

My teaching philosophy is based on five principals, which I will discuss in turn here. This will be followed by a discussion of my commitment to diversity, equality, and inclusivity in the classroom and academia in general.

## 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.

**JS: Phd students, vs, schools, vs undergrad**

## Actively listening to feedback

**JS: Anonymous surveys, acting on the feedback.**

## Student engagement through active learning

I believe, especially in small-classroom, settings that student engagement should be a priority. This has dual benefits. Firstly, for example, getting students to explain material can positively impact on their learning, depending on comprehension. It also provides them a different channel through which they can learn. Secondly, it can help identify areas which the students do not understand, and thus provide an implicit form of feedback. I believe that the engagement in the classroom should be done in a fair, inclusive way, and in a way such that a subset of students do not dominate the conversation.

**JS: get students to come to the board**

## Fostering a sense of accomplishment:

I believe that students should feel an accomplishment from learning. Even if they do not do so well in assessments, I believe every student should leave with a net-positive outcome of any course. One way that I believe this can be done is by engaging the students in small bits of active research, through either home-work assignments or more long-form course work. This should, of course, be designed at an appropriate level.

## Varied presentation styles

As someone with dyslexia, I understand the consequences of sitting in lectures where the presentation style did not meet my needs. Thus I believe it is important that a varied presentation style is used for each and every bit of information given to the students. This sometimes will involve retracing material more than once, however this is not necessarily a bad thing, as it can be used as reinforcement opportunities.

## DEI

- I have a commitment promoting diversity, equality and inclusivity in the classroom and academia in general.
- I have profound dyslexia, and part of my contribution to DEI has been
- 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 OXROS (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: