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ЦЕНТАР ЗА НАСТАВА И УЧЕЊЕ**

**ИЗВЕШТАЈ ОД ИЗВЕШТАЈ ЗА ИСКУСТВОТА НА
СТУДЕНТИТЕ ОД УЧЕЊЕТО И ПОДОБРУВАЊЕТО
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**Teaching and
Learning Center**

**INTERNATIONAL BALKAN UNIVERSITY
TEACHING AND LEARNING CENTER**

**STUDENT LEARNING EXPERIENCES AND TEACHING ENHANCEMENT REPORT
SPRING 2024–2025**

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Introduction

In line with the institution's internal quality assurance framework, higher education institutions are increasingly expected to adopt systematic, student-centred, and evidence-informed approaches to evaluating teaching and learning processes. While quantitative course evaluation surveys provide valuable descriptive indicators, they often fall short in capturing the complexity of students' lived learning experiences and the contextual factors that shape teaching effectiveness. Consequently, qualitative evaluation methods that foreground student voice have become essential components of mature quality assurance systems.

Within this institutional context, the Teaching and Learning Center plays a central role in supporting the continuous enhancement of teaching quality and learning effectiveness. The TLC approaches course evaluation not as a mechanism of control or performance judgment, but as a developmental process aimed at fostering reflective teaching practices and informed pedagogical improvement. To this end, the present study employs a qualitative, experience-based approach to course evaluation that systematically captures students' critical learning experiences.

The study adopts the Critical Incident Technique (CIT) to elicit students' narratives of specific instructional events that had a significant positive or negative impact on their learning. By focusing on concrete and meaningful incidents rather than general perceptions, the study generates actionable evidence that can inform teaching enhancement initiatives, professional development activities, and institutional decision-making processes. This approach ensures that student feedback is meaningfully integrated into the institution's quality culture and continuous improvement cycle.

1. Scope of the Study

The scope of this study is defined within the framework of the institution's ongoing monitoring and review of teaching and learning practices. The study draws on course evaluation interviews conducted during the Spring semester of the 2024/2025 academic year with undergraduate students enrolled in different faculties across the university. Rather than focusing on individual instructors or isolated courses, the primary aim is to identify recurring patterns in learning-critical experiences that reflect broader strengths and areas for improvement in institutional teaching practices.

Two guiding evaluation questions underpin the study:

1. Which instructional incidents do students perceive as having a significant impact on their learning experiences?
2. How do these incidents inform the continuous enhancement of teaching and learning practices at the institutional level.

In alignment with a developmental quality assurance perspective, the analysis initially adopts a holistic, institution-wide approach. Faculty affiliation is treated as a contextual variable that supports interpretive depth, rather than as the primary unit of analysis. This design allows for the identification of shared learning experiences across disciplines while also enabling faculty-level insights to inform targeted teaching enhancement initiatives coordinated by the TLC. The study incorporates data collected in English. All student narratives are examined within a unified analytical framework to ensure consistency, inclusiveness, and comparability of findings.

2. Methodology

This study employs a qualitative research design grounded in the Critical Incident Technique, an established method for examining significant events that influence human performance and experience. critical incident technique is essentially a procedure for gathering certain important facts concerning behavior in defined situations (Flanagan, 1954). The technique is particularly well-suited to educational evaluation contexts, as it enables participants to articulate concrete learning experiences and reflect on the pedagogical conditions that shaped them.

The selection of CIT aligns with student-centred learning principles and supports the systematic collection of meaningful qualitative data for quality assurance purposes. By asking students to recall and describe specific instructional incidents, the method shifts the focus from abstract judgments to experience-based evidence, thereby enhancing the interpretive value of the data.

Data were collected through semi-structured, face-to-face interviews conducted on a voluntary basis. Students were prompted to describe instructional situations that they perceived as having a strong influence on their learning, engagement, or motivation. Follow-up questions encouraged participants to clarify the context of the incident, the actions involved, and the perceived impact on their learning process. All interviews were conducted in a supportive and non-evaluative environment, reinforcing the developmental purpose of the study.

Interview responses were documented systematically and transferred into structured coding templates to ensure transparency, traceability, and consistency throughout the analysis process.

2.1. Data Analysis Process

The data analysis process was designed to ensure analytical rigor, transparency, and usability of findings for institutional decision-making and teaching enhancement. Consistent with established Critical Incident Technique procedures, analysis was conducted in a multi-stage, iterative manner.

In the first stage, student narratives were reviewed to identify clearly defined critical incidents. An incident was classified as critical when it referred to a specific instructional event, involved a teaching or learning practice, and had a clearly articulated positive or negative impact on the student's learning experience.

