

Teaching Portfolio

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Summary

This teaching portfolio includes

- A list of recent courses I worked on as a teaching assistant at UC Davis and their the most recent quantitative course evaluations accompanied by students' qualitative written feedback
- Teaching philosophy statement
- Sample course syllabi for International Finance, Money and Banking, and Financial Economics
- A comprehensive summary of teaching evaluations

Summary of Recent Teaching Evaluations

I have developed and refined my teaching skills over the years. My recent teaching evaluations below are the best indicators of my teaching effectiveness.

Table 1: Course Offerings and Ratings

Course	Last time taught	Rating (avg.)
Econ 1B (Principles of Macroeconomics)	Fall 2020	4.2
Econ 101 (Intermediate Macroeconomics)	Fall 2022	4.2
Econ 134 (Financial Economics)	Winter 2024	4.1
Econ 135 (Money and Banking)	Spring 2025	4.3
Econ 171 (Economy of East Asian)	Winter 2025	4.1
Econ 190 (International Finance)	Winter 2022	5.0

Teaching Assistant Xiangtao (Jeremy) Meng

**Fall Quarter 2020
Selected Evaluations* (4)**

Enrollment 119
% responding 53%

UNIVERSITY OF CALIFORNIA - DAVIS

Student Evaluation of Teaching



	Excellent		Very Good		Satisfactory		Fair		Poor		\bar{x}	SD	M	N
	5	%	4	%	3	%	2	%	1	%				
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	47	73%	11	17%	6	9%	0	0%	0	0%	4.6	0.6	5.0	64
Please indicate the overall teaching effectiveness of the teaching assistant. (excellent very good satisfactory fair poor)	29	48%	21	35%	6	10%	3	5%	1	2%	4.2	0.9	4.0	60
Overall, the instructor did a good job teaching this course	30	49%	21	34%	7	11%	2	3%	1	2%	4.3	0.9	4.0	61
The TA presents the material in a clear and and organized manner	30	48%	19	31%	9	15%	4	6%	0	0%	4.2	0.9	4.0	62
The TA speaks audibly and communicates effectively	26	42%	21	34%	11	18%	3	5%	1	2%	4.1	1.0	4.0	62
The TA stimulates discussion in sections	23	38%	17	28%	12	20%	5	8%	3	5%	3.9	1.2	4.0	60
The TA is responsive to questions	36	59%	17	28%	7	11%	0	0%	1	2%	4.4	0.8	5.0	61
The TA is punctual for sections and office hours	37	61%	14	23%	10	16%	0	0%	0	0%	4.4	0.8	5.0	61
The TA is available and helpful to students during office hours	30	59%	15	29%	4	8%	1	2%	1	2%	4.4	0.9	5.0	51
The TA is responsive to difficulties students have in understanding the material	33	55%	19	32%	7	12%	1	2%	0	0%	4.4	0.8	5.0	60
The grading was fair and timely	40	67%	15	25%	4	7%	0	0%	1	2%	4.6	0.8	5.0	60
The discussion section was a good educational experience	23	38%	17	28%	14	23%	4	7%	2	3%	3.9	1.1	4.0	60
Overall, the TA did a good job in this course	32	52%	21	34%	5	8%	4	6%	0	0%	4.3	0.9	5.0	62

Evaluate only the TA (s) with whom you attended discussion section and/or office hours.

The discussion time was helpful in getting more understanding of the lessons.

Jeremy

Jeremy's only thing was that he spoke a little quietly, however, he really knew what he was doing and had a solid grasp of what he was teaching. I think that Jeremy was great, and I appreciated the discussion sessions.

10 out of 10 love. Was so helpful and the fact that he ended every email with I know this is hard so let's reach out and ask me questions and stuff was so so sweet. He explained everything so nicely and sent out the lecture videos right away which is amazing and I love thank you.

Very insightful

TA Jeremy was very helpful in reinforcing what we learned during lectures and was very prompt in responding to any emails or questions.

He is very knowledgeable about this course and offers good explanations about the topics.

Good.

My TA, Xiangtao (Jeremy) Meng was a good TA, however, other than presenting projects in class, it did not feel like attending discussion was a make or break deal as what was told in discussion was just a reiteration of what was taught in class.

Jeremy was extremely receptive to emails and questions in the few times that I interacted with him. He had a genuine interest in the material, and it really showed. I am glad that I got to sit through his discussions!

Jeremy

Jeremy

The TA has a very good understanding of the material which helps us students with any questions or confusion on the concept. He makes sure that if not all, most students understand the material before moving on. He also highlights important concepts during the discussions which are very useful.

Jeremy did a great job! Attending his discussions really helped to deepen my understanding of the course material.

Jeremy was excellent, he was concise and very informative. He was also always there to answer questions.

good ta, made online work well

I was always able to receive a response if I needed help or had a question. The responses were timely and clear, and for that I am thankful.

very good

Very responsive.

great at explaining and helping students understand the material

Please provide additional information and/or elaborate on any aspect of your evaluation. These comments are often the most valuable part of your evaluation. Every comment will be read!

He is very good

The discussion sections were always very informative. Jeremy always presented the information clearly and was very helpful. He was also always available and willing to help during office hours.

Thank you for teaching us this fall!

Thank you so much I loved this class.

I found discussion to be very awkward and not worth my time, but that could be due to the class being online.

He does not respond to emails in a timely manner and does not seem confident leading the section. Also, discussion sections are poorly run. Consists of him reading off slides at us and is not an active learning experience. He does try to ask us questions to stimulate conversation but instead of letting us reflect or go through our own problem-solving process he just answers them immediately. If there were a worksheet or some sort of actual curriculum, discussion may actually be useful. However, in its current form with the way it's run I am better off self-teaching the curriculum. Also, it was never made clear how to access his office hours.

N/A

Jeremy Meng was always very approachable and open to questions. Mr. Meng was always very organized and took the time to email us weekly and recap his discussion section, forewarn us on upcoming dates, and attach his PowerPoint for that week. Mr. Meng enthusiasm with the course was shown through his work ethic through out our discussion meeting and post discussion emails.

thank you!

My group project assessment was grade minutes after it was submitted, and there were comments left in the section. This was reassuring and alleviated quite a bit of stress. My only recommendation is to clip the rubric to large assignments like that so students can see why they may have missed some points.

