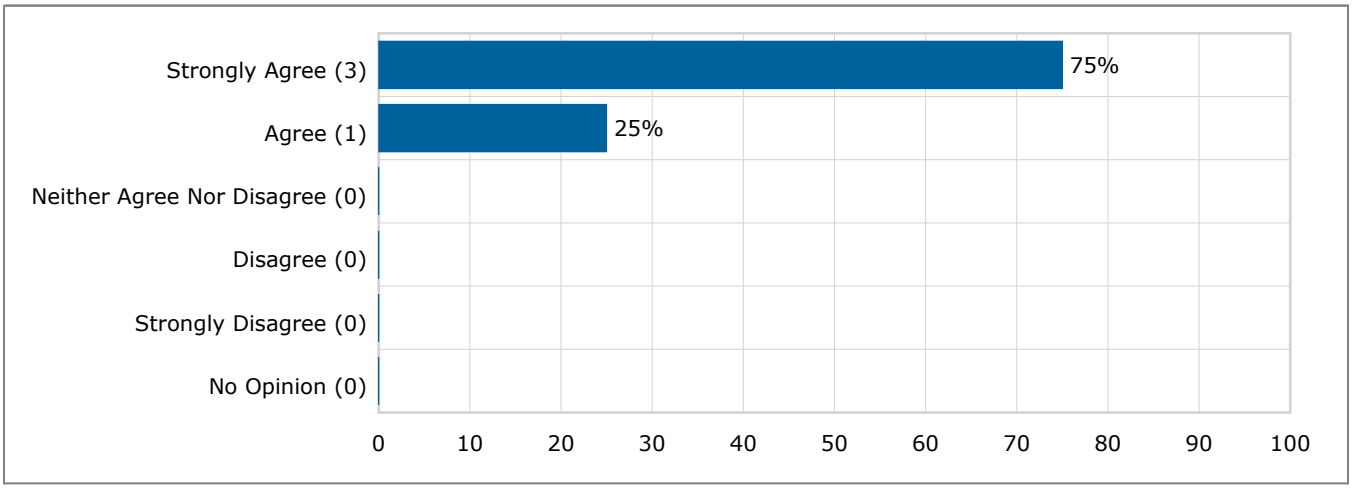
2. **Course readings and other course materials** helped me learn course content.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.75** ± 0.43 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



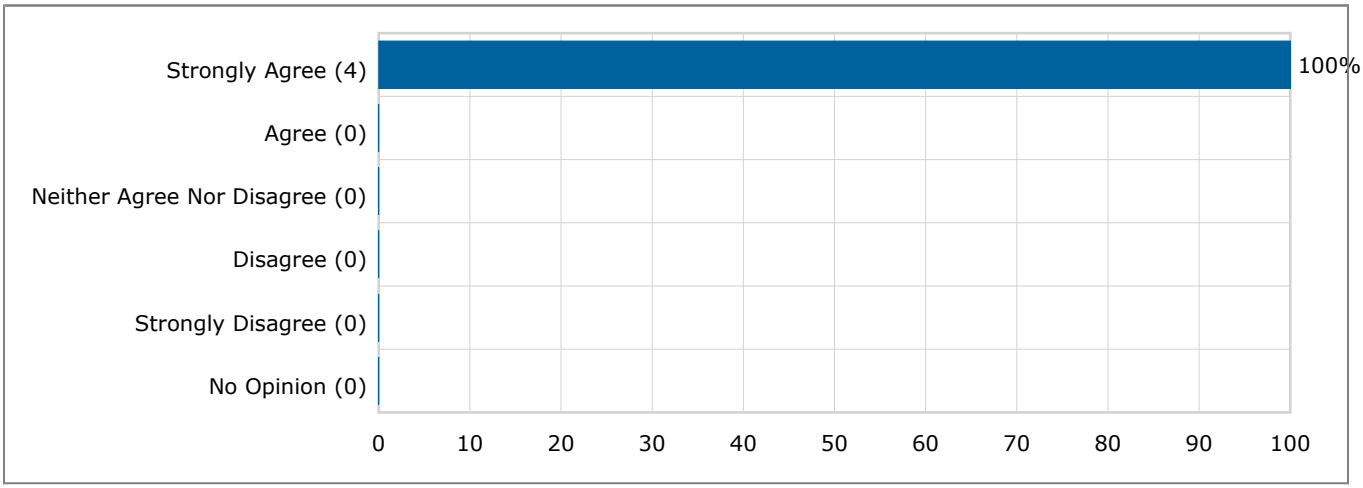
3. **Assignments** (homework, projects, etc) helped me learn the course content.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.75** ± 0.43 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



