Rui Zhou

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EDUCATION

Peking University Beijing, China
Bachelor of Economics *Sept 2021 - Jul 2025 (Expected)*

- **GPA: 3.841/4.000 (Top 15%)**[1]
- **Graduate Courses**: Advanced Econometrics (97), Advanced Microeconomics Theory (96), Development Economics (95).
- **Core Courses**: Advanced Math (98), Intermediate Microeconomics (99), Intermediate Econometrics (96), Behavioral Economics (95), Game Theory (95).

University of Michigan, Ann Arbor Ann Arbor, United States
Exchange Student *Jan 2024 - May 2024*

- **GPA: 4.123/4.000**[2]
- **Courses**: Introduction to Real Analysis (*Graduate Course*, A), Matching & Market Design (A+), Industrial Organization & Performance (A), Government Revenues (A)

INTERESTS

My primary research interests lie in **behavioral economics**, complemented by a focus on **market design** and **econometrics**. These interests are underpinned by a strong academic foundation, including advanced coursework in Behavioral Economics (95), Advanced Econometrics (98), and Advanced Microeconomics (96), where I consistently achieved high performance. My passion for these fields has been further reinforced through diverse research experiences, encompassing both collaborative projects with professors and independent papers with peers. Throughout these endeavors, I have honed my methodological skills, developing proficiency in econometric techniques and statistical software. This combination of theoretical study and practical research has deepened my understanding of behavioral economics and its intersections with market design and econometrics. I am eager to further explore these fields and contribute novel insights through rigorous research in my Ph.D. studies.

TEACHING EXPERIENCE

- **Teaching Assistant, Behavioral Economics** (Fall 2023), Instructor: Prof. Juanjuan Meng[3].
  I helped manage course logistics for a class of 64 students. In addition to that, I graded assignments and held TA session for each, helping students reinforce key concepts and providing constructive feedback.

SKILLS

- **Languages**
  - **TOEFL: 112** (Reading 30, Listening 29, Speaking 24, Writing 29)
  - **GRE: 326** (Verbal Reasoning 158, Quantatitive Reasoning 168, Analytical Writing 4)
- **Programming & Software**
  - Advanced: R, LaTeX, Markdown
  - Proficient: Python, Stata, Matlab

[1] The grading system in Peking University is different from that in any other institution. You may refer my supplementary file for more details. more details. My transcript from Peking University is available at https://ruizhou03.github.io/linked_files/Transcript (Peking University).pdf.

[2] My transcript from University of Michigan is available at https://ruizhou03.github.io/linked_files/Transcript (University of Michigan).pdf.

[3] Professor at Guanghua School of Management, Peking University.

- **Note-Taking:** I developed comprehensive and clearly-structured lecture notes throughout coursework, which demonstrates strong information-synthesizing ability, attention to detail, and organizational skills. Selected lecture notes available at: https://ruizhou03.github.io/#lecturenotes. Moreover, I established my own Wechat Official Account[4] on which I keep publishing my lecture notes. By far I have gained 2000+ followers and a total of 100,000+ views.

WORKING PAPERS

Effects of Gaokao's Ranked-Based Scoring on Involution of Highschool Students.

Abstract: This study focuses on exploring the influence of the ranking- based categorized scoring on the degree of involution among high school students in the context of the reform of China's College Entrance Examination (Gaokao). A theoretical model is constructed based on the tournament theory and the large contest theory, and it is predicted that within the major subjects, ranking-based categorized scoring will not change the degree of involution, but it will affect the degree of involution within the elective subjects; under certain conditions, an increase in the density of categories in ranking-based categorized scoring will reduce the degree of involution; the influence of implementing the ranking-based categorized scoring on involution depends on specific parameters, but the results of simulations using real-world parameters show that the implementation of the ranking-based categorized scoring in reality will reduce the overall degree of involution among students. This study then uses variables such as education expenditure and pressure level of students in the CFPS database to explore the influence of the College Entrance Examination reform on involution among highschool students in Shanghai and Zhejiang. Furthermore, a questionnaire survey is conducted to obtain updated and more comprehensive samples covering more provinces, while including controlled variables in a more detailed manner. Finally, online experiments is conducted, where typing and mental arithmetic tasks are used to simulate the College Entrance Examination scenario. The experiments deeply explore the relationship between whether and of what category density ranking-based categorized scoring is adopted and the degree of involution, ultimately verifying the theoretical predictions.

Performance or Effort? The Effect of Inter-Team Competition on Intra-Team Peer Evaluation.

Abstract: Peer evaluation is a widely used assessment mechanism in various organizations. Our work aims to investigate the behavioral changes in peer evaluation among team members and the underlying emphasis on "effort"and"performance"following the introduction of inter-team competition. Additionally, we explore the influence of team identification on this process. Through a combination of theoretical assumptions and a series of behavioral experiments, our findings highlight that inter-team competition stimulates a heightened level of team identification among individuals, subsequently leading to a greater allocation of weight to effort during peer evaluations within teams. Notably, this effect is more pronounced among team members with relatively high abilities. Furthermore, our results indicate no significant relationship between the observed effects and project outcomes or bonuses. Importantly, when team identification is weakened, this effect significantly diminishes or even disappears. Our study addresses the existing research gap regarding the interaction between "inter-team competition,""peer evaluation,"and"team identification"This not only provides a reference for organizations such as schools, enterprises, and governments on how to design more reasonable assessment mechanisms but also proposes possible directions for cultivating a sense of collective honor and team pride in team building.

WORK IN PROGRESS

Why Ordinally Inefficiency of RSD? Coauthored with Esteban Peralta[5] and Fernando Tohmé[6].

When evaluating lotteries, agents prefer those with higher expected utility. However, the assumption that agents are expected utility maximizers implicitly requires that responsiveness holds, which partly explains the ordinal inefficiency of RSD. In reality, evaluating a lottery involves comparing bundles, allowing for other interpretations. Under different frameworks, the lottery prescribed by RSD can be rationalized.

[4]Wechat Official Account is the mainstream media platform in China.
[5]Lecturer at School of Economics, University of Michigan, Ann Arbor
[6]Professor at the Department of Economics of the Universidad Nacional del Sur

Changes and Interventions: Property Fee Payment Behaviors. Coauthored with Juanjuan Meng[7].

This study examines the factors influencing property management fee payment behaviors in two large communities in major Chinese cities. By analyzing data and investigating several exogenous shocks, we find that group identity, mental accounting, and appreciation of the property management company significantly impact payment behaviors. Additionally, a randomized controlled trial (RCT) reveals different types of information to various groups. The RCT results indicate that providing pure information improves overall payment behavior, with different attributes of information yielding distinct effects.

AWARDS

- **Special Prize of 31st Challenger Cup of Peking University** (1%) *Jun 2023*
- **Shanxi Xinghuacun Fenjiu Distillery Co.,Ltd. Scholarship** (1%) *Sept 2023*
- **Merit Student of Peking University** (10%) *Sept 2023*
- **Merit Student of Peking University** (10%) *Sept 2022*

[7]Professor at Guanghua School of Management, Peking University.