Jeremy was very accessible to help students. He responded quickly to emails and always offered to stay after discussion ended to answer questions. I think he understood the course material well but he did not teach them very well in discussion. He went through the concepts too quickly.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Fall Quarter 2020	12/1/2020 12:00 AM	29721	ECN	001B	B03	30	60
Fall Quarter 2020	12/1/2020 12:00 AM	29722	ECN	001B	B04	30	46
Fall Quarter 2020	12/1/2020 12:00 AM	29724	ECN	001B	B06	29	48
Fall Quarter 2020	12/1/2020 12:00 AM	29725	ECN	001B	B07	30	60

Teaching Assistant Xiangtao (Jeremy) Meng

Fall Quarter 2022
Selected Evaluations* (2)

Enrollment 80
% responding 22%

UNIVERSITY OF CALIFORNIA - DAVIS

Student Evaluation of Teaching



	Excellent		Very Good		Satisfactory		Fair		Poor		\bar{x}	SD	M	N
	5	%	4	%	3	%	2	%	1	%				
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	12	67%	6	33%	0	0%	0	0%	0	0%	4.7	0.5	5.0	18
Please indicate the overall teaching effectiveness of the teaching assistant. (excellent very good satisfactory fair poor)	8	47%	6	35%	2	12%	0	0%	1	6%	4.2	1.0	4.0	17
Overall, the instructor did a good job teaching this course	8	50%	5	31%	2	13%	0	0%	1	6%	4.2	1.1	4.5	16
The TA presents the material in a clear and and organized manner	7	44%	6	38%	2	13%	0	0%	1	6%	4.1	1.1	4.0	16
The TA speaks audibly and communicates effectively	7	44%	5	31%	3	19%	0	0%	1	6%	4.1	1.1	4.0	16
The TA stimulates discussion in sections	7	44%	5	31%	3	19%	0	0%	1	6%	4.1	1.1	4.0	16
The TA is responsive to questions	8	53%	5	33%	1	7%	0	0%	1	7%	4.3	1.1	5.0	15
The TA is punctual for sections and office hours	8	50%	6	38%	2	13%	0	0%	0	0%	4.4	0.7	4.5	16
The TA is available and helpful to students during office hours	7	47%	7	47%	1	7%	0	0%	0	0%	4.4	0.6	4.0	15
The TA is responsive to difficulties students have in understanding the material	8	50%	5	31%	2	13%	0	0%	1	6%	4.2	1.1	4.5	16
The grading was fair and timely	8	53%	6	40%	1	7%	0	0%	0	0%	4.5	0.6	5.0	15
The discussion section was a good educational experience	8	50%	5	31%	2	13%	0	0%	1	6%	4.2	1.1	4.5	16
Overall, the TA did a good job in this course	8	50%	6	38%	1	6%	0	0%	1	6%	4.3	1.0	4.5	16

Evaluate only the TA (s) with whom you attended discussion section and/or office hours.

Jeremy is very helpful during discussions as he helped us prepared for exams and went over homework questions that will prove useful!

Jeremy didn't truly add any value to his discussion sections. I found these meetings time consuming and a waste. He primarily went over exam questions and homework problems but never gave us alternative problems to practice. Rather than cover what Professor Stimel went over in lecture, Jeremy would talk about material that wasn't very useful.

Excellent

Jeremy Meng.

I live/work an hour away and did not find these sessions particularly useful as they were not always held for very long.

Please provide additional information and/or elaborate on any aspect of your evaluation. These comments are often the most valuable part of your evaluation. Every comment will be read!

Jeremy was very lenient in discussions as he opens the sections for any questions we might have on the homework and exams. He put effort in answering all the questions asked! Although his section is late, I always tried to attend them because they are very useful for me to do well in this course.

N/A

Excellent and friendly

Jeremy was always so respectful and had great knowledge on the subject that helped make me feel great knowing I could potentially ask a question to Jeremy.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Fall Quarter 2022	11/28/2022 6:00 AM	30002	ECN	101	A03	40	22
Fall Quarter 2022	11/28/2022 6:00 AM	30003	ECN	101	A04	40	22

Teaching Assistant Xiangtao (Jeremy) Meng

UNIVERSITY OF CALIFORNIA - DAVIS

Winter Quarter 2024
Selected Evaluations* (2)

Student Evaluation of Teaching



Enrollment 74
% responding 37%

	Excellent		Very Good		Satisfactory		Fair		Poor		\bar{x}	SD	M	N
	5	%	4	%	3	%	2	%	1	%				
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	21	75%	5	18%	2	7%	0	0%	0	0%	4.7	0.6	5.0	28
Please indicate the overall teaching effectiveness of the teaching assistant. (excellent very good satisfactory fair poor)	10	37%	9	33%	8	30%	0	0%	0	0%	4.1	0.8	4.0	27
Overall, the instructor did a good job teaching this course.	10	38%	10	38%	4	15%	1	4%	1	4%	4.0	1.0	4.0	26
The TA presents the material in a clear and and organized manner.	9	35%	12	46%	2	8%	3	12%	0	0%	4.0	0.9	4.0	26
The TA speaks audibly and communicates effectively.	9	35%	11	42%	4	15%	1	4%	1	4%	4.0	1.0	4.0	26
The TA stimulates discussion in sections.	10	40%	8	32%	5	20%	2	8%	0	0%	4.0	1.0	4.0	25
The TA is responsive to questions.	10	38%	10	38%	5	19%	1	4%	0	0%	4.1	0.8	4.0	26
The TA is punctual for sections and office hours.	13	52%	9	36%	3	12%	0	0%	0	0%	4.4	0.7	5.0	25
The TA is available and helpful to students during office hours.	11	46%	9	38%	4	17%	0	0%	0	0%	4.3	0.7	4.0	24
The TA is responsive to difficulties students have in understanding the material.	11	44%	8	32%	4	16%	2	8%	0	0%	4.1	1.0	4.0	25
The grading was fair and timely.	18	67%	3	11%	5	19%	1	4%	0	0%	4.4	0.9	5.0	27
The discussion section was a good educational experience.	14	54%	4	15%	5	19%	3	12%	0	0%	4.1	1.1	5.0	26
Overall, the TA did a good job in this course.	14	52%	7	26%	4	15%	2	7%	0	0%	4.2	1.0	5.0	27

Evaluate only the TA (s) with whom you attended discussion section and/or office hours.

Good

great!

good

i went to both. not very helpful either of them but at least the other one tries.

Please provide additional information and/or elaborate on any aspect of your evaluation. These comments are often the most valuable part of your evaluation. Every comment will be read!

