

Teaching Philosophy

My students describe me as “enthusiastic about teaching.” Becoming a knowledgeable instructor of economics was one of the primary motivations for my pursuit of graduate education. I believe that students thrive when they are engaged in the learning process. My teaching philosophy revolves around the core belief that students thrive when they are actively engaged in the learning process. This conviction was deeply influenced by my undergraduate education in a liberal arts college and continues to drive my instructional approaches as a teaching assistant at UC Davis.

Promoting Active Student Engagement

I believe in creating a learning environment where students actively engage with the material and participate in discussions, fostering a sense of ownership in their education. In practice, my approach places a strong emphasis on creating an interactive atmosphere and incorporating hands-on activities into my sections. For instance, during my tenure as a teaching assistant for undergraduate-level data analysis in economics, I transformed sections into “try-and-learn” labs. Rather than simply providing ready-made code to students, I empowered them with the necessary resources, encouraged independent code creation and execution, and moved dynamically through the classroom to address specific queries. This methodology not only enables personalized, one-on-one assistance but also cultivates active problem-solving skills, transforming students from passive recipients into adept problem solvers.

“I love how she facilitated our learning. didn’t give answers but rather helped us to the solutions.”

“I can tell that she’s giving her 100% to teach us, and she did a good job explaining HW questions without giving answers away.”

Creating Inclusive Learning Environment

I am a strong advocate for creating an inclusive environment in the classroom that champions open dialogue and makes students comfortable learning, irrespective of their academic and socioeconomic background. My undergraduate education emphasized active discussion as a key venue for learning and inspiring new insights. Drawing from this experience, I encourage students to ask questions, share their thoughts, and challenge my statements. I further foster a collaborative spirit through group work during exercises, enabling students to learn from one another and gain diverse perspectives on economic concepts.

“Very receptive to questions. Also created space for discussion on economic topics of interest.”

“This TA is very good! She is very welcoming, and I felt very comfortable learning.”

Responsiveness and Approachability

The student-instructor relationship extends beyond the classroom. As an instructor, I am committed to being responsive to student inquiries and approachable to address any questions or concerns. My goal is to be readily available to students, promptly addressing their questions and fostering a supportive learning environment where they feel comfortable seeking help and guidance when needed. For example, during my office hours, I ensure that students’ concerns are addressed

promptly and effectively, especially during the challenges posed by the pandemic. This approach not only helps students feel supported but also enhances their overall learning experience.

“Baiyu is super kind and her office hours always felt like a safe productive space (even though it’s over zoom).”

As an instructor, my goal is to guide students through the course material, providing timely feedback and support as required, and nurturing a sense of ownership in their educational journey. I am dedicated to creating a supportive learning environment that places a premium on critical thinking, problem-solving, and collaboration. My aim is to equip students not only with a thorough understanding of the course content but also with essential skills that can be applied in their future careers. I’m enthusiastic about the prospect of teaching a range of subjects and introducing the principles of economic thinking to a diverse group of students at all academic levels.

Teaching Effectiveness

Overall, my students find my teaching highly effective and enjoy attending my classes. The following provides a summary of my teaching assistant evaluations. My average TA rating is 4.3 out of 5 from 366 reviews across 11 terms and 25 sections, indicating consistently positive feedback.

Teaching Assistant Baiyu Zhou

UNIVERSITY OF CALIFORNIA - DAVIS

Selected Terms* (11)
Selected Evaluations* (25)

Student Evaluation of Teaching



Enrollment 1241
% responding 43%

	Excellent	Very Good	Satisfactory	Fair	Poor				
	5	4	3	2	1	\bar{X}	SD	M	N
	%	%	%	%	%				
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	241	155	90	34	16	4.1	1.1	4.0	536
	45%	29%	17%	6%	3%				
Please indicate the overall teaching effectiveness of the teaching assistant. (excellent very good satisfactory fair poor)	190	115	50	6	5	4.3	0.9	5.0	366
	52%	31%	14%	2%	1%				
Overall, the instructor did a good job teaching this course	174	90	49	10	4	4.3	0.9	5.0	327
	53%	28%	15%	3%	1%				
The TA presents the material in a clear and and organized manner	172	96	46	10	3	4.3	0.9	5.0	327
	53%	29%	14%	3%	1%				
The TA speaks audibly and communicates effectively	173	94	44	13	3	4.3	0.9	5.0	327
	53%	29%	13%	4%	1%				
The TA stimulates discussion in sections	154	79	57	17	6	4.1	1.0	4.0	313
	49%	25%	18%	5%	2%				
The TA is responsive to questions	183	85	40	9	5	4.3	0.9	5.0	322
	57%	26%	12%	3%	2%				
The TA is punctual for sections and office hours	198	70	41	4	2	4.5	0.8	5.0	315
	63%	22%	13%	1%	1%				
The TA is available and helpful to students during office hours	169	90	36	7	1	4.4	0.8	5.0	303
	56%	30%	12%	2%	0%				
The TA is responsive to difficulties students have in understanding the material	170	93	41	11	3	4.3	0.9	5.0	318
	53%	29%	13%	3%	1%				
The grading was fair and timely	170	95	45	9	3	4.3	0.9	5.0	322
	53%	30%	14%	3%	1%				
The discussion section was a good educational experience	163	92	48	9	6	4.2	0.9	5.0	318
	51%	29%	15%	3%	2%				
Overall, the TA did a good job in this course	178	101	38	9	4	4.3	0.9	5.0	330
	54%	31%	12%	3%	1%				

“Baiyu’s discussions have been critical to my success in the class. She goes into great detail over every question we have on our midterm/final preparation sheets in a way that feels effective and lets me know how to effectively prepare while studying. I wouldn’t have done nearly as well without her. ”

“Discussions helped me understand the material more clearly and I enjoyed going to them.”

“I felt that Baiyu was instrumental to understanding the material. I appreciated how organized and thoughtful she was when presenting. Thank you Baiyu!”