

Teaching Dossier

GOKSEL DEMIR

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I. BIOGRAPHICAL INFORMATION

Contact Information

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Educational Background

(<i>in progress</i>)	Doctor of Philosophy (Criminology), Simon Fraser University (4.03)
2017	Master of Science (Criminal Justice), University of Cincinnati (3.92)
2014	Master of Science (Terrorism), Turkish National Police Academy (<i>not awarded</i>)
2015	Bachelor of Arts (Economics), Anatolian University
2010	Bachelor of Science (Security), Turkish National Police Academy

I am a Ph.D. student at Simon Fraser University, School of Criminology. Prior to coming to Canada, I was an inspector for more than 5 years in the Turkish National Police mostly in Counter Terrorism Department and I have taken roles in several national and international projects involving counter terrorism efforts. In addition to professional experience, teaching has always been of interest to me through several opportunities.

Over the course of my university education at Turkish National Police Academy, I participated in volunteer activities as a tutor to support kids-at-risk in their education as part of our student organization which I co-founded with several friends to reach out to those kids and improve police-community relations. After my graduation, my interest in teaching continued as an inspector by taking part in several terrorism-related in-service trainings in counter terrorism department. Later, I employed various teaching positions at several Canadian post-secondary institutions. The followings element in the evaluation of my teaching seem most significant to me.

II. STATEMENT OF TEACHING PHILOSOPHY

How does our expertise (which students are paying dearly for) become relevant for students? Regardless of the quality of content and presentation provided to students, the best indicator of teaching success is student learning. Instructors are agents of transformation, and successful teachers can achieve to change the way individuals view the world through design of pedagogy, activities for learning and assessment methods. To do so, students need to act in ways that make their thinking visible. Only when their thinking is visible can we give meaningful feedback. Therefore, the first question I ask to myself is what will engage my students?

It is key to student engagement not to start the teaching-learning process by asking students to confirm what they know instead asking them to act in ways that require them think for themselves and thereby discover for themselves what additional tools or knowledge would help them. Some of the techniques I use for different course is ask them to interact with something other than myself. To be able to do so, I provide a case or story, artifact, raw data set, statistical representations, image, text fragment etc. and ask them to predict, rank, choose, sort, estimate, graph, argue, claim something. These are actions that induce thinking and naturally invite the question “Why?”

My classrooms need to ensure that students discover the value and power of their own, natural intelligence in solving meaningful problems and discover the power of “co-thinking” in a community with other students. My courses require interactions where students must negotiate toward collective decision-making by creating assignments where students have to learn about one another in order to be successful. These assignments also help not to leave inclusion to chance as some students tend toward isolation, as a result of tendencies tied to personality, upbringing or culture.

Students in classroom can be quite diverse. It is essential to be aware of characteristics of students in classroom and design the course accordingly whether they are traditional university age or mature and non-traditional returning students, whether they are commuters or living on campus, whether they study full time or part-time, whether they work full time and live off-campus while caring for their families, whether they are indigenous, whether they are international. Thus, I strive to make sure that I am able to connect with them, get to know about them and create a classroom for diverse learners to promote agency in students for greater self-determination. The key to promoting agency is to center the course on what students do, rather than what I do. Thus, I start every class with activities where students think for themselves, structure my own role as consultant in support of those activities and avoid leading with my expertise, instead use their expertise to “herd”.

According to Chew (2014), the most important ingredient for successful learning is what students think about while studying. Therefore, he proposes 4 principles of *connected understanding*; elaboration, distinctiveness, personal meaning, and retrieval and application. I design my courses accordingly beginning with creating meaningful associations with past knowledge (elaboration), and determining how concepts are different from other concepts (distinctiveness), then making them consider all the ways the material can be made relevant and meaningful to them (personal meaning), and ensuring they retrieve relevant material and apply it meaningfully (retrieval and application).

Students' intellectual development also affects how they respond to my course. Some of the students could say "I wish the teacher would stop asking us questions and just tell us what we need to know for the test" or some others could say "it doesn't matter what you say or write—it's all just opinions, so you can't really be wrong" while others might expect to be challenged by different points of view to make them think more clearly. Thus, my goal is to create situations and experiences that nudge them into the next stage of their learning journey. Thus, it is important to know the stages of intellectual development relying on Perry (1999)'s Scheme of Ethical and Intellectual Development which outline stages (Dualism, Multiplism, Relativism, Commitment in Relativism) that students pass through as they move towards completing their university degrees. To do so, I take a mid-course early feedback from students. It is different from end-of-course evaluation scores because this is a sort of feedback that I can actually use and shape the way I run the course accordingly. This practice also enlists students as partners in teaching and learning and give myself a track record of my efforts to grow professionally and enable me to continue to develop my teaching throughout my career.

