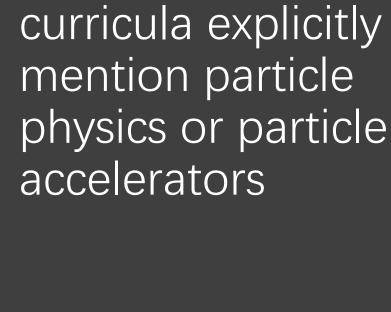


Curriculums

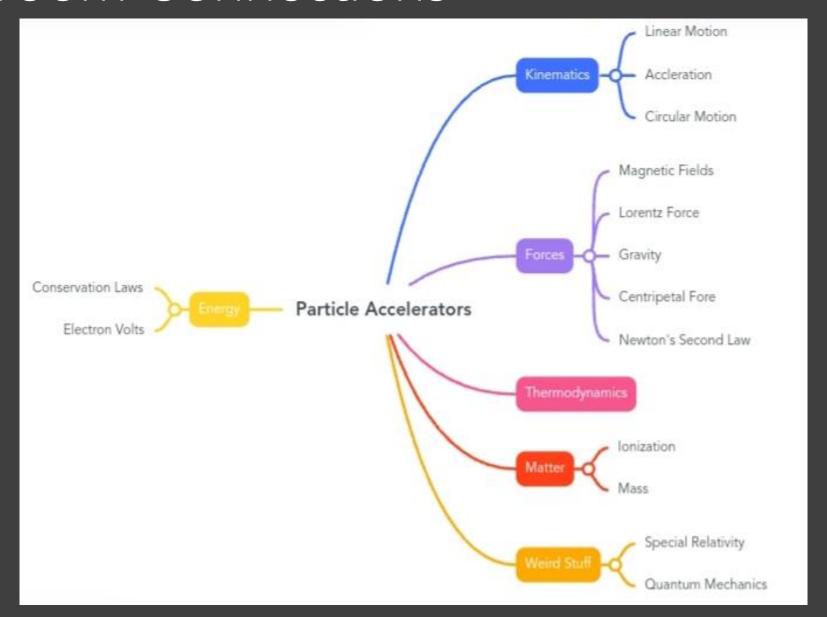
- NGSS
- AP
- IB
- ANAS





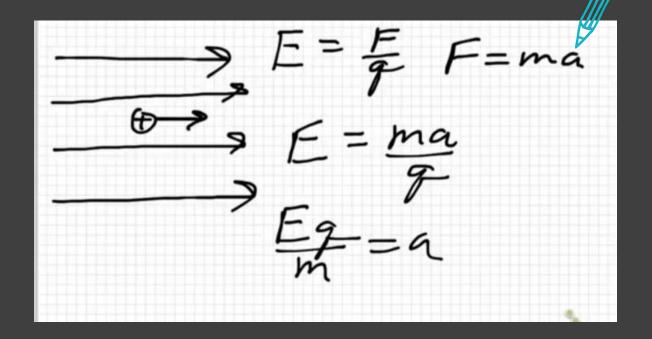
None of these

Classroom Connections

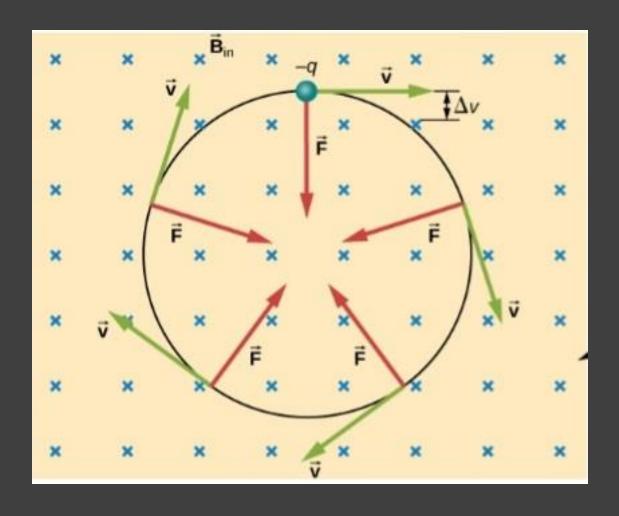


Key Ideas

- Ionization of an atom enables the acceleration of the ion
- Electric fields cause the acceleration of the ion



Magnetic fields cause the circular motion of the ion



Pedagogical point of views:

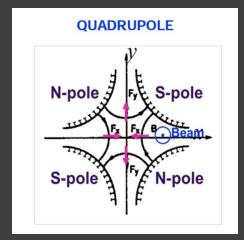
- Scale of mass and energy units
- Introduce particle physics while teaching these topics

