

BILKENT UNIVERSITY
TEACHING AND LEARNING SUPPORT CENTER
(BTLSC)



ANNUAL REPORT

2025

by

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Annual Report 2025 of Bilkent Teaching and Learning Support Center

Bilkent University Teaching Learning and Support Center (BTLSC) was established in January 2019. The center's mission is to further the educational mission of the university and inspire excellence in teaching and learning. BTLSC strives to achieve its mission by providing systematic support for the teaching and learning needs of Bilkent Community.

This annual report aims to summarize the center's activities conducted in the calendar year 2025, to compare these activities with the ones performed in previous years, and to further provide future plans of the center. The organization of the report is as follows: Section 1 summarizes the activities of BTLSC in 2025. Section 1.1 presents the services provided to the Bilkent University students and Section 1.2 provides BTLSC services for the faculty of Bilkent University. Comparison of the services provided in 2024 and 2025 is summarized in Section 2. Future Plans of BTLSC for 2026 is provided in Section 3.

1 Services of BTLSC in 2025

BTLSC provides services both for the students and faculty members of the university. The details of the given services are shared in the following sections. During Spring 2024-2025, Summer 2024-2025 and Fall 2025-2026 semesters, all offered services for the students were face-to-face except one, and some of the services provided for the faculty members were online and/or hybrid. We define a service as an activity where a person participates only once in a BTLSC offering, providing a measure of the overall volume of activity. If an individual participates to BTLSC seminars more than once, this participation is counted as multiple services. However, if a student participates to BTLSC tutoring session of a course more than once, this participation is counted as one.

1.1 Student Services

BTLSC aims to guide students to learn how to learn, and to develop specific set of metacognitive skills, attitudes and behaviors that allow them to understand, create, evaluate, apply, and construct their own knowledge. To support development of these skills, BTLSC provided several face-to-face peer tutoring, conference (4th Bilkent Well-Being Days), festival (PhilFest'25), seminars and study groups in 2025 for students.

1.1.1 Tutoring

During Spring 2024-2025, tutoring hours were arranged face to face for CS 101, CS 115, CS 125, ECON 101, ECON 102, MATH 101, MATH 102, MATH 105, MATH 106, PHYS 101 and PHYS 102 and English Peer Speaking Tutoring. During Fall 2025-2026, all tutoring services of CS 101, CS 115, CS 125, ECON 101, ECON 102, PHYS 101, PHYS 102 and English Peer Speaking Tutoring were given as face-to-face. The descriptive statistics for number of peer tutoring courses are presented in Table 1 according to the academic semester.

Table 1: Number of peer tutoring courses

Semester	# of courses	Medium of tutoring
Spring 2024-2025	12	Face-to-face
Fall 2025-2026	8	Face-to-face

Tutors were selected by the course coordinators and/or coordinator of BTLSC and ASCU from the previous semester's successful students. Tutors, in general, worked with group of students to help them master the skills needed to succeed on their own by coaching rather than providing answers. Tutors discussed and identified course concepts & problem sets. The tutors also prepared students for the upcoming exams. Peer tutors get training starting from 2023-2024 Spring semester.

For all courses, departments informed and encouraged students to attend tutoring sessions and BTLCS also sent an e-mail and informed unsuccessful students about tutoring sessions who took the course more than once, posters were prepared and distributed to the departments (Appendix 5). Weekly schedules of tutoring sessions (links) are presented in Appendix 1.

Student Involvement Analysis

The descriptive statistics for involvement in tutoring sessions are presented in Table 2 according to the course.

Table 2: Involvement of tutoring sessions

Course	Semester	# of students
CS 101: Algorithms and Programming I	Spring 2024-2025	8
	Fall 2025-2026	71
CS 115: Introduction to Programming in Python	Spring 2024-2025	46
	Fall 2025-2026	22
CS 125: Introduction to Data Analysis for Social Sciences	Spring 2024-2025	18
	Fall 2025-2026	16
ECON 101: Introduction to Economics I	Spring 2024-2025	4
	Fall 2025-2026	24
ECON 102: Introduction to Economics II	Spring 2024-2025	10
	Fall 2025-2026	0
MATH 101: Calculus I	Spring 2024-2025	1
MATH 102: Calculus II	Spring 2024-2025	10
MATH 105: Introduction to Calculus I	Spring 2024-2025	5
MATH 106: Introduction to Calculus II	Spring 2024-2025	7
PHYS 101: General Physics I	Spring 2024-2025	9
	Fall 2025-2026	1
PHYS 102: General Physics II	Spring 2024-2025	8
	Fall 2025-2026	5
English Speaking	Spring 2024-2025	10
	Fall 2025-2026	6
Total		281

Students Success Analysis

Table 3 presents tutored students' success percentages from the courses.