III. TEACHING ACTIVITIES

1. Teaching Responsibilities

a) Courses Taught

Simon Fraser University:

Criminology 351: Police Accountability and Ethics; Typical Enrolment: 25. Course redesigned.

A required course for police studies certificate. One 3-hour seminar.

Calendar description: Examines police accountability including the expected ethical conduct of police, police powers, police decision-making, the exercise of discretion, and the structure of accountability. Specific emphasis on police codes of ethics, core values of police agencies, the function of internal investigations, and the role of civilian review. Prerequisite: CRIM 101 and 251.

Criminology 302: Critical Approaches to Crime and Deviance. Typical Enrolment: 25. Course extensively redesigned.

An elective course for criminology majors. One 3-hour seminar.

Calendar description: Critique of traditional criminological theory and of the conventional approaches to the problems of crime and punishment. Critique of classical etiological criminology. Examination of the relationships between crime, class and power. The criminal as a scapegoat for the system. The stereotype of the criminal. Street crime vs. corporation and state crime. Criticism of treatment ideology and techniques. Comparison of conservative and radical criminal policy. The controversy about the possibility of a value-free social science and about the political commitment of the social scientist. Prerequisite: CRIM 101.

Vancouver Island University:

Criminology 351: Quantitative Research Methods; Typical Enrolment: 20

A required course for criminology majors. Two 1.5 hours lab/lecture per week.

An examination of quantitative methods for conducting research. Topics include conceptualization, literature reviews, developing testable hypotheses, operationalizing variables, and data analysis using bivariate and multivariate techniques with Statistical Package for the Social Sciences (SPSS). Credit will only be granted for one of SOCI 351, PSYC 300A or CRIM 351. (2:0:1). Prerequisite: MATH 161 or MATH 211 and one of CRIM 220, PSYC 204, SSID 250, or SOCI 250.

Criminology 101: Introduction to Criminology. Typical Enrollment: 30. (Three sections)

A required course for criminology majors. Two 1.5 hours lecture per week. (Spring 2020)

An introduction to the basic concepts, theories and methodology in criminology. Topics include the central ideas of crime and criminology, classical and modern theories of criminal behaviour and their social policy implications, crime typologies, and the criminal justice system. Credit will only be granted for one of INTR 102 or CRIM 101. (3:0:0). Prerequisite: Min. "C" in English 12.

Justice Institute of British Columbia:

Law Enforcement 3001: Criminal and Deviant Behaviour. Typical Enrollment 28

An elective course in law enforcement studies program. One 3 hours lecture per week. (Fall 2019; Spring 2020)

Learners will distinguish between psychological, biological, and psychosocial explanations of crime and deviance. The course will then apply these theories to specific crimes against persons, such as homicide, assault, and sexual offenses. The burgeoning field of correctional psychology will also be discussed. This course will also involve a detailed study of psychological approaches to explaining recidivist criminal Behaviour. Theoretical and empirical approaches will be utilized to explain the behaviour of offenders involved in property crimes and/or violent crimes. (Formerly BLES302)

Law Enforcement 1203: Introduction to Criminology. Typical Enrollment 28.

A required course in law enforcement studies program. One 3 hours lecture per week. (Spring 2020)

Calendar description: Learners will analyze the relationship between crime and society. They will examine basic criminology concepts and criminological theories and will use these theoretical foundations to develop positions on problems and solutions for crime and criminal behavior. They will also address prevention and crime control strategies, and will assess the effectiveness of policing practice, the courts, corrections, and alternatives to incarceration. (Formerly LESD101)

Law Enforcement 3002: Comparative Criminal Justice. Typical Enrollment 28.

A required course in law enforcement studies program. Distance course. (Fall 2020) An online course designed from scratch.

Learners will examine various criminal justice systems in order to identify their historical, cultural, religious, and social origins on the development of specific criminal justice systems. The response to crime and criminal behavior on behalf of police judiciary and correctional officials is analyzed in a variety of different criminal justice systems. Descriptive material on selected countries will be analyzed and compared. Learners will assess and compare the implications of these components of the various justice systems studied and examine their practice. The effect of the media on the administration of criminal justice will also be examined. (Formerly BLES305)

b) Course Supervisor

Simon Fraser University:

Criminology 310: Young Offenders and Criminal Justice: Advanced Topics CRIM 310. Typical Enrollment: 50

An elective course for criminology majors. Distance education. (Fall 2019)

Calendar description: Examines some of the more complex contemporary issues relating to young offenders and justice. For any given term, the content of the course will reflect current controversies as well as faculty and student interests. Topics may include social control theory and juvenile justice; an assessment of theories of rehabilitation; the legal philosophy of the young offenders legislation and its impact on juvenile justice; and an evaluation of diversion, deinstitutionalization and de-legalization in Canada and the United States. Prerequisite: CRIM 101 and CRIM 210.