Bonus topics for advenced classes

Bonus Topics

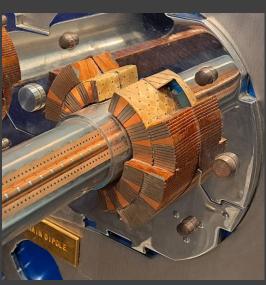
RF acceleration



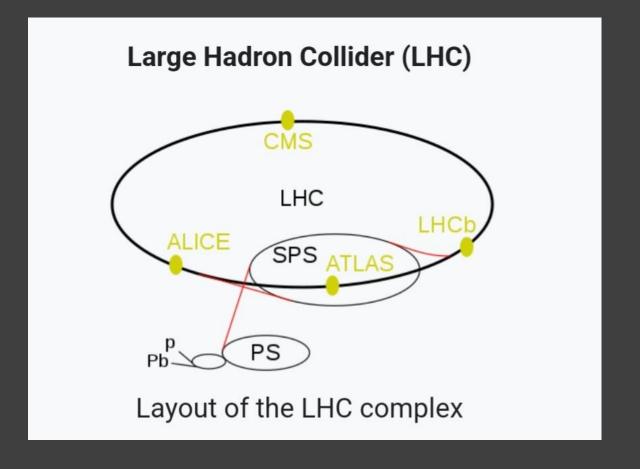


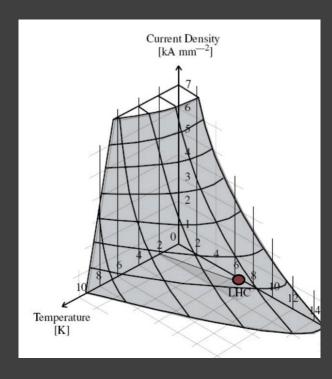
Quadrupole field

(with optional reference of gravity)



- Superconductivity
- Series of accelerators

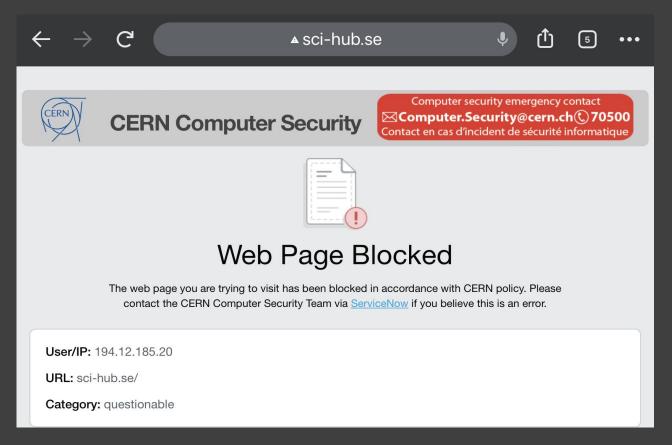




Potential students' misconceptions and challenges when introducing particle accelerators



The following misconceptions and challenges are listed based on observations and experience because...

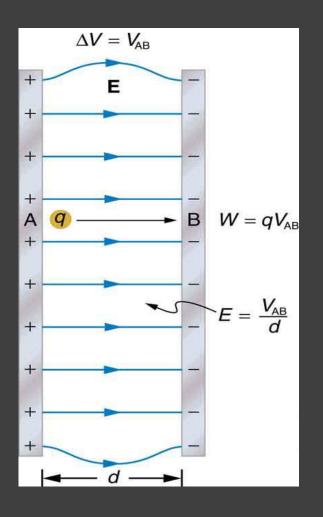


<u>Challenges</u>

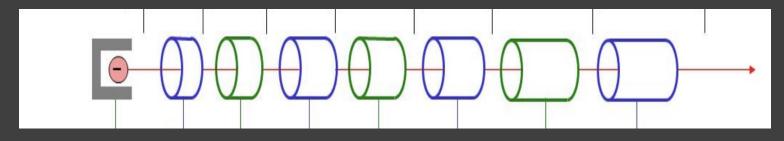
- Students' misconceptions about technical/physical principles of particle accelerators
- 2. Not knowing the aims from building particle accelerators

1. Misconceptions about technical/physical principles

a. How can you continuously accelerate a particle???







Figures are from

http://pressbooks-dev.oer.hawaii.edu/collegephysics/chapter/19-2-electric-potential-in-a-uniform-electric-field/

https://slideplayer.com/slide/5682354/18/images/7/Linear+accelerator+%28

A possible solution

Use visual materials(ex: animation) to demonstrate how it happens.