In the second stage, identified incidents were systematically coded according to their instructional focus, perceived impact, and contextual characteristics. Through constant comparison, related codes were clustered into sub-categories that captured recurring patterns in teaching and learning experiences.

In the final stage, sub-categories were consolidated into broader analytical themes representing key dimensions of the learning experience, such as classroom interaction, course organization, assessment and feedback practices, and learning support mechanisms. The frequency and cross-faculty distribution of themes were examined to identify institution-wide trends that could inform targeted professional development initiatives.

Throughout the analysis, attention was given to ensuring conceptual coherence and interpretive consistency. Representative student quotations were retained to support thematic interpretations and to preserve the authenticity of the student voice. The resulting thematic structure provides a robust evidence base for the continuous enhancement of teaching practices and the strengthening of the institution's internal quality assurance system.

3. Participant Overview

This section presents the basic characteristics of the student sample participating in the course evaluation study conducted by the Teaching and Learning Center. The purpose of this profile is to provide contextual information regarding the diversity and representativeness of student voices reflected in the Critical Incident Technique data.

The study draws on qualitative data collected from a total of 120 undergraduate students. Participation was voluntary, and students represented multiple faculties and different stages of undergraduate study, ensuring variation in disciplinary background and academic experience.

Table 1

Participant Gender

Gender	Number of students	Percentage
Male	49	40,8 %
Female	71	59.1 %
Total	120	100

The gender distribution of participants reflects a balanced representation of student voices and supports the inclusiveness of the study. Gender was not used as an analytical variable in the interpretation of findings.

3.1. Faculty Distribution

Students participating in the study were enrolled in a broad range of faculties across the university, indicating institution-wide engagement with the course evaluation process. Participants were distributed across the following faculties:

- a. Faculty of Humanities and Social Sciences
- b. Faculty of Education
- c. Faculty of Engineering
- d. Faculty of Law
- e. Faculty of Economics and Administrative Sciences
- f. Faculty of Art and Design
- g. Faculty of Dental Medicine
- h. Vocational Medical School

The distribution demonstrates that student feedback was obtained from both professionally oriented and theoretically oriented disciplines. Faculty affiliation was considered a contextual variable to support interpretive depth, rather than a primary unit of comparison. The findings regarding the distribution of participating students by faculty are given below.

Table 2

Faculty Distribution

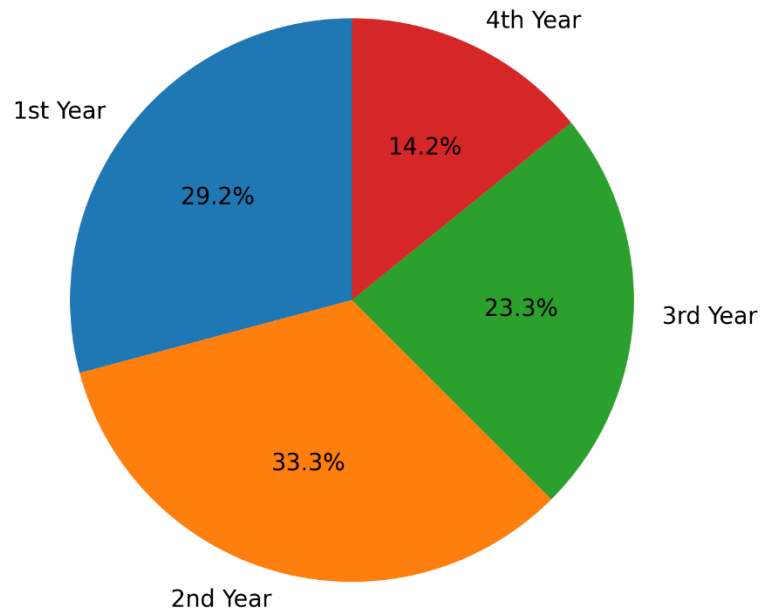
Faculty	Number of students	Percentage
FHSS	25	20.83%
FEDU	18	15 %
FENG	19	15.83 %
FLAW	10	8.33 %
FEAS	13	10.83 %
FAD	10	8.33 %
FDM	17	14.17 %
VMS	8	6.67 %
Total	120	100 %

3.2. Year of Study

Students from all undergraduate levels participated in the study, contributing perspectives shaped by varying degrees of academic experience.

Graph 1

Year of study



Across both datasets, second-year and first-year students constituted the largest proportion of participants, followed by third-year students, with fourth-year students forming the smallest group. This distribution suggests that the data predominantly reflect learning experiences from the early and middle stages of undergraduate education, where course structure, instructional clarity, and assessment practices are particularly influential. The inclusion of students at different stages of study strengthens the credibility of the findings by capturing learning-critical experiences across the undergraduate lifecycle.

