

Teaching Portfolio

Matthew S. Brooks

I have been an Instructor (1 course), Teaching Assistant (2 courses), and Guest Lecturer (2 lectures). Below is a summary table of my teaching evaluation for teaching effectiveness. Full teaching evaluations, including open-ended responses and the syllabus for the course where I was Instructor, are linked in the table of contents.

Courses taught at UC Davis (all undergraduate)

- Instructor: ARE 198 Applied Economics Research Course (Summer 2026)
- TA: ARE 100B Intermediate Microeconomics (Winter 2025)
- TA: ARE 115A Economic Development (Winter 2026)
- Guest lecturer: ARE 176 Environmental Economics (December 3, 2025)
- Guest lecturer: ARE 133 Introduction to Behavioral Economics (April 7, 2026)

Teaching training

- Graduate Inclusive Education and Mentoring Training ([link](#)) (Sep 2–5, 2025)
- Active Learning: Activating Lectures (Feb 2, 2026)
- Inclusive Teaching: Planning Your First Day (Feb 10, 2026)
- Inclusive Teaching: Facilitation for Engagement (Feb 19, 2026)

Teaching evaluation summary

My average ratings for teaching effectiveness* (1–5, 5 highest) are below:

Role	N (students)	Mean	SD	Median
Instructor	12	4.8	0.4	5
Teaching assistant	48	4.1	0.8	4
Guest lecturer	66	4.3	0.8	4
Overall	126	4.3	0.8	4

*Please indicate the overall teaching effectiveness of the instructor/teaching assistant/guest lecturer. (5=Excellent, 4=Very good, 3=Satisfactory, 2=Fair, 1=Poor)

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SS II 2026

198

Section 1

Enrollment 12
% responding 100%

	<i>excellent</i>	<i>very good</i>	<i>satisfactory</i>	<i>fair</i>	<i>poor</i>			
	5 %	4 %	3 %	2 %	1 %	$\bar{X}$	SD	N
1. Please indicate the overall teaching effectiveness of the instructor.	10 83%	2 17%	0 0%	0 0%	0 0%	4.8	0.4	12
2. Please indicate the overall educational value of the course.	10 83%	1 8%	1 8%	0 0%	0 0%	4.8	0.6	12
3.								
4.								
5.								
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18.								
19.								
20.								



UNIVERSITY OF CALIFORNIA, DAVIS

Department of Agricultural and Resource Economics

Instructor Evaluation Form B

USE NO. 2 PENCIL ONLY

- MAKE **HEAVY, DARK** MARKS
- ERASE **COMPLETELY** TO CHANGE
- FILL EACH BUBBLE **COMPLETELY**

Instructor's Name: Matt

Course Number: 198 Qtr/Year: SS11

Stock No. 71461-260
FORM NO. F599-UD

Class Standing	FR ☐	SO ☐	JR ☐	SR ☒	GR ☐	Other ☐
Gender	F ☒	M ☐				
Required course for major?	Yes ☒	No ☐				
Major	Math/Engineering ☐		Soc. Sci. ☒		Humanities ☐	
	Biol. Sci. ☐	Physical Sci. ☐	Exploratory ☐	Prof. Sch. ☐	Other ☐	

5 = excellent

4 = very good

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1 = poor

N = no response

1. Please indicate the overall teaching effectiveness of the instructor.

1. [5] ☒ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

2. Please indicate the overall educational value of the course.

2. [5] ☒ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

3. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

4. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

5. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

6. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

7. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

8. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

9. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

10. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

11. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

12. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

13. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

14. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

15. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

16. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

17. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

18. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

19. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

20. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

21. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

22. [5] ☐ [4] ☐ [3] ☐ [2] ☐ [1] ☐ [N] ☐

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

Matt was a very clear instructor. He knew what he wanted to say and didn't frequently get frazzled. I appreciate his honest teaching style, often straight to the point and almost so real it's entertaining. Like he says things as they are. I think this could potentially be hard for some students though. He is definitely a knowledgeable teacher and I would sign up for another class. He also was kind to

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

I enjoyed the class but I think that the project could have been paced better. A lot of key factors like regressions + interaction terms were taught quite late and pushed back when we made the report. It would have been nice to learn it all and later / like halfway choose groups / data and start paper.

23.	[5]	[4]	[3]	[2]	[1]	[N]
24.	[5]	[4]	[3]	[2]	[1]	[N]
25.	[5]	[4]	[3]	[2]	[1]	[N]
26.	[5]	[4]	[3]	[2]	[1]	[N]
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34.	[5]	[4]	[3]	[2]	[1]	[N]
35.	[5]	[4]	[3]	[2]	[1]	[N]
36.	[5]	[4]	[3]	[2]	[1]	[N]
37.	[5]	[4]	[3]	[2]	[1]	[N]
38.	[5]	[4]	[3]	[2]	[1]	[N]
39.	[5]	[4]	[3]	[2]	[1]	[N]
40.	[5]	[4]	[3]	[2]	[1]	[N]
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42.	[5]	[4]	[3]	[2]	[1]	[N]
43.	[5]	[4]	[3]	[2]	[1]	[N]
44.	[5]	[4]	[3]	[2]	[1]	[N]
45.	[5]	[4]	[3]	[2]	[1]	[N]
46.	[5]	[4]	[3]	[2]	[1]	[N]
47.	[5]	[4]	[3]	[2]	[1]	[N]
48.	[5]	[4]	[3]	[2]	[1]	[N]

[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
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Instructor's Name: Matt

Course Number: 198 Qtr/Year: _____

Stock No. 71461-260
FORM NO. F599-UD

Class Standing	FR ☐	SO ☐	JR ☐	SR ☒	GR ☐	Other ☐
Gender	F ☒	M ☐				
Required course for major?	Yes ☐	No ☒				
Major	Math/Engineering ☒		Soc. Sci. ☐		Humanities ☐	
	Biol. Sci. ☐	Physical Sci. ☐	Exploratory ☐	Prof. Sch. ☐	Other ☐	

5 = excellent 4 = very good 3 = satisfactory 2 = fair 1 = poor N = no response

1. Please indicate the overall teaching effectiveness of the instructor.
2. Please indicate the overall educational value of the course.

1.	☒	☐	☐	☐	☐	☐
2.	☐	☐	☒	☐	☐	☐
3.	☐	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐	☐
11.	☐	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐	☐
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19.	☐	☐	☐	☐	☐	☐
20.	☐	☐	☐	☐	☐	☐
21.	☐	☐	☐	☐	☐	☐
22.	☐	☐	☐	☐	☐	☐

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

strengths :- able to understand the students questions and explain with examples and analogies using what was discussed.
- great feedback with project guide.

Weakness: earlier assignments do not have feedback for R Studio.

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

For the course having assignments ^{due} available
~~is~~ a little bit later would be better.

