

Questions A

1. From a pedagogical perspective at what age would you introduce different perspectives on particle physics? For example, year 7 to 9 and year 10 to 12. Which theories would prepare the students more effectively for their future
2. If under time constraints which experiments and discoveries from CERN would give the broadest picture about the work being done?
3. About the new accelerators, what is CERN expecting to find? Is there an end goal?
4. When focusing on the scientific method when would you introduce working with statistical analysis of datasets instead of using smaller practical observations?
5. With the teacher programme trying to improve the time it takes for information to get from the researchers to the schools which parts do you feel still are missing?
6. When moving beyond the curriculum and introducing new things how much is too much? Is there a limit on the amount of for example particle physics one could be exposed to before it becomes detrimental, scaring young people away from science.
7. Any good initiatives or tips on how to get more girls and women to choose science. How is CERN working to improve the gender discrepancy in physics and engineering.
8. Does quantum mechanics have a place with younger kids, y. 7 to 9. If so which concepts would help their understanding of the world. Which examples can be used.