The diversity of the student profile in terms of gender, faculty affiliation, and year of study provides a robust foundation for institution-wide analysis of teaching and learning practices. The breadth of participation supports the use of the findings for internal quality assurance purposes and ensures that identified themes are not limited to a single discipline or cohort.

By systematically incorporating student perspectives from across the institution, the study aligns with student-centred quality assurance principles and reinforces the role of student voice in informing continuous teaching enhancement initiatives coordinated by the TLC.

Table 3

Summary Metrics for student profile

<i>Indicator</i>	<i>Description</i>
<i>Total number of participants</i>	120 undergraduate students
<i>Faculties represented</i>	Engineering, Dental Medicine, Education, Humanities & Social Sciences, Law, Art & Design, Economics & Administrative Sciences, Vocational Medical Studies
<i>Primary academic levels</i>	1st and 2nd year students (majority), followed by 3rd and 4th year students
<i>Data collection method</i>	Semi-structured student interviews using Critical Incident Technique
<i>Analytical approach</i>	Institution-wide thematic analysis; faculty treated as a contextual variable
<i>Purpose of profiling</i>	To ensure diversity, representativeness, and contextual validity of student feedback

The diversity of participants across faculties, years of study, and languages of response ensures that the findings reflect a broad range of learning experiences and provide a credible evidence base for institution-wide quality assurance and teaching enhancement.

4. Findings

This section presents findings derived from students' views on Developmental/Positive Critical Incidents.

4.1. Findings for Developmental / Positive Critical Incidents

4.1.1. Instructional Clarity and Structured Explanation

One of the most frequently reported positive critical incidents relates to clear, well-structured instructional explanations. Students emphasized that when instructors explicitly outlined course objectives, explained complex concepts step by step, and linked new content to prior knowledge, their learning experience improved significantly. These incidents were often described in relation to moments when difficult topics became understandable through simplified explanations, logical sequencing of content, and the use of illustrative examples.

Students reported that such practices increased their confidence, reduced anxiety related to course difficulty and enhanced their ability to follow subsequent lessons.

Students frequently associated effective learning with moments in which instructors provided clear explanations and structured guidance, enabling them to make sense of complex course content. In one frequently cited incident, students described a lesson in which the instructor paused the planned lecture to re-explain a complex topic using simpler language and a step-by-step structure. Students reported that this moment significantly reduced confusion and enabled them to better follow subsequent classes.

4.1.2. Use of Examples and Practice-Oriented Activities

Another prominent category of positive critical incidents concerns the use of concrete examples and practice-based activities. Students described instructional moments in which theoretical concepts were supported by real-life examples, applied tasks, or guided problem-solving exercises.

These incidents were perceived as particularly beneficial because they:

- a. facilitated deeper understanding,
- b. supported knowledge transfer, and
- c. enabled students to actively engage with the course material.

Across faculties, students highlighted that opportunities to practice during or after class helped them identify gaps in their understanding and reinforced learning outcomes.

Practice-oriented instructional moments were consistently described as learning-critical experiences that supported comprehension and long-term retention. Micro-incident example: Students frequently referred to instructional moments in which the instructor solved sample problems or exam-style questions during class and explained the reasoning behind each step. These moments were described as particularly helpful in clarifying expectations and strengthening understanding.

4.1.3. Accessible and Supportive Learning Materials

Positive incidents were also associated with the availability and accessibility of learning materials, such as lecture slides, notes, or supplementary resources. Students noted that timely access to well-organized materials allowed them to prepare for classes more effectively and to revisit complex topics independently.

In several cases, students emphasized that instructors who aligned learning materials closely with course objectives and assessment requirements contributed positively to their overall learning experience.

Students perceived the provision of clear and accessible learning materials as a supportive instructional practice that enhanced self-directed learning. Micro-incident example: In several accounts, students described courses in which lecture materials were shared in advance and structured according to weekly learning objectives. Students reported that this practice enabled better preparation and supported independent review of challenging content.

4.1.4. Fair and Transparent Assessment Practices

A significant number of positive critical incidents related to assessment transparency and perceived fairness. Students described learning-enhancing experiences in which assessment criteria were clearly communicated, grading practices were consistent, and expectations were aligned with what had been taught in class.

Such incidents were frequently linked to:

- a. clear explanations of exam formats,
- b. transparent grading criteria, and
- c. constructive alignment between instruction and assessment.

Students reported that transparent assessment practices reduced uncertainty and enabled them to focus on learning rather than strategic guessing. Assessment practices perceived as fair and transparent were identified as critical contributors to a positive learning environment. Micro-incident example: Students described assessment-related incidents in which instructors clearly explained exam formats and grading criteria prior to assessments. These explanations were reported to reduce anxiety and help students focus more effectively on learning goals.

4.1.5. Respectful Interaction and Psychological Safety

Although less frequent than instructional and assessment-related themes, positive critical incidents involving respectful communication and supportive interaction were particularly salient. Students described moments in which instructors listened attentively to questions, encouraged participation, and responded respectfully to student contributions.

These incidents were associated with increased motivation, willingness to engage in class discussions, and a stronger sense of belonging within the learning environment.

Supportive instructor and student interactions were perceived as enabling psychological safety and active engagement in learning. Micro-incident example: In several narratives, students highlighted moments when instructors explicitly encouraged questions and responded patiently, even to basic or repetitive inquiries. Students described these moments as increasing their confidence and willingness to participate in class.

4.1. 6. Summary of Developmental Patterns

Taken together, the positive critical incidents identified in this study point to a coherent set of instructional practices that support effective learning across disciplines. These practices include instructional clarity, practice-oriented teaching, accessible learning resources, transparent assessment, and respectful communication.

From a quality assurance perspective, these findings highlight existing strengths within the institution's teaching culture and provide a concrete evidence base for:

- a. sharing good practices across faculties,
- b. designing targeted professional development activities, and
- c. reinforcing student-centred teaching principles within institutional policy and practice.

The identified positive critical incidents demonstrate institution-wide examples of effective teaching practices that support student-centred learning and constructive alignment. These findings provide actionable evidence for sustaining and scaling good practices within the institution's internal quality assurance framework.

4.2. Negative-Challenging Critical Incidents

This section presents the negative or challenging critical incidents identified through student narratives. These incidents refer to instructional situations that students perceived as hindering their learning, engagement, or understanding. In line with the Critical Incident Technique, the focus is placed on specific experiences rather than generalized dissatisfaction.

The analysis of challenging incidents is not intended to evaluate individual instructors or courses, but to identify systemic patterns that may require targeted pedagogical support and institutional improvement. As such, these findings are interpreted within a developmental and quality enhancement perspective.

4.2.1. High Workload and Fast Course Pace

One of the most frequently reported challenging critical incidents relates to high workload intensity and fast-paced course delivery. Students described instructional situations in which the volume of content, assignments, or assessment preparation exceeded their capacity to meaningfully engage with learning materials.

These incidents were often associated with:

- a. dense weekly content schedules,
- b. overlapping deadlines across courses, and
- c. limited time for reflection or consolidation of learning.

Students reported that such conditions negatively affected their ability to keep up with the course and increased stress levels. Micro-incident example: In one commonly reported incident, students described a course in which multiple new topics were introduced in a single session without sufficient time for clarification. Students reported feeling overwhelmed and unable to fully understand the material before moving on to the next topic.

4.2.2. Insufficient Instructional Clarity and Explanation

Another prominent category of challenging critical incidents involved unclear explanations and insufficient instructional guidance. Students described learning-critical moments in which complex concepts were presented without adequate explanation, examples, or contextualization.

These incidents were perceived as particularly challenging when:

- a. instructors assumed prior knowledge that students did not possess,
- b. explanations remained abstract or theoretical, or
- c. key concepts were not revisited after initial introduction.

Students reported confusion and reduced confidence as a result of these experiences. Micro-incident example: Students frequently described incidents in which a complex concept was introduced briefly and not revisited, leaving them uncertain about expectations and reluctant to ask questions during class.

4.2.3. Misalignment Between Instruction and Assessment

A recurring set of challenging critical incidents related to misalignment between course instruction and assessment practices. Students described situations in which exam questions or assignments did not clearly reflect the content emphasized during lectures or learning activities.

Such incidents were often linked to:

- a. unexpected exam formats,
- b. assessment questions perceived as unrelated to classroom instruction, and
- c. unclear grading criteria.

Students reported frustration and uncertainty regarding how to prepare effectively for assessments. Micro-incident example: In several accounts, students described assessment situations in which exam questions focused on topics that were only briefly mentioned in class. Students reported feeling unprepared and unsure about how their performance would be evaluated.

4.3.4. Limited Opportunities for Interaction and Engagement

Some challenging critical incidents involved limited opportunities for student interaction and participation during lessons. Students described instructional contexts characterized by one-way communication, with minimal opportunities to ask questions, discuss content, or engage actively with learning materials.

These incidents were perceived as reducing motivation and engagement, particularly in longer lectures. Micro-incident example: Students reported incidents in which lectures proceeded without pauses for questions or discussion. As a result, students felt disengaged and hesitated to seek clarification during or after class.

4.2.5. Delayed or Insufficient Feedback

Although less frequently reported than other themes, several challenging critical incidents highlighted delays or insufficient feedback on student work. Students described situations in which feedback was limited to grades without explanatory comments or was provided too late to support improvement.

Students reported that such experiences hindered their ability to understand mistakes and adjust to learning strategies. Micro-incident example: In some narratives, students described receiving assignment grades without accompanying feedback, which limited their understanding of how to improve in future tasks.