Table 3: Success percentages of tutored students

Course	Semester	Total # of students tutored	# of students successfully passed the course	Success percentage (%)
CS 101: Algorithms and Programming I	Spring 2024-2025	8	8	100

Course	Semester	Total # of students tutored	# of students successfully passed the course	Success percentage (%)
	Fall 2025-2026	71	61	85,91
CS 115: Introduction to Programming in Python	Spring 2024-2025	46	43	93,47
	Fall 2025-2026	22	21	95,45
CS 125: Introduction to Data Analysis for Social Sciences	Spring 2024-2025	18	16	88,88
	Fall 2025-2026	16	15	93,75
ECON 101: Introduction to Economics I	Spring 2024-2025	4	4	100
	Fall 2025-2026	24	23	95,83
ECON 102: Introduction to Economics II	Spring 2024-2025	10	10	100
	Fall 2025-2026	-	-	-
MATH 101: Calculus I	Spring 2024-2025	1	1	100
MATH 102: Calculus II	Spring 2024-2025	10	9	90
MATH 105: Introduction to Calculus I	Spring 2024-2025	5	5	100
MATH 106: Introduction to Calculus II	Spring 2024-2025	7	7	100
PHYS 101: General Physics I	Spring 2024-2025	9	9	100
	Fall 2025-2026	1	1	100
PHYS 102: General Physics II	Spring 2024-2025	8	8	100
	Fall 2025-2026	5	3	60

Table 4 presents success percentage of tutored students who are repeating the course. Overall success ratio of tutored repeating students by BTLSC is 92%.

Table 4: Success information of tutored students who repeated the course

Course	Semester	Tutored students	# of repeating students	Letter grade	# of fail	Success ratio of repeating students (%)
CS 101	Spring 2024-2025		2	C to B-	0	100
	Fall 2025-2026		3	C+ to A-	0	100

Course	Semester	Tutored students	# of repeating students	Letter grade	# of fail	Success ratio of repeating students (%)
CS 115	Spring 2024-2025		9	D+ to A	0	100
	Fall 2025-2026		1	C	0	100
CS 125	Spring 2024-2025		2	C and C+	0	100
	Fall 2025-2026		-	-	-	-
ECON 101	Spring 2024-2025		-	-	-	-
	Fall 2025-2026		1	F	1	0
ECON 102	Spring 2024-2025		-	-	-	-
	Fall 2025-2026		-	-	-	-
MATH 101	Spring 2024-2025		-	-	-	-
MATH 102	Spring 2024-2025		1	C	0	100
MATH 105	Spring 2024-2025		-	-	-	-
MATH 106	Spring 2024-2025		1	D+	0	100
PHYS 101	Spring 2024-2025		2	C- & C+	0	100
	Fall 2025-2026		-	-	-	-
PHYS 102	Spring 2024-2025		-	-	-	-
	Fall 2025-2026		-	-	-	-
Overall			22	A to F	1	95

Figure 1 and Figure 2 presents the success ratio of the students involved in tutoring sessions according to the course and semesters. According to the students' letter grades, majority of the students, enrolled in the tutoring sessions passed from the course. Moreover, during Spring 2024-2025, 72,8%, and during Fall 2025-2026, 71,9 % of the tutored students got letter grades equal or higher than C.

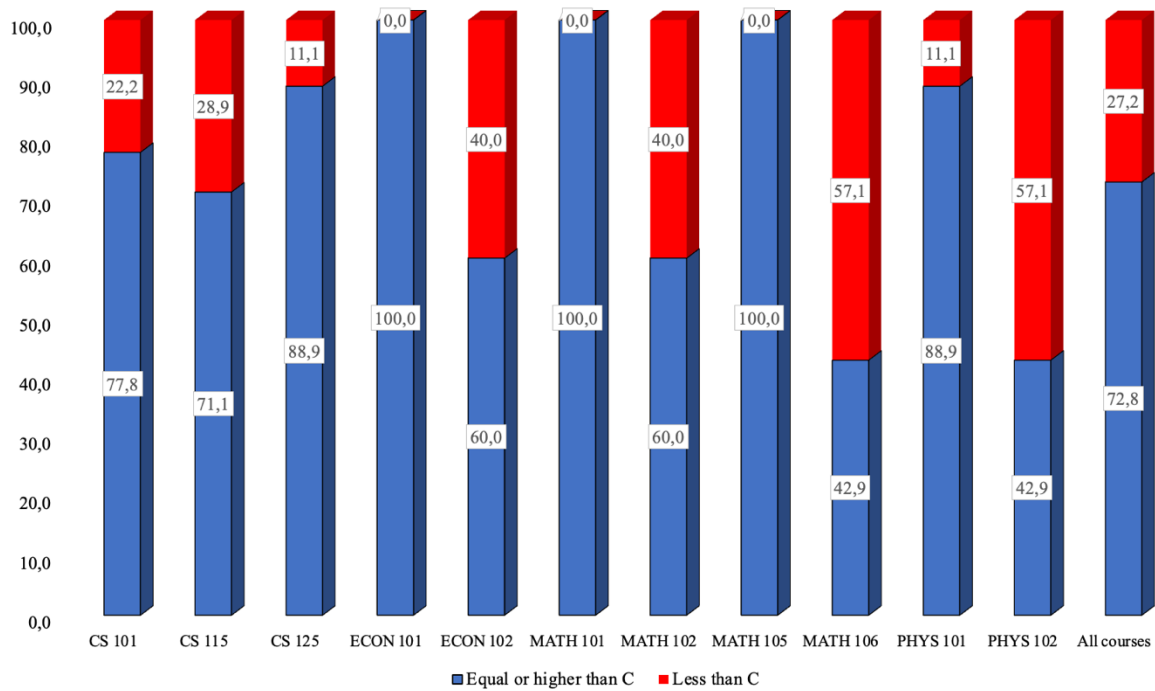


Figure 1: Success ratio of students attended to the 2024-2025 Spring tutoring sessions