It's not his fault but some of his explanations don't make a lot of sense. He tries very hard which I appreciate but I think there should be more focus on going over the HW questions. I like when he does practice problems but he needs to EXPLAIN every step not just do the problem himself on the board. Overall good though but please add more concise explanations.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Winter Quarter 2024	3/11/2024 12:00 AM	21336	ECN	134	A03	37	54
Winter Quarter 2024	3/11/2024 12:00 AM	21337	ECN	134	A04	37	21

Teaching Assistant Xiangtao (Jeremy) Meng

Spring Quarter 2025
Selected Evaluations* (2)

Enrollment 74
 % responding 41%

UNIVERSITY OF CALIFORNIA - DAVIS

Student Evaluation of Teaching



	Excellent		Very Good		Satisfactory		Fair		Poor		\bar{x}	SD	M	N
	5	%	4	%	3	%	2	%	1	%				
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	16	52%	4	13%	7	23%	1	3%	3	10%	3.9	1.3	5.0	31
Please indicate the overall teaching effectiveness of the teaching assistant. (excellent very good satisfactory fair poor)	15	56%	5	19%	7	26%	0	0%	0	0%	4.3	0.9	5.0	27
Overall, the instructor did a good job teaching this course.	16	62%	4	15%	6	23%	0	0%	0	0%	4.4	0.8	5.0	26
The TA presents the material in a clear and and organized manner.	15	58%	4	15%	7	27%	0	0%	0	0%	4.3	0.9	5.0	26
The TA speaks audibly and communicates effectively.	15	58%	3	12%	8	31%	0	0%	0	0%	4.3	0.9	5.0	26
The TA stimulates discussion in sections.	16	62%	4	15%	5	19%	0	0%	1	4%	4.3	1.0	5.0	26
The TA is responsive to questions.	16	62%	4	15%	6	23%	0	0%	0	0%	4.4	0.8	5.0	26
The TA is punctual for sections and office hours.	17	65%	4	15%	5	19%	0	0%	0	0%	4.5	0.8	5.0	26
The TA is available and helpful to students during office hours.	15	63%	4	17%	5	21%	0	0%	0	0%	4.4	0.8	5.0	24
The TA is responsive to difficulties students have in understanding the material.	15	60%	4	16%	6	24%	0	0%	0	0%	4.4	0.8	5.0	25
The grading was fair and timely.	17	65%	5	19%	4	15%	0	0%	0	0%	4.5	0.7	5.0	26
The discussion section was a good educational experience.	13	52%	6	24%	5	20%	1	4%	0	0%	4.2	0.9	5.0	25
Overall, the TA did a good job in this course.	14	54%	6	23%	6	23%	0	0%	0	0%	4.3	0.8	5.0	26

Evaluate only the TA (s) with whom you attended discussion section and/or office hours.

-

Best TA ever had

I went to Hyunseo Park's TA section instead. He was helpful in providing explanations about the content of the class.

Please provide additional information and/or elaborate on any aspect of your evaluation. These comments are often the most valuable part of your evaluation. Every comment will be read!

-

TA did good, very helpful discussion with great

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Spring Quarter 2025	5/30/2025 12:00 AM	55708	ECN	135	A03	37	35
Spring Quarter 2025	5/30/2025 12:00 AM	55709	ECN	135	A04	37	48

Teaching Assistant Xiangtao (Jeremy) Meng

**Winter Quarter 2025
Selected Evaluations* (2)**

Enrollment 73
% responding 20%

UNIVERSITY OF CALIFORNIA - DAVIS

Student Evaluation of Teaching



	Excellent		Very Good		Satisfactory		Fair		Poor		\bar{x}	SD	M	N
	5	%	4	%	3	%	2	%	1	%				
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	8	53%	5	33%	2	13%	0	0%	0	0%	4.4	0.7	5.0	15
Please indicate the overall teaching effectiveness of the teaching assistant. (excellent very good satisfactory fair poor)	7	47%	4	27%	2	13%	2	13%	0	0%	4.1	1.1	4.0	15
Overall, the instructor did a good job teaching this course.	9	60%	3	20%	1	7%	2	13%	0	0%	4.3	1.1	5.0	15
The TA presents the material in a clear and and organized manner.	9	64%	2	14%	3	21%	0	0%	0	0%	4.4	0.8	5.0	14
The TA speaks audibly and communicates effectively.	7	47%	4	27%	2	13%	2	13%	0	0%	4.1	1.1	4.0	15
The TA stimulates discussion in sections.	7	47%	4	27%	2	13%	2	13%	0	0%	4.1	1.1	4.0	15
The TA is responsive to questions.	10	67%	2	13%	3	20%	0	0%	0	0%	4.5	0.8	5.0	15
The TA is punctual for sections and office hours.	10	71%	3	21%	1	7%	0	0%	0	0%	4.6	0.6	5.0	14
The TA is available and helpful to students during office hours.	9	64%	2	14%	3	21%	0	0%	0	0%	4.4	0.8	5.0	14
The TA is responsive to difficulties students have in understanding the material.	10	71%	3	21%	1	7%	0	0%	0	0%	4.6	0.6	5.0	14
The grading was fair and timely.	8	53%	4	27%	1	7%	1	7%	1	7%	4.1	1.2	5.0	15
The discussion section was a good educational experience.	8	53%	2	13%	5	33%	0	0%	0	0%	4.2	0.9	5.0	15
Overall, the TA did a good job in this course.	9	60%	2	13%	3	20%	1	7%	0	0%	4.3	1.0	5.0	15

Evaluate only the TA (s) with whom you attended discussion section and/or office hours.

he was very helpful when I am struggling with the homework.

Jeremy is very helpful and responsive

The other guy who's not Jeremy. I forget his name.

Please provide additional information and/or elaborate on any aspect of your evaluation. These comments are often the most valuable part of your evaluation. Every comment will be read!

I like the content of the course, it is a lot of material because there are many happen in many countries. it was a little bit challenging but i enjoy the class.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Winter Quarter 2025	3/10/2025 12:00 AM	19519	ECN	171	A03	36	22
Winter Quarter 2025	3/10/2025 12:00 AM	19520	ECN	171	A04	37	18

Teaching Assistant Xiangtao (Jeremy) Meng

UNIVERSITY OF CALIFORNIA - DAVIS

Winter Quarter 2022
Selected Evaluations* (2)

Student Evaluation of Teaching



Enrollment 10
% responding 60%

	Excellent	Very Good	Satisfactory	Fair	Poor	\bar{x}	SD	M	N
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6
Please indicate the overall teaching effectiveness of the teaching assistant. (excellent very good satisfactory fair poor)	6 100%	0 0%	0 0%	0 0%	0 0%	5.0	0.0	5.0	6
Overall, the instructor did a good job teaching this course	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6
The TA presents the material in a clear and and organized manner	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6
The TA speaks audibly and communicates effectively	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6
The TA stimulates discussion in sections	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6
The TA is responsive to questions	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6
The TA is punctual for sections and office hours	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6
The TA is available and helpful to students during office hours	4 80%	1 20%	0 0%	0 0%	0 0%	4.8	0.4	5.0	5
The TA is responsive to difficulties students have in understanding the material	6 100%	0 0%	0 0%	0 0%	0 0%	5.0	0.0	5.0	6
The grading was fair and timely	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6
The discussion section was a good educational experience	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6
Overall, the TA did a good job in this course	5 83%	1 17%	0 0%	0 0%	0 0%	4.8	0.4	5.0	6

Evaluate only the TA (s) with whom you attended discussion section and/or office hours.

I really appreciate Jeremy's quick responses to my emails, and he always seems to be trying his best to help.