4.2.6. Summary of Challenging Patterns

Taken together, the challenging critical incidents identified in this study point to a set of learning conditions that may hinder effective engagement and understanding. These include high workload intensity, insufficient instructional clarity, misalignment between teaching and assessment, limited interaction opportunities, and delayed feedback.

From a quality assurance perspective, these findings highlight developmental priorities rather than deficiencies. They provide an evidence-based foundation for:

- a. reviewing course pacing and workload design,
- b. supporting instructional clarity and alignment,
- c. enhancing interactive teaching strategies, and
- d. strengthening feedback practices through targeted professional development initiatives.

The challenging critical incidents identified in this study provide valuable qualitative evidence of learning barriers experienced by students. Interpreted within a developmental quality assurance framework, these findings inform targeted teaching enhancement and support continuous improvement of instructional practices across the institution. Critical incidents were reported

across a wide range of courses and faculties, demonstrating the institution-wide relevance of the findings (see Appendix 2).

4.3. Implications for Teaching Enhancement and Quality Assurance

The findings derived from both developmental (positive) and challenging (negative) critical incidents provide a coherent and evidence-based foundation for strengthening teaching practices and enhancing the institution's internal quality assurance processes. Interpreted collectively, these findings demonstrate how student experiences can be systematically translated into targeted teaching enhancement actions coordinated by the Teaching and Learning Center.

Importantly, the dual focus on effective practices and learning barriers ensures a balanced quality enhancement approach that both sustains existing strengths and addresses areas requiring pedagogical support, thereby reinforcing a culture of continuous improvement.

4.3.1. Translating Developmental Incidents into Scalable Good Practices

The positive critical incidents identified across faculties highlight instructional practices that demonstrably support student learning, engagement, and confidence. These practices, such as instructional clarity, practice-oriented teaching, accessible learning materials, transparent assessment, and respectful interaction, represent institution-wide strengths rather than isolated examples.

To ensure that these strengths are systematically sustained and shared, the TLC has consolidated developmental findings into a Good Practice Case Bank (see Appendix 1). This resource documents transferable teaching strategies grounded in authentic student experiences and serves as a practical tool for:

- a. faculty development workshops,
- b. peer learning and mentoring activities, and
- c. reflective teaching discussions across disciplines.

By transforming positive student feedback into structured pedagogical resources, the institution demonstrates a clear mechanism through which qualitative evidence informs teaching enhancement and supports student-centred learning.

4.3.2. Addressing Challenging Incidents through Targeted Pedagogical Support

The analysis of challenging critical incidents reveals recurring learning barriers related to workload intensity, instructional clarity, assessment alignment, interaction opportunities, and feedback practices. Rather than indicating deficiencies, these incidents highlight developmental priorities that can be addressed through targeted and supportive interventions.

In response to these findings, the TLC uses the evidence generated through the Critical Incident Technique to:

- a. inform the design of focused professional development sessions (e.g., course pacing, assessment alignment, interactive teaching strategies),
- b. support instructors in reflecting on workload design and instructional sequencing, and
- c. encourage timely and learning-oriented feedback practices.

This approach ensures that challenging student experiences are systematically incorporated into improvement-oriented actions rather than remaining at the level of descriptive feedback.

4.3.3. Strengthening the Internal Quality Assurance Cycle

The integration of both positive and challenging critical incidents into TLC-led initiatives demonstrates a closed quality assurance loop. Student experiences are not only collected and analyzed, but also:

1. interpreted within a developmental framework,
2. translated into concrete teaching enhancement strategies, and
3. embedded into ongoing professional development and monitoring processes.

This cycle supports evidence-informed decision-making and aligns qualitative evaluation practices with the institution's broader quality assurance strategy.

4.3.4. Enhancing Student-Centred Quality Culture

By systematically incorporating student voice into teaching enhancement and quality assurance processes, the institution reinforces a student-centred quality culture. The use of Critical Incident Technique enables students to contribute meaningfully to institutional learning by articulating how specific instructional practices affect their learning experiences.

The TLC's role as an intermediary between student feedback and pedagogical development ensures that student perspectives are not treated as evaluative judgments, but as constructive inputs that inform reflective teaching and continuous improvement.

4.3.5. Implications for Ongoing Monitoring and Continuous Improvement

The findings of this study provide a robust qualitative baseline for ongoing monitoring of teaching and learning practices. The recurring nature of both developmental and challenging incidents suggests that the Critical Incident Technique can be used periodically to:

- a. track changes in teaching practices over time,
- b. evaluate the impact of professional development initiatives, and
- c. support longitudinal quality enhancement efforts.