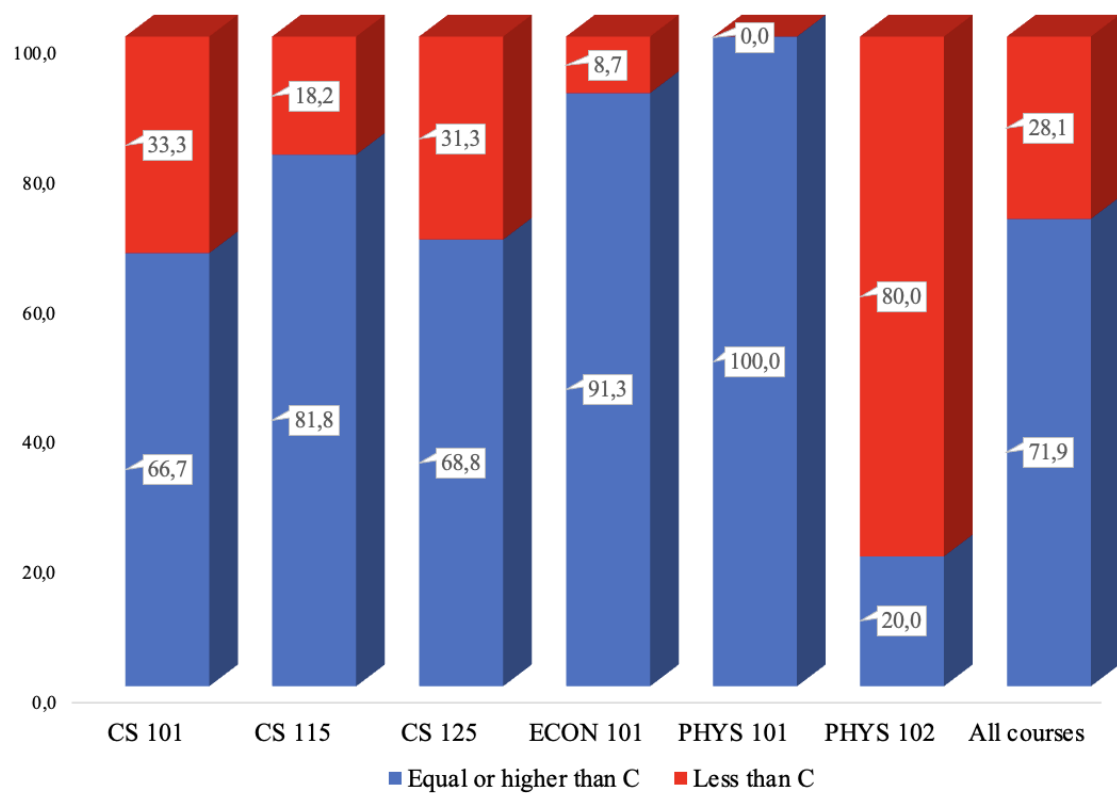


Figure 2 : Success ratio of students attended to the 2025-2026 Fall tutoring sessions

The letter grade distributions of the students (%) attended to the tutoring sessions are presented in Figure 3 and Figure 4 according to the course and semester.

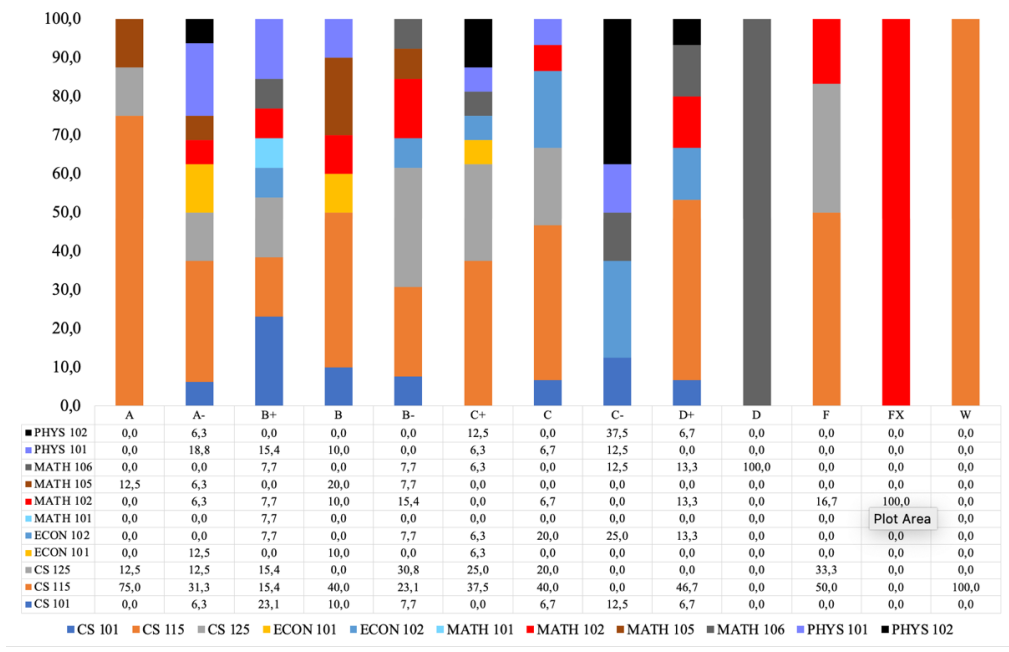


Figure 3: Grade distribution of the students attended to the 2024-2025 Spring tutoring sessions (%)