23.	[5]	[4]	[3]	[2]	[1]	[N]
24.	[5]	[4]	[3]	[2]	[1]	[N]
25.	[5]	[4]	[3]	[2]	[1]	[N]
26.	[5]	[4]	[3]	[2]	[1]	[N]
27.	[5]	[4]	[3]	[2]	[1]	[N]
28.	[5]	[4]	[3]	[2]	[1]	[N]
29.	[5]	[4]	[3]	[2]	[1]	[N]
30.	[5]	[4]	[3]	[2]	[1]	[N]
31.	[5]	[4]	[3]	[2]	[1]	[N]
32.	[5]	[4]	[3]	[2]	[1]	[N]
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35.	[5]	[4]	[3]	[2]	[1]	[N]
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43.	[5]	[4]	[3]	[2]	[1]	[N]
44.	[5]	[4]	[3]	[2]	[1]	[N]
45.	[5]	[4]	[3]	[2]	[1]	[N]
46.	[5]	[4]	[3]	[2]	[1]	[N]
47.	[5]	[4]	[3]	[2]	[1]	[N]
48.	[5]	[4]	[3]	[2]	[1]	[N]

	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
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	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
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- MAKE **HEAVY, DARK MARKS**
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Instructor's Name: Matt

Course Number: 198 Qtr/Year: 2020

Stock No. 71461-260
FORM NO. F599-UD

Class Standing	FR	SO	JR	SR	GR	Other
Gender	F	M				
Required course for major?	Yes	No				
Major	Math/Engineering			Soc. Sci.		
	Biol. Sci.	Physical Sci.	Exploratory	Prof. Sch.	Humanities	Other

5 = excellent

4 = very good

3 = satisfactory

2 = fair

1 = poor

N = no response

1. Please indicate the overall teaching effectiveness of the instructor.

1. [4] [3] [2] [1] [N]

2. Please indicate the overall educational value of the course.

2. [4] [3] [2] [1] [N]

3. [5] [4] [3] [2] [1] [N]

4. [5] [4] [3] [2] [1] [N]

5. [5] [4] [3] [2] [1] [N]

6. [5] [4] [3] [2] [1] [N]

7. [5] [4] [3] [2] [1] [N]

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10. [5] [4] [3] [2] [1] [N]

11. [5] [4] [3] [2] [1] [N]

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13. [5] [4] [3] [2] [1] [N]

14. [5] [4] [3] [2] [1] [N]

15. [5] [4] [3] [2] [1] [N]

16. [5] [4] [3] [2] [1] [N]

17. [5] [4] [3] [2] [1] [N]

18. [5] [4] [3] [2] [1] [N]

19. [5] [4] [3] [2] [1] [N]

20. [5] [4] [3] [2] [1] [N]

21. [5] [4] [3] [2] [1] [N]

22. [5] [4] [3] [2] [1] [N]

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

~~MATT~~ Matt has done a great job in explaining and assisting with assignments and groupwork.

Just recently we have a much more clear understanding of how we can present and look r

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

Students are more open to discuss and ask questions regarding the relative topic. Keeps student engaged and demonstrates natural & unified perspective. This allows students feel welcome ~~to ask any question~~ & stimulates in students' curiosity.

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

The ~~course~~ course is too short, would suggest another "follow-up" course after this to further apply the materials learned in class.

23.	[5]	[4]	[3]	[2]	[1]	[N]
24.	[5]	[4]	[3]	[2]	[1]	[N]
25.	[5]	[4]	[3]	[2]	[1]	[N]
26.	[5]	[4]	[3]	[2]	[1]	[N]
27.	[5]	[4]	[3]	[2]	[1]	[N]
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36.	[5]	[4]	[3]	[2]	[1]	[N]
37.	[5]	[4]	[3]	[2]	[1]	[N]
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Instructor's Name: Math Brook Course Number: 198 Qtr/Year: _____ Stock No. 71461-260
FORM NO. F599-UD

Class Standing	FR ☐	SO ☐	JR ☐	SR ☐	GR ☐	Other ☐
Gender.....	F ☐	M ☐				
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5. [5] [4] [3] [2] [1] [N]

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

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7. [5] [4] [3] [2] [1] [N]

8. [5] [4] [3] [2] [1] [N]

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17. [5] [4] [3] [2] [1] [N]

18. [5] [4] [3] [2] [1] [N]

19. [5] [4] [3] [2] [1] [N]

20. [5] [4] [3] [2] [1] [N]

21. [5] [4] [3] [2] [1] [N]

22. [5] [4] [3] [2] [1] [N]

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

- Matt was an engaging lecturer.
- He knew the information.

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

- This course should last more than one hour and thirty minutes.

23.	[5]	[4]	[3]	[2]	[1]	[N]
24.	[5]	[4]	[3]	[2]	[1]	[N]
25.	[5]	[4]	[3]	[2]	[1]	[N]
26.	[5]	[4]	[3]	[2]	[1]	[N]
27.	[5]	[4]	[3]	[2]	[1]	[N]
28.	[5]	[4]	[3]	[2]	[1]	[N]
29.	[5]	[4]	[3]	[2]	[1]	[N]
30.	[5]	[4]	[3]	[2]	[1]	[N]
31.	[5]	[4]	[3]	[2]	[1]	[N]
32.	[5]	[4]	[3]	[2]	[1]	[N]
33.	[5]	[4]	[3]	[2]	[1]	[N]
34.	[5]	[4]	[3]	[2]	[1]	[N]
35.	[5]	[4]	[3]	[2]	[1]	[N]
36.	[5]	[4]	[3]	[2]	[1]	[N]
37.	[5]	[4]	[3]	[2]	[1]	[N]
38.	[5]	[4]	[3]	[2]	[1]	[N]
39.	[5]	[4]	[3]	[2]	[1]	[N]
40.	[5]	[4]	[3]	[2]	[1]	[N]
41.	[5]	[4]	[3]	[2]	[1]	[N]
42.	[5]	[4]	[3]	[2]	[1]	[N]
43.	[5]	[4]	[3]	[2]	[1]	[N]
44.	[5]	[4]	[3]	[2]	[1]	[N]
45.	[5]	[4]	[3]	[2]	[1]	[N]
46.	[5]	[4]	[3]	[2]	[1]	[N]
47.	[5]	[4]	[3]	[2]	[1]	[N]
48.	[5]	[4]	[3]	[2]	[1]	[N]

	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]



UNIVERSITY OF CALIFORNIA, DAVIS

Department of Agricultural and Resource Economics Instructor Evaluation Form B

USE NO. 2 PENCIL ONLY

- MAKE **HEAVY, DARK** MARKS
- ERASE **COMPLETELY** TO CHANGE
- FILL EACH BUBBLE **COMPLETELY**

Instructor's Name: Matt

Course Number: 198 Qtr/Year: _____

Stock No. 71461-260
FORM NO. F599-UD

Class Standing	FR ☐	SO ☐	JR ☐	SR ☒	GR ☐	Other ☐
Gender	F ☒	M ☐				
Required course for major?	Yes ☐	No ☒				
Major	Math/Engineering ☐		Soc. Sci. ☒		Humanities ☐	
	Biol. Sci. ☐	Physical Sci. ☐	Exploratory ☐	Prof. Sch. ☐	Other ☐	

5 = excellent 4 = very good 3 = satisfactory 2 = fair 1 = poor N = no response

1. Please indicate the overall teaching effectiveness of the instructor.
2. Please indicate the overall educational value of the course.

