

Teaching Statement - Matthew Nibloe

Teaching is one of the parts of academic life I enjoy most. I find it particularly rewarding to take an idea that initially appears technical or intimidating and help a student see both how it works and why it matters. My aim is therefore not simply for students to understand the material, but to understand why they have learnt it, how it might prove useful beyond university, and, perhaps most importantly, how it can help them question assumptions they might previously have taken for granted. I structure my teaching around three principles: clarity, meaningful examples, and intellectual debate.

I have developed extensive teaching experience at UCL, where I have taught Microeconometrics for five years and Economic Policy Analysis for three. Microeconometrics captures much of what I enjoy about teaching. Despite being grounded in mathematics that can initially seem abstract, it is one of the most applied parts of economics. I try to show students that econometrics is not simply a set of techniques, but a way of thinking critically about evidence. Wherever their careers take them, understanding why quantitative analyses can be biased, which assumptions underpin causal claims, and when those claims should be questioned is a valuable skill.

My classes therefore focus on intuition and application alongside technical understanding. I encourage students not only to ask which method should be used, but why it is appropriate, which assumptions make it credible, and what happens when those assumptions fail. This naturally creates space for debate, and I have found that some of the most useful ideas for improving my teaching come from students themselves. Their questions often reveal which examples resonate most clearly, where an explanation can be sharpened, and which parts of the material warrant greater emphasis in subsequent years. This approach has been recognised through two *UCL Excellence in Teaching Awards* and, in 2023, inclusion on the honour roll for UCL's department-wide *Student Choice Award for Inspiring Teaching Delivery*. In 2025, I was also awarded a *UCL Stone Centre Scholarship*, in part reflecting my contributions to teaching and economics education.

My approach to inclusive teaching has developed in much the same way. During my PhD, I mentored two young students from disadvantaged backgrounds through work-experience placements and taught them introductory econometrics. The experience was both rewarding and instructive. It made particularly clear to me how differently students can arrive at the same classroom in terms of prior knowledge and opportunity, without those differences reflecting their willingness or capacity to learn. I therefore combine group discussion, where students can learn from different perspectives, with individual support when students need more time to work through difficult material. If a student is willing to engage seriously with the subject, I want to give them the opportunity to do so.

Looking ahead, I would be particularly excited to develop courses of my own in econometrics and applied economics. My research focuses on how empirical methods can be used to understand economic inequality and inform policy, and I would bring the same connection between rigorous methodology and substantive economic questions into my teaching. My current work with Professor Wendy Carlin on the CORE initiative to broaden access to economics and applied econometrics reflects this objective beyond UCL. Ultimately, I want students to leave my courses not merely able to apply econometric methods, but confident enough to interrogate evidence, challenge assumptions, and use those methods to understand the economic problems that matter to them.