Criminology 210: Law, Youth and Young Offenders. Typical Enrollment: 50

An elective course for criminology majors. Distance education. (Fall 2019; Spring 2020)

Calendar description: An analysis of the definition and control of youthful misconduct in an historical and contemporary context. Attention is focused upon: the social construction of 'juvenile delinquency', the decline of the concept, and the emergence of the concept of the 'young offender'; the Young Offenders Act and related legislation; the growth of the welfare state and the role of social workers in 'policing' youth and families; explanations for the criminal behavior of young persons; state and private sector programs designed to deal with such behavior.

c) Guest Lectures

Simon Fraser University:

Criminology Department, Vancouver Island University. January 2020. A lecture on ethno-separatist terrorist groups in Middle East and their impact for Criminology 470 – Dynamics of Terrorism class taught by Michael Down.

Law Enforcement Studies, Justice Institute of British Columbia. March 2019. Delivered a lecture on policing and domestic security in Turkey and counter terrorism within Turkish criminal justice system for LAWS 3002 - Comparative Criminal Justice class taught by James Glen Brown.

d) Teaching Assistant Positions

Criminology 320 – Quantitative Research Methods in Criminology . Spring 2020. School of Criminology, Simon Fraser University.

Criminology 458 – Community Policing. Distance education. Fall 2019, Summer 2019, Fall 2018, Summer 2018. School of Criminology, Simon Fraser University.

Criminology 300– Current Theories and Perspectives in Criminology. Distance education. Spring 2019. School of Criminology, Simon Fraser University.

Criminology 251 – Introduction to Policing. Spring 2019. In class assistance and 5 tutorials. School of Criminology, Simon Fraser University.

Criminology 220 – Research Methods in Criminology. Distance education. Fall 2018. School of Criminology, Simon Fraser University.

Criminology 131 – Introduction to Criminal Justice System. Spring 2018. In-class assistance and 4 tutorials. School of Criminology, Simon Fraser University.

Criminology 101 – Introduction to Criminology. Spring 2018. Distance education. School of Criminology, Simon Fraser University.

e) In-Service Trainer - Turkish National Police Counter Terrorism Department

Countering Financing Terrorism. 3 hours course. 5 sections.

Separatist Terrorist Groups. 2 day course. 5 sections.

Introduction to Terrorism. 3 hours course. Multiple times.

International Terrorism. 3 hour course. Multiple times.

2. Activities Engaged in to Improve Teaching and Learning

2019 - Faculty Orientation to Teaching, Vancouver Island University

2019 - Essential Skills for Training & Facilitation, Justice Institute of BC

2019 - Bridging Open Education and Faculty Development, Justice Institute of BC

2018 – Seminar for International Teaching Assistants, Simon Fraser University.

2017 - TA/TM Day Workshops, Simon Fraser University.

2011 –Trainers’ Training, Turkish National Police.

IV. ASSESSING AND REFLECTING UPON TEACHING

1. Summary of Student Ratings, Instructor, SFU Criminology.

a) Criminology 302 – Critical Approaches to Crime and Deviance (Summer 2019)

A = Very Good; B = Good; C = Satisfactory; D = Poor	% A & B Together ¹
Overall rating of course content	100%
Accuracy of the calendar description	100%
Presentation of course material by the instructor	94%
Performance of course instructor	100%

b) Criminology 351 – Police Accountability and Ethics (Fall 2019)

A = Very Good; B = Good; C = Satisfactory; D = Poor	% A & B Together ²
Overall rating of course content	85%
Accuracy of the calendar description	92%
Presentation of course material by the instructor	92%
Performance of course instructor	92%

¹ The format provided by SFU to evaluate teaching performance of instructors

² The format provided by SFU to evaluate teaching performance of instructors

2. Summary of Student Ratings, Instructor, VIU Criminology.
a) Criminology 351 – Quantitative Research Methods (Fall 2019)