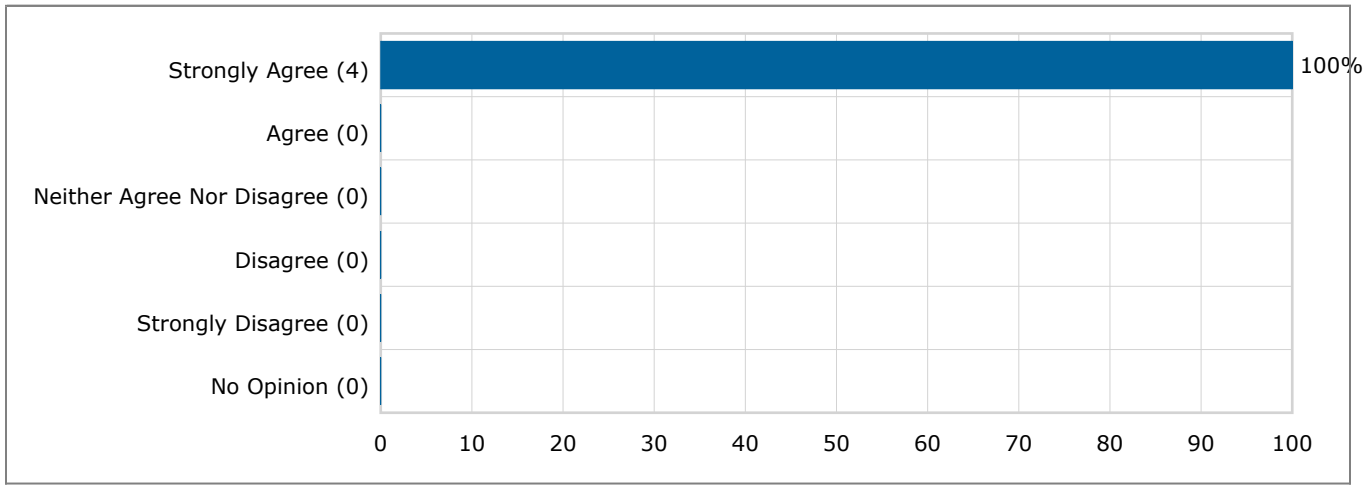
4. The course **developed** my **appreciation** of and **skills** for the subject.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**5** ± 0.00 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



5. The course was **intellectually stimulating and engaging**.

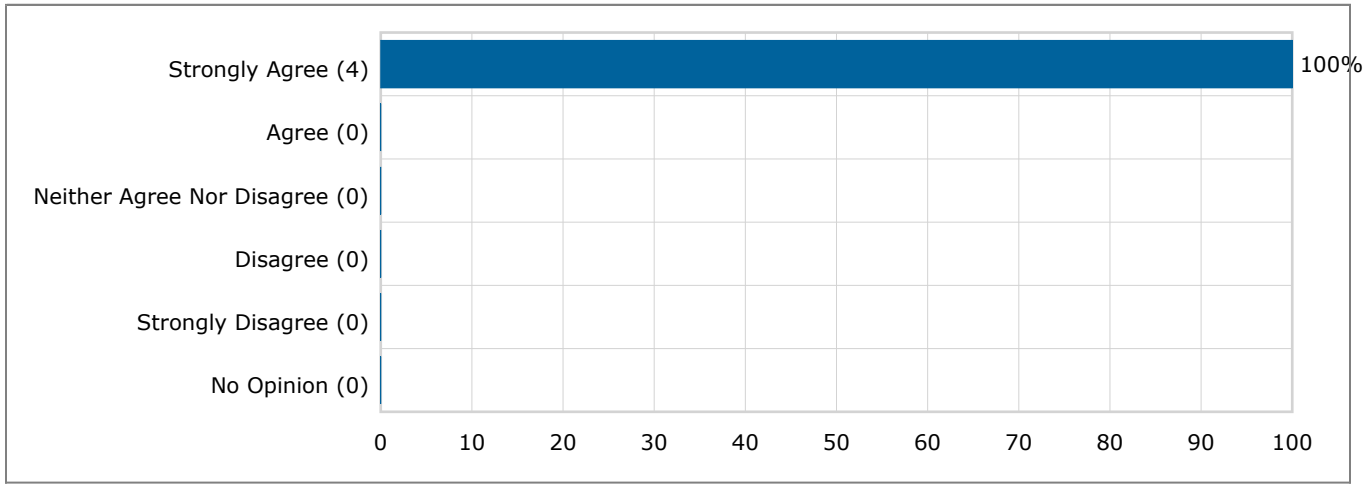
% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**5** ± 0.00 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