1.	[5]	[4]	[3]	[2]	[1]	[N]
2.	[5]	[4]	[3]	[2]	[1]	[N]
3.	[5]	[4]	[3]	[2]	[1]	[N]
4.	[5]	[4]	[3]	[2]	[1]	[N]
5.	[5]	[4]	[3]	[2]	[1]	[N]
6.	[5]	[4]	[3]	[2]	[1]	[N]
7.	[5]	[4]	[3]	[2]	[1]	[N]
8.	[5]	[4]	[3]	[2]	[1]	[N]
9.	[5]	[4]	[3]	[2]	[1]	[N]
10.	[5]	[4]	[3]	[2]	[1]	[N]
11.	[5]	[4]	[3]	[2]	[1]	[N]
12.	[5]	[4]	[3]	[2]	[1]	[N]
13.	[5]	[4]	[3]	[2]	[1]	[N]
14.	[5]	[4]	[3]	[2]	[1]	[N]
15.	[5]	[4]	[3]	[2]	[1]	[N]
16.	[5]	[4]	[3]	[2]	[1]	[N]
17.	[5]	[4]	[3]	[2]	[1]	[N]
18.	[5]	[4]	[3]	[2]	[1]	[N]
19.	[5]	[4]	[3]	[2]	[1]	[N]
20.	[5]	[4]	[3]	[2]	[1]	[N]
21.	[5]	[4]	[3]	[2]	[1]	[N]
22.	[5]	[4]	[3]	[2]	[1]	[N]

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

- calm, patient

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

- strength: seminar-based ~~small~~ small class easier to
follow and engage
- Improvement: spending too much time on a
~~small~~ small topics distracting the overall ~~or~~ class flow

23.	[5]	[4]	[3]	[2]	[1]	[N]
24.	[5]	[4]	[3]	[2]	[1]	[N]
25.	[5]	[4]	[3]	[2]	[1]	[N]
26.	[5]	[4]	[3]	[2]	[1]	[N]
27.	[5]	[4]	[3]	[2]	[1]	[N]
28.	[5]	[4]	[3]	[2]	[1]	[N]
29.	[5]	[4]	[3]	[2]	[1]	[N]
30.	[5]	[4]	[3]	[2]	[1]	[N]
31.	[5]	[4]	[3]	[2]	[1]	[N]
32.	[5]	[4]	[3]	[2]	[1]	[N]
33.	[5]	[4]	[3]	[2]	[1]	[N]
34.	[5]	[4]	[3]	[2]	[1]	[N]
35.	[5]	[4]	[3]	[2]	[1]	[N]
36.	[5]	[4]	[3]	[2]	[1]	[N]
37.	[5]	[4]	[3]	[2]	[1]	[N]
38.	[5]	[4]	[3]	[2]	[1]	[N]
39.	[5]	[4]	[3]	[2]	[1]	[N]
40.	[5]	[4]	[3]	[2]	[1]	[N]
41.	[5]	[4]	[3]	[2]	[1]	[N]
42.	[5]	[4]	[3]	[2]	[1]	[N]
43.	[5]	[4]	[3]	[2]	[1]	[N]
44.	[5]	[4]	[3]	[2]	[1]	[N]
45.	[5]	[4]	[3]	[2]	[1]	[N]
46.	[5]	[4]	[3]	[2]	[1]	[N]
47.	[5]	[4]	[3]	[2]	[1]	[N]
48.	[5]	[4]	[3]	[2]	[1]	[N]

	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]



UNIVERSITY OF CALIFORNIA, DAVIS

Department of Agricultural and Resource Economics
Instructor Evaluation Form B

USE NO. 2 PENCIL ONLY

- MAKE **HEAVY, DARK** MARKS
- ERASE **COMPLETELY** TO CHANGE
- FILL EACH BUBBLE **COMPLETELY**

Instructor's Name: Matt

Course Number: 198 Qtr/Year: _____

Stock No. 71461-260
FORM NO. F599-UD

Class Standing	FR ☐	SO ☐	JR ☐	SR ☒	GR ☐	Other ☐
Gender.....	F ☒	M ☐				
Required course for major?.....	Yes ☐	No ☒				
Major	Math/Engineering ☐		Soc. Sci. ☒		Humanities ☐	
	Biol. Sci. ☐	Physical Sci. ☐	Exploratory ☐	Prof. Sch. ☐	Other ☐	

5 = excellent

4 = very good

3 = satisfactory

2 = fair

1 = poor

N = no response

1. Please indicate the overall teaching effectiveness of the instructor.
2. Please indicate the overall educational value of the course.

1. [5] [4] [3] [2] [1] [N]

2. [5] [4] [3] [2] [1] [N]

3. [5] [4] [3] [2] [1] [N]

4. [5] [4] [3] [2] [1] [N]

5. [5] [4] [3] [2] [1] [N]

6. [5] [4] [3] [2] [1] [N]

7. [5] [4] [3] [2] [1] [N]

8. [5] [4] [3] [2] [1] [N]

9. [5] [4] [3] [2] [1] [N]

10. [5] [4] [3] [2] [1] [N]

11. [5] [4] [3] [2] [1] [N]

12. [5] [4] [3] [2] [1] [N]

13. [5] [4] [3] [2] [1] [N]

14. [5] [4] [3] [2] [1] [N]

15. [5] [4] [3] [2] [1] [N]

16. [5] [4] [3] [2] [1] [N]

17. [5] [4] [3] [2] [1] [N]

18. [5] [4] [3] [2] [1] [N]

19. [5] [4] [3] [2] [1] [N]

20. [5] [4] [3] [2] [1] [N]

21. [5] [4] [3] [2] [1] [N]

22. [5] [4] [3] [2] [1] [N]

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

- very patient
- incredibly thorough
- provides many extra resources
- great feedback & coaching
- knows material very well and teaches it very well

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

→ additional allocated time to learning how to code would be helpful

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9



UNIVERSITY OF CALIFORNIA, DAVIS

Department of Agricultural and Resource Economics Instructor Evaluation Form B

Instructor's Name: Matt

Course Number: 198

Qtr/Year: SS2

Stock No. 71461-260
FORM NO. F599-UD

USE NO. 2 PENCIL ONLY

- MAKE **HEAVY, DARK MARKS**
- ERASE **COMPLETELY** TO CHANGE
- FILL EACH BUBBLE **COMPLETELY**

Class Standing	FR	SO	JR	SR	GR	Other
Gender	F	M				
Required course for major?	Yes	No				
Major	Math/Engineering			Soc. Sci.		
	Biol. Sci.	Physical Sci.	Exploratory	Prof. Sch.	Humanities	Other

5 = excellent

4 = very good

3 = satisfactory

2 = fair

1 = poor

N = no response

1. Please indicate the overall teaching effectiveness of the instructor.

2. Please indicate the overall educational value of the course.

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

1.	[4]	[3]	[2]	[1]	[N]
2.	[4]	[3]	[2]	[1]	[N]
3.	[5]	[4]	[3]	[2]	[1]
4.	[5]	[4]	[3]	[2]	[1]
5.	[5]	[4]	[3]	[2]	[1]
6.	[5]	[4]	[3]	[2]	[1]
7.	[5]	[4]	[3]	[2]	[1]
8.	[5]	[4]	[3]	[2]	[1]
9.	[5]	[4]	[3]	[2]	[1]
10.	[5]	[4]	[3]	[2]	[1]
11.	[5]	[4]	[3]	[2]	[1]
12.	[5]	[4]	[3]	[2]	[1]
13.	[5]	[4]	[3]	[2]	[1]
14.	[5]	[4]	[3]	[2]	[1]
15.	[5]	[4]	[3]	[2]	[1]
16.	[5]	[4]	[3]	[2]	[1]
17.	[5]	[4]	[3]	[2]	[1]
18.	[5]	[4]	[3]	[2]	[1]
19.	[5]	[4]	[3]	[2]	[1]
20.	[5]	[4]	[3]	[2]	[1]
21.	[5]	[4]	[3]	[2]	[1]
22.	[5]	[4]	[3]	[2]	[1]

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

Strengths: He is so patient for everyone, and
he always use some easy and understanding
to teach with humorous style.

Weakness: Maybe need a little bet pay attention
on time control on lecturing.

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

My Ecom matrix and R code is
soft skill are strongly improved.

