

14. **Imagine yourself responsible for a course in quantum physics. How would you teach the coupling of spin and momentum to your students? You would:**

Tick all that apply.

- ☐ Implement an interactive graphics with which the student can play.
- ☐ Provide the students a written description to be read
- ☐ Try to visualise it with the vector model.
- ☐ Introduce the topic shortly and then stimulate student-student and student-teacher discussions in the class.

15. **You are a teacher and one of your students ask you to describe the concept of quantised energies. How would you do it?**

Tick all that apply.

- ☐ You would engage the student in a discussion with you where you try to pin-point where the student does not understand
- ☐ You would refer to a really pedagogic Youtube video.
- ☐ You would simultaneously as you explain it write an explanation in the note book of the student.
- ☐ You would proceed from a real-life example and compare it to the allowed frequencies of a string with a fixed length as in a guitar.

16. **You are taking your first class in quantum physics and the lecture of the day covers the probability distribution. You still do not understand the concept in its whole after the lecture and you are determined to resolve this. What do you do?**

Tick all that apply.

- ☐ You would go ask the geek of the class and not give up until you are satisfied.
- ☐ You would dive into the course book which has a complete section on the subject.
- ☐ You try to solve the problems that are connected to the lecture.
- ☐ You visit Youtube.

17. **You are going to give a 2-hour seminar at a summer-school for graduate students where you will teach about the numerical tools you employ to solve the Schrödinger equations. What is the most important part of your seminar?**

Tick all that apply.

- ☐ The 30 minutes where the students use their own laptops to play with a simplistic example-program I uploaded onto the homepage of the summerschool.
- ☐ The video I prepared, which shows how different simulated observables change with the key parameters of numerical simulation.
- ☐ The preparation-part where the students go through the compendium I distributed.
- ☐ The summarizing part, where I give a condensed speech about the pros and cons of my methods.