

Teaching Statement

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During my time at the London School of Economics and Political Science (LSE) and the University of Oxford, I have taught on five different courses, virtually all for multiple years. My teaching and research experience has prepared me well to teach several subjects:

1. Quantitative methods and research design
2. Policy (impact) evaluation
3. (International) Political economy
4. Conflict and Security
5. Development

Going beyond subject matter, my teaching philosophy favours skills-based and experience-based learning, over knowledge-based learning. To achieve this, I have designed course elements centred around problem sets, and I include games, simulations and experiments in my class-teaching. I also have contributed to non-classroom teaching, through co-designing a distance learning programme and an online self-study module. I am an Associate Fellow of the UK Higher Education Academy.

Subject Matter Experience

Teaching on multiple courses, I gained experience with teaching a range of subject matters. I consider my ability to teach **quantitative methods** and **policy (impact) evaluation** to a mixed undergraduate or graduate audience, including students with no experience in the subject beyond secondary school, to be a particular strength. Students are at times intimidated and uncertain about their own ability to master quantitative methods and statistics. By offering different explanations of the same concept suited to different learning styles and showing my natural enthusiasm for the subject, I am able to keep many students involved with a subject matter that they might have little affinity for. This is reflected in student evaluations of my teaching on courses *Evidence for Public Policy* and *Economic Development Policy*: 77% of students in the former course considers my teaching to be “Good”, “Very Good” or “Excellent”, and 95% of students in the latter course was “Satisfied” or “Very satisfied” with my teaching.

I would be well placed to teach a course in **political economy**. The slightly mislabelled course *Development Management*, in fact an introduction to political economy tailored to developing countries, provided me with experience in this area. Teaching this course, I particularly enjoyed designing a game which taught students the circumstances under which (a combination of) the state, market and civil society can effectively deliver public services. For this course, I achieved a 95% student satisfaction rate. This experience will also serve me well if I were to teach a more tailored course in **development**.

Having designed and delivered seminars for the course *International Politics: Building Democracies from Conflict* at LSE, I gained experience in teaching **conflict and security**. Should I be able to design my own course on this subject in the future, I very much look forward to including more of my research in my teaching. In my experience, **research-led teaching** is particularly attractive to students. My

research on drone strikes and conflict diamonds, and experience of fieldwork in South Sudan and Uganda, should certainly speak to students' imaginations.

In addition to the above, I look forward to the challenge of mastering the teaching of new subjects, depending on the needs of the department I work in.

Teaching Philosophy

In my teaching, I favour **skills- and experienced-based learning** over knowledge-based learning. Knowledge may be easily forgotten, or may not have obvious practical applications. By contrast, skills such as basic literacy in reading quantitative analyses, programming skills, or strategic thinking can be widely applied and are in my experience in high demand among students. To illustrate this: an introductory course on programming in Stata which I designed at the University of Oxford, was 100% oversubscribed, despite being held on a Friday afternoon.

Skills can only be acquired through practice and experience. I have experience in problem-set based teaching, which was the dominant mode of teaching for *Evidence for Public Policy* at the University of Oxford and *Economic Development Policy* at LSE. An additional advantage of this mode of teaching is increased **peer-to-peer learning**, as students turn to each other for tips. For the former course, I have also designed Excel and Stata assignments. In evaluations, all of the students in my class stated that they would recommend the Stata course to others.

To stimulate experience-based learning, I include **games, simulations and experiments** in my class-based teaching. These are frequently mentioned specifically in student evaluations as being fun, and delivering valuable insights. For the course *International Politics: Building Democracies from Conflict* at LSE, I designed a simulation of electoral system reform, showing students how a well-designed electoral system can contribute to conflict resolution by promoting inclusion while preventing splintering of the political landscape. For the same course, I taught students strategic thinking according to game-theoretical principles through a game featuring imperfect information about the opposing party's military strength and inability to commit to a peace agreement. For *Evidence in Public Policy*, I taught students about sampling distributions through an experiment with M&Ms, an example that students kept using as a reference point throughout the course.

In addition to class-room based learning, I also have experience in **non-classroom teaching**. I co-designed the course *Policy Analysis for International Development* for the University of London. This course consisted of a study guide enabling completely autonomous learning. At LSE, I also co-designed an online module on quantitative research methods, that students used throughout the year for self-directed learning and revision.

I have completed the **Postgraduate Certificate in Higher Education** (Associate level) and I am an Associate fellow of the UK Higher Education Academy. By doing this course, I gained skills in course design and delivery. I found an exercise to recognize different student learning styles to be particularly instructive. Since this exercise, I have strived to offer students information in diverse ways, to cater to these different learning styles. I look forward to many similar opportunities to improve my teaching throughout my career.