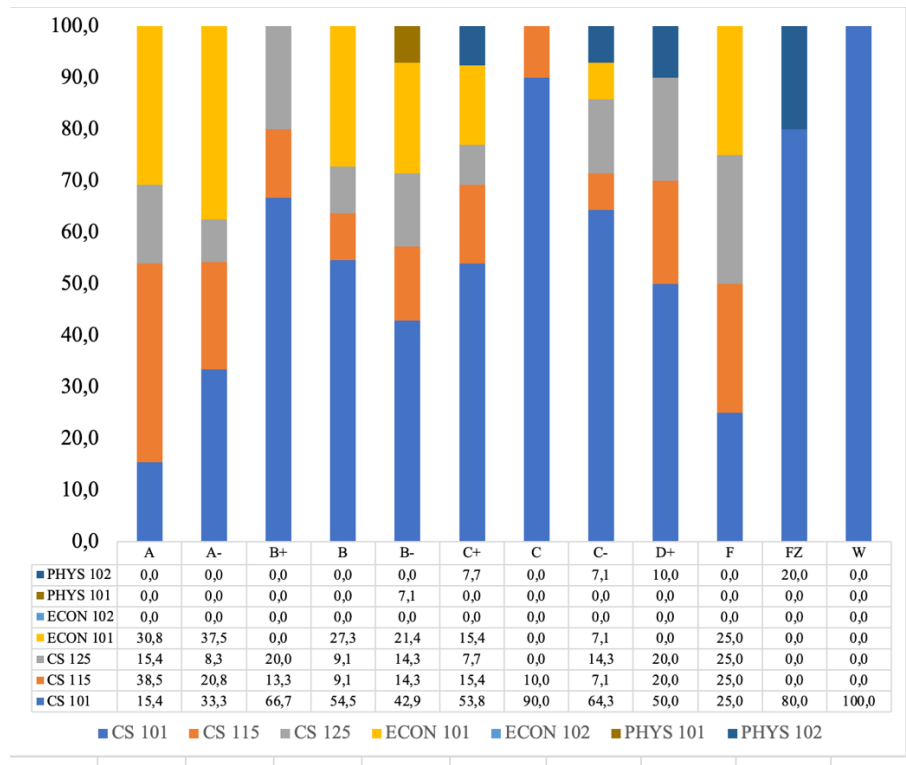


Figure 4: Grade distribution of the students attended to the 2025-2026 Fall tutoring sessions (%)

1.1.2 Conference

Bilkent Well-Being Days were organized and coordinated by BTLSC, and PDGM from 1st of February to 5th of February 2025. This year is the 4th year of the conference, and the theme was “Addiction”. Conference language was both English and Turkish. Two days of the conference was online, and 3 days of the conference was face to face. Poster of the Bilkent Well-Being Days is presented in Appendix 2, and the program of Bilkent Well-Being Days is presented in Table 5. In total, 426 students participated to the conference.

Table 5 : Program of Bilkent Well-Being Days

Title	Presenter	Time
İnsana Özgürlük Yakıştır (online)	Klinik Psikolog Prof Dr Ferhunde Öktem	19:00-20:00
Never Enough: The Neuroscience of Addiction (online)	Prof of Psychology and Neuroscience Judith Grisel	19:00-20:00
Bağımlılığın Psikolojisi, Bağımsızlığın Felsefesi	Dr. Tufan Kıymaz Uzm. Psk. Göksu Gülpınar Yeşildağ	18:00-19:20
Madde Bağımlılığı	Doç Dr Fatih Yiğman	18:00-19:20
Dijital Bağımlılık: Sosyal Medya, Oyun, Online Kumar ve Alışveriş	Klinik Psikolog Dr Umut Doğan	18:00-19:20
Zihinsel Sağlık ve Bağımlılıkla Başa Çıkma: Beslenme, Uyku ve Egzersiz İlişkisi	Dr. Cem Müderrisoğlu	18:00-19:20
İyi olma Yolunda Dengeyi Bulmak	Uzman Psikolog Damla Işık Barry	

1.1.3 Seminars

BTLSC offered a series of online and face to face seminars to improve students’ learning skills and to equip the students with effective strategies to succeed in higher education. 43 seminars/workshops organized and 9915 students participated to the seminars/workshops. Except 16 of the seminars, all of the other seminars were organized and coordinated with the help of Psychological Counselling and Development Center (PDGM). Table 6 summarizes the seminars.

