

Summary of Student Evaluations	Courses		
	Intro Economics Spring 2015	Law and Economics Spring 2016	Intermediate Macroeconomics Summer 2016
Availability of extra help when needed	4.27	4.36	4.27
Interest in whether students learned	4.05	4.43	4.36
Encouragement given to students' self expression	3.77	3.86	4.18
Instructor's contribution to the course	4.00	4.11	4.00
Reasonableness of assigned work	3.68	4.43	4.27
Use of examples and illustrations	4.05	4.00	4.00
Students' confidence in instructor's knowledge	3.95	3.93	4.18
Instructor's enthusiasm	3.95	4.36	4.09
Amount you learned in the course	3.68	4.04	4.18
Clarity of students' responsibilities/requirements	3.95	4.29	4.27
Evaluative and grading techniques	3.73	4.32	4.18

Columns from left to right reflect first teaching experience to third teaching experience.
Ratings are ranked as 0 (Very Poor), 1 (Poor), 2(Fair), 3 (Good), 4 (Very Good), and 5(Excellent).

Selected Student Comments and Explanations:

Question on the Evaluation: Was this class intellectually stimulating? Did it stretch your thinking?

- “YES. A difficult course that was taught effectively. I had a basic knowledge of economics already but it stretched my thinking quite a bit and the subjects were new and foreign to me so it caused me to have to study a lot.” (Law and Economics – Spring 2016)
- “YES, Bilal was a very good professor, who clearly cares about the subject and the students taking the course. His enthusiasm and passion drove me to work harder in the course. The content was very similar the Business law which I’m sure makes his job harder.” (Law and Economics – Spring 2016)
- “YES, Bilal was one of my favorite professors. Excellent organization, and his demeanor was always friendly. I enjoyed learning in his class and would take him again over and over.” (Law and Economics – Spring 2016)
- “Yes. Even though I have been taking economics courses throughout the course of my undergraduate experience, this class was very interesting and helped me to apply the knowledge I have learned, as well as acquire more. I think it would have benefited me the most to take this class right after my 201 prerequisite, but it was still helpful to me nonetheless. I really appreciate this class because it helped me to better understand how our economy works.” (Intermediate Macroeconomics – Summer 2016)
- “Yes, this class expanded my knowledge of economics and was resented in a way that was easy to understand. The professor really tried to reach everyone and help as much as he can to move forward and expand everyone's knowledge of the material.” (Intro Economics – Spring 2015)

Explanation: Even though I taught law and economics course first time, I was very effective to transfer my knowledge to my students. I brought examples and questions from the real world in the beginning of class to stretch their thinking. I tried to tie the subject to up to date examples. For example, when teaching opportunity cost concept in my introduction to economics course, after a college football championship game, I asked student whether the MVP of the game should go to NFL draft or stay one more year in college football. I asked what are the benefits and cost for each choice. Tying subject to up to date example encouraged students to tell their opinion. I use a lot of examples from my native country, Turkey. I observed that students are more engaged when they learned interesting facts about other countries from a citizen of that country.

Question on the Evaluation: What aspects of this class contributed most to your learning?

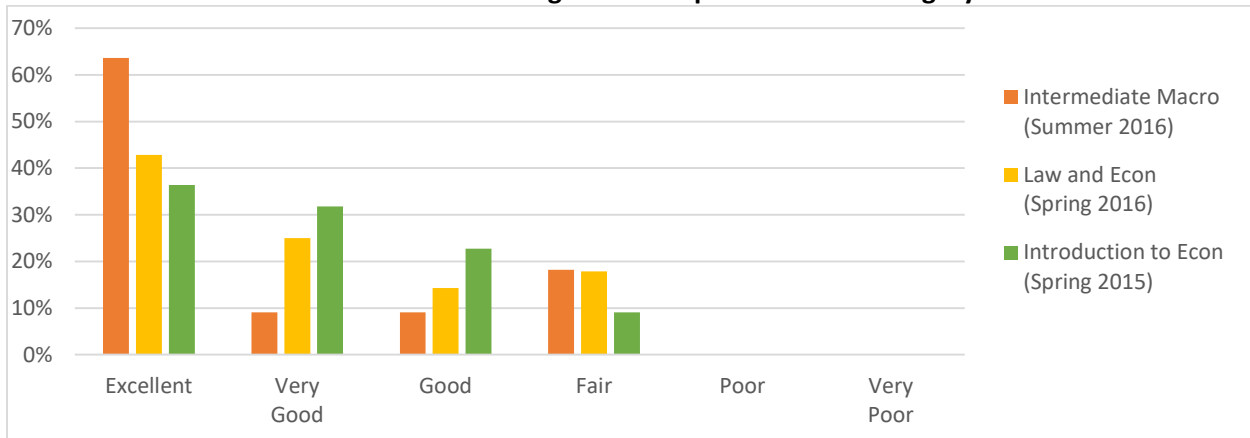
- “Bilal's care for the subject and his helpfulness.” (Law and Economics – Spring 2016)
- “Lectures and slides. My notes would complement the information on BB which helped with studying. Professor Celik made the material easy to understand and helped us succeed.” (Law and Economics – Spring 2016)
- “The help and extra time Bilal put in outside of class helped me the most. Some teachers are hard to catch and won't invest much time helping you. Bilal was excellent!” (Law and Economics – Spring 2016)
- “Mr. Celik's teaching was the most helpful. While all of the information that we were learning could in one way or another be explained in the textbook, he boiled the material down and it was very apparent that he only wanted us to succeed in his class, as well as learn in general. I'm not sure how well I would have done if the course was taught by an instructor with less enthusiasm and effort.” (Intermediate Macroeconomics – Summer 2016)
- “Dr. Celik consistently showed devotion to making sure every student was succeeding in the class. He communicated clearly and frequently with every student in the class, which in turn increased my confidence in the course and propelled me into greater understanding of the material.” (Intermediate Macroeconomics – Summer 2016)