Please provide additional information and/or elaborate on any aspect of your evaluation. These comments are often the most valuable part of your evaluation. Every comment will be read!

Jeremy is cool.

Great TA, gave me lots of help and clarification. Really clear explanations in correcting mistakes.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Winter Quarter 2022	3/7/2022 6:00 AM	21430	ECN	190	A01	8	62
Winter Quarter 2022	3/7/2022 6:00 AM	21431	ECN	190	A02	2	50

Teaching Statement

Statement of Teaching Philosophy

“How to become a straight A student?”¹ This cannot be a real book, Jeremy?”

“This is a real book with useful tips. I particularly like the exam prep section, where the book talks about how to create your own problem sets!”

This is a real conversation during my office hours. Conversations on study tips in my discussion sections and office hours always remind me that building active learning and teamworking skills is my core teaching principles². This core principle keep me focused on designing class activities to develop skills, adopting progress-driven, instead of outcome-driven, approaches to evaluations, and making constant efforts to provide a diverse student body with equal learning opportunities.

I organize class activities and demonstrate various ways to learn material proactively. In my discussion sections, I encourage students to apply the concepts they are learning to understand and solve real-world problems. For core intermediate economics courses that often involve problem sets, I prepare similar sets of problems and extend the existing ones by comparing results under different scenarios or exploring policy solutions to improve outcomes. Prior to exams, I summarize key concepts and linking them to problem sets along with additional conceptual questions of these concepts. Activities of comparing similarities and differences are intended to not only deepen students’ understanding of core concepts but also empower them to take a step further by generalizing problems to other contexts. In Principles of Macroeconomics, I organize activities where students need to select a release of economic statistics and explain the market response to it in my discussion sections. As a facilitator, I summarize their findings and often prepare diagrams and tables to further illustrate the economic frameworks relevant to the statistics they report, along with hypothetical policy responses based on plausible demand- or supply-side factors.

I emphasize developing skills for learning and working in teams. I encourage my students to form study groups to work on problem sets and prepare for exams. When I observe students sitting alone and remaining silent in my discussion sections, I assess whether group learning would be beneficial and, if so, help match students—often international or exchange students—with existing study groups. Teamwork is required for the International Finance. To foster effective teamwork, I break down cases into bite-sized steps and present fundamental concepts to guide their analysis. I allocate collaboration time during my discussion sections for teams to create concrete plans. I also share tips on resolving conflicts and improving communication between team members.

Recognizing students’ progress has been my motto for evaluations. As a teaching assistant, I am in charge of editing exams, creating answer keys, drafting grading rubrics, and grading essays. When grading exams, I provide well-documented rubrics and detailed answer keys. Exams of Intermediate Microeconomics and Macroeconomics involve solving quantitative problems. In addition to grading based on right or wrong answers, I take extra steps to understand why students make mistakes and often provide detailed feedback. A student once commented that my feedback was helpful for resolving some confusions and useful for a similar question in the final exam. For the three-stage project in International Finance, I comment extensively on the contents, styles, and presentations of students’ writing. Students incorporate these comments and produce professional reports, just like ones from PhD economists at IMF or World Bank, as final course projects. In Intermediate Microeconomics, a student once arrived thirty minutes before the end of a final exam. I messaged the instructor about the situation and helped the student find an empty room to

¹ Newport, Cal. How to Become a Straight-A Student: the Unconventional Strategies Real College Students Use to Score High While Studying Less. New York: Broadway Book. 2007.

² These principles are the recommended by the best teaching practices from the AEA. (Bayer, Amanda, Şebnem Kalemli-Özcan, Rohini Pande, Cecilia Elena Rouse, Anthony A. Smith Jr., Juan Carlos Suárez Serrato, and David W. Wilcox. 2019. *Best Practices for Economists: Building a More Diverse, Inclusive, and Productive Profession*. American Economic Association.)

take a timed two-hour exam. When I saw this student later, he expressed excitement about passing the course and preparing to graduate.

Learning needs opportunities, and my role is providing them. Understanding and satisfying students' learning needs is a key aspect of teaching students from diverse backgrounds. I design activities and practice questions to reinforce the fundamentals and basics of economic concepts. I am excited when students are eager to learn more and explore real-world applications or validations of economic theories. Students will find many interesting applications in additional slides labeled as "optional" in the slide deck. Math has been a barrier for many students to continue taking economics. I help students without proper math training from diverse socio-economic and educational backgrounds to overcome this barrier. I break intimidating quantitative problems into doable steps. In my Intermediate Microeconomics, a student looked puzzled by the basic concepts of functions and maximization during the office hours in the first week. We spent the entire two hours going over the high school and college math necessary for the class. This non-econ major student ended up doing well. One night, I received an email with an interesting article and the news of finding a passion for economic history from this student. Excelling in an intermediate course opens doors for more possibility in economics electives and data analytic courses. I frequently refer students to campus resources, such as undergraduate research conferences and workshops on data analytics. When students approach me for graduate school advice, I sit down with them to know their backgrounds and create sample plans for the application process. I encourage them to approach instructors and outreach alumni for further assistance.

Understanding and satisfying students' learning needs is another key aspect to teach students from diverse backgrounds. I design activities and practice questions to reinforce the fundamental and yet the basics of economic concepts. I am excited when students are eager to learn more and want to explore real-world applications or validations of many economic theories. Students would find many interesting application additional slides with label as "optional" in the slide deck.

My teaching interests are:

- International Economics (International Trade, Open-economy Macroeconomics, and International Corporate Finance)
- All levels of Microeconomics and Macroeconomics
- Elective courses broadly related to Macroeconomics and Financial Economics, such as Money and Banking and Financial Economics
- Method courses, such as Introduction to Econometrics and macroeconomics-oriented Applied Econometrics

My past teaching experience includes core economics courses, such as Principles of Macroeconomics, Intermediate Microeconomics, Intermediate Macroeconomics, and finance-related electives, such as Money and Banking, Financial Economics, and International Finance. In sum, all of my pedagogical strategies are dedicated to teaching in ways that will have a lasting impact on students.

Sample Syllabi

ECONOMICS OF MONEY & BANKING

Fall 2025

Instructor Jeremy Meng

Contact ximeng@ucdavis.edu

Description

This class is designed to introduce you to key topics related to the supply of money and the banking system. While international issues may at times be mentioned, the primary focus is the U.S. financial system. Topics include an overview of the financial system, the behavior of interest rates, bank management, structure of the banking system, money, and monetary policy.

Learning Objectives and Exams

This course will enable you to master the following skills.

1. Describe the basic structure of the US financial system
2. Calculate the price of a bond
3. Calculate expected interest rates
4. Analyze the balance sheet of a bank
5. Identify key issues in the financial system
6. Analyze how the Federal Reserve affects the money supply

In addition to exams and problem sets, you will calculate financial ratios for a bank based on a financial statement provided to you, as analysts often do in banks.