23.	[5]	[4]	[3]	[2]	[1]	[N]
24.	[5]	[4]	[3]	[2]	[1]	[N]
25.	[5]	[4]	[3]	[2]	[1]	[N]
26.	[5]	[4]	[3]	[2]	[1]	[N]
27.	[5]	[4]	[3]	[2]	[1]	[N]
28.	[5]	[4]	[3]	[2]	[1]	[N]
29.	[5]	[4]	[3]	[2]	[1]	[N]
30.	[5]	[4]	[3]	[2]	[1]	[N]
31.	[5]	[4]	[3]	[2]	[1]	[N]
32.	[5]	[4]	[3]	[2]	[1]	[N]
33.	[5]	[4]	[3]	[2]	[1]	[N]
34.	[5]	[4]	[3]	[2]	[1]	[N]
35.	[5]	[4]	[3]	[2]	[1]	[N]
36.	[5]	[4]	[3]	[2]	[1]	[N]
37.	[5]	[4]	[3]	[2]	[1]	[N]
38.	[5]	[4]	[3]	[2]	[1]	[N]
39.	[5]	[4]	[3]	[2]	[1]	[N]
40.	[5]	[4]	[3]	[2]	[1]	[N]
41.	[5]	[4]	[3]	[2]	[1]	[N]
42.	[5]	[4]	[3]	[2]	[1]	[N]
43.	[5]	[4]	[3]	[2]	[1]	[N]
44.	[5]	[4]	[3]	[2]	[1]	[N]
45.	[5]	[4]	[3]	[2]	[1]	[N]
46.	[5]	[4]	[3]	[2]	[1]	[N]
47.	[5]	[4]	[3]	[2]	[1]	[N]
48.	[5]	[4]	[3]	[2]	[1]	[N]

	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]



UNIVERSITY OF CALIFORNIA, DAVIS

Department of Agricultural and Resource Economics Instructor Evaluation Form B

USE NO. 2 PENCIL ONLY

- MAKE **HEAVY, DARK** MARKS
- ERASE **COMPLETELY** TO CHANGE
- FILL EACH BUBBLE **COMPLETELY**

Instructor's Name: Matthew

Course Number: ARE 148 Qtr/Year: 2016 SS2

Stock No. 71461-260
FORM NO. F599-UD

Class Standing	FR ☐	SO ☐	JR ☒	SR ☐	GR ☐	Other ☐
Gender	F ☐	M ☒				
Required course for major?	Yes ☐	No ☒				
Major	Math/Engineering ☐		Soc. Sci. ☒		Humanities ☐	
	Biol. Sci. ☐	Physical Sci. ☐	Exploratory ☐	Prof. Sch. ☐	Other ☐	

5 = excellent

4 = very good

3 = satisfactory

2 = fair

1 = poor

N = no response

1. Please indicate the overall teaching effectiveness of the instructor.

1. [5] [4] [3] [2] [1] [N]

2. Please indicate the overall educational value of the course.

2. [5] [4] [3] [2] [1] [N]

3. [5] [4] [3] [2] [1] [N]

4. [5] [4] [3] [2] [1] [N]

5. [5] [4] [3] [2] [1] [N]

6. [5] [4] [3] [2] [1] [N]

7. [5] [4] [3] [2] [1] [N]

8. [5] [4] [3] [2] [1] [N]

9. [5] [4] [3] [2] [1] [N]

10. [5] [4] [3] [2] [1] [N]

11. [5] [4] [3] [2] [1] [N]

12. [5] [4] [3] [2] [1] [N]

13. [5] [4] [3] [2] [1] [N]

14. [5] [4] [3] [2] [1] [N]

15. [5] [4] [3] [2] [1] [N]

16. [5] [4] [3] [2] [1] [N]

17. [5] [4] [3] [2] [1] [N]

18. [5] [4] [3] [2] [1] [N]

19. [5] [4] [3] [2] [1] [N]

20. [5] [4] [3] [2] [1] [N]

21. [5] [4] [3] [2] [1] [N]

22. [5] [4] [3] [2] [1] [N]

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

The instructor is strong at checking in on students and offering help in a fair distributive manner. They take the time to know your project and personal goals of what takeaways you want to learn from the course.

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

The course is strong at teaching code even to students with rudimentary experience and how to apply that to real world scenarios. The course has also provided the right resources, content, and ^{clear} instructions to students so that surprise content does not detract students from learning.

23.	[5]	[4]	[3]	[2]	[1]	[N]
24.	[5]	[4]	[3]	[2]	[1]	[N]
25.	[5]	[4]	[3]	[2]	[1]	[N]
26.	[5]	[4]	[3]	[2]	[1]	[N]
27.	[5]	[4]	[3]	[2]	[1]	[N]
28.	[5]	[4]	[3]	[2]	[1]	[N]
29.	[5]	[4]	[3]	[2]	[1]	[N]
30.	[5]	[4]	[3]	[2]	[1]	[N]
31.	[5]	[4]	[3]	[2]	[1]	[N]
32.	[5]	[4]	[3]	[2]	[1]	[N]
33.	[5]	[4]	[3]	[2]	[1]	[N]
34.	[5]	[4]	[3]	[2]	[1]	[N]
35.	[5]	[4]	[3]	[2]	[1]	[N]
36.	[5]	[4]	[3]	[2]	[1]	[N]
37.	[5]	[4]	[3]	[2]	[1]	[N]
38.	[5]	[4]	[3]	[2]	[1]	[N]
39.	[5]	[4]	[3]	[2]	[1]	[N]
40.	[5]	[4]	[3]	[2]	[1]	[N]
41.	[5]	[4]	[3]	[2]	[1]	[N]
42.	[5]	[4]	[3]	[2]	[1]	[N]
43.	[5]	[4]	[3]	[2]	[1]	[N]
44.	[5]	[4]	[3]	[2]	[1]	[N]
45.	[5]	[4]	[3]	[2]	[1]	[N]
46.	[5]	[4]	[3]	[2]	[1]	[N]
47.	[5]	[4]	[3]	[2]	[1]	[N]
48.	[5]	[4]	[3]	[2]	[1]	[N]

	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
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	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]



UNIVERSITY OF CALIFORNIA, DAVIS

Department of Agricultural and Resource Economics

Instructor Evaluation Form B

Instructor's Name: Matt

Course Number: 198 Qtr/Year: 2026

Stock No. 71461-260
FORM NO. F599-UD

USE NO. 2 PENCIL ONLY

- MAKE **HEAVY, DARK** MARKS
- ERASE **COMPLETELY** TO CHANGE
- FILL EACH BUBBLE **COMPLETELY**

Class Standing	FR ☐	SO ☐	JR ☒	SR ☐	GR ☐	Other ☐
Gender.....	F ☐	M ☒				
Required course for major?.....	Yes ☐	No ☒				
Major	Math/Engineering ☐		Soc. Sci. ☒		Humanities ☐	
	Biol. Sci. ☐	Physical Sci. ☐	Exploratory ☐	Prof. Sch. ☐	Other ☐	

5 = excellent

4 = very good

3 = satisfactory

2 = fair

1 = poor

N = no response

1. Please indicate the overall teaching effectiveness of the instructor.

1. ☒ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

2. Please indicate the overall educational value of the course.

2. ☒ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

3. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

4. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

5. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

6. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

7. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

8. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

9. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

10. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

11. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

12. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

13. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

14. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

15. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

16. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

17. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

18. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

19. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

20. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

21. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

22. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

Matt is good at redirecting the group into thinking about the research question and how in alignment it is with the given data set.

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

Sometimes with listening to multiple instructors explaining the same concept made things a little confusing. Perhaps having at the end a summary or analogy to wrap up the concept would make it direct and clear.

I really enjoyed re-learning the concepts with a variety of data.