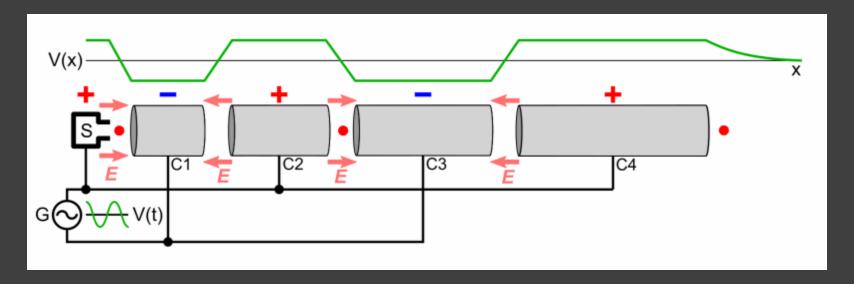


Figure from https://en.m.wikipedia.org/wiki/Particle_accelerator

b. Why are some accelerators circular and how charges move in them?

Why circle???

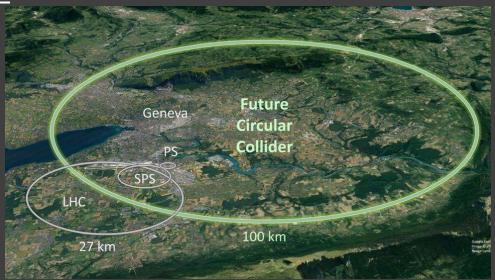
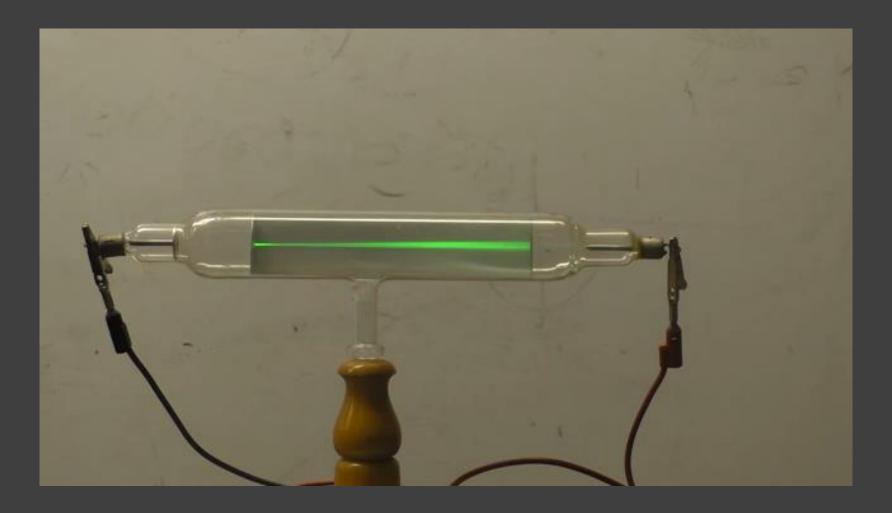


Figure from https://www.bbc.com/news/science-environment-61149387

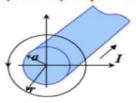
How circle???

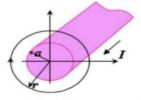


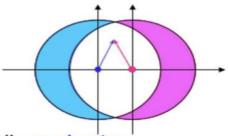
c. Math involved

The cos ϕ coil

- · Consider now the field generated by two wires
 - · They carry equal currents in opposite directions







- · Now consider the geometry with the two wire partially overlapping
 - · The current in the overlap is zero
 - The magnetic field in the overlap is uniform and directed along y

$$\bullet \mathbf{c} B_x = B_{1x} + B_{2x}$$

$$B_{1x} = -\frac{m_b}{2}J_1r_1\sin f_1$$

$$B_{2x} = -\frac{m_b}{2}J_2r_2\sin f_2$$

$$B_x = m_b \frac{|J|}{2} (r_1 \sin f_1 - r_2 \sin f_2)$$

$$r_1 \sin f_1 = r_2 \sin f_2$$

$$r_1 \sin f_1 = r_2 \sin f_2$$
 $B_x = 0$ $B_y = m_0 \frac{|J|d}{2}$

$$B_y = B_{1y} + B_{2y}$$

$$B_{1y} = \frac{m_0}{2} J_1 r_1 \cos f_1$$

$$B_{2y} = \frac{m_0}{2} J_2 r_2 \cos f_2$$

$$B_y = -m_0 \frac{|J|}{2} (r_1 \cos f_1 - r_2 \cos f_2)$$

$$r_1 \cos f_1 - r_2 \cos f_2 = d$$





Collider Physics - Francesco Ragusa

9

The best solution:

Ignore math!!!