Course Structure

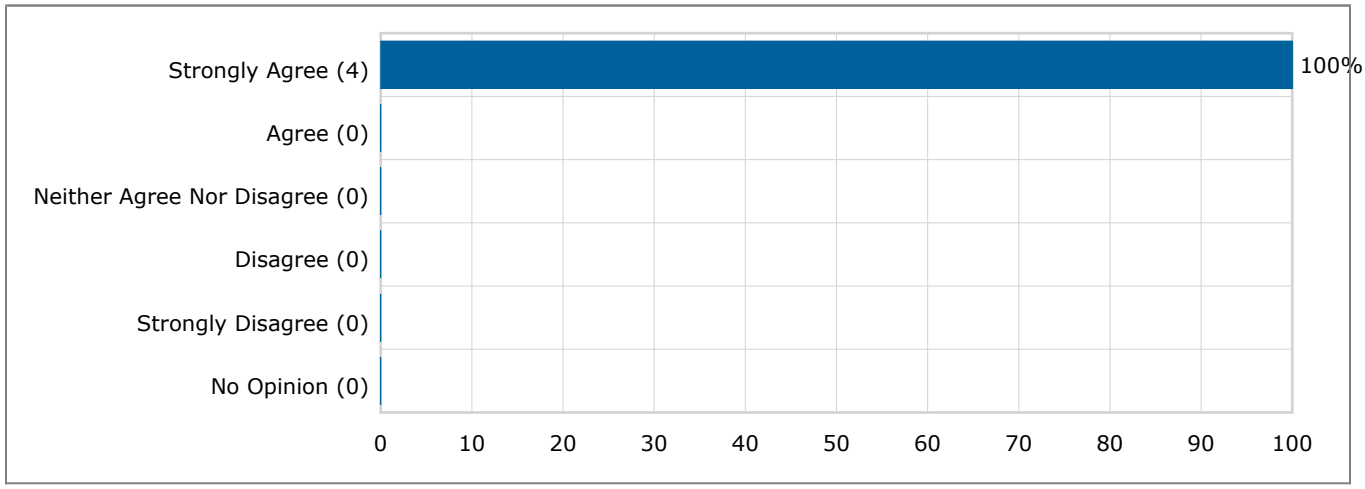
6. The instructor effectively communicated **course goals**, learning **outcomes**, and **expectations**.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**5** ± 0.00 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



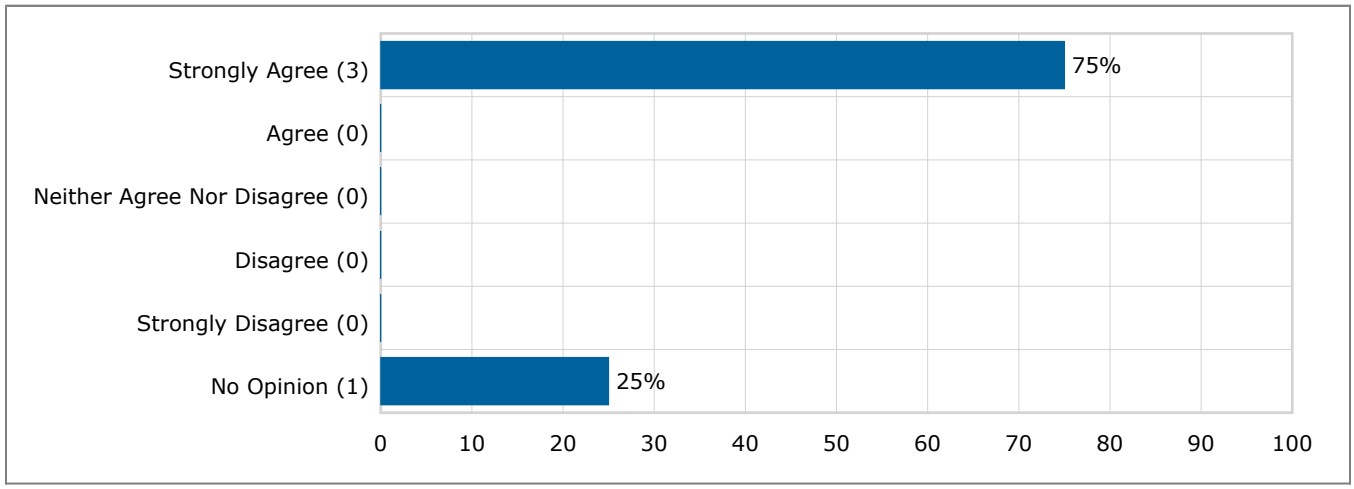
7. **Exams and other assessments** (essays, projects, etc) were an appropriate measure of course learning outcomes.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**5** ± 0.00 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