Table 6 : Students Seminars

Title	# of participants	Date
4. İyi Oluş Günleri	426	01-05.02.2025

Peer tutoring	136	10.02.2025-05.2025
Depresyonun Gölgesinden Çıkmak: Farkındalık ve İyileşme Yolları	96	11.02.2025
Ben Bu Kaygılı Düşüncelerimi Nasıl Değiştireceğim?	108	12.02.2025
Kalppler 1 Lösemi 0 Psikoeğitim ve Paylaşım Semineri	35	12.02.2025
Aşk İlişkileri	125	13.02.2025
Nedir Bu Mindfulness?	91	18.02.2025
Ayrılık ve İyileşme Süreci	106	19.02.2025
Beynini Hackle: Öğrenmeyi Optimize Etmede Pratik Yollar	53	20.02.2025
Yakın İlişkilerde Obsesif Kompulsif Belirtiler	98	25.02.2025
Kusursuzluk Miti: Mükemmeliyetçilik Kapanından Kaçmak	93	26.02.2025
Üniversite Yaşam Yolculuğu Etkinlikleri IV-Bilişsel Çarpıtmalar	49	4.03.2025
Sporun Psikolojik Yararları ve Spora Başlama ve Devam Stratejileri	44	5.03.2025
Effective Note-Taking: A Key to Learning	13	20.03.2025
AI in Education: From Stochastic Parrots to Synergistic Partners	14	18.04.2025
Üniversitede Yaşam Yolculuğu V: Psikolojik Esneklik	119	29.04.2025
Philosophy of mental health and well-being: Theory & Practice	*	13.05.2025
GE 100: Eğitim ve Öğretim: Çağdaş Uygulamalar ve Bilkent	2263	8.09.2025
GE 100: Üretken Yapay Zeka	2235	8.09.2025
Cinsel Taciz ve Saldırılı Raporlama ve Önleme Birimi (SHARP)	2289	8.09.2025
Depresyonun Gölgesinden Çıkmak: Farkındalık ve İyileşme Yolları	147	9.09.2025
Üniversiteye Başlarken Özgüven	131	9.09.2025
Fırsatları ve Zorluklarıyla Genç Yetişkin Olmak	150	9.09.2025

Sexual Harassment and Assault Reporting and Prevention [SHARP]	68	11.09.2025
Peer Tutor Training	29	13.09.2025
Effective Study Habits for University Success	107	25.09.2025
PhilFest'25 Bilkent Felsefe Şenliği	*	27.09.2025
Peer tutoring	145	29.09.2025-19.12.2025
Effective Note-Taking: A Key to Learning	55	7.10.2025
Kalppler 1 Lösemi 0 Psikoeğitim ve Paylaşım Semineri	75	9.10.2025
Yarınları Yetiştirme Projesi	19	16.10.2025
Üniversitede Yaşam Yolculuğu I: Yalnızlık	73	20.10.2025
How to Make Effective Presentations	*	4.11.2025
Think Better, Learn Better: BTLSC Habits of Mind Workshop Series	14	11.11.2025
Stresli Düşüncelerimizi Değiştirmek	39	1.12.2025
Romantik İlişkilerde Takıntılar ve Kontrol İhtiyacı	71	2.12.2025
Bağımlılık Döngüsünü Kırma	34	3.12.2025
Sağlıklı İlişkiler Kurma ve Sürdürme	53	4.12.2025
Mindfulness Temelli Anksiyete Yönetimi	68	8.12.2025
Bilişsel Davranışçı Terapi Perspektifinden Özgüveni Geliştirmenin Yolları	24	9.12.2025
Kalp Kırıklığından Güce: Yeniden Ayağa Kalkmak	81	10.12.2025
Mükemmeliyetçiliğin Dinamikleri	109	11.12.2025
Üniversitede Yaşam Yolculuğu II: Sınav Kaygısıyla Başa Çıkmak	59	18.12.2025
Total	9915	

*unknown participant number

1.1.4 Study Groups

BTLSC offered a series of face-to-face study groups to improve students' psychological resilience and to equip the students with effective strategies to succeed and cope with the problems in higher education. 9 study groups organized and 106 students participated to the

study groups. All of the study groups were organized and coordinated with the help of PDGM. Table 7 summarizes the study groups.

Table 7: Students Study Groups Organized by PDGM under the Coordination of BTLSC

Title	# of participants	Date
Mindfulness ile Anksiyeteyi Yönet Psikoeğitim Grubu 1. Oturumu	17	10.02.2025
Sosyal Kaygıyı Anlamak ve Baş Etmek Psikoeğitim Grubu1. Oturumu	12	11.02.2025
Mindfulness ile Anksiyeteyi Yönet Psikoeğitim Grubu 2. Oturumu	13	17.02.2025
Sosyal Kaygıyı Anlamak ve Baş Etmek Psikoeğitim Grubu 2 Oturumu	9	18.02.2025
Mindfulness ile Anksiyeteyi Yönet Psikoeğitim Grubu 3. Oturumu	7	24.02.2025
Sosyal Kaygıyı Anlamak ve Baş Etmek Psikoeğitim Grubu 3 Oturumu	10	25.02.2025
Sosyal Beceriler Paylaşım ve Deneyim Psikoeğitim Grubu 1. Oturumu	14	27.02.2025
Sosyal Beceriler Paylaşım ve Deneyim Grubu 2. Oturumu	12	6.03.2025
Sosyal Beceriler Paylaşım ve Deneyim Grubu 3. Oturumu	12	13.03.2025
	106	

1.2 Faculty Services

1.2.1 Faculty Seminars

BTLSC offered a series of online/hybrid seminars, workshops and faculty conversation hours in various aspects of higher education teaching and learning to support continual development of teaching and learning to faculty. These seminars bring instructors together to share ideas across disciplines. They also help instructors develop and improve their teaching skills, expand their repertoire of teaching methods, and gain new perspectives on teaching at Bilkent. Guest presenters from Bilkent and out of Bilkent as well as BTLSC members have conducted online seminars. The seminars and workshop subjects can be categorized as:

- orientation for the new faculty
- assessment for learning
- authority and freedom in the classroom
- mental health awareness in the classroom
- trauma informed teaching
- best practices in teaching and learning
- supervising graduate students
- course design that promotes active learning and critical thinking
- use of educational technologies, such as Generative Artificial Intelligence, Web 2.0 tools

In total, 977 faculty members participated to the seminars given in 2025. Three of the seminars (n = 15) were given online. Table 8 summarizes the seminars organized to develop and improve instructors teaching skills, expand their repertoire of teaching methods, and gain new perspectives on teaching at Bilkent by BTLSC.