23.	[5]	[4]	[3]	[2]	[1]	[N]
24.	[5]	[4]	[3]	[2]	[1]	[N]
25.	[5]	[4]	[3]	[2]	[1]	[N]
26.	[5]	[4]	[3]	[2]	[1]	[N]
27.	[5]	[4]	[3]	[2]	[1]	[N]
28.	[5]	[4]	[3]	[2]	[1]	[N]
29.	[5]	[4]	[3]	[2]	[1]	[N]
30.	[5]	[4]	[3]	[2]	[1]	[N]
31.	[5]	[4]	[3]	[2]	[1]	[N]
32.	[5]	[4]	[3]	[2]	[1]	[N]
33.	[5]	[4]	[3]	[2]	[1]	[N]
34.	[5]	[4]	[3]	[2]	[1]	[N]
35.	[5]	[4]	[3]	[2]	[1]	[N]
36.	[5]	[4]	[3]	[2]	[1]	[N]
37.	[5]	[4]	[3]	[2]	[1]	[N]
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39.	[5]	[4]	[3]	[2]	[1]	[N]
40.	[5]	[4]	[3]	[2]	[1]	[N]
41.	[5]	[4]	[3]	[2]	[1]	[N]
42.	[5]	[4]	[3]	[2]	[1]	[N]
43.	[5]	[4]	[3]	[2]	[1]	[N]
44.	[5]	[4]	[3]	[2]	[1]	[N]
45.	[5]	[4]	[3]	[2]	[1]	[N]
46.	[5]	[4]	[3]	[2]	[1]	[N]
47.	[5]	[4]	[3]	[2]	[1]	[N]
48.	[5]	[4]	[3]	[2]	[1]	[N]

	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
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	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
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	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]



UNIVERSITY OF CALIFORNIA, DAVIS

Department of Agricultural and Resource Economics
Instructor Evaluation Form B

USE NO. 2 PENCIL ONLY

- MAKE **HEAVY, DARK MARKS**
- ERASE **COMPLETELY** TO CHANGE
- FILL EACH BUBBLE **COMPLETELY**

Instructor's Name: Matt

Course Number: 198

Qtr/Year: SUMMER 2022 Stock No. 71461-260
FORM NO. F599-UD

Class Standing	FR	SO	JR	SR	GR	Other
Gender	F	M				
Required course for major?	Yes	No				
Major	Math/Engineering		Soc. Sci.		Humanities	
	Biol. Sci.	Physical Sci.	Exploratory	Prof. Sch.	Other	

5 = excellent 4 = very good 3 = satisfactory 2 = fair 1 = poor N = no response

1. Please indicate the overall teaching effectiveness of the instructor.
2. Please indicate the overall educational value of the course.

1. [5] [4] [3] [2] [1] [N]

2. [5] [4] [3] [2] [1] [N]

3. [5] [4] [3] [2] [1] [N]

4. [5] [4] [3] [2] [1] [N]

5. [5] [4] [3] [2] [1] [N]

6. [5] [4] [3] [2] [1] [N]

7. [5] [4] [3] [2] [1] [N]

8. [5] [4] [3] [2] [1] [N]

9. [5] [4] [3] [2] [1] [N]

10. [5] [4] [3] [2] [1] [N]

11. [5] [4] [3] [2] [1] [N]

12. [5] [4] [3] [2] [1] [N]

13. [5] [4] [3] [2] [1] [N]

14. [5] [4] [3] [2] [1] [N]

15. [5] [4] [3] [2] [1] [N]

16. [5] [4] [3] [2] [1] [N]

17. [5] [4] [3] [2] [1] [N]

18. [5] [4] [3] [2] [1] [N]

19. [5] [4] [3] [2] [1] [N]

20. [5] [4] [3] [2] [1] [N]

21. [5] [4] [3] [2] [1] [N]

22. [5] [4] [3] [2] [1] [N]

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

I like that matt knows the comments and remarks we give on (LW), sometimes he evokes them. this makes me feel that my ideas are taken into consideration and he is able to know the people he is receiving. I admire how matt is always able to explain with more simple terminology stuff I can understand. Also, matt seems like someone who is always able to contribute, he is always willing to give comments to make our experience better in terms of learning.

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

Strengths

- * knowledgeable
- * patient
- * persistent
- * easy to approach
- * attentive with students

Maybe he can improve in terms of time management. this is something he already improved as the quarter passed.

	0	1	2	3	4	5	6	7	8	9
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	0	1	2	3	4	5	6	7	8	9
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	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

23.	5	4	3	2	1	IN
24.	5	4	3	2	1	IN
25.	5	4	3	2	1	IN
26.	5	4	3	2	1	IN
27.	5	4	3	2	1	IN
28.	5	4	3	2	1	IN
29.	5	4	3	2	1	IN
30.	5	4	3	2	1	IN
31.	5	4	3	2	1	IN
32.	5	4	3	2	1	IN
33.	5	4	3	2	1	IN
34.	5	4	3	2	1	IN
35.	5	4	3	2	1	IN
36.	5	4	3	2	1	IN
37.	5	4	3	2	1	IN
38.	5	4	3	2	1	IN
39.	5	4	3	2	1	IN
40.	5	4	3	2	1	IN
41.	5	4	3	2	1	IN
42.	5	4	3	2	1	IN
43.	5	4	3	2	1	IN
44.	5	4	3	2	1	IN
45.	5	4	3	2	1	IN
46.	5	4	3	2	1	IN
47.	5	4	3	2	1	IN
48.	5	4	3	2	1	IN



UNIVERSITY OF CALIFORNIA, DAVIS

Department of Agricultural and Resource Economics

Instructor Evaluation Form B

Instructor's Name: Matt

Course Number: 198

Qtr/Year: SUMMER II

Stock No. 71461-260
FORM NO. F599-UD

USE NO. 2 PENCIL ONLY

- MAKE **HEAVY, DARK** MARKS
- ERASE **COMPLETELY** TO CHANGE
- FILL EACH BUBBLE **COMPLETELY**

Class Standing	FR ☐	SO ☐	JR ☐	SR ☒	GR ☐	Other ☐
Gender	F ☐	M ☒				
Required course for major?	Yes ☐	No ☒				
Major	Math/Engineering ☐		Soc. Sci. ☒		Humanities ☐	
	Biol. Sci. ☐	Physical Sci. ☐	Exploratory ☐	Prof. Sch. ☐	Other ☐	

5 = excellent

4 = very good

3 = satisfactory

2 = fair

1 = poor

N = no response

1. Please indicate the overall teaching effectiveness of the instructor.

1. [5] [4] [3] [2] [1] [N]

2. Please indicate the overall educational value of the course.

2. [5] [4] [3] [2] [1] [N]

3. [5] [4] [3] [2] [1] [N]

4. [5] [4] [3] [2] [1] [N]

5. [5] [4] [3] [2] [1] [N]

6. [5] [4] [3] [2] [1] [N]

7. [5] [4] [3] [2] [1] [N]

8. [5] [4] [3] [2] [1] [N]

9. [5] [4] [3] [2] [1] [N]

10. [5] [4] [3] [2] [1] [N]

11. [5] [4] [3] [2] [1] [N]

12. [5] [4] [3] [2] [1] [N]

13. [5] [4] [3] [2] [1] [N]

14. [5] [4] [3] [2] [1] [N]

15. [5] [4] [3] [2] [1] [N]

16. [5] [4] [3] [2] [1] [N]

17. [5] [4] [3] [2] [1] [N]

18. [5] [4] [3] [2] [1] [N]

19. [5] [4] [3] [2] [1] [N]

20. [5] [4] [3] [2] [1] [N]

21. [5] [4] [3] [2] [1] [N]

22. [5] [4] [3] [2] [1] [N]

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

Math has been embodiment of patience throughout the course. He has always made sure that ~~everyone~~ feels confident about the materials discussed and their own ability to explain it before moving on with the rest of the lecture. He can sit with you forever to explain you things over and over again till the time they start making sense to you making sure that the amoeba of knowledge is constantly spreading. Overall he is funny, makes sure everyone is on the same page and genuinely care about his students.

