

**BILKENT UNIVERSITY**  
**TEACHING AND LEARNING SUPPORT CENTER**  
**(BTLSC)**



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## **Annual Report 2020 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 2020, to compare these activities with the ones performed in 2019, 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 2020. 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 2019 and 2020 is summarized in Section 2. Future Plans of BTLSC for 2021 is provided in Section 3.

### **1 BTLSC's Services in 2020**

The outbreak of Corona Virus Disease 2019 (COVID-19) in various countries during spring 2019-2020 semester transferred traditional face-to-face teaching to online education platforms, which directly has affected the way of providing services in higher education. As a result, in 2020 BTLSC started to offer all of its services as online services.

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. Except for tutoring services, if an individual participates to BTLSC seminars more than once, this participation is counted as multiple services.

#### **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 students to understand, create, evaluate, apply, and construct their own knowledge. To support development of these skills, BTLSC provided several online peer tutoring and seminars in 2020 for students.

### **1.1.1 Tutoring**

Due to Covid 19, peer tutoring hours were arranged as online for Math 103, Math 105, Math 106, Econ 101 and Econ 102 courses. In 2020, Math 106 and Econ 102 tutoring services were started upon the request of Prof. Dr. Ülkü Gürler, the Dean of Faculty of Business Administration.

Tutors were selected by the course coordinators from the previous semester's successful students. Except for Math 103, course coordinators had executive control over the forms of support they permit tutors to offer 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.

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. Weekly schedules of tutoring sessions are presented in Appendix A.

#### ***Student Involvement Analysis***

The descriptive statistics for involvement in tutoring sessions are presented in Table 1 according to the course. The involvement data demonstrated that student's involvement in both Math 105, Math 106, Econ 101 and Econ 102 tutoring sessions were capturing similar and a considerable amount of their time. Students' attendance in Math 103 tutoring sessions were too low. This results is similar to the previous semester students' attendance measurement.

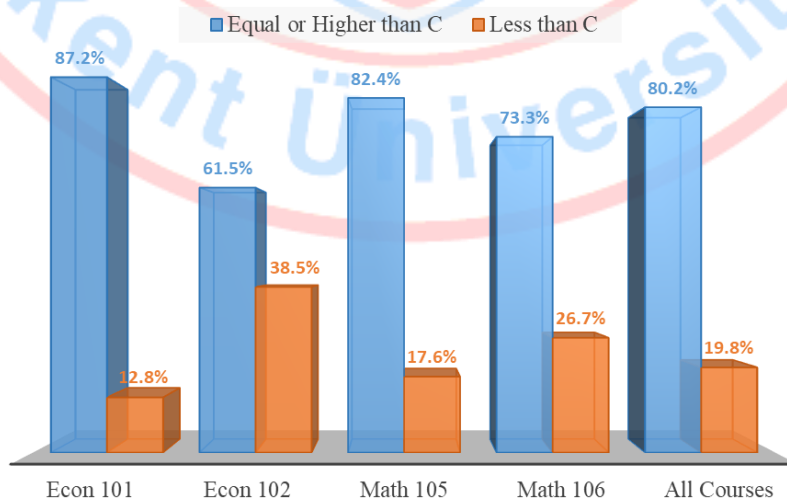
**Table 1:** Involvement of Tutoring Sessions

Course	# of Students	Max Participation (%)
Math 103: Thinking Mathematically I	2	9.09
Math 105: Introduction to Calculus I	34	100.00
Math 106: Introduction to Calculus II	15	45.45
Econ 101: Introduction to Economics I	39	27.27
Econ 102: Introduction to Economics II	13	36.36
<b>Total</b>	<b>103</b>	

Another result of student's involvement data showed that the students, especially for Econ 101 and Econ 102 courses, preferred to attend to the tutor sessions if the students had an exam. Thus, as compared to the other periods, the students' involvements in tutoring sessions are higher prior to the exams.

### *Students Success Analysis*

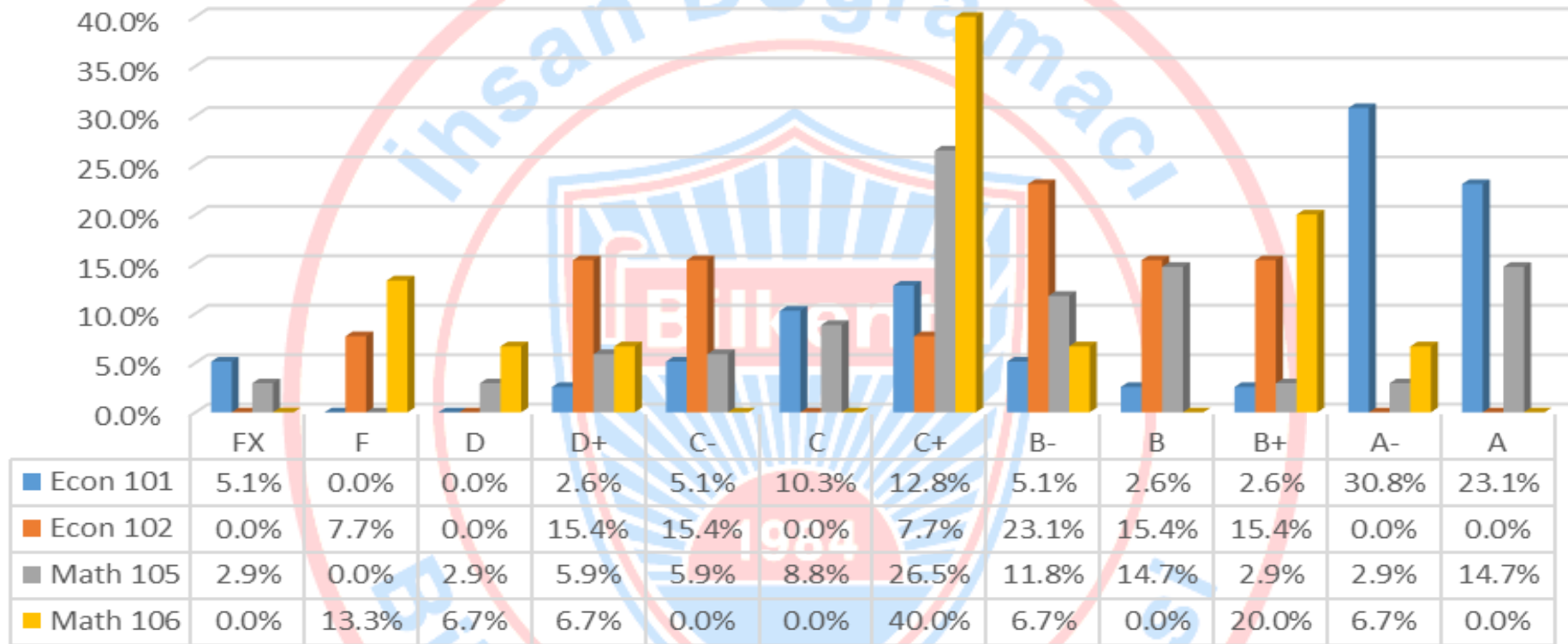
Figure 1 presents the success ratio of the students involved in tutoring sessions according to the course. According to the students' letter grades, majority of the students, enrolled in the tutoring sessions of Econ 101 (94.9%, n = 37), Econ 102 (92.3%, n = 12), Math 105 (97.1%, n = 33), Math 106 (86.7%, n = 13) and Math 103 (100%, n = 1) passed from the course. Moreover, 80.2% of the tutored students got letter grades equal or higher than C (see Figure 1).