Table 8: Faculty Seminars and Workshops Organized by BTLSC

Title	Given by	# of participants	Date
Hazırlık hocalarına yönelik öğrenci ruh sağlığı farkındalığı ve etkili iletişim	Göksu Gülpınar Yeşildağ, Öykü Eyüboğlu, Damla Işık Barry	120	15.01.2025
4. Bilkent İyi Oluş Günleri "Bağımlılık"	Prof. Dr. Ferhunde Öktem; Prof. Dr. Judith Grisel; Dr. Tufan Kıymaz; Göksu Gülpınar Yeşildağ; Doç. Dr. Fatih Yığman; Dr. Umut Doğan; Dr.	426*	1.02.2025

Title	Given by	# of participants	Date
	M. Cem Müderrisoğlu; Damla Işık Barry		
Trauma Informed Teaching	Matthew Gorman, Emily Hipps Livingston, Melanie Kincl, Michael Ryall	19	6.03.2025
Best Practices in Teaching & Learning II: How to Teach Skills in an Uncertain World: Preparing Students for the Future	Dr. Yiğit Acar	15	15.04.2025
AI in Education: From Stochastic Parrots to Synergistic Partners	Prof. Dr. Mutlu Çukurova	~214	18.04.2025
Mindfulness and Well-being	Michael Ryall	20	8.05.2025
Orientation: NewFaculty Members	Doç. Dr. Armağan Ateşkan; Dr. Öğrt. Üyesi Tufan Kıymaz; Elif Kantarcıoğlu; Yan Trevor Shaw	75	11.09.2025
Best Practices in Teaching & Learning I	Dr. Firdevs Ulus; Dr. Miri Besken	20	30.09.2025
Active Learning in Higher Education	Dr. Ayça Üner	12	13.10.2025
IAED Part-time hocalara: Conflict resolution	Dr. Öğrt. Üyesi Tufan Kıymaz	7	22.10.2025
IAED Part-time hocalara:Assessment for Learning	Doç. Dr. Armağan Ateşkan	7	24.10.2025
Designing Assessments in the Age of AI	Doç. Dr. Armağan Ateşkan	*	30.10.2025
Student in Distress: Recognizing Warning Signs and Responding Effectively.	Göksu Gülpınar Yeşildağ	14	11.11.2025
Promoting Student Engagement Through Digital Tools	Şule Şenel	12	28.11.2025
Conflict Resolution in Teaching	Dr. Öğrt. Üyesi Tufan Kıymaz	16	18.12.2025
Total		977	

*Both students and faculty members

Satisfaction Analysis of Faculty Seminars

In Faculty Seminars, both quantitative and qualitative data were collected through an online questionnaire (See Appendix 3). An online form of questionnaire (9 items) was created by using googleforms. The questionnaire was distributed via e-mail in 15 seminars listed in Table 8. In total, 28 out of 977 faculty members participated to the online questionnaire.

According to the results of the questionnaire analysis, the faculty members attended seminars to:

- listen to the opinions of their colleagues (from different disciplines)
- improve themselves about teaching and learning
- wonder about the studies done in the area
- learn more about the topic of their interest

Participants' satisfaction of the organized events was measured through five-point Likert scale items and where 1=not at all and 5= to a great extent.

The descriptive statistics of participants' satisfaction according to the attended seminar are presented in Table 9. The standard deviations range from 0.54 to 1.34. Based on the interpretation for the range of five-point Likert scales items, overall mean scores in all measured 15 seminars stated that the participants were thinking that the workshop address their expectations, and they find it useful. They are thinking that the information will be useful to their teaching practice.

Table 9 : Satisfaction analysis of all evaluated three seminars

N = 28	Central Tendency	
	<i>M</i>	<i>SD</i>
How satisfied are you with the overall quality of the workshop?	4.34	1.12
How relevant was the content of the workshop to your professional or personal interests?	4.53	0.94
How effective was the speaker/presenter in delivering the content?	4.57	0.75
How clear and understandable were the explanations and examples provided during the workshop?	4.57	0.64

N = 28	Central Tendency	
	<i>M</i>	<i>SD</i>
How would you rate the organization and flow of the workshop (e.g., timing, breaks, structure)?	4.69	0.54
To what extent did the seminar provide you with new insights or knowledge?	4.03	1.34
How likely are you to recommend this workshop to a colleague or friend?	4.23	1.30

Overall, participants expressed high appreciation for the seminar, highlighting its good organization, relevant and up-to-date content, and the competence and engaging style of the speakers. Many found the seminar informative and inspiring, noting that it helped them structure their thinking, gain practical insights, and realize that colleagues share similar challenges. The face-to-face and hybrid format, accessibility during lunch hours, and the opportunity for exchange of ideas were also positively received.

