

Evidence of Teaching Effectiveness

Across six undergraduate courses spanning Fall 2021 through Summer 2024 (LIGN 101: Introduction to Linguistics, 121: Syntax, 130: Semantics, and 170: Psycholinguistics), including both lower-division and upper-division offerings and one course as instructor of record, student evaluations consistently reflect strengths in clarity, organization, intellectual rigor, accessibility, and inclusive classroom climate.

These results span multiple instructors, course levels, and formats, suggesting sustained effectiveness across varied teaching contexts rather than isolated success in a single course.

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 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.

Complete evaluation reports, including full response distributions and qualitative comments, are available upon request.

Representative Student Feedback

Students consistently highlight three interrelated strengths: clarity and explanation, intellectual development, and the creation of a welcoming and inclusive learning environment.

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)

“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)

“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)

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)

“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)

Reflection and Professional Growth

Student feedback has genuinely shaped how I teach. In some of my earlier evaluations (e.g., Fall 2021), 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.

Since then, I have made intentional adjustments. I began using clearer verbal signposting and structured summary slides so students always know what the main takeaway is. I built in brief formative checks during section to gauge understanding and adjust pacing in real time rather than guessing. I became more mindful about how I frame feedback, focusing on encouragement and guidance rather than just correction. I also worked to strengthen the connection between lecture and section by making those links explicit.

Over time, these changes are reflected in later evaluations. In 2023 and 2024, clarity, approachability, and support are consistently among the most positively rated aspects of my teaching, with Strongly Agree responses regularly in the 80–90% range.

I think of teaching as something you refine over time. Student feedback is not something I file away; it is something I use. Paying attention to what students experience in the classroom has helped me grow into a more thoughtful, intentional, and responsive instructor.