5= Strongly Agree; 4 = Agree; 3; Neutral; 2; Disagree; 1: Strongly Disagree	Mean Average
I have found the course intellectually and/or creatively challenging and stimulating.	3.40
Course materials were well prepared and carefully explained.	3.40
Students were encouraged to express their own ideas and/or questions to the instructor.	4.20
The instructor made students feel welcome in seeking help/advice.	4.40
The instructor was available for individual consultation outside of class.	3.25
The expectations for course assignments, tests, examinations were clearly identified.	3.60
Methods of evaluating student work were fair and appropriate.	4.20
Assignments and evaluative comments were returned within a time frame that allowed me to incorporate the learning into my work in this course.	4.20
Required readings/texts were valuable.	3.20
The instructor's style of teaching was effective for this course.	3.00
Overall Average	3.69
Response rate = 33.3% (5/15)	

3. Comments from Departments

School of Criminology at SFU conduct in-person evaluations for sessional instructors.

a) Criminology 302, June 2019

Classroom observation

June 26, 2019

Goksel Demir

CRIM 302

Observer: Maaike Helmus, Assistant Professor

Areas of Strength:

I was really impressed at the climate you created in the classroom. You did so many things to create an environment that seemed comfortable for learning:

- Overall, I thought you had a warm and caring interaction style with students. You knew almost everyone's name (and apologized when you forgot), and used their names regularly.
- You consistently said something validating/encouraging in response to contributions from students. It could be something small (e.g., "exactly," "excellent," "thank you"), which is often all you need. But sometimes you did even more. For example, a student named Phoebe made a contribution, and about 20 minutes later in your lecture, you tied the content back to something Phoebe had said earlier, which adds further reinforcement, and suggests to other students that they shouldn't tune out when other students comment (i.e., that their comments are helpful and relevant in understanding the material).
- I was really impressed with two examples of how you responded when a student didn't give you a great answer, or the answer you were expecting. It's easier to reinforce good performance from students than it is to handle the unexpected, but you did this in a way that seemed very supportive. In one instance, a student contributed something and you asked a follow-up question, and she apologized for not knowing the answer. You were very gracious in your response and even shared a personal anecdote of forgetting key details of something you had read – this was a very validating response and set the example for the rest of the class that it's normal and okay to sometimes not know the answer (even if you once knew it or should know it). Moments like this can go a long way in making students feel safe taking chances and making mistakes in class, which is really important. In another example, a student gave an answer that you clearly weren't expecting, and you said something like "that's a very optimistic perspective and I appreciate that. What's a more pessimistic view?". And then you kinda made a joke about what it says about you that you had a more cynical/negative idea in your mind. I thought this was a fantastic response – you were clearly looking for an answer that pointed out the negative implications, but instead of making the student feel like they were wrong for coming up with an answer that wasn't what you were looking for, you used it as an opportunity to praise them for thinking differently, and made a light-hearted joke about yourself in the process (which also makes you seem more relatable). And then you were able to use this to gently re-direct the class into thinking

about other interpretations (which is what you were originally expecting), while still validating the student who contributed.

Overall, if I was your student, I would find this to be a comfortable learning environment.

You did a great job of structuring and signposting the lecture, which helps students make connections to previous/future material, and also helps highlight your expectations. Some examples:

- You had a nice summary slide at the beginning of the lecture that emphasized the key points for this week. Doing this at the beginning of class can help students focus and prioritize their note-taking, because they have some idea what to expect.
- When you first started talking about labeling theory, you took a minute to situate it in the history/context of other trends in criminology, and also asked students what they remember about labeling theory from other classes. This can help students make links to previous material (i.e., where labeling theory fits into what they've learned so far) and to other courses.
- On several occasions in the lecture, you made explicit links between current content and previous lectures, which can be helpful.
- At one point when you were introducing something, you said "Of these three traditions, I recommend you focus on this one" – I find little comments like these are helpful for students in understanding what's most important and this can help them prioritize better for studying, and also helps them understand your expectations. Generally, I find that the more we can do to make our thinking and our rationale transparent for students, the better (and it also makes them less anxious).
- You made it clear when you expect to finish grading the midterm, which is always helpful for students to know.

You did a good job of making the lecture interactive. You asked a lot of questions from the students, with varying levels of difficulty (e.g., really simple/easy questions like the difference between qualitative and quantitative research, up to more thoughtful questions like how they would design an experiment to test a premise in a theory), which allows students at different levels of comfort/competence to still be able to contribute. You also had an in-class activity planned, involving small group discussions (which can often be more comfortable for shy students to participate in, and allows more people to get involved in discussions).

You generally came across as knowledgeable and confident. I like that you walk throughout the class (including the back of class) while you teach. This doesn't come naturally to everyone, but it worked well for you. Your voice projects enough that I could hear you clearly no matter where you were in the classroom, and I think moving around the class adds some energy (and potentially also prevents students from getting too distracted with social media or other tasks on their laptop, since you occasionally walk around behind them).