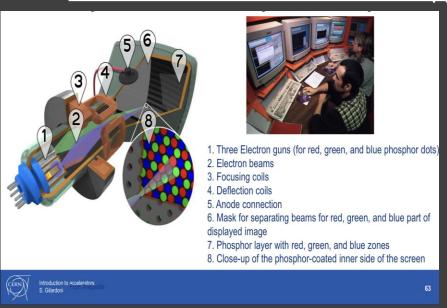


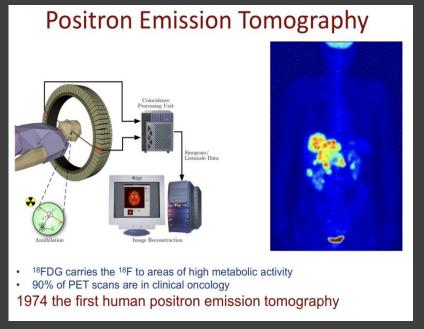
Picture from

https://gfycat.com/discover/ignore-gifs

2. Not comprehending the aim from building particle accelerators

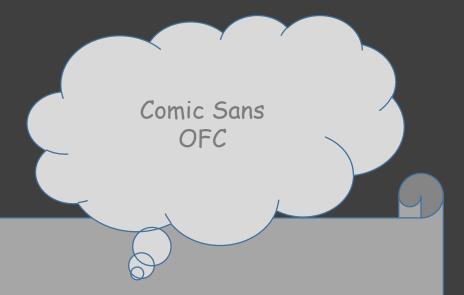
- Why do we build accelerators???
- At school do not stress about fundamental research, stress on applications.
- Like, Tube monitors or medical applications





https://indico.cern.ch/event/932906/contributions/4889583/attachments/2476115/4249589/2022-intro-to-accsecond-general.pdf

https://indico.cern.ch/event/932906/contributions/4928501/attachments/2476662/4250567/Teachers%20Programme%20-%20From%20Physics%20to%20Medical%20Applications-6%20July%202022.pdf