**Figure 1:** Success Ratio of Students Attended to the Tutoring Sessions



The letter grade distributions of the students attended to the tutoring sessions are presented in Figure 2 according to the course.



**Figure 2:** Grade Distribution of the Students Attended to the Tutoring Sessions

Table 2 presents GPA and failing percentage of both tutored and all students in Fall 2020-2021 semester. Among the students involved in the tutoring sessions, Econ 101 students are the most successful ones, while Math 106 students are the least successful. In all courses, GPA of tutored students are higher than that of all students, while failing percentage of tutored students is less than that of all students. Maximum difference of GPA (0.67) and failing percentage (20.31%) between tutored and all students is in Econ 102, while minimum difference (GPA =0.24, & Failing percentage = 8.60%) is observed in Math 106. Minimum failure percentage (2.94%) is in Math 105 in which the tutored students have the highest and regular attendance to the online tutoring hours.

**Table 2:** Failure Percentages of Tutored Students vs All Students

<b>Courses</b>		<b>GPA</b>	<b>Failure Percentage (%)</b>
Math 105	Tutored Students	2.54	2.94
	All Students	2.21	17.70
Math 106	Tutored Students	2.16	13.40
	All Students	1.92	22.00
Econ 101	Tutored Students	2.98	5.21
	All Students	2.72	15.30
Econ 102	Tutored Students	2.23	7.69
	All Students	1.56	28.00

Table 3 presents success percentage of students who are repeating the course. Except for Math 106, all students who are repeating the courses passed from the courses. 86% of those students passed the course and 71% of them got a grade equal or higher than C.



**Table 3:** Success Information of Tutored Students who repeated the Course

Course	Tutored Students	# of Repeating Students	Letter Range	# of Fail	Success Ratio of Repeating Students
Econ 101	39	5	A- to D +	0	100%
Econ 102	13	3	B+ to C-	0	100%
Math 105	34	2	B- to C+	0	100%
Math 106	15	4	A- to F	2	50%
<b>Total</b>	<b>101</b>	<b>14</b>		<b>2</b>	<b>86%</b>

### *Students Evaluation of Tutoring Sessions*

An online questionnaire was developed and conducted to identify both views and expectations of the tutored students about tutoring sessions. It was created by using [Kwiksurveys](#). Example questionnaire is presented in Appendix B. Except for Math 103, in total, 101 students attended to the tutoring sessions. Totally 5% (N=5) of them answered the online questionnaire questions. The number of responses to the online questionnaire is not sufficient. For Econ 101 and Econ 102 tutoring sessions, there is not any response. Two students for Math 105 and three students for Math 106 answered the questionnaire. The results showed that they were satisfied with peer tutoring sessions.

### **1.1.2 Seminars**

BTLSC offered a series of online seminars to improve students' learning skills and to equip the students with effective strategies to succeed in higher education. 43 online seminars organized and 4734 students participated to the seminars. Except for one seminar, all of the seminars were organized and coordinated with the help of Psychological Counselling and Development Center (PDGM). Table 4 summarizes the seminars.

**Table 4:** Students Seminars Organized by PDGM Under the Coordination of BTLSC

Title	# of Participant	Date
1. Erteleme	12	January 6, 2020
2. Felsefe Üstüne Sunumlar	170	January 31, 2020
3. Felsefe Üstüne Sunumlar	162	February 7, 2020
4. Felsefe Üstüne Sunumlar	175	February 10, 2020
5. Felsefe Üstüne Sunumlar	164	February 14, 2020
6. Felsefe Üstüne Sunumlar	158	February 21, 2020
7. Motivasyon ve zaman yönetimi	17	February 24, 2020
8. Motivasyon ve zaman yönetimi	18	February 24, 2020
9. Motivasyon ve zaman yönetimi	12	February 26, 2020
10. Motivasyon ve zaman yönetimi	16	March 2, 2020
11. Sınav Kaygısı	16	March 2, 2020
12. Motivasyon ve zaman yönetimi	14	March 4, 2020
13. Sınav Kaygısı	9	March 2, 2020
14. Sınav Kaygısı	11	March 4, 2020
15. Stresle Başa Çıkma ve Öfke Kontrolü	12	March 5, 2020
16. Stresle Başa Çıkma ve Öfke Kontrolü	15	March 6, 2020
17. Sınav Kaygısı	14	March 9, 2020
18. Erteleme	41	March 10, 2020
19. Kişilerarası İletişim	15	March 12, 2020
20. Koronavirüs Günlerinde Felsefenin Rehberliği (Türkçe)	252	April 1, 2020
21. Koronavirüs Günlerinde Felsefenin Rehberliği (İngilizce)	50	April 2, 2020
22. Koronavirüs Günlerinde Felsefenin Rehberliği (Türkçe)	300	April 8, 2020