Several participants shared constructive suggestions for future events. These included incorporating more interactive and hands-on activities, providing concrete examples of classroom and assessment applications (especially related to AI), allowing more time for discussion, and further improving hybrid interaction for online participants. Some also suggested exploring alternative scheduling options to enable wider participation. In summary, the seminars were perceived as valuable, motivating, and worthwhile, with participants expressing interest in attending similar events in the future and welcoming opportunities for deeper, more practice-oriented engagement.

1.2.2 Faculty Conversation Hours

BTLSC offered a series of online faculty conversation hours in various aspects of higher education teaching and learning to support continual development of teaching and learning to faculty. In total, 24 faculty members participated to the faculty conversation hours in 2025. Table 10 summarizes the faculty conversation hours organized to develop and improve instructors teaching skills, expand their repertoire of teaching methods, and gain new perspectives on teaching at Bilkent by BTLSC.

Table 10 : Faculty conversation hours by BTLSC

Title	# of participants	Date
Writing across the university	10	20.03.2025
Conflict Resolution	6	30.04.2025
How can we increase student engagement in the classroom?	8	3.12.2025
Total	24	

2 This year services vs previous year services

This section presents a comparison of both students and faculty services provided in 2025 with that in 2024. This year, a significant event impacting both student and faculty services is to continue to meet with the university's deans and department heads. The purpose of the meeting is to introduce ourselves and identify department-specific needs to organize relevant seminars and workshops. An activity not explicitly reported this year is lesson observation and individual consultation provided to faculty members. Based on requests from faculty members and/or faculty administrators, these activities were conducted to support instructional development, provide targeted pedagogical feedback, and respond to course- or context-specific teaching needs.

2.1 Student Services

Number of almost all services and participated students are similar to 2024. In Fall 2023-2024, the research initiated about peer tutoring service to improve it. Detailed peer tutor meetings were done. The types of student seminars were varied as well including different perspectives of experts at the stage which gives interaction chance to the students with the experts. The peer tutor training was done both in Spring 2024-2025 and Fall 2025-2026 semester for 6 hours. Table 11 presents descriptive statistics of the students' services according to years. Students' engagement in seminars and peer tutoring sessions have increased in some of the events. In 2025, student demand for the Peer Tutoring was lower compared to previous years. This situation is considered to be related to a decrease in student demand for certain courses and the removal of these courses from the program in line with requests from the departments offering them. Based on the request of the students', English speaking tutoring was added as a new service in 2024.

Table 11: Students' services

Seminars	2024		2025	
	#	# of students	#	# of students
Seminars	49	10 058	43	9915
Conference	1	268	1	426
Study Groups	12	138	9	106
Peer Tutoring	12 Courses	491	12 Courses in Spring 2024-2025	281

2.2 Faculty Services

The number of seminars during 2025 about teaching, and instructional designs are more than 2024 (see Table 12). The number of participants is more than that in 2024. New Faculty Orientation was re-designed based on the self-reflection of the BTLSC co-ordinator and organized to engage new faculty in Bilkent Teaching and Learning ecosystem as a whole day program.

Table 12: Faculty services

Services	2025		2024	
	#	# of participants	#	# of participants
BTLSC Seminars	15	977	13	278
Faculty Conversations Hours	3	24	7	84
Total	18	1001	20	362

3 Future Plans

In terms of strategy, BTLSC will continue to organize events (seminars, tutoring sessions) not only to raise campus awareness, but also to increase interest and disseminate easy-to-utilize practices in both teaching and learning processes. In the long term, the BTLSC's work reveals interests and needs in the areas of instructional technology, instructional theories, assessment, and flexible online instructional and learning design. We aim to find ways to support these emerging requests in future planning.

In addition to the existing services given and organized by BTLSC (tutoring, seminars, workshops, etc.) following plans will be initiated:

1. Restructure BTLSC (proposal submitted to the provost office)
2. Form a working group of faculty members representing each faculty. It will help BTLSC to find out the specific students' and faculty members' needs.

3. Increase both the number and success of repeating students in the tutoring sessions
4. Organize events based on the specific needs of the faculties (i.e. “Health Awareness Workshop” for the faculty members of a specific department)
5. Develop a written guideline for new teaching techniques (i.e. use of GenAI in education) and alternative assessment
6. Prepare an online resource library for the students and the faculty members
7. Organize training for the teaching assistants.

Appendices

Appendix 1 Weekly Schedules of Tutoring Sessions

[2024-2025 Spring Semester Peer Tutoring Schedule](#)

[2025-2026 Fall Semester Peer Tutoring Schedule](#)

Appendix 2 Poster of Bilkent Well-Being Days



BAĞIMLILIK

4. Bilkent İyi Oluş Günleri

Çevrimiçi oturumlar (Zoom)

1 Şubat 19.00-20.00

Klinik Psikolog Prof. Dr. Ferhunde Öktem
“İnsana Özgürlük Yakıştır”

2 Şubat 19.00-20.00

Judith Grisel, Professor of Psychology & Neuroscience
“Never Enough: The Neuroscience of Addiction”

Zoom linki için
kayıt olun:



Yüz yüze oturumlarda
GE 250/1 puanı
verilecektir

Yüz yüze oturumlar (C-blok amfi)

