

YEN-JIE LEE:

I think for the physics educators, I would suggest then to introduce the kind of big question we are trying to solve in the very beginning of the lecture. Then people will come into your lecture and then knowing that we are trying to solve this specific question.

Then we work on the theoretical calculation using our physics intuition and physical laws we learned from other class to solve this question. And then we check if we have answered the big question which we actually introduced in the beginning.

And finally, I would like to stress that comparison between, say, analytical calculation and the demo is actually very, very important. OK? Because that gives you a chance to verify your theoretical assumption to see if our calculations actually make any sense.

And finally, I usually summarize the kind of take-home message, or the conclusion from this course so that people can walk out of the classroom and knowing that this is actually what they learned from this lecture.

So actually, I think that is actually applicable to all kinds of different physics course. If we actually try to do that way, then that would make the physics course much more enjoyable.

In general, teaching a course, the lecturer has to show that he is so interested in this course. It is true when the lecturer actually knows about the course very well and knows the excitement about this course very well. So why don't you just show it? Right? Because that will excite a lot of interest from the students in the classroom. And also, that will make your lecture much more enjoyable, not only for the students, but also for yourself because you feel really happy when you're teaching in the classroom.