By embedding CIT-based evaluation within its regular quality assurance activities, the institution demonstrates a sustainable and systematic approach to monitoring teaching effectiveness and learning experiences.

The integration of developmental and challenging critical incidents into Teaching and Learning Center-led enhancement initiatives demonstrates a mature and systematic approach to internal quality assurance. By transforming student experiences into actionable teaching enhancement strategies, the institution evidences a student-centred, improvement-oriented quality culture aligned with international accreditation expectations.

Conclusion

This study demonstrates the value of integrating qualitative, experience-based evaluation methods into institutional teaching and learning quality assurance processes. By employing the Critical Incident Technique, the Teaching and Learning Center systematically captured students' learning-critical experiences and transformed student voice into actionable evidence for teaching enhancement and continuous improvement.

The findings reveal a coherent set of developmental (positive) instructional practices that support effective learning across disciplines, alongside challenging (negative) experiences that highlight areas requiring pedagogical support. Importantly, these insights extend beyond individual courses or instructors and point to institution-wide patterns that can be meaningfully addressed through targeted professional development and reflective teaching practices.

Through the structured analysis of critical incidents and the development of resources such as the Good Practice Case Bank, the institution demonstrates a closed and functioning quality assurance loop in which student feedback informs teaching enhancement, professional development, and ongoing monitoring. This approach ensures that evaluation outcomes are not treated as descriptive data alone, but as catalysts for sustainable pedagogical improvement.

From a quality assurance perspective, the study reinforces a student-centred quality culture in which students are recognized as active contributors to institutional learning. The TLC's intermediary role between student feedback and instructional development strengthens the alignment between teaching practices, assessment strategies, and learning outcomes, while supporting evidence-informed decision-making at the institutional level.

In conclusion, the systematic use of the Critical Incident Technique within the institution's internal quality assurance framework provides robust qualitative evidence of teaching effectiveness and learning challenges. When integrated with targeted teaching enhancement initiatives, this approach supports continuous improvement and aligns institutional practices with international accreditation standards and expectations.

Recommendations by the Teaching and Learning Center

Based on the analysis of developmental and challenging critical incidents, the Teaching and Learning Center proposes the following recommendations to strengthen teaching quality and support continuous improvement across the institution. These recommendations are directly informed by student experiences and aligned with the institution's internal quality assurance framework.

1. Systematic Sharing of Effective Teaching Practices

Rationale (linked to positive findings): Positive critical incidents highlight clear instructional explanations, practice-oriented teaching, accessible materials, transparent assessment, and respectful interaction as effective learning enablers.

TLC Recommendation:

- a) Institutionalize the Good Practice Case Bank as a core TLC resource.
- b) Use selected cases in:
 - faculty development workshops,
 - peer observation and mentoring activities,
 - reflective teaching sessions within faculties.

Expected Impact:

- a. Sustaining and scaling effective teaching practices across disciplines.
- b. Strengthening a shared understanding of student-centred teaching.

2. Targeted Professional Development on Course Design and Pacing

Rationale (linked to challenging findings): High workload intensity and fast course pace were frequently identified as learning barriers.

TLC Recommendation:

- a) Develop targeted workshops on:
 - workload planning and pacing,
 - constructive alignment between content, activities, and assessment,
 - realistic sequencing of learning outcomes.

Expected Impact:

- Improved balance between content coverage and student learning capacity.
- Reduced student stress and improved engagement.

3. Enhancing Instructional Clarity and Explanatory Strategies

Rationale: Both positive and challenging incidents underline the central role of instructional clarity.

TLC Recommendation:

- a) Offer micro-trainings on:
 - explaining complex concepts,
 - using step-by-step instructional strategies,
 - scaffolding learning for diverse student backgrounds.

Expected Impact:

- Increased consistency in instructional quality.
- Improved student comprehension and confidence.

4. Strengthening Assessment Transparency and Feedback Practices

Rationale: Misalignment between instruction and assessment and insufficient feedback emerged as key challenges, while transparent assessment practices were strongly associated with positive learning experiences.

TLC Recommendation:

- a) Support academic staff in:
 - developing clear assessment criteria and rubrics,
 - aligning assessment tasks with learning outcomes,
 - providing timely and learning-oriented feedback.

Expected Impact:

- Increased trust in assessment processes.
- Enhanced student ability to learn from assessment and feedback.

5. Promoting Interactive and Inclusive Teaching Practices

Rationale: Limited interaction was identified as a learning barrier, while respectful interaction and psychological safety were associated with positive engagement.

TLC Recommendation:

- a) Encourage the use of:
 - interactive teaching techniques,
 - structured opportunities for student participation,
 - inclusive communication strategies that foster psychological safety.

Expected Impact:

- Increased student engagement and participation.

- More inclusive and supportive learning environments.