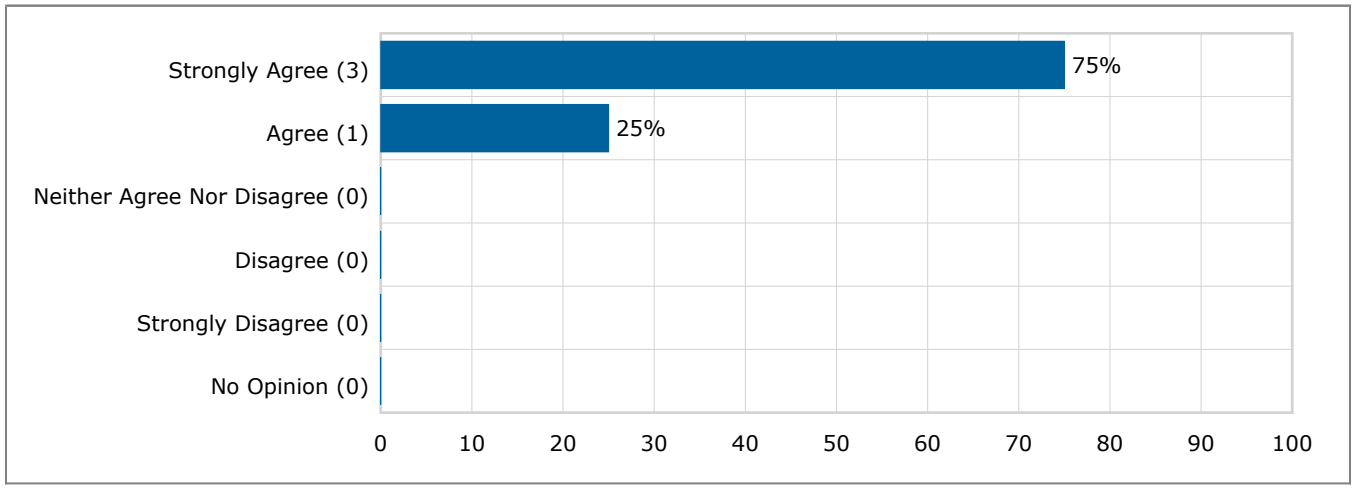
8. I received **timely and helpful feedback** in this course.

% Positive/Negative	Mean (SD)	Median	Response Count
75% Positive	**5** ± 0.00 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



9. The instructor incorporated **teaching methods** that helped me learn.

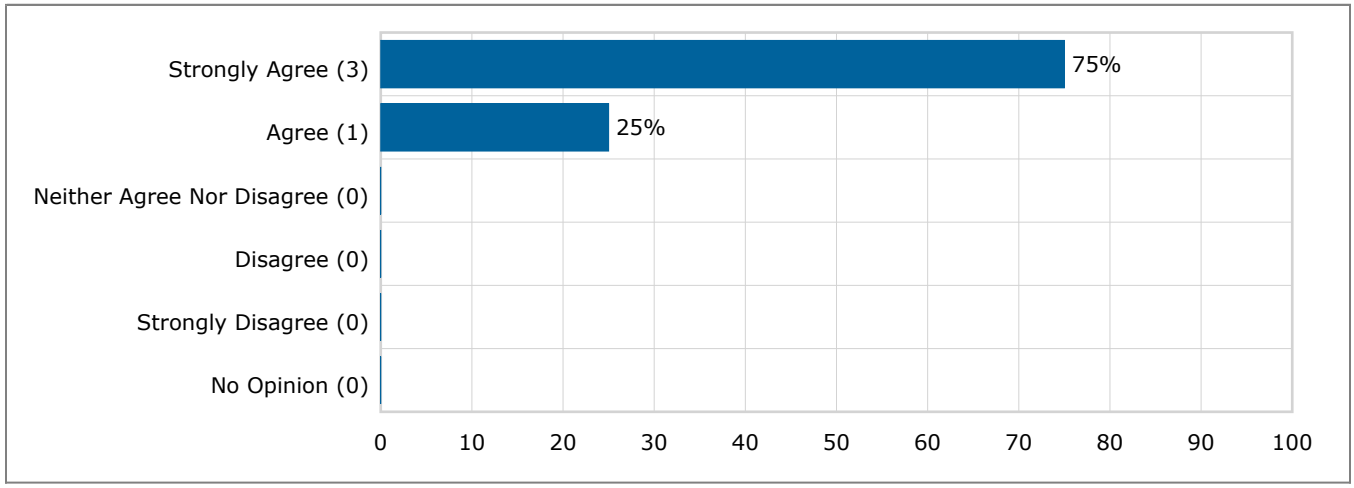
% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.75** ± 0.43 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