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

The course was a lot of information to process in a relatively short amount of time but that enabled us to develop the skill of keeping up with the pace with new information constantly.

The course had substantial real world application and genuinely felt like it will be helpful outside of academia as well.

One thing I would point out though is 3 hrs is not enough per week since we have lectures and discussion practice baked into a single class.

23. [5] [4] [3] [2] [1] [N]

24. [5] [4] [3] [2] [1] [N]

25. [5] [4] [3] [2] [1] [N]

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27. [5] [4] [3] [2] [1] [N]

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41. [5] [4] [3] [2] [1] [N]

42. [5] [4] [3] [2] [1] [N]

43. [5] [4] [3] [2] [1] [N]

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45. [5] [4] [3] [2] [1] [N]

46. [5] [4] [3] [2] [1] [N]

47. [5] [4] [3] [2] [1] [N]

48. [5] [4] [3] [2] [1] [N]

	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]



UNIVERSITY OF CALIFORNIA, DAVIS

Department of Agricultural and Resource Economics

Instructor Evaluation Form B

Instructor's Name: MATT

Course Number: 198 Qtr/Year: SSII/2026

Stock No. 71461-260
FORM NO. F599-UD

USE NO. 2 PENCIL ONLY

- MAKE **HEAVY, DARK** MARKS
- ERASE **COMPLETELY** TO CHANGE
- FILL EACH BUBBLE **COMPLETELY**

Class Standing	<u>Senior</u>	FR ☐	SO ☐	JR ☐	SR ☒	GR ☐	Other ☐
Gender	<u>Male</u>	F ☐	M ☒				
Required course for major?		Yes ☐	No ☒				
Major	<u>Managerial Economics</u>	Math/Engineering ☐	Soc. Sci. ☐	Humanities ☐			
	Biol. Sci. ☐	Physical Sci. ☐	Exploratory ☐	Prof. Sch. ☐	Other ☐		

5 = excellent

4 = very good

3 = satisfactory

2 = fair

1 = poor

N = no response

1. Please indicate the overall teaching effectiveness of the instructor.

1. [5] [4] [3] [2] [1] [N]

2. Please indicate the overall educational value of the course.

2. [5] [4] [3] [2] [1] [N]

3. [5] [4] [3] [2] [1] [N]

4. [5] [4] [3] [2] [1] [N]

5. [5] [4] [3] [2] [1] [N]

6. [5] [4] [3] [2] [1] [N]

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8. [5] [4] [3] [2] [1] [N]

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13. [5] [4] [3] [2] [1] [N]

14. [5] [4] [3] [2] [1] [N]

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18. [5] [4] [3] [2] [1] [N]

19. [5] [4] [3] [2] [1] [N]

20. [5] [4] [3] [2] [1] [N]

21. [5] [4] [3] [2] [1] [N]

22. [5] [4] [3] [2] [1] [N]

PLEASE ANSWER FURTHER QUESTIONS ON THE BACK

DO NOT WRITE IN THE FAR RIGHT MARGIN

INSTRUCTOR

3. Please note any teaching characteristics which you consider are particular strengths or weaknesses of the instructor as teacher.

Matt did a very good job going carefully through each topic, making sure we were all on the same page. Each topic was explained clearly, using outside/real-life examples that tied into the class. A weakness was sometimes not knowing/being able to explain a small portion of a topic, which I think did not affect the class too much because it was always a minor detail.

COURSE

4. Please note particular strengths or weaknesses of the course and any suggestions you have for improving it.

Structure of the course was clear, making sure all the topics tied into each other. I do wish we started the regression analysis earlier.

23.	[5]	[4]	[3]	[2]	[1]	[N]
24.	[5]	[4]	[3]	[2]	[1]	[N]
25.	[5]	[4]	[3]	[2]	[1]	[N]
26.	[5]	[4]	[3]	[2]	[1]	[N]
27.	[5]	[4]	[3]	[2]	[1]	[N]
28.	[5]	[4]	[3]	[2]	[1]	[N]
29.	[5]	[4]	[3]	[2]	[1]	[N]
30.	[5]	[4]	[3]	[2]	[1]	[N]
31.	[5]	[4]	[3]	[2]	[1]	[N]
32.	[5]	[4]	[3]	[2]	[1]	[N]
33.	[5]	[4]	[3]	[2]	[1]	[N]
34.	[5]	[4]	[3]	[2]	[1]	[N]
35.	[5]	[4]	[3]	[2]	[1]	[N]
36.	[5]	[4]	[3]	[2]	[1]	[N]
37.	[5]	[4]	[3]	[2]	[1]	[N]
38.	[5]	[4]	[3]	[2]	[1]	[N]
39.	[5]	[4]	[3]	[2]	[1]	[N]
40.	[5]	[4]	[3]	[2]	[1]	[N]
41.	[5]	[4]	[3]	[2]	[1]	[N]
42.	[5]	[4]	[3]	[2]	[1]	[N]
43.	[5]	[4]	[3]	[2]	[1]	[N]
44.	[5]	[4]	[3]	[2]	[1]	[N]
45.	[5]	[4]	[3]	[2]	[1]	[N]
46.	[5]	[4]	[3]	[2]	[1]	[N]
47.	[5]	[4]	[3]	[2]	[1]	[N]
48.	[5]	[4]	[3]	[2]	[1]	[N]

	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]

ARE 198 Applied Economics Research Course

Facilitators:

Matthew Brooks (msbrooks@ucdavis.edu)

Gina Pagan (gpagan@ucdavis.edu)

Stephen Boucher (srboucher@ucdavis.edu)

Kristin Kiesel (kiesel@ucdavis.edu)

Meeting Times: We will meet every Tuesday and Thursday, 2:00–3:30 p.m., in the ARE Main Conference Room (SSH 2102). As the workshop progresses, we will schedule additional meeting times where facilitators will be available to answer individual questions and help you make progress on your research projects. All meetings will be fully in-person. **You will need to bring a laptop to all meetings.**¹

Overview: The objective of the workshop is to introduce you to the process of undertaking an early-stage research project in applied economics through hands-on experience. By the end of this workshop, you will be able to formulate an exploratory research question, analyze data to investigate your question using R, and report your results. The research project will be related to a current challenge facing California communities and will use data sets and broad topics provided by the facilitators. You will go through the steps of developing and revising a research question, cleaning and exploring data, and analyzing and presenting results. To complete the project, you will use techniques from the prerequisite course, ARE 106, and code in the open-source programming language R.

Learning Objectives: By the end of this course, we hope you will:

1. Gain a better understanding of the empirical economics research process.
2. Learn to work in groups and develop interpersonal skills for creative collaboration.
3. Develop coding and analytical tools including problem solving and the use of artificial intelligence in research.

¹If you do not have access to a laptop, please contact one of the facilitators as soon as possible.

4. Improve your public speaking, presentation and written communication skills.

Research Project: Early into the workshop, you will gain access to and familiarity with three data sets relevant to agriculture in California and elsewhere: Hass Avocado purchase and advertising data, Cannabis wholesale and retail price data, strawberry labeling survey data, and tomato production data. You will then work in groups to develop and answer a research question that uses one of these data sets. You may use descriptive or regression analysis to answer your question. A research report and poster draft will be due on September 11.

What Can You Expect of the Facilitators?

We will encourage you to learn from your active participation and hands-on experiences as you complete every step of your research project. We will be available to assist you as needed. This will include answering questions about the data sets, providing feedback on tentative research questions, equipping you with coding skills in R, helping you refine your results, and guiding you through writing and presentation best practices. We will lead the workshop meetings, which will feature a combination of short lectures and additional time allotted to work on assignments.

What Will the Facilitators Expect of You?