6. Embedding CIT-Based Evaluation into Ongoing Quality Assurance

Rationale: The Critical Incident Technique proved effective in capturing learning-critical experiences beyond what quantitative surveys provide.

TLC Recommendation:

- a) Integrate CIT-based student interviews into:
 - periodic teaching and learning evaluations,
 - follow-up assessments after professional development initiatives,
 - longitudinal monitoring of teaching enhancement efforts.

Expected Impact:

- Deeper understanding of teaching effectiveness over time.
- Evidence-informed continuous improvement.

7. Strengthening the Feedback Loop between Students, Faculty, and TLC

Rationale: A mature quality assurance system requires visible feedback loops.

TLC Recommendation:

- a) Communicate to students and academic staff:
 - how student feedback is analyzed,
 - which actions are taken based on findings,
 - how improvements are monitored.

Expected Impact:

- Increased trust in evaluation processes.
- Stronger engagement with quality assurance activities.

These recommendations demonstrate how student experience-based evidence is systematically translated into targeted teaching enhancement actions. Through the coordinated efforts of the Teaching and Learning Center, the institution reinforces a student-centred, improvement-oriented quality assurance culture aligned with international accreditation expectations.

Appendix 1

Good Practice Case Bank

1. Purpose of the Case Bank

The Good Practice Case Bank has been developed by the Teaching and Learning Center as part of the institution's internal quality assurance and teaching enhancement framework. The case bank systematically documents effective teaching practices identified through student feedback collected using the Critical Incident Technique during the 2024/2025 academic year Spring semester. The primary purpose of the case bank is to:

- transform qualitative student experiences into actionable teaching enhancement resources,
- support reflective and student-centred teaching practices, and
- facilitate the sharing and scaling of effective instructional strategies across faculties.

All cases are derived from anonymized student narratives and are presented in a developmental, non-evaluative manner.

3. Structure of the Case Bank

Each case follows a standardized CIT-informed format to ensure clarity, transferability, and relevance for teaching enhancement:

- a) **Context:** Description of the instructional situation
- b) **Teaching Practice:** Instructional strategy or action applied
- c) **Impact on Learning:** Perceived effect on student learning, engagement, or confidence
- d) **Transferability:** Potential for adaptation in other courses or disciplines

Case 1: Enhancing Learning through Clear and Structured Instruction

Context: Early-semester lectures in courses involving complex or abstract theoretical content.

Teaching Practice: The instructor structured lessons by summarizing previous content, clearly stating learning objectives, and explaining new concepts step by step using simplified language.

Impact on Learning: Students reported improved understanding, reduced confusion, and increased confidence in following subsequent lessons.

Transferability: This practice can be applied across disciplines by incorporating brief recap segments and explicitly articulated learning goals at the beginning of each class.

Case 2: Supporting Conceptual Understanding through Worked Examples

Context: Mid-semester preparation for assessments in theory-oriented courses.

Teaching Practice: The instructor solved sample exam questions or practice problems during class and explained the reasoning process behind each step.

Impact on Learning: Students reported clearer understanding of assessment expectations and increased confidence in applying theoretical knowledge.

Transferability: Worked examples can be integrated into lectures, tutorials, or revision sessions in both qualitative and quantitative disciplines.

Case 3: Bridging Theory and Practice through Real-Life Applications

Context: Introduction of new concepts with professional or real-world relevance.

Teaching Practice: The instructor used real-life cases related to the field of study and facilitated short collaborative analysis activities.

Impact on Learning: Students described deeper understanding, improved retention, and increased engagement with course content.

Transferability: Real-life applications can be adapted to different disciplines by selecting contextually relevant scenarios aligned with course learning outcomes.

Case 4: Supporting Independent Learning through Accessible Materials

Context: Courses with dense content and high independent study demands.

Teaching Practice: The instructor provided well-organized lecture slides, summaries, and supplementary materials aligned with weekly learning objectives and assessments.

Impact on Learning: Students reported better preparation for classes, improved self-directed learning, and reduced anxiety related to course demands.

Transferability: Timely and structured learning materials support effective learning in face-to-face, blended, and online learning environments.

Case 5: Strengthening Learning through Transparent Assessment Practices

Context: Assessment preparation and examination periods.

Teaching Practice: The instructor clearly communicated assessment formats, grading criteria, and expectations prior to assessments.

Impact on Learning: Students reported reduced uncertainty, increased trust in assessment processes, and improved focus on learning objectives.

Transferability: Assessment transparency can be enhanced across courses through clear rubrics, sample questions, and alignment discussions.

Case 6: Promoting Learning through Constructive Feedback

Context: Evaluation of written assignments and coursework.

Teaching Practice: The instructor provided individualized, explanatory feedback highlighting strengths and areas for improvement.

Impact on Learning: Students reported increased motivation, clearer understanding of performance expectations, and improved future work.

Transferability: Constructive feedback practices can be implemented using written, audio, or brief one-to-one feedback formats.

Case 7: Fostering Engagement through Respectful and Inclusive Interaction

Context: Classroom discussions and student–instructor interactions.

Teaching Practice: The instructor encouraged student participation, responded respectfully to questions, and created a psychologically safe learning environment.

Impact on Learning: Students reported increased participation, confidence, and a stronger sense of belonging.

Transferability: Inclusive communication strategies can be applied across disciplines to support student engagement and psychological safety.

Use of the Case Bank in Teaching Enhancement

The Good Practice Case Bank serves as a practical resource for:

- a) TLC-led faculty development workshops,
- b) peer learning and mentoring initiatives,
- c) reflective teaching activities within faculties, and
- d) ongoing monitoring of teaching enhancement efforts.

By grounding teaching development in authentic student experiences, the case bank supports a student-centred quality culture and strengthens the institution’s internal quality assurance system.

Appendix 1 provides concrete, experience-based evidence of effective teaching practices and demonstrates how qualitative student feedback is systematically transformed into actionable teaching enhancement resources within the institution’s quality assurance framework.

Appendix 2

Courses Referenced in Developmental and Challenging Critical Incidents (by Faculty)

Faculty	Courses Referenced in Developmental Incidents	Courses Referenced in Challenging Incidents
Faculty Of Art and Design	Graphic Design Illustration Advertising Material Desktop Publication	Graphic Design 2 Multimedia And Web Design
Faculty Of Dental Medicine	Anaesthesiology Preclinical Oral Surgery Paediatric Dental Morphology Anthropology Dental Materials Oral Surgery Clinical Cariology Sociology Psychology 2 Preclinical Mobile Prosthetic Pharmacology Biostatics	Oral Surgery Paediatrics Pathological Anatomy Surgery Histology With Embryology. Pathoanatomic Sociology Biostatistics Microbiology Preclinical Mobile Prosthetic Infectious Disease
Faculty Of Law	Roman Law Introduction To Politics Introduction To Law History of Law International Human Rights Rhetoric Characteristics Of the Legal System Financial Law Criminal Law - Applied Program	Politics Family And Inheritance Law Research Methodology Financial Law Introduction To Politics Commercial Law Rhetoric

<p>Faculty of Humanities and Social Sciences</p>	<p>Forensic Psychology Trauma and Resilience Social Psychology Health Psychology Psychological Tests Biological Basis of Behaviour Forensic Psychology Clinical Psychology Child And Adolescent Psychopathology Intro to Politics Introduction to PR Interpersonal Communications Introduction to Marketing Communication Psychotherapy Communication Skills Introduction: The Theories of Personality</p>	<p>Multimedia and Web Design Introduction to Politics Interpersonal Communication Turkish Language 2 Politics Biological Basis of Behaviour Sociology Trauma and Resilience Statistics Social Psychology Experimental Psychology History of Psychology</p>
<p>Faculty of Education</p>	<p>Approaches and Methods Survey of Literature 3 Multicultural Education Program Development Approaches to Methods in ELT Educational Psychology Research Methodology in Languages Teaching EFL Skills Turkish 2 Academic Writing and Critical Thinking Comparative Literature Educational Psychology (TR)</p>	<p>English Language Academic Writing Survey of English Literature Teaching Young Learner Approaches And Methods in ELT Educational Psychology Social Psychology Literature Educational Methodology Multicultural Education Classical Turkish Literature Measurement and Evaluation</p>

Faculty Of Engineering	Project 2 Architectural Design V Algorithms Software Quality and Testing Entrepreneurship Computer-Aided Design Studio 3 Architectural Design 1 Physics Mathematics Introduction to Programming Data Structures	Steel Structure Architecture Design V Differential Equations Structure Studio 2 Design 3 History of the Architecture Introduction Programming Introduction to Engineering Programming Information Technology Mathematics Electrical Circuits
Faculty of Economics and Administrative Sciences	Principles of Accounting Mathematics for Economics and Business E-Business Introduction to Finance Money Laundering Macroeconomics Introduction to Finance Introduction to Politics	Mathematics For Economics Accounting Principles Public Finance Corporate Risk Management Insurance English Language II Foreign Policy Analysis
Vocational Medical School	Podiatry Nursing Care in Primary and Preventive Health Care	Endodontic and Oral Surgery Psychology Mental Health Pharmacology Nursing Care

Courses listed in this appendix are referenced to illustrate the breadth of instructional contexts in which critical incidents were reported. The inclusion of a course does not imply an overall evaluation of teaching quality. Course titles are presented for evidentiary transparency and were not used as units of analysis.