Class Environment

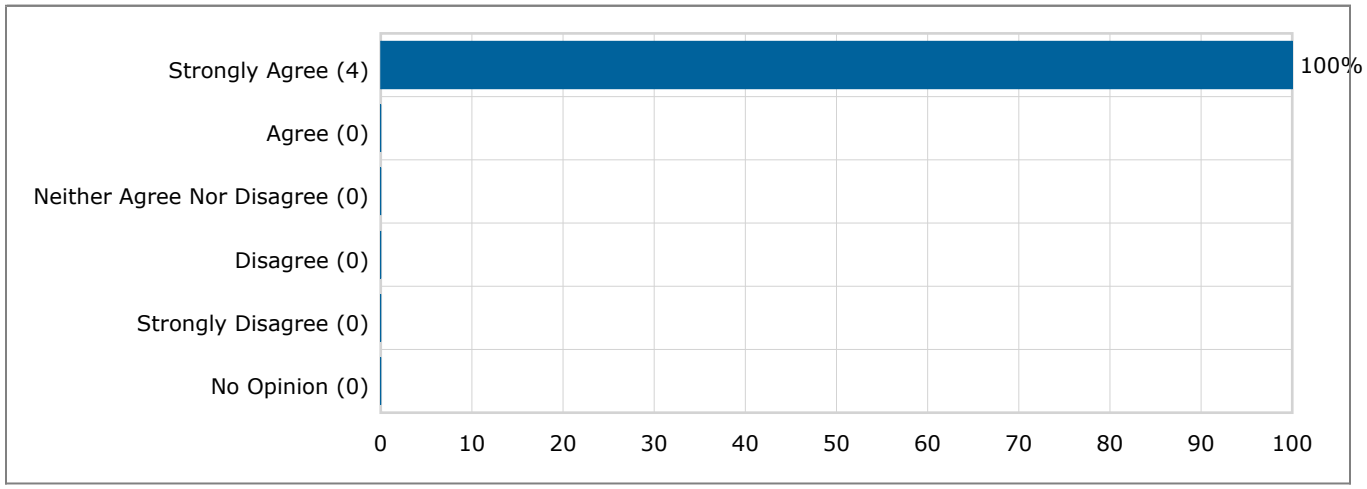
10. There were sufficient **opportunities offered for me to get help** when needed (e.g. established office hours, discussion section, discussion board, etc).

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.75** ± 0.43 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



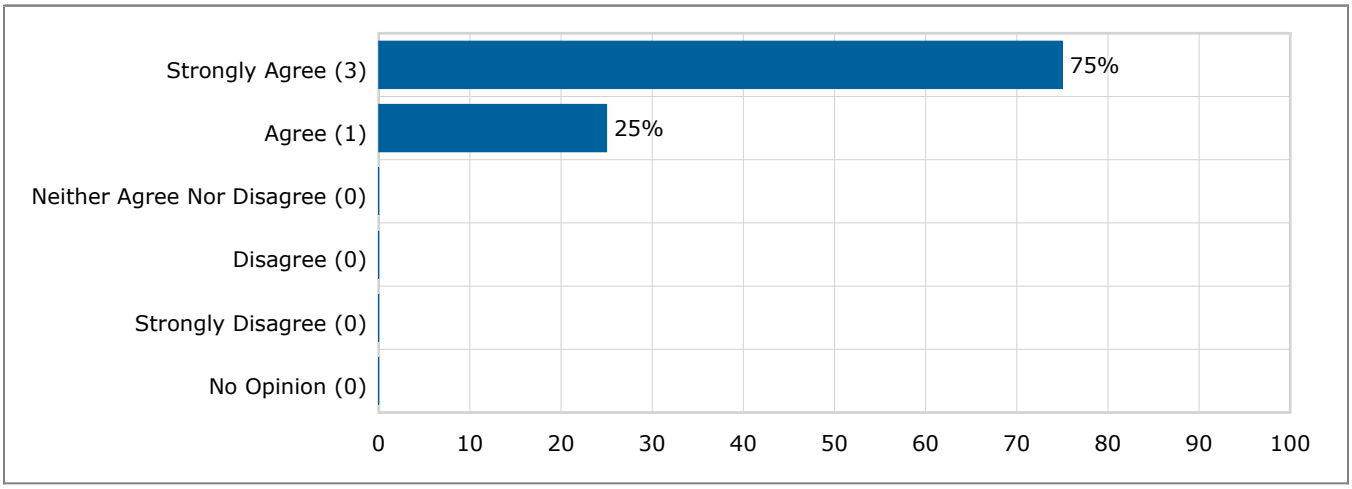
11. The instructor **arrived on time** to class sessions and office hours.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**5** ± 0.00 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