Title	# of Participant	Date
23. COVID-19 ve Ruh Sağlığı	300	April 10, 2020
24. COVID-19 ve Ruh Sağlığı	243	April 15, 2020
25. Sorgulanmış Hayat Buluşmaları (Duygusal Dayanıklılık)	30	April 22, 2020
26. Sorgulanmış Hayat Buluşmaları (Negatif ve Pozitif Duygular)	30	April 29, 2020
27. Sorgulanmış Hayat Buluşmaları (Öfke)	30	May 5, 2020
28. Sorgulanmış Hayat Buluşmaları (Mutluluk)	30	May 13, 2020
29. Üniversite Yaşamına Uyum	475	September 10, 2020
30. Üniversiteye Başlarken Özgüven	562	September 10, 2020
31. Kişilerarası İletişim	573	September 11, 2020
32. Covid-19'un Psikolojik Etkileri	74	September 21, 2020
33. Psychological Impact of Covid-19	15	September 23, 2020
34. Deprem ve Olası Felaketlere Karşı Psikolojik Olarak Hazır Olabilir miyiz?	57	October 16, 2020
35. Performans Kaygısıyla Başa Çıkma	87	October 18, 2020
36. Zor Zamanlarda Felsefenin Rehberliği	106	October 21, 2020
37. Özgüveni Keşfetmek	67	October 25, 2020
38. Kişilerarası İletişim	21	December 2, 2020
39. Stoa Felsefesinde Kişisel Gelişim Teknikleri	90	December 5, 2020
40. Karantina Sürecinde Psikolojik Sağlamlık	75	December 8, 2020
41. Etkili Zaman Yönetimi	141	December 9, 2020
42. Being an Individual in University Life	51	December 16, 2020
43. Tetrpharmakos:Epikürcü Mutluluk Reçetesi	24	December 19, 2020
<b>Total</b>	<b>4734</b>	

## 1.2 Faculty Services

BTLSC offered a series of online seminars and workshops 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 both Bilkent and other universities have conducted online seminars. The seminars and workshop subjects can be categorized as:

- student engagement and interaction
- course design that promotes active learning and critical thinking
- use of educational technologies, such as zoom, course management systems (Moodle)

68.2% (n = 15) of the seminars were organized and coordinated with the help of Bilkent University Educational Technology Support (BETS) about the technology utilization. In total, 974 faculty members were participated to the seminars given in 2020. Only one seminar was face to face, and 21 seminars were given online. Table 5 summarizes the seminars organized by BTLSC and BETS.

**Table 5: Faculty Seminars**

Title	Given by	# of Participants	Date
1. How to increase student involvement in the classroom?	Jamel Ben Chafra	18	Feb 19
2. Zoom Basics	Can Uğur Ayfer (BETS), Bilkent Üniversitesi	118	Apr 2
3. Moodle Tools Q&A Forum and Quiz	Robin Turner (BETS), Bilkent Üniversitesi	153	Apr 8
4. A Student Response System: Socrative	Aysen Sayan (BETS), Bilkent Üniversitesi	143	Apr 10
5. Zoom Poll and Breakout Rooms	Can Uğur Ayfer & Reyyan Ayfer (BETS), Bilkent Üniversitesi	82	Apr 13
6. A Digital Toolbox: Edpuzzle	Şule Şener (BETS), Bilkent Üniversitesi	21	Apr 15
7. Cooperative Learning Techniques	Asst. Prof. Erdem Aksoy, TED Üniversitesi	46	Apr 16

Title	Given by	# of Participants	Date
8. Getting Started with Google Drive for Collaborative Work	Hossein Dabir (BETS), Bilkent Üniversitesi	32	Apr 17
9. Sharing and Exchanging Experiences about Online Education	Prof. Dr. Uğur Baysal, Hacettepe Üniversitesi	8	May 20
10. Transition to Online Teaching during the COVID-19 Pandemic: A Human-Centered Approach	Assoc. Prof. Evrim Baran, Iowa State Üniversitesi	39	July 27
11. Wacom Graphic Tablet and Screenwriting Applications	Dr. Can Kültür (BETS), Bilkent Üniversitesi	68	Sept 15
12. Zoom Basics	Can Uğur Ayfer (BETS), Bilkent Üniversitesi	23	Sept 18
13. Moodle Basics	Robin Turner (BETS), Bilkent Üniversitesi	20	Sept 23
14. Zoom Kullanımı	Can Uğur Ayfer (BETS), Bilkent Üniversitesi	41	Sept 26
15. Moodle Tools: Q&A Forum and Quiz	Robin Turner (BETS), Bilkent Üniversitesi	24	Sept 30
16. Google Tools for Collaborative Work	Dr. Can Kültür (BETS), Bilkent Üniversitesi	7	Oct 2
17. Moodle Tools: Glossary and Games	Dr. Can Kültür (BETS), Bilkent Üniversitesi	2	Oct 6
18. Moodle Tools: Choice, Questionnaire, Feedback	Dr. Can Kültür (BETS), Bilkent Üniversitesi	9	Oct 9
19. Zoom Toplantıları Planlama	Can Uğur Ayfer (BETS), Bilkent Üniversitesi	68	Oct 20
20. A Stoic Approach to Teaching: Theory and Practice	Dr. Tufan Kıymaz, Bilkent Üniversitesi	12	Nov 17
21. The Struggles and Compromises of Active Learning in Crisis Remote Teaching	Prof. Dr. Shannon Murray, University of Prince Edward Island	28	Nov 25
22. Classroom Management in Higher Education	Assist. Prof. Dr. Armağan Ateşkan, Bilkent University	12	Dec 1
<b>Toplam</b>		<b>974</b>	



