

## My teaching experience

---

### High-school level students:

- During my undergraduate I undertook a "teaching in schools" program.
- Involved, over the course of a term, observing a teacher teach the physical science, and research how misconceptions can arise in the class room.

### Undergraduate and master students:

### Doctoral students:

### The general public:

## EDI

---

- I have profound dyslexia and this experience has taught me the importance of making teaching and research inclusive.
- To this end I have engaged with the arXiv team about accessibility in research.
- I have also strived to make my research and teach as accessible as possible for example, making short video summaries available of written documents.
- During my time at OxHOS (discussed above) there was also a focus specifically on students from socio-economically disadvantaged backgrounds.
- Going forward. I will plan to follow the following targeted strategies:

## Contribution to the pedagogy literature

---

- As discussed in my research proposal, I have worked developed the project HepLean.
- One of the main motivating reasons for HepLean was pedagogy.
- In the associated paper it was discussed how a project like HepLean can help teach both the physical sciences and computer science.

## My Teaching Philosophy

---

In this section I will discuss the specifics of my teaching philosophy, and more importantly, how I implement that teaching philosophy. It is important to note that I don't claim any of the methods here are the correct ones, as I am always on the look out for better teaching methods.

My teaching philosophy can be broken down into five statements.

**Tailored, level-appropriate material:** Having worked at the boundary of three different disciplines (physics, mathematics and computer science), and having presented on many occasions material from one discipline to academics in others, I am aware of the importance of presenting material at the correct level for the audience. I'm also aware of what goes wrong when this is not done.

**Active listening to feedback:** e.g. Anonymous questions.

**Student-centered engagement:** e.g. self-explanation

**Fostering a sense of accomplishment:** e.g. contributing to an active bit of research, even in a small way.

**Varied presentation styles:** As someone