

Teaching Philosophy

My students often describe my teaching as “enthusiastic” and “passionate.” This passion is rooted in my firm belief that economic frameworks and quantitative methods are powerful tools to examine real-world problems, ranging from everyday decision-making to complex business challenges. My teaching objective is to equip students with the perspective of economic thinking and the skills to understand data that they can apply to a diverse set of topics. Shaped by my undergraduate education in a liberal arts college, my teaching philosophy centers around encouraging active student engagement and cultivating an inclusive learning environment.

Promoting Active Student Engagement

I believe that students learn better if they are actively engaged. In practice, I aim to empower students to actively participate in their own learning journey through hands-on activities, interactive discussions, and personalized feedback. My experience as a teaching assistant for undergraduate-level Analysis of Economics Data is an excellent example of how I facilitate active learning. In teaching how to use Stata for data analysis, I transformed traditional discussion sections into “try-and-learn” labs. Rather than simply giving students ready-made code for every homework question, I guided them on where to find relevant resources, encouraged them to experiment with writing and running their own code, and walked around the classrooms to address specific queries. This approach not only offers personalized assistance but also nurtures active problem-solving skills. When teaching how to estimate the 90 percent confidence interval, I invite students to join me in identifying the formula, standard errors, and critical values. I also enjoy challenging students by prompting them to explore the “why” behind concepts. This interactive method helps students develop critical thinking skills and ensures sustained engagement in the learning process.

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

Creating Inclusive Learning Environment

I am committed to creating an inclusive environment in the classroom that fosters open dialogue and makes students feel comfortable learning, regardless of their academic and socioeconomic background. In practice, I encourage students to ask questions, share their thoughts, and challenge my statements during lectures. I foster a collaborative spirit through group work during exercises, enabling students to learn from one another and gain diverse perspectives on economic concepts.

Inclusiveness in learning extends beyond lectures and the classroom. It is crucial to build meaningful relationships with students and create a space 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 amid the challenges posed by the pandemic. As a teaching assistant, my students describe me as “very approachable, caring, and sympathetic to the stress and anxiety this class has caused.” An inclusive learning environment and well-cultivated instructor-student relationships help students feel supported and enhance their overall learning experience.

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

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

Moving forward, I aim to guide students through the course material, providing timely support and nurturing a sense of ownership in their educational journey. I am dedicated to creating a supportive learning environment that fosters critical thinking, problem-solving, and collaboration. I strive to equip students with a thorough understanding of the course content and essential skills that can be applied in their future careers. My goal is to equip students with a thorough understanding of the course content and essential skills that can be applied in their future careers. I look forward to sharing economic thinking and quantitative methods with aspiring and motivated students as an economics instructor.

Teaching Effectiveness

At UC Davis, I served as a teaching assistant for twelve terms, including one term exclusively for grading. I have experience teaching a broad range of topics, including microeconomics, macroeconomics, econometrics, and economic history. 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

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

Enrollment 1241
% responding 43%

UNIVERSITY OF CALIFORNIA - DAVIS

Student Evaluation of Teaching



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

Overall:

"Baiyu is one of the best TAs I've ever had at UC Davis. She is friendly, patient, and extremely knowledgeable. Most importantly, she always made herself available for students to give them opportunities to ask questions and work through challenging assignments. Office hours were usually better educational experiences than lectures since Baiyu was able to address specific questions we had. It was also encouraging to have a TA who was clearly passionate about what she was talking about. "

Lectures:

"When Baiyu went over the problems she perfectly explained each step of the problem and gave great recommendations on how to approach certain problems. "

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

"Baiyu is amazing!! She is very knowledgeable about Stata and did an excellent job explaining difficult econometrics topics."

Email and Office Hours:

"Baiyu is an Excellent TA! I emailed her for help because I did not understand a question on the practice problem and Baiyu replied to my email right away and she drew a nice graph with precise explanation. Any class would be lucky to have Baiyu as a TA!"

"Baiyu was extremely helpful during office hours. I particularly appreciated her helping me visualize homework set problems (i.e. how to graph and shift demand/supply curves appropriately), and I appreciated her overall patience and willingness to help no matter how many questions I asked."