### *Satisfaction Analysis of Faculty Seminars*

In Faculty Seminars, both quantitative and qualitative data were collected through an online questionnaire (See Appendix C). All of the seminars were done online. An online form of questionnaire was created by using [Kwiksurveys](#). The online questionnaire has two new questions. The questionnaire was distributed via e-mail in the last three seminars which are

1. A Stoic Approach to Teaching: Theory and Practice (SAT) with 13 participants.
2. The Struggles and Compromises of Active Learning in Crisis Remote Teaching (SCAL) with 26 participants.
3. Classroom Management in Higher Education (CMH) with 12 participants.

In total, 51 faculty members attended to the above listed seminars. Totally 45% (N=23) of participants answered the online questionnaire questions. Table 6 presents details of the questionnaire used in the faculty seminars.

**Table 6:** Details of the Questionnaire

Data Type	Scale	Questions	Purpose	# of Items
Quantitative	Multiple choice	1 to 3	Clarify participants' aim of attendance Participants' preference of the type for seminar. Type of course given.	3
Quantitative	Five-point Likert	3 to 7	Measure satisfaction	5
Qualitative	Open-Ended	8 to 12	Measure satisfaction and needs	6

According to the participants of the attended seminar, 95.7% of the faculty preferred and attended to the seminar due to their interests in the subject. Most of the participants (82.6%) also preferred online seminars. 58.8% of the participants were teaching social courses while 23.5% of them were teaching science courses. 17.6% of the participants were teaching both social and science courses. Demographics and preferences of the participants are presented in Table 7.



**Table 7: Demographics and Preferences of Faculty**

# of Seminar = 3 # of Questionnaire = 23		Seminars			
		SAT	SCAL	CMH	Overall
Reason to Attend	Subject	6	12	4	22
	Presenter	0	0	1	1
Preferred Type of the Seminar	Online	6	9	4	19
	Face to Face	0	3	1	4
Type of Given Course	Social	Data is not collected	8	2	10
	Science		2	2	4
	Both		2	1	3

Participants' satisfaction of the organized events was measured through five-point Likert scale items and Table 8 presents interpretation for the range of five-point Likert scales items used for satisfaction part of questionnaire.

**Table 8: Interpretation for the range of Five-point Likert Scales Items**

Range	Interpretation
1.00 – 1.80	Strongly Disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neutral
3.41 – 4.20	Agree
4.21 – 5.00	Strongly Agree

The descriptive statistics of participants' satisfaction according to the attended seminar are presented in Table 9. The standard deviations range from 1.00 to 1.25 indicating a more spread around the mean. This means that participants had different opinions about satisfactions.

Based on the interpretation for the range of five-point likert scales items, overall mean scores in all measured three seminars stated that the participants were *strongly agreed* that they are likely to attend to the similar events and they were *agreed* about the seminars

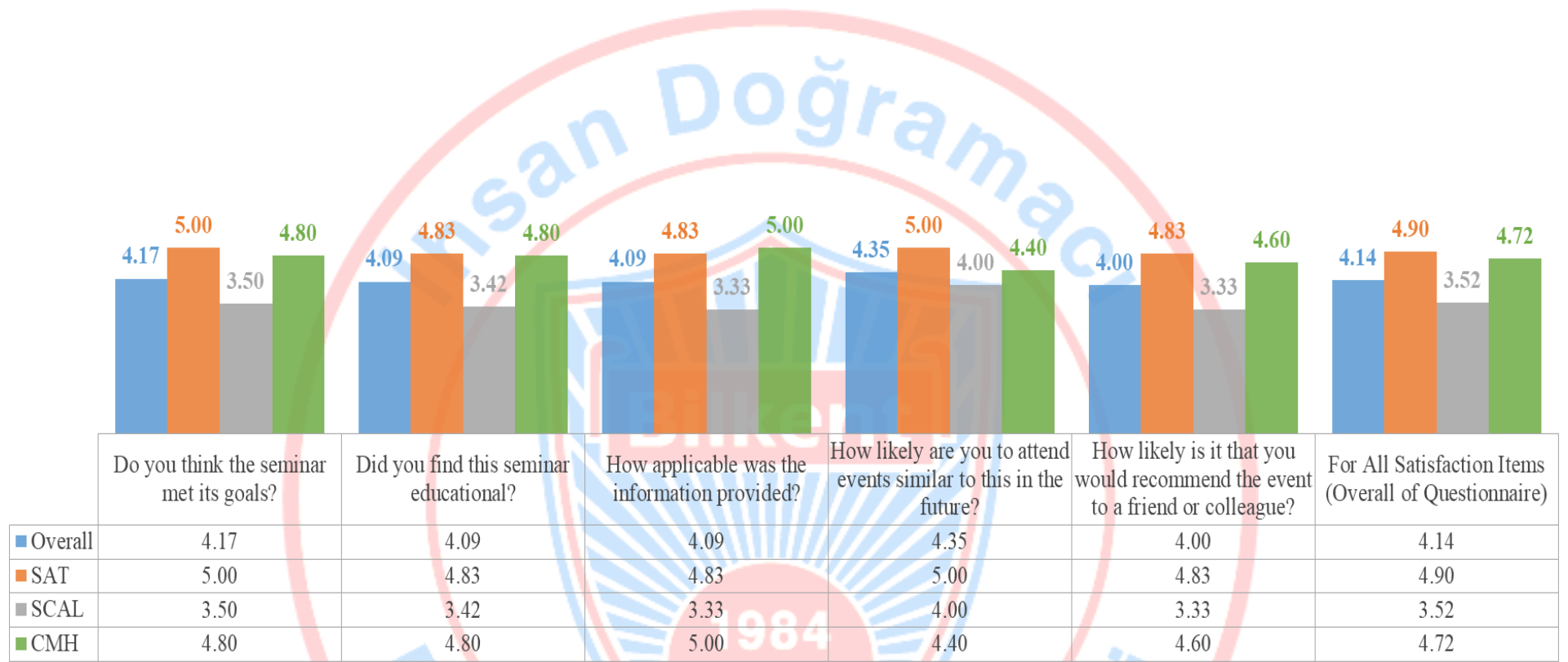
- met the goals,
- are educational,
- are applicable, and