Explanation: As an instructor, I made sure in the beginning of semester that I will be available for help whenever students need it. I made sure that students understand office hours are devoted to them. In order students to schedule an easy appointment, I put my calendar online on my webpage so student can take appointment without contacting me to find if I have an available time. I got several feedbacks that it was very effective indeed.

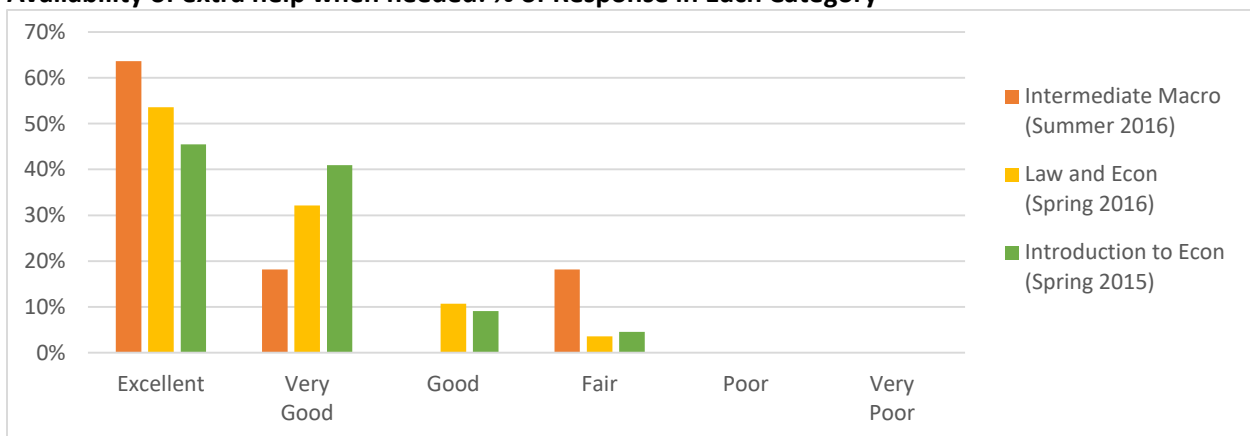
Selected Evaluation Criteria Breakdown by Rating

Improvement from first teaching experience (Spring 2015) to last two teaching experiences can be seen in the charts. (Green bars represent first teaching experience, yellow bars represent second, and orange bars represent third teaching experience.)

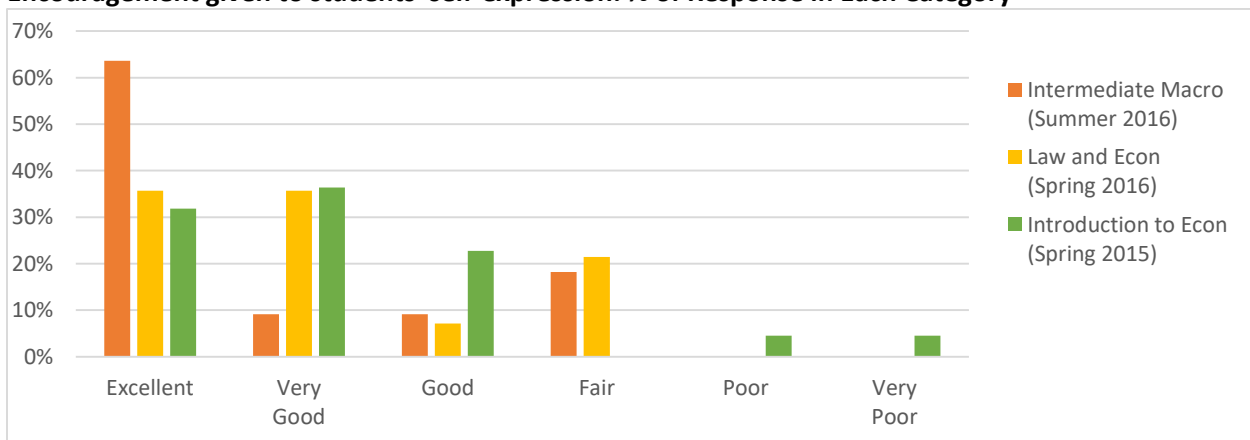
Students' confidence in instructor's knowledge: % of Response in Each Category



