

## **SYMPAB - (16480) - S-T-E-M STUDENT TEACHERS ANALYSING INTERDISCIPLINARITY IN THE FIELD OF NANOTECHNOLOGY**

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### **Short Abstract**

The purpose of this study is to investigate student teachers' views on Interdisciplinarity (ID) in the contemporary field of Nanotechnology (NST). In specific, 5 secondary student teachers enrolled in a STEM course, design and develop teaching material on NST and reflect on ID. The study makes use of theoretical constructs for ID, such as epistemological and linguistic activators and concurrently investigates their affinity with the boundary objects framework. Qualitative content analysis methods are applied regarding student teachers' designed worksheets and reports. Results indicate that student teachers managed to identify several epistemological activators, mainly in terms of methods, such as modelling, as well as linguistic ones like "nanoscale", "properties". Also, albeit several ID connections were stated, the related discipline knowledge often was not explicitly referred to by the student teachers.