Areas for growth:

By having your office hours end at the same time that class starts, it creates a really rushed start to class. You arrive exactly at 5:30 and somewhat frantically set up your laptop and start the slides to begin class as quickly as possible. It also makes it hard for students to approach you with small questions/comments (ones that maybe they didn't think were important enough to go to office hours to discuss, or maybe something that just popped into their head now). I find ending office hours 15-30 minutes before class can help you do last-minute things you need (e.g., refill water, use the washroom) and switch your brain into lecture mode (e.g., thinking ahead to what you're going to discuss), and also allows you to get to class 5-10 minutes early so you set everything up at a more relaxed pace, and also give students an opportunity to quickly run something by you, if needed.

Some of your slides had phrasings that were a bit clunky or even grammatically incorrect. I agree with you that detailed slides can be a great aid for studying (and your slides were generally quite good), but it may help to take more time editing them for clarity/grammar (or perhaps running them by someone else to check for clarity).

One small tip: when you announce that you're about to have a break, and then ask students if they have any questions, most students won't speak up (and as soon as you announce being near break-time, people start getting restless and packing up, creating noise and generally sending the message to others that they are impatient, which reduces chances that other students will actually want to ask their questions). So, I'll often ask for questions before I announce the break, and then I often remind students that they can ponder their questions during the break and ask them after (and then you need to remember after the break to check in to see if anyone has thought of questions)

Other comments:

Overall I thought you did a great job.

In our discussions during the break and afterwards, you seemed concerned that your lecture was a bit disorganized because sometimes you jumped ahead or went back a little bit based on student questions, or one topic naturally transitioned into another. In my observation, this didn't come across as disorganized – it actually came across more as 'flexibility'. You seemed comfortable enough with your material that you were able to respond to student questions/comments by tying in something you might have planned to discuss later in the lecture. It seemed to me a reasonable balance of preparation and spontaneity. I also think that to some extent, everyone always feels like they're not explaining things as eloquently as perhaps they could, and we're more likely to notice when we say something and then maybe have to rephrase it to make it a bit more clear, but this is pretty normal. Obviously the more times you teach a class, the smoother and more polished you get at explaining particular concepts or ideas, but you're doing a good job so far. Watching your class, I would never have guessed that you were teaching your first course.

b) Criminology 351, October 2019

To: Goksel DEMIR

From: Dr. Gail Anderson

Date: 4 February 2020

Re: Sessional Evaluation Feedback

On 31st October, I observed you deliver a lecture to your Crim 351 Police Accountability students. Per the School of Criminology's sessional evaluation process, we are assessing instructional strengths and possible areas of improvement through a classroom observation, as well as an assessment of your course materials (syllabus, assignment guidelines, rubrics, and exams as applicable). In this memo, I summarize feedback based on my observations and review of the materials provided.

Instructional Strengths

I enjoyed your lecture and your interactions with your students. It was clear you knew your students and you referred to many by name. You continually made eye contact with your students. You introduced the lecture nicely and reviewed previous classes as you started. The lecture was nicely broken up into different activities and your slides were clear and clean. Your voice level is good and carries well. The lecture had strong Canadian content which was great. Your slides were easy to read and a suitable font size. I liked the mix of video and slides. The videos were short so quite effective. I was impressed that you did not use notes. I liked the idea of giving the students homework questions that they could discuss in class. It was clear from your interactions that the students were reading the text. The candy was a good Hallowe'en idea!

Possible considerations for future teaching opportunities

I found that some of the slides had a little too much information on them. You might be better to make them into bullet points rather than sentence-structured. Using video is excellent but it is best if you can test that all work smoothly first as they can often be tricky. I think you could explain the videos a little more and debrief afterwards so it is totally clear what you expect the students to get out of the videos. But these are minor points.

Overall, I enjoyed your lecture and think you have a very good teaching style – keep up the good work!

c) Vancouver Island University, CRIM351 Quantitative Research Methods

For both classes, the scores signal moderate-high satisfaction on the following three dimensions the questionnaire assesses:

- The instructor's style/performance (e.g., The instructor's style of teaching is effective. The instructor deals effectively with questions. The instructor maintains an atmosphere conducive to learning)
- The structure of the class (e.g., The course is well-organized by the instructor. Assignments and tests are returned within a reasonable length of time)
- Perceived fairness of various aspects of the course (e.g., The grades you receive are fair. The instructor clearly explained the general objectives of the course. The instructor is tolerant of differences of opinion and shows respect for others' views)

This teaching was Goksel's first experience as an instructor with VIU. He has made a meaningful contribution to VIU's Criminology program in fall 2019.

Elizabeth Brimacombe

Dean, Faculty of Social Sciences