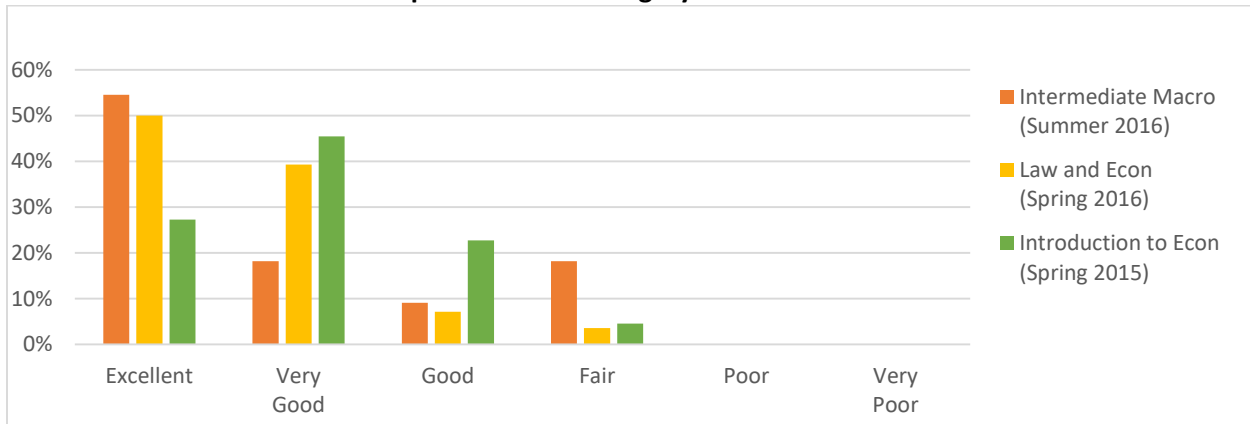
Availability of extra help when needed: % of Response in Each Category



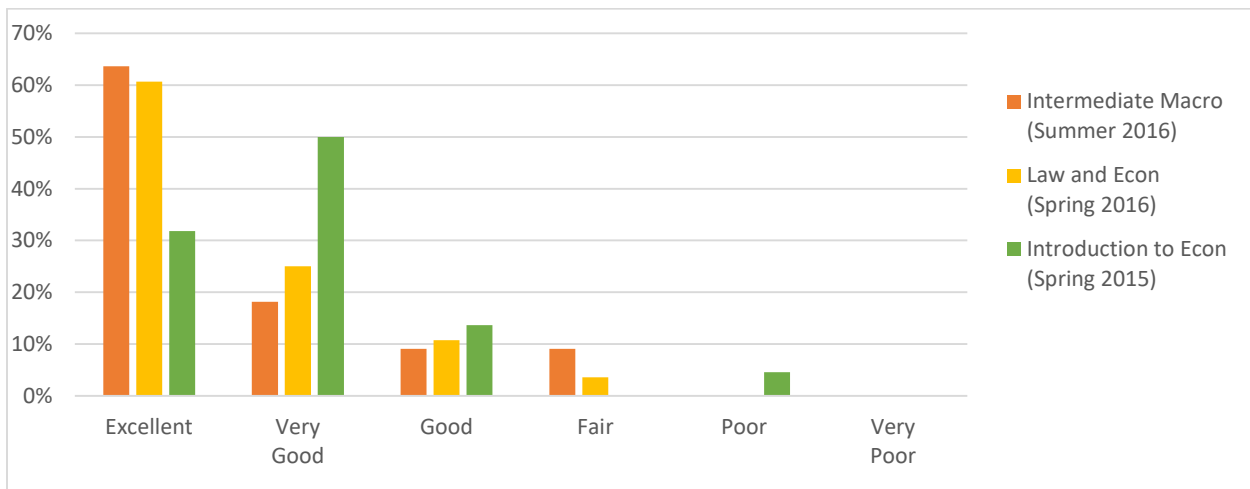
Encouragement given to students' self-expression: % of Response in Each Category



Instructor's Enthusiasm: % of Response in Each Category



Interest in whether students learned: % of Response in Each Category



Instructor's Contribution to the Course: % of Response in Each Category