3 Şubat 18.00-19.20

Felsefe Bölümü Öğretim Üyesi Dr. Tufan Kıymaz
Klinik Psikolog Gökse Gülpınar Yeşildağ
“Bağımlılığın Psikolojisi, Bağımsızlığın Felsefesi”

4 Şubat 18.00-19.20

Psikiyatrist Doç. Dr. Fatih Yiğman
“Madde Bağımlılığı”
Klinik Psikolog Dr. Umut Doğan
“Dijital Bağımlılık: Sosyal Medya, Oyun,
Online Kumar ve Alışveriş”

5 Şubat 18.00-19.20

Dr. M. Cem Müderrisoğlu
“Zihinsel Sağlık ve Bağımlılıkla Başa Çıkma:
Beslenme, Uyku ve Egzersiz İlişkisi”

Uzman Psikolog Damla Işık Barry
“İyi Olma Yolunda Dengeyi Bulmak”

19.30-20.30

Kahve ve Serbest Zaman



Bilkent Psikolojik Danışma ve Gelişim Merkezi
Bilkent Öğretim ve Öğrenim Destek Merkezi



Appendix 3 BTLSC Seminar Feedback Form

Active Learning in Higher Education

Thank you for attending the recent BTLSC seminar. Your feedback is important to us as it helps us improve future events and ensure that we meet the needs and expectations of our participants.

This survey is designed to gather your thoughts on various aspects of the workshop, such as the content, delivery, organization, and overall experience. Your responses will remain anonymous, and the information collected will be used solely for improving the quality of future seminars.

We appreciate your time and effort in completing this survey. It should take no more than 5 minutes to finish.

Thank you for your valuable input!

* Zorunlu soruyu belirtir

How satisfied are you with the overall quality of the seminar? *

1 2 3 4 5

Very dissatisfied Very satisfied

Please briefly explain your answer to the previous question.

Yanıtınız _____

What aspect of the seminar/workshop would you like to see **kept** in future events? *

- Content
- Speaker's presentation style
- Structure and flow of the seminar
- Interactivity/engagement
- Organization/Logistics/Time
- Nothing, it was fine
- Diğer: _____

Please briefly explain your answer to the previous question. *

Yanıtınız

What would you like to see **improved** in future seminars/workshops? *

- Content
- Speaker's presentation style
- Structure and flow of the seminar
- Interactivity/engagement
- Organization/Logistics/Time
- Nothing, it was fine
- Diğer: _____

Please briefly explain your answer to the previous question. *

Yanıtınız

Any other comments

Yanıtınız

Appendix 4 Sample Seminar Posters*



Zihin Alışkanlıkları

4 Oturumluk Sertifikalı Atölye Serisi

Zihin Alışkanlıklarımızı nasıl tanıyabiliriz?

Stres ve belirsizlikle nasıl baş edebiliriz?

Düşünme ve öğrenme biçimlerimizi nasıl sorgulayabiliriz?

Yaşamımızda esnek düşünmeyi nasıl uygulayabiliriz?



11, 25 Kasım & 2, 9 Aralık 2025

18.00-19.15

Kontenjan 15 öğrenci ile sınırlıdır

Son başvuru: 9 Kasım 2025

Yer: Katılımcılara e-posta ile bildirilecektir

Eğitim yüz yüze yapılacaktır

Dil: Türkçe

BTLSC **Katılım Sertifikası** (tüm oturumlara katılım şartıyla)

GE 250/251: 40 puan (tüm oturumlara katılım şartıyla)

Başvuru için:



Lütfen tüm oturumlara katılabilecekseniz başvurunuz

EFFECTIVE STUDY HABITS FOR UNIVERSITY SUCCESS

LOCATION: C BLOCK AMPHI
DATE: 25 SEPTEMBER THURSDAY
TIME: 17:45 - 18.30

SPEAKER:
DR. ARMAĞAN ATEŞKAN

**GE 250/51 points will
be given.**



AI in Education: From Stochastic Parrots to Synergistic Partners

AI as tools, cognitive models, and hybrid intelligence.

Enhancing learning while addressing ethics & inequalities.

Designing AI to empower learners & educators.

Join us to explore the future of AI in education!



Date: April 18 Friday
Time: 16:00-17:30
Venue: C Block Amphi

Prof. Dr. Mutlu Çukurova
Learning and Artificial Intelligence
University College London



GE 250/251 puanı verilecektir.

*more to be found at <https://www.bilkent.edu/bilkent/teaching-and-learning-support-center/events/past-events-for-faculty/>

Appendix 5 Peer Tutoring Announcement



**BILKENT TEACHING AND LEARNING
SUPPORT CENTER (BTLSC)
&
ACADEMIC STUDENT COORDINATION UNIT (ASCU)**



NEED HELP WITH YOUR COURSES? JOIN PEER TUTORING!

Peer tutoring helps you strengthen your understanding of course materials through small-group coaching; not ready answers, but guidance.

Available Courses: CS 101, CS 115, CS 125, ECON 101, ECON 102, PHYS 101, PHYS 102, and English Speaking

Starting: 29th of September & Ending:
19th of December, 2025

- Join scheduled sessions
- Work with trained peer tutors
- Discuss, solve, and succeed together

FOLLOW US ON INSTAGRAM FOR THE DETAILS



[bilkent_pdgm_btsc](https://www.instagram.com/bilkent_pdgm_btsc)

For schedule:

