

## **Staff Student Consultation Committee**

Agenda for Meeting No.1 of 2015/2016

Date: 19<sup>th</sup> November 2015

Time: 1:30-2:40pm

Venue: Rm. 518, CYM Physics Building

Agenda Items:

1. Responsibilities of student representatives
2. Responsibilities of teacher representatives
3. Report from 1st year student representative

### **1) Laboratory session**

The length and the difficulty of different lab differ a lot. For example, the lab manual of Lab 5 is 21 pages while there are only 10 pages in Lab 4. In Lab 1, we have to do experiment about centripetal forces and circular motion which most of the students have learnt in the DSE curriculum, while in lab 2, we have to do experiment about moment of inertia which most of the student didn't learn about it. Thus, we wish to have a more fair laboratory session.

### **2) Tutorial problem sets and lecture notes**

As many students said that the questions in the both the problem sets and lecture notes are difficult and they are afraid that they can handle the problem in examination, here are some suggestions for modifying the notes. For the problem sets, we can put some symbols in some questions that are more difficult than the others. So, we can know which question has the same level with the exam questions. Also, some students mentioned about the solution in some questions in the lecture notes has few explanations. Thus, we wish to have a more detail explanation in those questions.

4. Report from 2nd year student representative
5. Report from 3rd year student representative

1) **Reduce the reuse of past assignments and tutorial questions.** In fact, after comparing with the curriculum at home university, one of the exchange students thinks it is a good thing leaving students to explore certain topics by themselves rather than giving students all the notes and conclusions. Perhaps some open-ended questions, questions that require students to investigate or self-study certain parts of the textbooks can be incorporated into the assignments in the future.

2) **Blackboard or whiteboard shall be used more often.** From our experience, slideshows from PPT or PDF do not deliver the knowledge as effective as the traditional way of teaching. Moreover, it prevents students from skipping classes.

3) **Refill the marker pens.** For the tutorial sessions, tutors have frequently encountered the situation when their marker pens to be running out of ink. We are not sure about who should be responsible for the marker pens but we hope that the problem will never happen anymore

as it severely affects the quality of teaching. As for lecture sessions, the lecture rooms like CYPP 1 to 4 have “whiteboards” that are really bad for seeing. To prevent the problem from being worse, we wish that lecturers can use only markers with vivid colours that can display a high contrast with the background.

4) **Minimize the time-clash between the advanced level courses.** In fact, since the undergraduate students under physics department are not too many, we could even have a survey among all of us before the release of timetable. Then the department can publish the course schedule with reference to the survey.

5) **Laboratory sessions:**

Update the lab manuals. Sometimes the apparatus provided in the laboratory room are different from the lab manual especially when the lab manuals had been used for more than 3 years. Furthermore, we believe that the procedure of setting up the apparatus is a crucial part of learning. Hence, we wish to see the devices to be at their initial states when we begin the experiments rather than having the experiment helpers completed everything for us. In many occasions, the first few steps written in the manuals had all been done beforehand, resulting the only task to do during the lab session was nothing more than data recording.

We understand that it is our responsibility to read through the lab manuals and understand the contents before attending the lab sessions. However, in many occasions, we are not able to fully comprehend the manuals especially when some sophisticated apparatus are involved. Despite being able to accomplish the experiments, we might not understand the working mechanism of the devices. Therefore, we wish to have the helpers not only asking us pre-lab questions but also providing us more information about the whole experiments, including some useful tips or experience. In fact, it would be ideal to have longer lab sessions but incorporating more interesting elements into the experiments that will trigger our creativity in problem solving and cultivate the spirit of trial and error.

Last but not least, especially for advanced level courses, we wish to have something similar to tutorial sessions to explain the experiments as well as introducing us the standard way of doing error analysis.

6. Report from 4th year student representative
7. Report from postgraduate student representative
8. Report from physics society representative
9. SETL
10. Other matters

Dr. Lim

Chairman, Staff representative

19<sup>th</sup> Nov 2015