Required Material

The required textbook is *The Economics of Money, Banking, and Financial Markets* by Frederick Mishkin.

Grading Policy

Your grade will be determined by three components: exams, problem sets, and a bank financial statement assignment. The relative weights are as follows:

Exams 60%

■ Three exams, each accounting for 20%.

Problem Sets 15%

■ Three problem sets, each accounting for 5%.

Bank Financial Statement Assignment 25%

■ One class project, accounting for 25%.

Tentative Course Schedule

The schedule below is tentative.

Week	Topic	Assignment
<hr/>		
1	Financial System in the U.S.	
2	Understanding Interest Rates	
3	Behavior of Interest Rates; Term Structure of Interest Rates	
4	continue Term Structure of Interest Rates	Exam 1
5	Financial Structure; Bank Management Fundamentals	
6	Bank Regulation; Bank Industry Structure	
7	continue Bank Industry Structure; Financial Crises	
8	Central Banks; Money Supply Process	Exam 2
9	continue Money Supply Process; Tools of Monetary Policy; Conduct of Monetary Policy	Bank Financial Statement Assignment
10	Monetary Policy Transmission Mechanism	
11	Foreign Exchange Market; Uncovered Interest Rate Parity	
12	International Financial System	Final Exam

FINANCIAL ECONOMICS

Fall 2025

Instructor Jeremy Meng

Contact ximeng@ucdavis.edu

Description

This course addresses topics in corporate finance, with an emphasis on the asset pricing of bonds and stocks. The scope of the course includes: a general background and the rationale for corporations; finance as the resource allocation over time; decision making under uncertainty and the role of information; capital markets and the interest rate structure; firms' financial decisions.

Learning Objectives

This course will enable you to master the following skills.

1. Demonstrate knowledge of key facts about the bond and stock markets.
2. Calculate the values of cash flows at different periods in time and under different circumstances.
3. Calculate expected interest rates.
4. Identify different methods for valuing financial securities and their distinguishing characteristics.
5. Apply different valuation methods to financial securities and portfolios of financial securities.

Textbook and Required Materials

There is no required textbook for the class. However, you may want to read more or see more examples of various topics. You may find the following recommended textbooks useful as they cover much of the materials in this course.

- Zvi Bodie, Alex Kane, and Alan J. Marcus. 2018. Investments. 11th Edition. New York, NY: McGraw-Hill Education.
- Frank J. Fabozzi, Edwin H. Neave, Guofu Zhou. 2012. Financial Economics. First Edition. New York, NY: John Wiley and Sons.

You are required to have a Stock Trak account (www.stocktrak.com), which allows online trading with “fake money” in real-world financial markets in real time.

Stock Trak Assignment

This is a stock simulation assignment. 15% of your grade is based on the written report, and 10% of your grade is based on your performance.

Description. Suppose that you are hired as a manager to manage a mutual fund. You will have a \$1 million pretend cash balance under your management. Although the initial fund is pretend cash, the simulation provides you with actual prices of most securities in most public markets across different countries. You have to follow the following rules.

- The objective of your fund is to outperform the standard benchmark, S&P 500. Your fund is an aggressive fund that uses an active (i.e. not passive) management strategy.
- The inception date of your fund is the Friday of the first week of class, and you fund will be liquidated on the Friday of the last week of class. Over the course of these weeks, you are required to perform a minimum of 100 trades and a maximum of 400 trades. A trade consists of opening or closing a position. For example, buying 100 shares of AAPL would be one trade, and selling these shares would be another trade.
- As a manager, you can buy or short stocks, bonds, options, or futures. Your portfolio must have the following components:
 - Build an equity portfolio of at least 20 stocks
 - Short some stocks
 - Build a bond portfolio
 - Take multiple positions in futures
 - Take multiple positions in options

Written Performance Report. You are required to hand in a written report within seven days of the liquidation of your fund. In this report, you need to describe your overall strategy and the rationale behind this strategy and each trading decision you have made. You also need to reflect on this experience by describing good and bad decisions you made. You can also mention what you would have done differently in the reflection.

Performance. 5% of your grade is based on your following the rules mentioned above, and 5% of your grade is based on your outperforming the benchmark index S&P 500. As managers receive performance-based bonuses, you will receive a 2% bonus mark if you have the best performance in the class.

Grading Policy

Your grade will be determined by three components: exams, problem sets, and Stock Trak Assignment. The relative weights are as follows:

Exams	60%
■ Three exams, each accounting for 20%.	
Problem Sets	15%
■ Three problem sets, each accounting for 5%.	
Stock Trak Assignment	25%
■ One class project, accounting for 25%.	

Tentative Course Schedule The schedule below is tentative.

Week	Topic
<hr/>	
1	Introduction to Financial Economics
2	Financial Statements
3	Time Value of Money
4	Bond Valuation
5	Stock Market Basics
6	Fundamental Approach—Microeconomics
7	Fundamental Approach—CAPM
8	Fundamental Approach—Macroeconomics
9	Technical Analysis
10	Behavior Finance
11	Options
12	Options and Other Topics

INTERNATIONAL FINANCE

Fall 2025

Instructor Jeremy Meng

Contact ximeng@ucdavis.edu

Description

This undergraduate course introduces fundamental concepts and applications in international finance.

The topics are organized into two themes: international quantities and international prices. We will spend three weeks on the first theme and the remaining nine weeks on the second. In the first part, we will explore capital flows (international borrowing and lending) and their measurement, as well as issues like sovereign debt and default.

The majority of the course will focus on understanding the currency market and the prices of bonds and stocks in international contexts. We will discuss real and nominal exchange rates (spot and forward), speculative attacks, and interest rate differentials (also known as uncovered interest rate parity puzzles). Additionally, we will study international corporate finance.

Learning Objectives and Exams

The primary learning objective is to apply the knowledge gained in class to address real-world economic and business issues. Each student will select a country and an industry, and each student is tasked with analyzing the economics and business conditions of the chosen country for a multinational firm in the chosen industry, which plans to expand its operations in the chosen country. Each student will be required to summarize the country's economic conditions, identify a key macroeconomic challenge, discuss current macroeconomic policy and its implications for operating a business, and ultimately produce a country economic and business outlook. The project will be divided into three stages, each corresponding to a take-home exam with specific instructions.

Required Material

You are required to purchase the following material.

1. Case Packet from [Harvard Publishing](#)

Supplementary Material (OPTIONAL)

There are no required textbooks for this course. The course is largely based on *International Financial Management* (IFM) by Bekaert and Hodrick. Moreover, any edition of Feenstra and Taylor's *International Economics* (FT) and the recent textbook *International Macroeconomics: A Modern Approach* (SUW) by Schmitt-Grohé, Uribe, and Woodford are good references for the first two weeks. I will refer to relevant chapters from these books as we progress through the course.