You are expected to attend our two regular weekly meetings and are highly encouraged to attend any additional student hours scheduled as the workshop progresses. You are also expected to work independently and in groups outside these meeting times and complete all take-home and in-class assignments. Your participation in your groups should be active and respectful at all times. By the end of the workshop, your group will have to submit a short research report that describes your project findings using a combination of text, tables, and figures. On the last week of the workshop, you will also present your results during a practice poster session to prepare for another poster session in the Fall Quarter where you will have the chance to present your research to outside guests.

Grading Policy: This class is pass/fail. Our expectation for a passing grade is to submit all assignments on time, regular attendance, participation in class and in group work. We will have a peer assessment towards the end of the course. If you have an emergency or miss a meeting time, please reach out to instructors as soon as possible.

AI Use Policy: In this course, you are expected to try solving coding problems using vignettes and other resources provided. However, we believe artificial intelligence can be used to assist in research. You may use AI for assistance after trying other resources first. If you use it, you must be transparent on how and when you do. This includes submitting a small but detailed description on what part of

the code it was used for and when it was consulted. Further guidance will be provided throughout the course.

Recommended Reading:

Harford, Tim. *The Data Detective: Ten Easy Rules to Make Sense of Statistics*.

Wickham, Hadley and Grolemund, Garrett. *R for Data Science (R4DS)*. Access it online [here](#).

There will be a copy of *The Data Detective* available for on-site use at the ARE Library.

Table 1: Tentative Weekly Schedule

Week #	Workshop Goals	Deliverables
Week 0	Please download R in your laptops (if you haven't already). Use this video https://www.youtube.com/watch?v=YrEe2TLr3MI as a guide if you have any troubles downloading/accessing R.	Please fill out the survey available on Canvas (under Quiz tab) before the first day of the workshop (August 4, 2026).
Week 1 (Aug 3 - Aug 7)	Introductions. What is Research. Types of data. Getting to know your datasets. Causation and correlation. Student groups.	Assignment 1, Quiz, Student Groups will be assigned.
Week 2 (Aug 10 - Aug 14)	Intro to R and understanding RStudio. Data management. Dataframes. Packages. Base R commands.	Assignment 2, Research Brainstorm Survey.
Week 3 (Aug 17 - Aug 21)	Exploratory analysis using the data sets (tidyverse). Data cleaning and visualization using R (ggplot2).	Assignment 3, Finalize the research question and your dataset.
Week 4 (Aug 24 - Aug 28)	Data Analysis. Differences in means. Setting up and testing hypotheses.	Assignment 4, Prepare for replication project.
Week 5 (Aug 31 - Sep 4)	Regression analysis.	Assignment 5, In-class replication project.
Week 6 (Sep 7 - Sep 11)	Independent group work on research projects.	Finalizing research report and in-class poster presentation.
Fall Quarter 2026		Student Café Presentation

Accessibility: Students needing accommodations can contact facilitators privately to discuss their

specific needs and circumstances. In addition, students are asked to contact the Student Disability Center (SDC, (530) 752-3184, sdcc@ucdavis.edu) as soon as possible to ensure that accommodations can be implemented in a timely fashion. All accommodations must have prior approval from the SDC, and medical or other documentation might be requested.

Academic Conduct: Honor and academic integrity are expected from you in this course. Please review the Code of Academic Conduct, which assigns specific responsibilities to faculty, administration, and students. Familiarize yourself with your responsibilities and adhere to the rules clearly laid out here. Uploading course materials to Chegg, Course Hero, or any other website, violates U.S. copyright law and is considered academic misconduct. These websites are also not authorized resources and cannot be accessed to aid in the completion of assignments. Violations will result in zeros for each assignment in which they are used, along with a Support and Judicial Affairs referral. Attempts to evade detection while committing a violation will result in an automatic F for the course.

Principles of Community: UC Davis is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. The UC Davis Principles of Community is an aspirational statement that embodies this commitment, and reflects the ideals we seek to uphold.

Student Resources:

- Comprehensive resource guide related to academic support, health and wellness, career and internships and campus community.
<https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources>.
- African American/Black, Hispanic/Latine, Native American/Alaskan Native (AHN), and other populations who are currently underrepresented among students, faculty, and staff can benefit from participating in the DIRECT Program. This is also a great program to connect with your peers in the major, and with Ph.D. students from the ARE department. You can get involved in extracurricular programs and activities and build valuable mentee-mentor relationships:
<https://direct.ucdavis.edu/>
- Office of Student Support: <https://ossja.ucdavis.edu/>
- Academic Assistance and Tutoring: <https://tutoring.ucdavis.edu/>

- Student Counseling Services: <https://shcs.ucdavis.edu/services/counseling-services>.
In immediate crisis, text “RELATE” to 741741 to reach a trained crisis counselor.
- Self-care tips: <https://mentalhealth.ucdavis.edu/resources/self-care>
- Office of Diversity, Equity and Inclusion: <https://diversity.ucdavis.edu/>
- AB540 & Undocumented Student Center: <https://undocumented.ucdavis.edu/>

Teaching Assistant Matthew Brooks

UNIVERSITY OF CALIFORNIA - DAVIS



Selected Terms* (2)
Selected Evaluations* (4)

Student Evaluation of Teaching

Enrollment 89
% responding 66%

	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.	12	20%	24	41%	18	31%	5	8%	0	0%	3.7	0.9	4.0	59
Intellectual content of the course.	12	21%	30	52%	13	22%	3	5%	0	0%	3.9	0.8	4.0	58
Degree to which the amount and difficulty of the course work is appropriate to the number of units.	9	16%	24	41%	19	33%	6	10%	0	0%	3.6	0.9	4.0	58
Please indicate the overall teaching effectiveness of the teaching assistant.	18	38%	20	42%	9	19%	1	2%	0	0%	4.1	0.8	4.0	48
Teaching assistant was organized and prepared for discussion.	13	36%	15	42%	8	22%	0	0%	0	0%	4.1	0.8	4.0	36
Teaching assistant presented material at a level I could understand.	14	39%	16	44%	6	17%	0	0%	0	0%	4.2	0.7	4.0	36
Teaching assistant was approachable.	17	47%	12	33%	7	19%	0	0%	0	0%	4.3	0.8	4.0	36
Teaching assistant recognized when students were confused and tried to reduce the confusion.	16	44%	13	36%	7	19%	0	0%	0	0%	4.3	0.8	4.0	36
Teaching assistant provided thoughtful and concise answers to questions.	14	39%	13	36%	9	25%	0	0%	0	0%	4.1	0.8	4.0	36
Teaching assistant helped me understand course concepts in discussion.	16	44%	11	31%	9	25%	0	0%	0	0%	4.2	0.8	4.0	36
Teaching assistant was available and helpful in office hours, through email, etc.	14	41%	11	32%	9	26%	0	0%	0	0%	4.1	0.8	4.0	34
I attended discussion sections every week.	17	50%	7	21%	9	26%	1	3%	0	0%	4.2	0.9	4.5	34
I regularly attended office hours and/or contacted the TA outside of class.	7	25%	7	25%	10	36%	3	11%	1	4%	3.6	1.1	3.5	28

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Winter Quarter 2025	3/7/2025 12:00 AM	11966	ARE	100B	A01	32	71
Winter Quarter 2025	3/7/2025 12:00 AM	11967	ARE	100B	A02	32	75
Winter Quarter 2026	3/6/2026 12:00 AM	40778	ARE	115A	A06	12	41
Winter Quarter 2026	3/6/2026 12:00 AM	40779	ARE	115A	A07	13	53

What did you appreciate most about this class?

just some of the extra explanations that were given that made me understand some of the content a little more

Very helpful with quiy

I appreciated how this TA taught concepts in a manner that made the material understandable. I like how he used analogies to teach concepts, which made the material more easier to digest.