Best practise













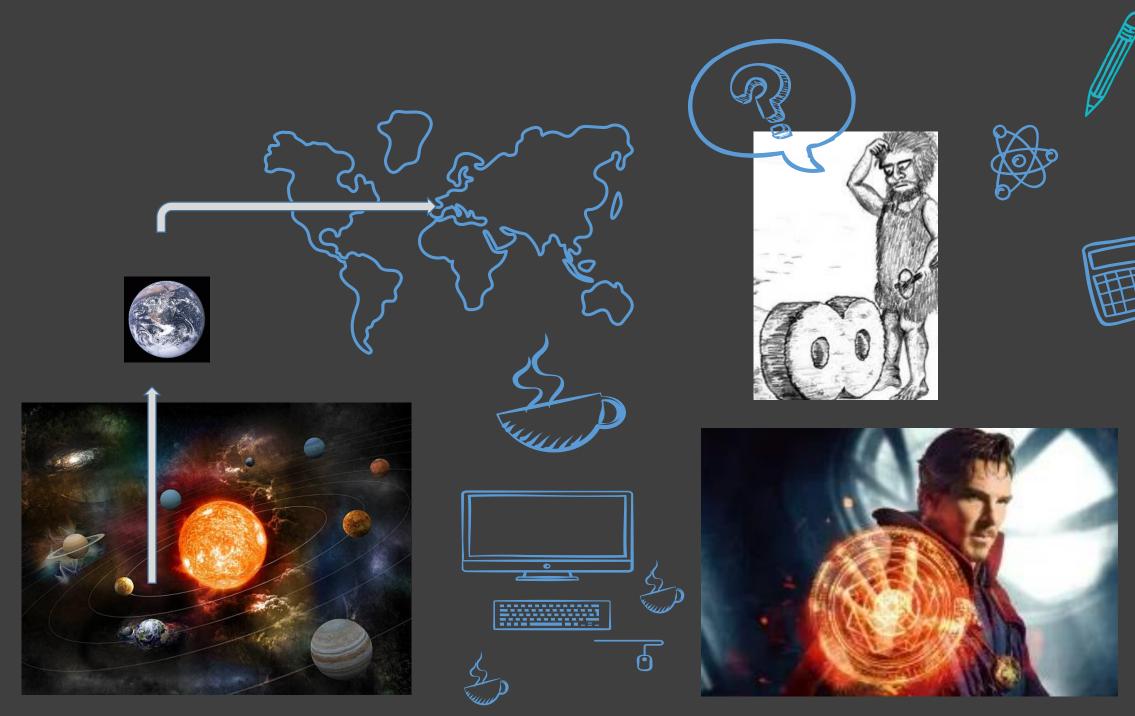


Particle accelerators



















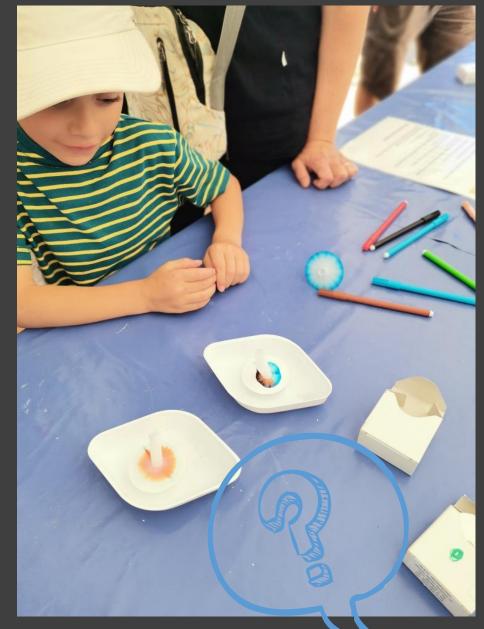


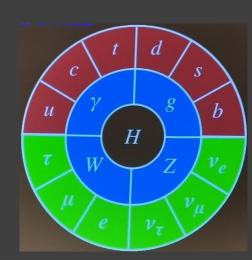


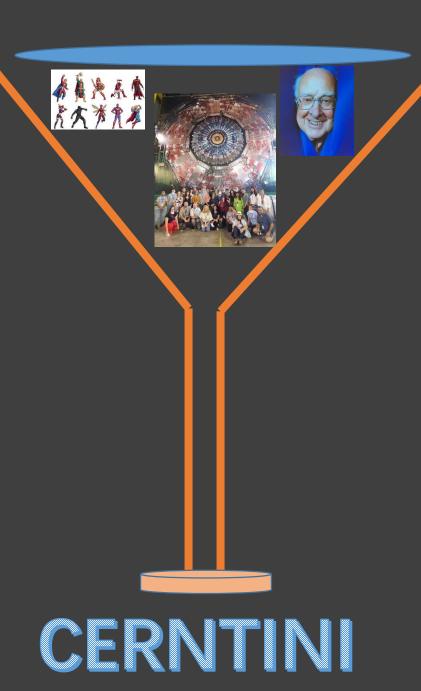








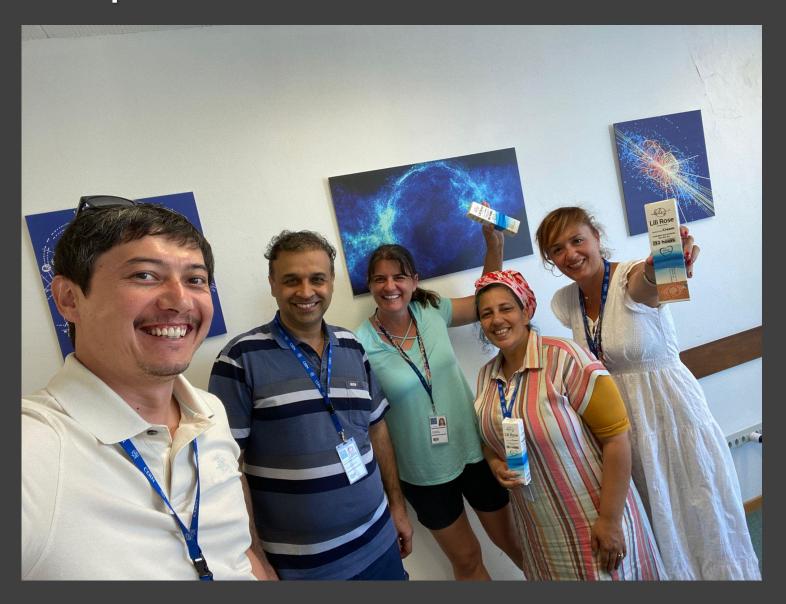


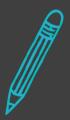




Acknowledgement!!!

Our sponsor – Lili Rose Cream…





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