



Final evaluation

- *What added value can the study of motions and conics give to knowledge and reasoning in the «Great history of physics and mathematics»?*
- *What added value to knowledge and reasoning can it give to the study of motions and conics in an interdisciplinary perspective?*
- *What aspects and characteristics of physics and mathematics as disciplines can be brought to light if one analyzes these «historical cases» through an FRA? Consider the FRA wheel both the «cognitive-epistemic system» (aims and values, practices, methods and methodological rules and knowledge) and the «socio-institutional system».*
- *In what sense can the curve and the proof be considered «boundary objects» and/or «epistemological activators»? What «boundary crossing mechanisms» can be implemented? How? (To answer, clarify what you mean by boundary object, epistemological activator, and how you interpret the crossing mechanisms)*

IDENTITIES

Enlightening
Interdisciplinarity
in STEM
for Teaching



ALMA MATER STUDIORUM
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