- to recommend the event to a friend or a colleague.

**Table 9:** Satisfaction Analysis of All Measured Three Seminars

N = 51 Missing =28	Percentage (Frequency)					Central Tendency	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
Do you think the seminar met its goals?	4.3% (1)	13.0% (3)	0.0% (0)	26.1% (6)	<b>56.5%</b> <b>(13)</b>	4.17	1.20
Did you find this seminar educational?	4.3% (1)	13.0% (3)	4.3% (1)	26.1% (6)	<b>52.2%</b> <b>(12)</b>	4.09	1.21
How applicable was the information provided?	4.3% (1)	13.0% (3)	8.7% (2)	17.4% (1)	<b>56.5%</b> <b>(13)</b>	4.09	1.25
How likely are you to attend events similar to this in the future	0.0% (0)	8.7% (2)	13.0% (3)	13.0% (3)	<b>65.2%</b> <b>(15)</b>	4.35	1.00
How likely is it that you would recommend the event to a friend or colleague?	8.7% (2)	8.7% (2)	8.7% (2)	21.7% (5)	<b>52.2%</b> <b>(12)</b>	4.00	1.32
Overall	4.3% (5)	11.3% (13)	7.0% (8)	20.9% (24)	<b>56.5%</b> <b>(65)</b>	4.14	1.20

Overall means of satisfaction items were presented in both Figure 3 and Table 10. Minimum of overall means of items is 4.09 (*agreed*) related to application of information provided. While Maximum overall means was 4.35 *strongly agreed* to attend events similar to this in the future. Participants in both SAT and CMH seminars were strongly agreed that they are satisfied with the seminars. The participants in SCAL agreed about satisfaction of the seminar. Participants in SAT seminar (M = 4.90) have highest satisfaction overall means than that in both CHM (M = 4.72) and NGL (M = 3.52). Satisfaction levels of overall participants, in all seminars, were similar accept applicability of seminar item which mean score for SAT (M = 4.83) and CMH (M = 5.00) was at extremely satisfied while that of SCAL (M = 3.33) were at very satisfied. The descriptive statistics of Satisfaction items are shown in both Figure 3 and Table 10.



**Figure 3:** Descriptive Statistics of All Measured Three Seminars

**Table 10:** Descriptive Statistics of All Measured Three Seminars

Satisfaction Items		Statistics of Scales		
		N	Mean	SD
Do you think the seminar met its goals?	Overall	23	4.17	1.20
	SAT	6	5.00	0.00
	SCAL	12	3.50	1.32
	CMH	5	4.80	0.40
Did you find this seminar educational?	Overall	23	4.09	1.21
	SAT	6	4.83	0.35
	SCAL	12	3.42	1.32
	CMH	5	4.80	0.40
How applicable was the information provided?	Overall	23	4.35	1.00
	SAT	6	4.83	0.35
	SCAL	12	3.33	1.31
	CMH	5	5.00	0.00
How likely are you to attend events similar to this in the future	Overall	23	4.35	1.00
	SAT	6	5.00	0.00
	SCAL	12	4.00	1.15
	CMH	5	4.40	0.80
How likely is it that you would recommend the event to a friend or colleague?	Overall	23	4.00	1.32
	SAT	6	4.83	0.35
	SCAL	12	3.33	1.49
	CMH	5	4.60	0.80
For All Satisfaction Items (Overall of Questionnaire)	Overall	23	4.14	1.20
	SAT	6	4.90	0/21
	SCAL	12	3.52	1.32
	CMH	5	4.72	0.42

The descriptive statistics for items measuring the participants' satisfaction according to the attended seminar are presented in Table 11, Table 12 and Table 13. Except for SCAL, the participants in SAT and CMH have higher mean score than 4.40 (*extremely satisfied* and *strongly agreed* with all items). Participants overall mean scores about both applicability of and recommending seminar to a friend in SCAL seminar was neutral ( $M = 3.33$ ) while that of SAT and CMH seminars were strongly agreed with a score higher than  $M = 4.60$ . The highest percentage scores of the seminars are:

- 100% of the participants in SAT strongly agreed that both the seminar met its goals and they would attend similar events in the future.

- 100% of the participants in CHM strongly agreed for the item related to the applicability of seminar subject.
- 60% of the participants in SCAL strongly agreed for item they would attend similar events in the future.

**Table 11:** Satisfaction Analysis of “A Stoic Approach to Teaching: Theory and Practice”

N = 13 Missing =7	Seminar					Central Tendency	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
Do you think the seminar met its goals?	0.0% (0)	0.0% (0)	0% (0)	0% (0)	<b>100%</b> <b>(6)</b>	5.00	0.00
Did you find this seminar educational?	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (1)	<b>80.0%</b> <b>(5)</b>	4.83	0.35
How applicable was the information provided?	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (1)	<b>80.0%</b> <b>(5)</b>	4.83	0.35
How likely are you to attend events similar to this in the future	0.0% (0)	0.0% (0)	0% (0)	0% (0)	<b>100%</b> <b>(6)</b>	5.00	0.00
How likely is it that you would recommend the event to a friend or colleague?	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (1)	<b>80.0%</b> <b>(5)</b>	4.83	0.35
Overall	0.0% (0)	0.0% (0)	0.0% (0)	10.0% (3)	<b>90.0%</b> <b>(27)</b>	4.90	0.21

**Table 12:** Satisfaction Analysis of “The Struggles and Compromises of Active Learning in Crisis Remote Teaching”

N = 26 Missing =14	Percentage (Frequency)					Central Tendency	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
Do you think the seminar met its goals?	8.3% (1)	25.0% (3)	0.0% (0)	<b>41.7%</b> <b>(5)</b>	25.0% (3)	3.50	1.32
Did you find this seminar educational?	8.3% (1)	25.0% (3)	8.3% (1)	<b>33.3%</b> <b>(4)</b>	25.0% (3)	3.42	1.32
How applicable was the information provided?	8.3% (1)	<b>25.0%</b> <b>(3)</b>	16.7% (2)	<b>25.0%</b> <b>(3)</b>	<b>25.0%</b> <b>(3)</b>	3.33	1.31
How likely are you to attend events similar to this in the future	0.0% (0)	16.7% (2)	16.7% (2)	25.0% (3)	<b>60%</b> <b>(6)</b>	4.00	1.15
How likely is it that you would recommend the event to a friend or colleague?	16.7% (2)	16.7% (2)	16.7% (2)	16.7% (2)	<b>33.3%</b> <b>(4)</b>	3.33	1.49
Overall	8.3% (5)	21.7% (13)	11.7% (7)	18.3% (17)	<b>30.0%</b> <b>(18)</b>	3.52	1.32



**Table 13: Satisfaction Analysis of “Classroom Management in Higher Education”**

N = 12 Missing = 7	Percentage (Frequency)					Central Tendency	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	<i>M</i>	<i>SD</i>
Do you think the seminar met its goals?	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (1)	<b>80.0%</b> <b>(4)</b>	4.80	0.40
Did you find this seminar educational?	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (1)	<b>80.0%</b> <b>(4)</b>	4.80	0.40
How applicable was the information provided?	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0%</b> <b>(5)</b>	5.00	0.00
How likely are you to attend events similar to this in the future	0.0% (0)	0.0% (0)	20.0% (1)	20.0% (1)	<b>60.0%</b> <b>(3)</b>	4.40	0.80
How likely is it that you would recommend the event to a friend or colleague?	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (2)	<b>60.0%</b> <b>(3)</b>	4.60	0.49
Overall	0.0% (0)	0.0% (0)	4.0% (1)	20.0% (5)	<b>76.0%</b> <b>(19)</b>	4.72	0.42

## 2 2019 Services vs 2020 Services

This section presents a comparison of both students and faculty services provided in 2020 with that in 2019.

### 2.1 Student Services

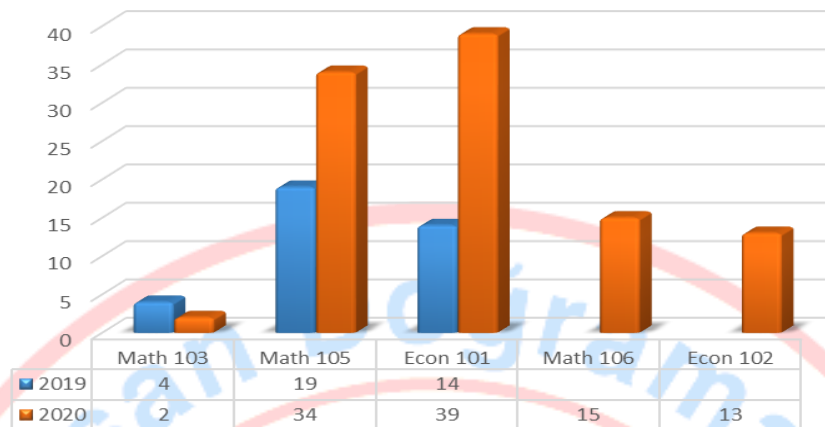
Number of all services and participated students are more in 2020 than in 2019. Table 14 presents descriptive statistics of the students’ services according to years. Students’ engagement in seminars has increased remarkably. In 2019, the first year of BTLSC, less students were tutored than in 2020, and the number of courses included in tutoring service increased (67%,  $n = 2$ ).

**Table 14: Students’ Services of 2020 vs 2019**

Services	2020		2019	
	#	# of Students	#	# of Students
<b>Seminars</b>	43	4734	14	208
<b>Peer Tutoring</b>	5 Course	103	3 Courses	37



Except for Math 103, in all tutored courses, students' involvements has increased in 2020 (See Figure 4).



**Figure 4:** Students' Involvement of Tutoring Hours

### *Student Success Analysis*

According to both 2019 and 2020 data collected from the tutored sessions, the tutoring sessions offered by BTLSC has had a positive impact on the students' success at Bilkent University. In comparison to 2019 tutoring sessions, the students were more successful in 2020. As presented in Table 15 and Table 16, all of the repeated students passed from Math 105, Econ 101, and Econ 102 in 2020. In 2020, the passing grades of the repeating students were in between A- to D+ while in 2019 that was D+ and D (See Table 16).

**Table 15:** Success Analysis of 2020 vs 2019

Tutored Courses	2020				2019			
	Student		Success Ratio of (%)		Students		Success Ratio of (%)	
	#	Repeating	All	Repeating	#	Repeating	All	Repeating
<b>Math 103</b>	2	-	100.0	-	4	4	50.0	50.0
<b>Math 105</b>	34	2	97.1	100.0	19	1	84.2	100.0
<b>Econ 101</b>	39	5	94.9	100.0	14	0	92.9	-
<b>Econ 102</b>	13	3	92.3	100.0	<i>Not Given</i>			
<b>Math 106</b>	15	4	86.7	50.0				

**Table 16:** Letter Grade Details of Repeating Students of 2020 vs 2019

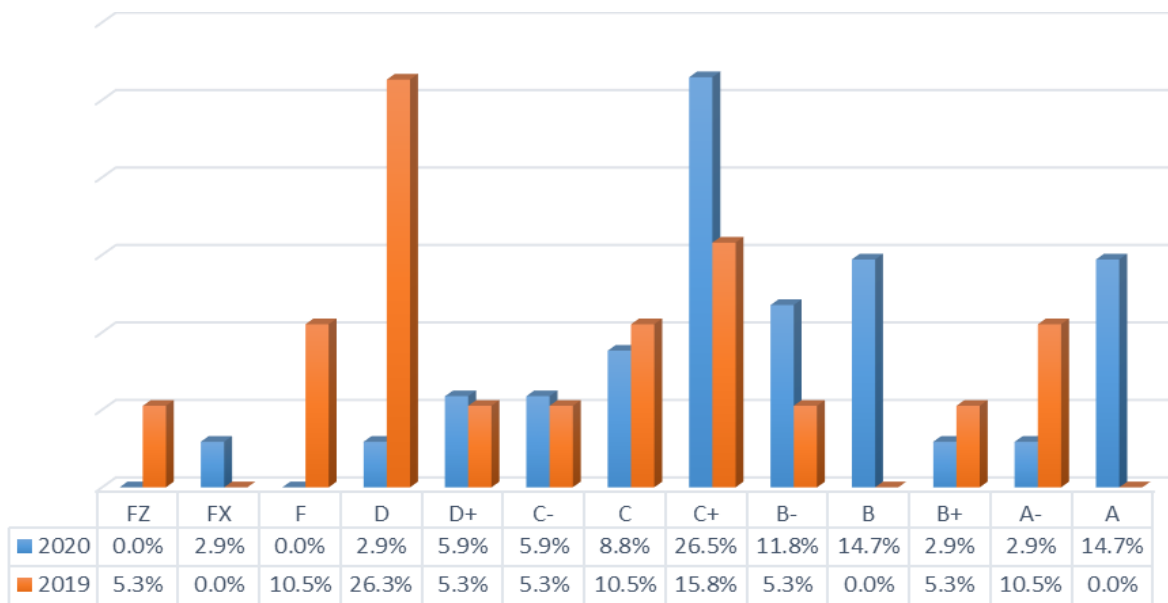
Course	2020		2019	
	# of Repeating Students	Letter Range	# of Repeating Students	Letter Range
<b>Math 103</b>	0	-	4	D+ to F
<b>Math 105</b>	2	B- to C+	1	D
<b>Econ 101</b>	5	A- to D +	0	-
<b>Econ 102</b>	3	B+ to C-	<i>Not Given</i>	
<b>Math 106</b>	4	A- to F		

GPA of the tutored students extremely higher in 2020 than all students and in 2019. The descriptive statistics for GPA in both 2020 and 2019 are presented in Table 17 according to the taken course.

**Table 17:** GPA comparison of 2020 vs 2019

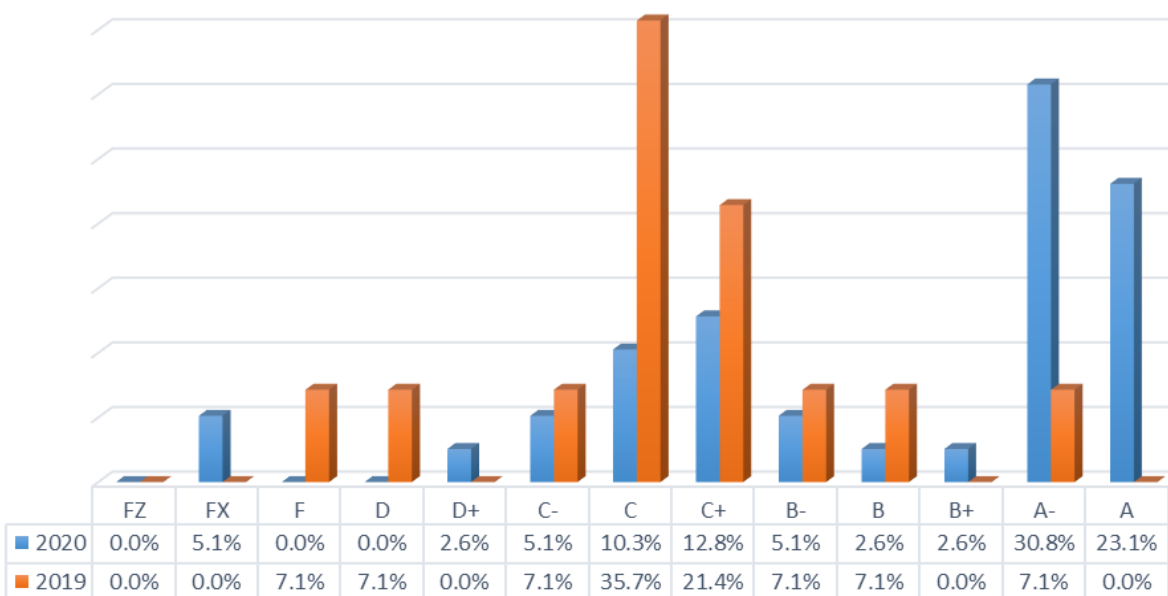
Courses	2020		2019		
	GPA	Failure Percentage	GPA	Failure Percentage	
<b>Math 105</b>	Tutored Students	2.54	2.94	1.70	15.79
	All Students	2.21	17.70	2.13	23.10
<b>Econ 101</b>	Tutored Students	2.98	5.21	2.07	7.14
	All Students	2.72	15.30	2.13	20.20
<b>Econ 102</b>	Tutored Students	2.23	7.69	<i>Not Given</i>	
	All Students	1.56	28.00		
<b>Math 106</b>	Tutored Students	2.16	13.40		
	All Students	1.92	22.00		

The letter grade distributions of the students attended to the Math 105 tutoring sessions are presented in Figure 5 according to the years. As seen in Figure 5, students are more successful in 2020 than 2019.



**Figure 5:** Letter Grade Distribution of Math 105 in 2020 vs 2019

The letter grade distributions of the students attended to the Econ 101 tutoring sessions are presented in Figure 6 according to the years. The distribution is negatively skewed in 2020 which means that the majority of the letter grades fall in the upper part (*close to letter grade A*) of the distribution. In other words, number of students having high letter grade is remarkably more than that have lower grades.



**Figure 6:** Letter Grade Distribution of Econ 101 in 2020 vs 2019

## 2.2 Faculty Services

Technology utilization becomes very important due to Covid-19 and online teaching processes. Therefore, the number of seminars about technology utilization (given by BETS) has increased considerably in 2020 (see Table 18). Similarly, faculty participation in educational technology seminars has been growing, more than 10 times from 2019 to 2020.

The number of seminars about online teaching, instructional designs remain the same. However, majority (71.4%) of the speakers are from other universities and 28.5% of them are from foreign universities in 2020. While in 2019 only 14.7% of the speakers are from other universities in Turkey. Due to overload of all academics during Covid-19, having the same number of both seminars and participants in 2020 can be counted as a success.

**Table 18: Faculty Services of 2020 vs 2019**

Seminars	2020		2019	
	#	# of Participants	#	# of Participants
<b>BTLSC</b>	7	124	7	124
<b>BETS</b>	15	850	5	78
<b>Total</b>	22	974	12	202

## 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 realized:

1. Involvement in the educational decisions taken by university

2. Increase the number of staff to improve not only the quality but also the number of the services provided by BTLSC
3. Add new courses to the tutored courses
4. Increase the number of repeating students in the tutoring sessions
5. Get opinions of the tutored students about tutoring sessions
6. Increase the quality of the seminars given for the faculty



## APPENDIX A

### Weekly Schedules of Tutoring Sessions

#### Math 103: Thinking Mathematically I

#	Day	Time	Tutor
1	Wednesday	13:30 - 14:20	Selin Öztürk
2	Wednesday	16:30 - 17:20	Almina Zeynep Gözdemir

#### Math 105: Introduction to Calculus I

#	Day	Time	Tutor
1	Friday	15:30 - 16:20	Zeynep Doğa Bulamaç
2	Saturday	15:30 - 16:20	Meryem Gökçe Yavuz

#### Math 106: Introduction to Calculus II

#	Day	Time	Tutor
1	Sunday	10:30 - 11:20	İrem Gürsu
2	Saturday	17:00 - 17:50	Elif Buse Cevik

#### Econ 101: Introduction to Economics I

#	Day	Time	Tutor
1	Wednesday	14:30 - 15:20	Burcu Yıldız
2	Wednesday	15:30 - 16:20	Burcu Yıldız

#### Econ 102: Introduction to Economics II

#	Day	Time	Tutor
1	Monday	15:30 - 16:20	Mahmut Sefa İpek
2	Friday	15:30 - 16:20	Mahmut Sefa İpek



## APPENDIX B

Thank you for taking time to provide feedback on Tutoring Sessions of Math 106.

The information you provide is confidential, except to the extent that we may use your comments as a basis for giving the tutor general suggestions about opportunities for growth, without revealing the source of the information.

1 Name & Surname (Optional)

2 Which tutor sessions did you enter?

İrem Gürsu

Elif Buse Cevik

Both

3\* Why did you attend the tutoring hours?

4\* Schedule of tutoring sessions suits my schedule.

\_\_\_\_\_

1 2 3 4 5

Strongly Disagreed Strongly Agreed

5\* The tutor stimulated interest in the subject.

\_\_\_\_\_

1 2 3 4 5

Strongly Disagreed Strongly Agreed

6\* Rate the tutor's overall teaching effectiveness.

\_\_\_\_\_

1 2 3 4 5

Strongly Disagreed Strongly Agreed



## APPENDIX C

# SEMINAR FEEDBACK for the Bilkent Teaching and Learning Support Center (BTLSC)

Thank you for taking time to provide feedback on the recent seminar: "Alternatives to Traditional Exams" given by Dr. Tufan Kıymaz to improve the quality of our seminars.

The information you provide is confidential, except to the extent that we may use your comments as a basis for giving the instructor general suggestions about opportunities for growth, without revealing the source of the information.

1 Name & Surname (Optional)

2\* Which type of course are you giving?

 Social Science Both Social and Science

Other (Please Specify)

3\* Which type of seminar do you prefer?

 Online Face-To-Face

4\* Why did you attend the seminar?

 Interest in topic/ subject Reputation of lecturer (presenter) Other (Please Specify)

5\* Do you think the seminar met its goals?

---

1                      2                      3                      4                      5  
Strongly Disagreed                      Strongly Agreed

6\* Did you find this seminar educational?

---

1                      2                      3                      4                      5  
Strongly Disagreed                      Strongly Agreed

7\* How applicable was the information provided?

---

1                      2                      3                      4                      5  
Strongly Disagreed                      Strongly Agreed

8\* How likely are you to attend seminars similar to this in the future?

---

1                      2                      3                      4                      5  
Strongly Disagreed                      Strongly Agreed

9\* How likely is it that you would recommend the seminar to a friend or colleague?

---

1                      2                      3                      4                      5  
Strongly Disagreed                      Strongly Agreed

10 What did you like about the seminar?

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11 What did you dislike about the seminar?

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12 What can be improved?

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13 What was the most interesting portion of the seminar?

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14 Is there anything else you'd like to share about the event?

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