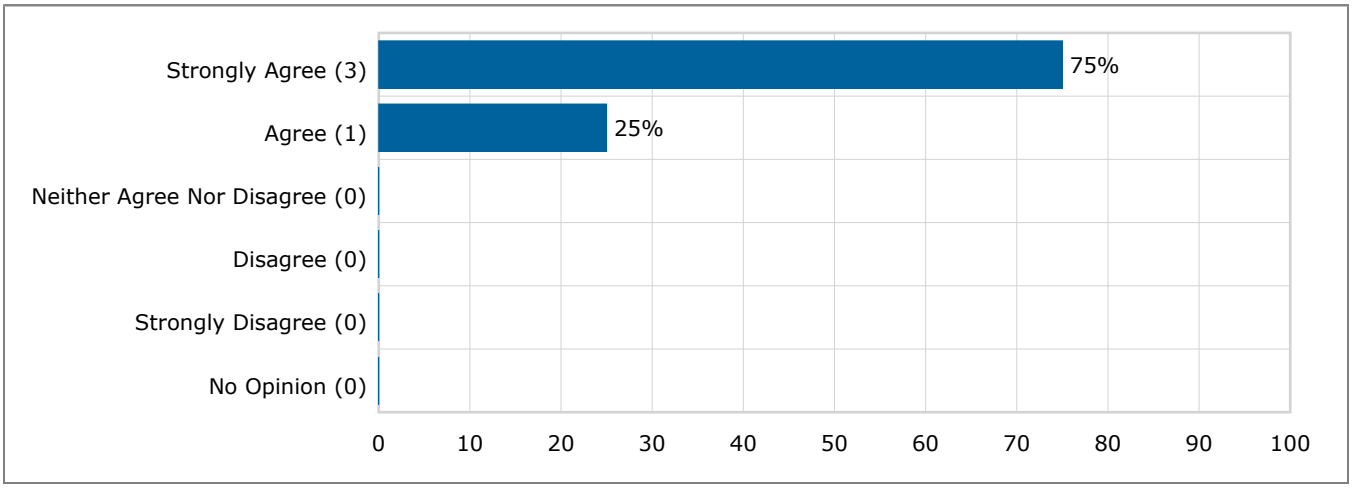
12. The instructor created a **welcoming and supportive learning environment** that valued and supported students from all backgrounds and identities.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.75** ± 0.43 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



13. The instructor explained what constituted cheating in this course and emphasized the importance of **academic integrity**.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.75** ± 0.43 (Strongly Agree)	5 (Strongly Agree)	4 (100.00%)



Please describe any specific aspects of the course and/or teaching practices that your instructor used that...

14. Please describe any specific aspects of the course and/or teaching practices that your instructor used that particularly helped you to engage with the material, learn the material, and/or develop your own critical perspectives on the material.

> a lot of effort to connect with students themselves and engagement with participation, as well as her own personal interaction with guest speakers

> Group discussions

> the amount of readings we had to help us gain a better understanding of the material

15. Please describe any specific aspects of the course and/or teaching practices that your instructor used that were less helpful for your learning. Optionally you may offer constructive suggestions that might improve their effectiveness.

