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Teaching statement

I strongly believe that teaching is a foundamental part for an academic career. As a physicist, I really enjoy explaining physics concept and I receive a great intellectual pleasure whenever I observe students understand them. I also strongly believe that teaching must go beyond imparting facts which is why I encourage the development of critical thinking analysis and synthesis skills. This can be reached actually through an adaptive process according to the students reaction to the course.

A challenging task as an educator is to keep lively the attention of the students. This can be reached through well-organized engaging lecture which possess a core topic clearly stated since the beginning of the class. This topic has to be motivated and, as much as possible, located within present research: we need to make the students aware that even basic physics offer method which is currently in use in actual research. I also believe that understanding of a particular issue can be easier if the students bit of knowledge know a bit of the history and steps which have lead to the present understanding of this topic. *Learning from the past* indeed can provide the students with a real practical example of a succesful scientific and critical method.

Interaction with the students can occur at various level. Within a single student, or small group which come with question and clarification I try to get them to analyze the problem again, offering the solution step by step, or even better posint bite-sized questions they can answer so that at the end the logically come to the right conclusion. Whenever you deal with large class instead understanding the real comprehension of the topic, apart from resolving textbook exercise is more complex. Up to now I always taught to relative small groups up to 30-40 students. Larger classes is