

## **Katie-Lou White Manifesto for undergraduate representative for the Faculty of Physics and Chemistry**

Allow me to introduce myself. I am Katie-Lou, a Part II Physics student from Churchill. In my first year, I created the NatSci support page on Facebook in order to create a discussion forum and resource sharing platform for our year group. I repeated this in my second and third years for the Physics cohort, and have passed these pages on to the year below to continue promoting open discussion and collaboration within the Natural Science tripos.

I began acting as student representative on the Physics Consultative committee in IB, and continued in the role this year, in order to continue progressing the long-term goals of

- (a) Making lecture recordings available for physics
- (b) Making worked answers and tripos solutions available to accompany past papers
- (c) Creating opportunities and spaces for physics students to work together and collaborate

These goals have seen much progress, with lecture recordings now being made available, conditional on lecturers opting into the scheme. I have also sustained a weekly tea and coffee hour between lectures for part II physicists, and have an anonymous feedback Google-Form, both designed to allow students to keep me informed as to any issues that need to be addressed, or suggested improvements which could be made.

Worked solutions have shown themselves to be a contentious issue, with uncertainty as to their place within university policy and their educational value. This is a discussion I would like to take further, and one which I believe has a place in the wider context of the Faculty of Physics and Chemistry.

There is a lot to be said for learning from our competition. In my own time, I have been in discussion with academics at other leading institutions, including Strathclyde, Manchester and Oxford, in order to try and compare different approaches to teaching. In some institutions, it is standard for academics undertaking teaching roles (i.e. lecturing, supervising, demonstrating) to be given training in best educational practice, provided by such organisations as the Higher Education Academy. There is also wide variation between faculties as to their methods of sharing and promoting best teaching practice, with some actively encouraging students to rate their lecturers comparatively.

I would make best use of a role on the Faculty of Physics and Chemistry to learn more about the current approaches to undergraduate teaching within each department. With the benefit of understanding the teaching process from both sides, I would be better placed to discuss the development of our undergraduate teaching focus here at Cambridge.