Grading Policy

Your grade will be determined by four components: take-home exams, problem sets, and a group case homework, and a group case presentation. For the group case study, you will work in teams to analyze a case related to the course material. Each group is required to submit a written solution and deliver a presentation. The relative weights are as follows:

Exams	60%
■ Three take-home exams, each accounting for 20%.	
Problem Sets	20%
■ Four Problem Sets, each accounting for 5%.	
Group Case Homework	10%
■ One Group Case Homework, each accounting for 10%.	
Group Case Presentation	10%
■ One Group Case Presentation, each accounting for 10%.	

Tentative Course Schedule

The schedule below is tentative.

Week	Topic	Assignment
1	Puzzles and Tools	
2	Basics of International Capital Flows; Measuring Capital Market Integration	
3	Country and Political Risk; Sovereign Credit Risk	
4	Real Exchange Rates and PPP; The Resource Curse; Sovereign Wealth Funds, The Case of Norway	Exam 1
5	Exchange Rate Risk; Hedging Exchange Rate Risk (Forwards and Swaps); Covered Interest Parity, Arbitrage, and Deviations	
6	Continue	

Week	Topic	Assignment
7	Speculation and Risk in Currency Markets; Uncovered Interest Parity; Risk Premia in Forex, CAPM for currencies; Carry Trade	
8	Continue	Exam 2
9	International Equity Financing; International Cross-Listings and Depository Receipts	Case presentation
10	International Capital Market Equilibrium; Volatility of Currency and Equity Returns	
11	International Return Correlation; International Diversification; Equity Home Bias	
12	International Debt Financing; International Banking	Final Exam (finishing business outlook report)

Comprehensive Teaching Evaluation Summary

Teaching Assistant Xiangtao Meng

Selected Terms* (17)
Selected Evaluations* (38)

Enrollment 1182
 % responding 39%

UNIVERSITY OF CALIFORNIA - DAVIS

Student Evaluation of Teaching



	Excellent		Very Good		Satisfactory		Fair		Poor		\bar{x}	SD	M	N
	5	%	4	%	3	%	2	%	1	%				
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	272	58%	122	26%	58	12%	8	2%	5	1%	4.4	0.8	5.0	465
Please indicate the overall teaching effectiveness of the teaching assistant. (excellent very good satisfactory fair poor)	187	45%	114	28%	74	18%	26	6%	10	2%	4.1	1.0	4.0	411
Overall, the instructor did a good job teaching this course	126	46%	73	27%	52	19%	14	5%	10	4%	4.1	1.1	4.0	275
Overall, the instructor did a good job teaching this course.	62	50%	31	25%	19	15%	9	7%	3	2%	4.1	1.1	4.5	124
The TA presents the material in a clear and and organized manner	122	44%	73	27%	57	21%	18	7%	5	2%	4.1	1.0	4.0	275
The TA presents the material in a clear and and organized manner.	60	49%	29	24%	23	19%	9	7%	2	2%	4.1	1.1	4.0	123
The TA speaks audibly and communicates effectively	115	42%	69	25%	56	20%	26	9%	9	3%	3.9	1.1	4.0	275
The TA speaks audibly and communicates effectively.	56	45%	29	23%	28	23%	7	6%	4	3%	4.0	1.1	4.0	124
The TA stimulates discussion in sections	111	42%	70	26%	49	18%	25	9%	12	4%	3.9	1.2	4.0	267
The TA stimulates discussion in sections.	60	50%	26	21%	18	15%	14	12%	3	2%	4.0	1.2	4.0	121
The TA is responsive to questions	144	53%	73	27%	37	14%	11	4%	6	2%	4.2	1.0	5.0	271
The TA is responsive to questions.	64	52%	29	24%	22	18%	5	4%	2	2%	4.2	1.0	5.0	122
The TA is punctual for sections and office hours	156	58%	68	25%	40	15%	4	1%	0	0%	4.4	0.8	5.0	268
The TA is punctual for sections and office hours.	75	63%	27	23%	14	12%	4	3%	0	0%	4.4	0.8	5.0	120
The TA is available and helpful to students during office hours	125	53%	71	30%	31	13%	8	3%	1	0%	4.3	0.9	5.0	236
The TA is available and helpful to students during office hours.	64	58%	22	20%	19	17%	5	5%	0	0%	4.3	0.9	5.0	110
The TA is responsive to difficulties students have in understanding the material	134	50%	73	27%	43	16%	10	4%	7	3%	4.2	1.0	5.0	267
The TA is responsive to difficulties students have in understanding the material.	64	54%	25	21%	21	18%	6	5%	3	3%	4.2	1.1	5.0	119
The grading was fair and timely	149	56%	76	29%	31	12%	7	3%	3	1%	4.4	0.9	5.0	266
The grading was fair and timely.	75	61%	23	19%	18	15%	4	3%	2	2%	4.4	1.0	5.0	122
The discussion section was a good educational experience	123	46%	64	24%	52	19%	17	6%	13	5%	4.0	1.2	4.0	269
The discussion section was a good educational experience.	64	53%	21	17%	22	18%	10	8%	4	3%	4.1	1.2	5.0	121

Overall, the TA did a good job in this course	132	48%	76	28%	41	15%	20	7%	7	3%	4.1	1.1	4.0	276
Overall, the TA did a good job in this course.	65	53%	26	21%	21	17%	8	7%	3	2%	4.2	1.1	5.0	123

Evaluate only the TA (s) with whom you attended discussion section and/or office hours.

He was very helpful

He can explain concepts and solve my problems efficiently and clearly.

He knows the content but has a hard time answering student questions and conveying course information.

I've attended discussion with Minsu Kim and Kevin, both are great TAs for this class! They both are very thorough in their responses and you can tell they are knowledgeable about the topics taught in this course. I wish I had both of them as TAs earlier in my college career as an economics major because they both would've helped me so much! Big props to both of them for handling this quarter with classes being online! I always felt comfortable asking questions and participating in their discussions. Both of them always wanted their students to understand the material and succeed in this class. I am glad they were my TAs for this quarter and I hope to have them again!

good

None

helpful but sometimes hard to understand

Needs help projecting himself but over all good

n/a

great

The discussion time was helpful in getting more understanding of the lessons.

Jeremey

Jeremy's only thing was that he spoke a little quietly, however, he really knew what he was doing and had a solid grasp of what he was teaching. I think that Jeremy was great, and I appreciated the discussion sessions.

10 out of 10 love. Was so helpful and the fact that he ended every email with I know this is hard so let's reach out and ask me questions and stuff was so so sweet. He explained everything so nicely and sent out the lecture videos right away which is amazing and I love thank you.

Very insightful

TA Jeremy was very helpful in reinforcing what we learned during lectures and was very prompt in responding to any emails or questions.

He is very knowledgeable about this course and offers good explanations about the topics.

Good.

My TA, Xiangtao (Jeremy) Meng was a good TA, however, other than presenting projects in class, it did not feel like attending discussion was a make or break deal as what was told in discussion was just a reiteration of what was taught in class.

Jeremy was extremely receptive to emails and questions in the few times that I interacted with him. He had a genuine interest in the material, and it really showed. I am glad that I got to sit through his discussions!

Jeremy

Jeremy

The TA has a very good understanding of the material which helps us students with any questions or confusion on the concept. He makes sure that if not all, most students understand the material before moving on. He also highlights important concepts during the discussions which are very useful.

Jeremy did a great job! Attending his discussions really helped to deepen my understanding of the course material.

Jeremy was excellent, he was concise and very informative. He was also always there to answer questions.

good ta, made online work well

I was always able to receive a response if I needed help or had a question. The responses were timely and clear, and for that I am thankful.

very good

Very responsive.

great at explaining and helping students understand the material

Yes.

TA Jeremy was very helpful. He tried his best to explain how to solve the problem. His explanations were very clear.

will do

Enjoyed

I attended Jeremy's section once and it was horrible. Instead, I attended Francisco Pizzi's discussion section for all other weeks, and Francisco was such a more effective TA at presenting the material that the difference was night and day. The difference is equivalent to the GDP of Burundi vs. GDP of Switzerland.

Excellent

He was terrible at explaining concepts and would explain using the same examples over and over.

Overall the TA did their job at explaining the assigned worksheets. I feel like there could be a lot more effort put in to explaining the key concepts and providing clearer explanations.

Would go too fast and didn't really break down the steps they were doing

I didn't attend any office hours/discussions, but I'm sure the TAs are great :)

n/a

Coups have been more clear, I felt like he was always talking really fast and didn't always so how one step got to the next

I really appreciate Jeremy's quick responses to my emails, and he always seems to be trying his best to help.

Jeremy is very helpful during discussions as he helped us prepared for exams and went over homework questions that will prove useful!

Jeremy didn't truly add any value to his discussion sections. I found these meetings time consuming and a waste. He primarily went over exam questions and homework problems but never gave us alternative problems to practice. Rather than cover what Professor Stimmel went over in lecture, Jeremy would talk about material that wasn't very useful.

Excellent

Jeremy Meng.

I live/work an hour away and did not find these sessions particularly useful as they were not always held for very long.

I think it's all good.

great

He had great difficulty explaining things and often made simple problems difficult, which was very confusing. Also, even though my English was not yet perfect, he often did not listen to the end of what I had to say. However, he was essentially a very kind person.

Good

great!

good

i went to both. not very helpful either of them but at least the other one tries.

Explained answers to problem sets thoroughly.

I attended one or two discussions but stopped going because Jeremy's discussions didn't help me

Had a grasp of the content. Should probably organize his teaching better. Explicitly write and state each number we are going over. Try not to brush over certain topics that seem easy. I was sometimes confused about what we were doing. Read out the question you are going over and include every part

Jeremy was very helpful and considerate towards explaining different problems and ideas related to the material in the lectures. Even if I did not know exactly what ideas were clear, he was able to describe them in a detailed manner.

Jeremy was really nice and always willing to answer questions during the end of discussion. His notes were nice and easy to follow as well.

N/A

N/a

He was very helpful with conducting discussions and making sure students were following along. There were many times we had little to no other students in discussion but he was still helpful and was able to do a balance of practice problems and also explanations.

no

Jeremy did a good job explaining topics from class and was helpful with the course homework assignments

Jeremy is a great TA and he is helpful and so patience and responsible. He helped me a lot of times in the office hour or in the discussion and I think he is doing a great job, he cares us and motivate us too. I really appreciate that.

discussion section was not very engaging but I appreciate the preparedness of the ta

he was very helpful when I am struggling with the homework.

Jeremy is very helpful and responsive

The other guy who's not Jeremy. I forget his name.

-

Best TA ever had

I went to Hyunseo Park's TA section instead. He was helpful in providing explanations about the content of the class.

Please provide additional information and/or elaborate on any aspect of your evaluation. These comments are often the most valuable part of your evaluation. Every comment will be read!

I think the class was great!

Outlines he provided are all useful and the discussion session is worth to go. However, if he can upload the powerpoint he used during the discussion session with answers, those powerpoints can be easier to review.

He is very approachable after class.

I do not understand as to why the TA would all of a sudden stop posting zoom cloud lectures-- especially in this current climate where students cannot always attend lectures due to poor internet connection or personal matters at home, when all other courses readily have the zoom meeting recorded and posted, this one decided not to

None

none

Some days going to discussions made me feel like I finally could understand at least something that was going on in the class. I really wish the TAs would have coordinated better with the professor on what topics should be covered in discussion and what to go over, because from the impression I received the TAs just did what they thought would best help us, instead of having been given any clue to what we should go over. Over all the character of the TA is just amazing and he is very sweet, however he had some difficulties in understanding some of the students questions, and when explaining certain topics it seemed to go beyond the scope of what we needed to know or what was necessary based on what we learned in class. I continued to struggle a lot and went to discussions purely to try to understand the course, but in hindsight I may have been able to accomplish the same amount of knowledge I received from the TA if I had just emailed the professor. I was really shocked one time when we went over one of the HW assignments and the TA did his best to help us on the problem but warned us that the steps taken by him may be completely wrong, and that we should not depend on the answer we were receiving to be 100% correct, and I feel like if the TA cant do the questions we are asked with certainty, then how are we supposed to be able to answer those questions with any certainty of it being correct. Over all the TA was good, but I did not learn much from him, I truly believe he tried his best, and he put a lot of effort into figuring out what he should go over with us, but it wasn't always time well spent.

could go over homework problems more clearly

n/a

He is very good

The discussion sections were always very informative. Jeremy always presented the information clearly and was very helpful. He was also always available and willing to help during office hours.

Thank you for teaching us this fall!

Thank you so much I loved this class.

I found discussion to be very awkward and not worth my time, but that could be due to the class being online.

He does not respond to emails in a timely manner and does not seem confident leading the section. Also, discussion sections are poorly run. Consists of him reading off slides at us and is not an active learning experience. He does try to ask us questions to stimulate conversation but instead of letting us reflect or go through our own problem-solving process he just answers them immediately. If there were a worksheet or some sort of actual curriculum, discussion may actually be useful. However, in its current form with the way it's run I am better off self-teaching the curriculum. Also, it was never made clear how to access his office hours.

N/A

Jeremy Meng was always very approachable and open to questions. Mr.Meng was always very organized and took the time to email us weekly and recap his discussion section, forewarn us on upcoming dates, and attach his PowerPoint for that week. Mr.Meng enthusiasm with the course was shown through his work ethic through out our discussion meeting and post discussion emails.

thank you!