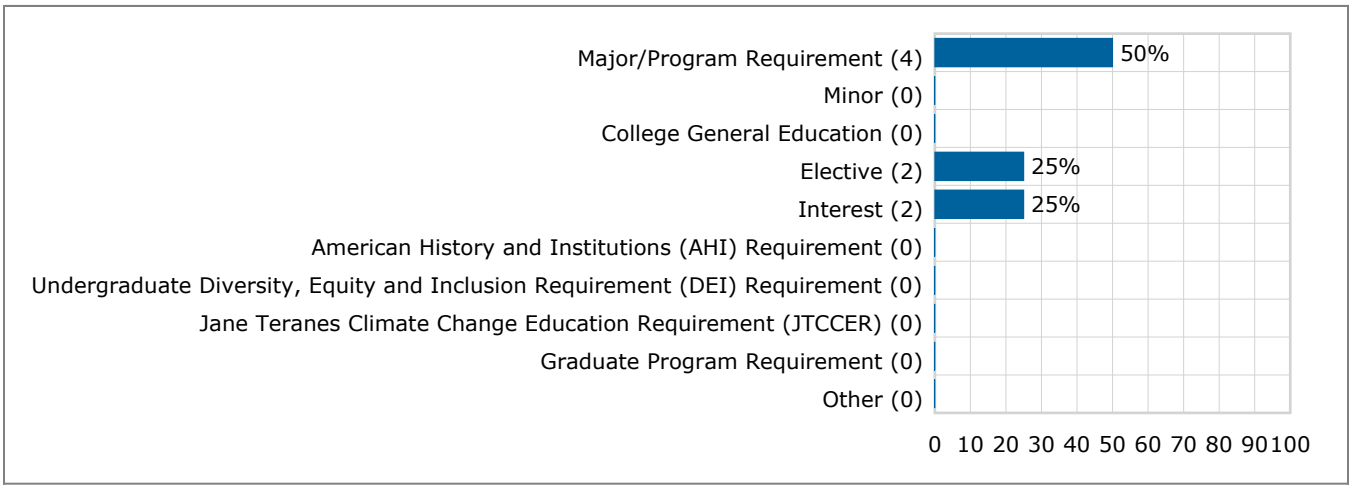
> the recorded videos were not helpful for me

16. Please describe any specific aspects of the course and/or teaching practices that your instructor used that created or interfered with a welcoming learning environment that valued and supported students from all backgrounds and identities.

