

Iain Embrey

PhD Student & ESRC Studentship holder
Lancaster University Economics Department, Lancaster, LA1 4YX
Tel: 0788 560 7783, email: i.embrey@lancaster.ac.uk

Academic qualifications:

2017-Present: PhD in Economics – submitted 21 September 2019 – Lancaster University.
2016: MSc Economics (with Distinction) – Lancaster University (award pending; integrated with PhD)
2012: Master of Education (with Distinction) – The University of Birmingham;
2010: Post Graduate Certificate in Education – The University of Birmingham;
2009: Master of Mathematics (1st Class Honours) – The University of Warwick;

Solo publications:

2019: Theory and Decision – *States of Nature and States of Mind: A generalized theory of decision-making*

Joint publications requiring revision:

Risk Analysis – *Modeling Advanced Persistent Threat Campaigns*. Joint with Kim Kaivanto.

Solo publications under review:

The Education Trap: Could a grades-focused educational system be perpetuating poverty in advanced economies?
– Accepted for the 2019 EEA conference in Manchester; at JEBO since 19/07/2019
Re-estimating the Technology of Cognitive and Noncognitive Skill formation – at JHR since 07/05/2019
On the Benefits of Normalization in Production Functions – at the Journal of Economics since 30/04/2019
A Review of Dual-self Modeling – at Economic Surveys since 15/02/2019

Solo publications in preparation:

Noncognitive Skills: Theory and Empirics – Job Market Paper, Autumn 2019. Abstract:

Noncognitive skills have provoked substantial research interest in recent years. However, existing evidence for their importance relies heavily upon reduced-form regressions that do not account for the simultaneous production of cognitive and noncognitive skills. Moreover, existing constructs of noncognitive skill are typically chosen for their convenience, or else for their explanatory power over psychological survey items. In response, we analyze a decision-theoretic model of educational development to derive five candidate noncognitive skills, and we test their importance by adapting an established longitudinal and structural econometric model of multidimensional skill formation. We find: first, that noncognitive skills matter for cognitive development; second, that different aspects of noncognitive skills matter to different degrees; and third, that once a child begins to take her own decisions, her propensity to think analytically becomes the most important noncognitive determinant of her ongoing cognitive development.

Teaching experience:

5 years of full-time employment as a secondary mathematics teacher at Swanshurst School in Birmingham, where I held various additional posts including: coordinator of KS5 maths, coordinator of whole school enrichment, and coordinator of whole school Duke of Edinburgh Award provision. As Key Stage 5 Maths coordinator I improved the AS average point score from 69.6 to 82.2; and the A2 APS up from 185.5 to 210. [1 AS grade \equiv 15pts]

3 years of teaching multiple tutorial classes for 'principles of economics' at the University of Lancaster. During this time I have received multiple commendations for favourable student feedback reviews; my student feedback scores have averaged 4.4 out of 5; and several students included positive comments on my tutorial sessions as 'any other comments' within aggregate module feedback. I also held an additional role checking exams and creating mark schemes for the above course.

Additional achievements in academia:

As an economics student: successful application for Lancaster University Management School (LUMS) Studentship; successful application for ESRC studentship; unilateral organisation of an interdepartmental Brexit debate seminar; membership of the combined Faculty of Arts and Social Sciences – LUMS research ethics committee.

Additional achievements outside academia:

I have competed for Scotland at kayaking and for GB at orienteering; I was twice named Warwick University sportsman of the year; I was presented with an outstanding service award at my orienteering club; I completed the Bob Graham Round (106km and 27,000ft ascent) in 22hrs 51mins; and my additional qualifications include: Lv4 Orienteering Coach; UKCC Lv2 Paddlesport Coach; Mountain Leader; Expedition Leader; 5* white water kayak leader; Coach Educator and Assessor (CTS and IAPS qualifications resp.); DofE Supervisor, Assessor, and Manager; 16hr outdoor First Aid; Full D1 minibus licence.

Academic references may be sought from:

Professor Steve Bradley
Acting Vice Chancellor
Lancaster University
s.bradley@lancaster.ac.uk

Dr Kim Kaivanto
Director of MSc Money, Banking & Finance
Lancaster University
k.kaivanto@lancaster.ac.uk