My group project assessment was grade minutes after it was submitted, and there were comments left in the section. This was reassuring and alleviated quite a bit of stress. My only recommendation is to clip the rubric to large assignments like that so students can see why they may have missed some points.

Jeremy was very accessible to help students. He responded quickly to emails and always offered to stay after discussion ended to answer questions. I think he understood the course material well but he did not teach them very well in discussion. He went through the concepts too quickly.

None.

English could be better

Enjoyed the class

The TA presented the material in a very confusing way. They spent too much time focused on questions that will not be covered in the course, and continued to spend time talking about those questions as a way how the professor can trick us on the midterm or final, but that never happened. His explanations did not help students break down the material and practice it more. Instructions were unclear, and there were often times of awkward silence.

Ta is responsible and professional.

I didn't attend any office hours/discussions, but I'm sure the TAs are great :)

Thank you for this quarter

Jeremy is cool.

Great TA, gave me lots of help and clarification. Really clear explanations in correcting mistakes.

Jeremy was very lenient in discussions as he opens the sections for any questions we might have on the homework and exams. He put effort in answering all the questions asked! Although his section is late, I always tried to attend them because they are very useful for me to do well in this course.

N/A

Excellent and friendly

Jeremy was always so respectful and had great knowledge on the subject that helped make me feel great knowing I could potentially ask a question to Jeremy.

Great at responding to questions about course material

no

It's not his fault but some of his explanations don't make a lot of sense. He tries very hard which I appreciate but I think there should be more focus on going over the HW questions. I like when he does practice problems but he needs to EXPLAIN every step not just do the problem himself on the board. Overall good though but please add more concise explanations.

Nice TA! Thank you!

N/A

Jeremy did a great job practicing examples of concepts that we learned in I class, and I believe that I could not understand things better without his help. I appreciate everything he did to make the concepts seem more clear to me.

Fairly difficult to understand, but understandable given that English is not his first language. It might just be me, but I had to watch the other TA's sections.

I liked that Jeremy's notes were easy to follow and often simplified the semi-confusing concepts discussed in class, walking through confusing problems were a big help when tackling the problem sets.

N/A

N/a

I didn't end up going to office hours but the professor and TA were super knowledgeable and helpful in lecture and discussion I felt on track with the course.

explain well

Went to Hanguo's sections

When we asked him about the midterm questions, he can't answer them. I don't think he has a good understanding of the class material. I have to go to the other TA's session.

There were many times where I was confused and the others in section were very confused by the many hard to understand topics in the class, sometimes Jeremy's explanations would make us more confused. That being said he was helpful on other topics at times and truly made the effort to check in with us on our comprehension of the topics. Just maybe some of the explanations made need more detail or ironing out to fully explain the complexities to students.

I think TA Jeremy is trying his best and great job to help his students. He is responsible and helpful and patience. And he is also talent and smart.

I like the content of the course, it is a lot of material because there are many happen in many countries. it was a little bit challenging but i enjoy the class.

-

TA did good, very helpful discussion with great

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Fall Quarter 2020	12/1/2020 12:00 AM	29721	ECN	001B	B03	30	60
Fall Quarter 2020	12/1/2020 12:00 AM	29722	ECN	001B	B04	30	46
Fall Quarter 2020	12/1/2020 12:00 AM	29724	ECN	001B	B06	29	48
Fall Quarter 2020	12/1/2020 12:00 AM	29725	ECN	001B	B07	30	60
Spring Quarter 2024	5/30/2024 12:00 AM	38344	ECN	100A	A01	39	35
Spring Quarter 2024	5/30/2024 12:00 AM	38345	ECN	100A	A02	38	31
Spring Quarter 2024	5/30/2024 12:00 AM	38346	ECN	100A	A03	33	39
Spring Quarter 2024	5/30/2024 12:00 AM	38347	ECN	100A	A04	21	23
Fall Quarter 2023	12/1/2023 12:00 AM	29929	ECN	100B	A01	37	48
Fall Quarter 2023	12/1/2023 12:00 AM	29930	ECN	100B	A02	21	19
Spring Quarter 2023	6/1/2023 6:00 AM	40116	ECN	100B	B01	40	50
Spring Quarter 2023	6/1/2023 6:00 AM	40117	ECN	100B	B02	26	53
Spring Quarter 2022	5/27/2022 6:00 AM	40051	ECN	101	A01	35	48
Spring Quarter 2022	5/27/2022 6:00 AM	40052	ECN	101	A02	20	35
Winter Quarter 2021	3/8/2021 12:00 AM	21166	ECN	101	A03	37	43
Fall Quarter 2022	11/28/2022 6:00 AM	30002	ECN	101	A03	40	22
Winter Quarter 2021	3/8/2021 12:00 AM	21167	ECN	101	A04	22	31
Fall Quarter 2022	11/28/2022 6:00 AM	30003	ECN	101	A04	40	22
Winter Quarter 2020	3/9/2020 12:00 AM	53141	ECN	101	B03	39	46
Spring Quarter 2021	5/27/2021 12:00 AM	40045	ECN	101	B03	40	45
Winter Quarter 2020	3/9/2020 12:00 AM	53142	ECN	101	B04	29	27
Spring Quarter 2021	5/27/2021 12:00 AM	40046	ECN	101	B04	28	35
Fall Quarter 2019	12/2/2019 12:00 AM	39841	ECN	101	C01	43	69
Fall Quarter 2019	12/2/2019 12:00 AM	39842	ECN	101	C02	43	27
Winter Quarter 2024	3/11/2024 12:00 AM	21336	ECN	134	A03	37	54
Winter Quarter 2024	3/11/2024 12:00 AM	21337	ECN	134	A04	37	21
Spring Quarter 2020	5/28/2020 12:00 AM	84643	ECN	135	A01	37	45
Winter Quarter 2023	3/13/2023 6:00 AM	21344	ECN	135	A01	38	39
Spring Quarter 2020	5/28/2020 12:00 AM	84644	ECN	135	A02	38	47
Winter Quarter 2023	3/13/2023 6:00 AM	21345	ECN	135	A02	37	27
Spring Quarter 2025	5/30/2025 12:00 AM	55708	ECN	135	A03	37	35

Spring Quarter 2025	5/30/2025 12:00 AM	55709	ECN	135	A04	37	48
Winter Quarter 2025	3/10/2025 12:00 AM	19519	ECN	171	A03	36	22
Winter Quarter 2025	3/10/2025 12:00 AM	19520	ECN	171	A04	37	18
Winter Quarter 2022	3/7/2022 6:00 AM	21430	ECN	190	A01	8	62
Fall Quarter 2021	11/29/2021 6:00 AM	30302	ECN	190	A01	7	42
Winter Quarter 2022	3/7/2022 6:00 AM	21431	ECN	190	A02	2	50
Fall Quarter 2021	11/29/2021 6:00 AM	30303	ECN	190	A02	4	50