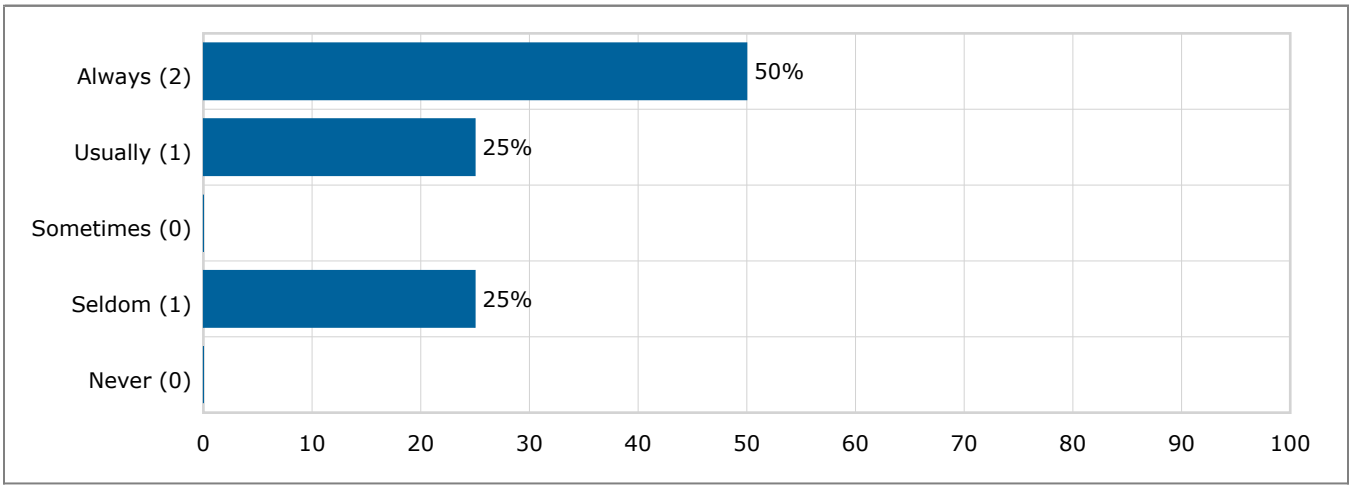
> Ebru and the TAs

Student Participation

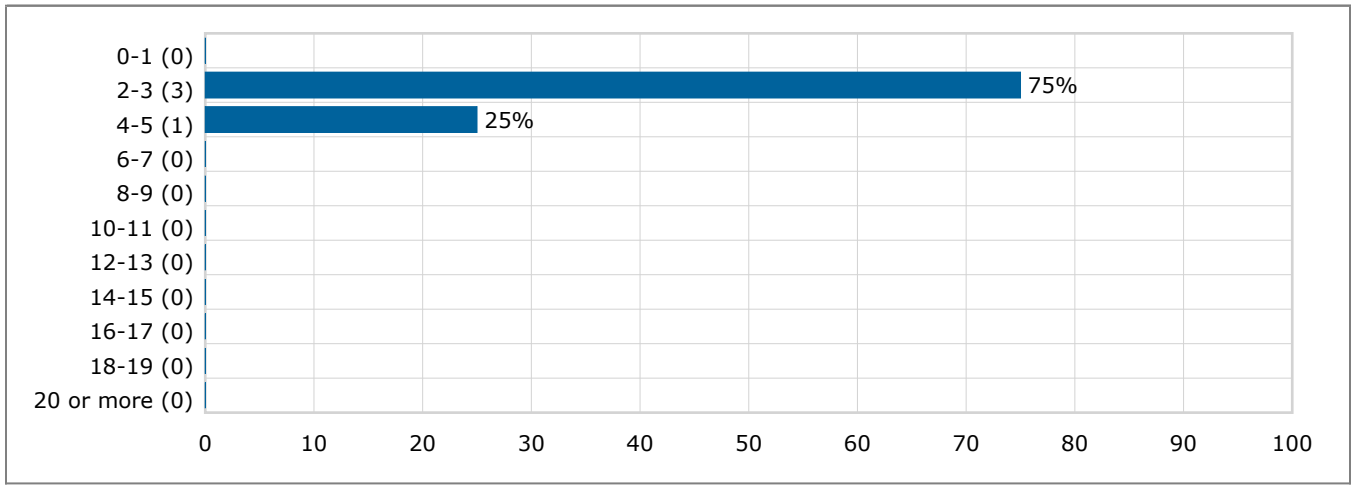
17. What was/were your reason(s) for taking this course?



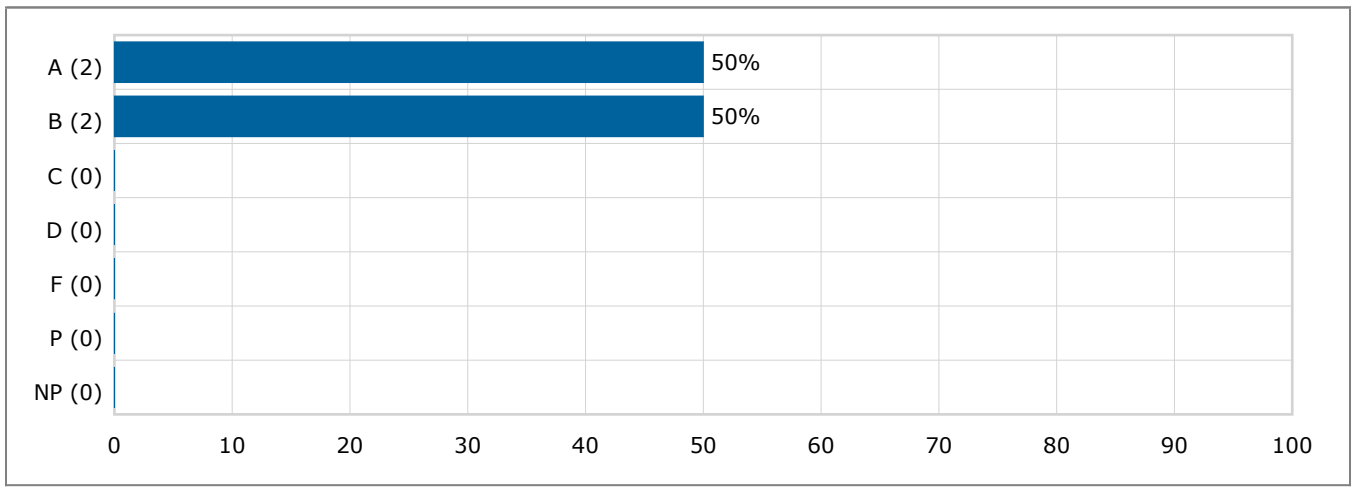
18. How often did you attend class and/or engage with course materials?



19. Hours per week of work outside of class



20. Expected grade in the course



Additional Feedback

21. Is there anything else you would like to share about your experience in the course?

[No Responses.]

The data and comments provided in this report are unfiltered and unedited, and do not necessarily reflect the opinions of instructors, the teaching department, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express their opinion.

Confidential support for reading and interpreting student feedback is available through the Teaching and Learning Commons. Click here to schedule a one-on-one consultation, or email engagedteaching@ucsd.edu.

As a reminder, you will have an opportunity to provide additional context and/or commentary for campus reviewers as part of your teaching statement at the time of your academic review (subject to applicable academic review procedures, policies, and labor agreements).

If you feel that comments constitute harassment or discrimination, then please file a report with the Office for the Prevention of Harassment and Discrimination (OPHD). Because these comments are provided anonymously, it is unlikely that any action can be taken. However, OPHD will record and review these reports in order to assess whether SET comments are a cause for concern.