I think he joined a little later, but still solid.

Matthew was constantly making sure we understood the problem solving process and gave us valuable time to ask questions and engage with the material.

The examples we covered were very in-depth and easy to follow.

discussions were very clear and i really enjoyed them as they helped me understand the class the best

Although he came in for the last portion he tried his best to make sure he wasn't going too fast and listened tn questions in class intently trying to explain as best he could

n/a

Clear and concise about the material

Helped deepen my understanding of some topics we went over class and paces discussion time very well.

N/A

He's nice and helps student

Matthew is really clear with the way he explains things and I like the speed he goes when teaching.

I've only had 2 discussion sections with Matthew but from what I've seen, he is extremely helpful. He would explain everything in depth and wouldn't move onto the next topic until everyone was on board. I really like his teaching style as well.

N/A

I appreciate how discussion was able to teach me specific methods of doing problems which lecture never did.

Similar to what I have already said. Class was really great and I loved the content.

N/A

TA Matt was also really great. He always checked in when we were confused and was very good at explaining complicated topics clearly.

N/A

Matt is a helpful TA, both in the discussion section and his Office Hours. He actually helped me a lot throughout the Quarter and answered my questions well.

This TA was very approachable and was more than happy to sit down and explain certain topics during or after discussion. He demonstrated a clear motivation to help us learn and would answer any questions we had, in clear and understandable ways. He also just seemed like a chill dude and his dog was super cool too, both of which produced a vibe that made me want to come to discussion.

He would bring is dog

N/A

Is there anything you would like to see the TA do to improve his/her teaching?

n/a

No

N/a

Keep being great.

N/A

nope

posting the notes each time work be helpful but their system says only one TA posts them which is okay but his notes were helpful to review.

n/a

N/A

I feel like the TA has a really nice pace, and he stays abit after discussion ends for additional help getting the material. I wouldn't change a thing.

N/A

none

No, I think he is very helpful and understands the material well, he also responds to my emails really quickly.

I don't think so!

N/A

There isn't much I would like to see improved, my discussion TA was very helpful and taught the material at a good pace and in a way that was very digestible.

N/A. He came at the very end of the class and I did not interact with him at all.

N/A

N/A

No, he is pretty effective in teaching, but he could also address the main points in a clearer manner, but he has already done a good job here!

I feel that this TA could've came into discussion more prepared. Such as having more resources to demonstrate the material that we needed to learn. This could've been more interactive activities or just activities in general. Something more engaging or just different. However I do understand that there is a time constraint which does limit this suggestion. I still though think having something to break up the flow would be a nice addition.

no

N/A

UNIVERSITY OF CALIFORNIA - DAVIS

Student Evaluation of Teaching

Selected Courses* (2)**Selected Evaluations* (2)**

Responses 67 ARE 176 (Fall 2025): 28 responses ARE 133 (Spring 2026): 39 responses

	excellent		very good		satisfactory		fair		poor		$\bar{x}$	SD	M	N
	5	%	4	%	3	%	2	%	1	%				
Please indicate the overall teaching effectiveness of the guest lecturer.	30	45%	27	41%	6	9%	3	5%	0	0%	4.3	0.8	4.0	66
Guest lecturer was organized and prepared for lecture.	44	66%	15	22%	6	9%	2	3%	0	0%	4.5	0.8	5.0	67
Guest lecturer presented material at a level I could understand.	38	57%	19	28%	9	13%	1	1%	0	0%	4.4	0.8	5.0	67
Guest lecturer was approachable.	49	73%	12	18%	4	6%	2	3%	0	0%	4.6	0.7	5.0	67
Guest lecturer recognized when students were confused and tried to reduce the confusion.	35	52%	21	31%	10	15%	1	1%	0	0%	4.3	0.8	5.0	67
Guest lecturer provided thoughtful and concise answers to questions.	42	64%	18	27%	4	6%	2	3%	0	0%	4.5	0.7	5.0	66

Term	Lecture Date	Subject	Course	Role	Responses
Fall Quarter 2025	12/3/2025	ARE	176	Guest Lecturer	28
Spring Quarter 2026	4/7/2026	ARE	133	Guest Lecturer	39

What did you appreciate most about this guest lecture?

All

The research was very interesting and more shocking than I originally predicted!

Light hearted

The use of graphs

How organized everything was

His passion about the subject

His explanations / reasoning behind the research and results

I appreciate that he came prepared with graphs and organized slides, and tried to be interactive with the audience during his presentation

I liked how he kept most things pretty basic so we didn't get too caught up in the weeds.

I loved that he tried to meet us where we were at. He asked if we've taken stats before so that we aren't puzzled by the vocab he will use. I really appreciated that gesture.

He obviously has a passion for what he does.

I liked learning about how you chose cricket to observe worker productivity, I would not have made that connection.

The lecturer had good vibes he explained things well and checked in if we had any questions frequently

Feels connected to his research, wanted us to understand, connected to audience

He took the time to properly explain the concept! Explained everything at a college level did not overcomplicate the subject with flashy words.

Cared about what he was talking about and explained it simply as possible

Explanations were understandable and thorough.

Explanations were very straightforward. I always appreciate conciseness and given adequate context.

Matt was able to simplify his research to be very approachable and more easily understood.

That he provided slides and explaining everything in detail

He answered questions of students who were confused

Presented material in an approachable manner and engaged the class

The insight into the design process of an experiment

Sharing his experiment and the results

Explanation of new material

The way he explained the topics

I appreciated how engaging the lecturer was with the short discussions and his willingness to answer anything that was confusing.

The dog

I enjoyed the actual statistics from the experiment.

Informative speech
The dog :)
He explained ideas very well
Made us feel comfortable with asking questions
I like how he thoughtfully answered the questions.
He actually seemed interested and engaged in the lecture. He was very kind.
Very up-front with the limitations of his experiment, data, and statistics
It was easy to understand and definitions were made simple
His acknowledgement of every question asked and trying his best to explain concepts at a level of understanding of the class, and at the same time the manner that he was teaching in seemed very inviting and approachable.
I appreciated his response to people's questions
I love how he introduced and explained everything. And how we got to talk to each other about what we thought would happen before seeing results.
Answering questions to clarify what was in the experiment
The dog :)
Pace and clarity
I like the thoughtfulness in the way he presented! He broke down concepts and then relayed how that showed in his research and findings — very comprehensible!
How he explained each part of his experiment with familiar language.
I really appreciated the pacing and amount of depth that he went into. I enjoyed the questions; I found it very helpful and engaging

Is there anything you would like to see the guest lecturer do to improve his/her teaching?

Maybe explain certain topics less — like baseball analogies and basic statistics (independent and dependent variables) — to save time for the more important takeaways

Maybe being more confident in his information especially when answering questions

There were a few things that he over complicated, but overall, he was great!

I think maybe working on his timing since we didn't get a chance to fully cover all the slides

He did great! He can totally be more confident!

Timing was slightly off; however, given the 25-minute time constraint, I definitely understand that the ability to convey such valuable information within that constraint is hard to do. I feel like we received a rather well-portioned and well-done presentation despite the constraints. Very informational and awesome.

I hope you can explain more examples.

Some context not needed if the whole room already understands the concept! :)

More audience/class participation when time allows (we were a bit limited today)

More passion

Just more engaging.

The lecturer should speak louder

Upload slides before lecture.

Maybe speak a little louder in the microphone at times.

Slightly slower speed; I wasn't able to capture all of the slide information in my notes

To see a legend/key explaining a breakdown of what things are that were listed in the experiment

Maybe more enunciation

Show more dog.

I think maybe going from complex concepts and simplifying them down could help