Abstract

The content of this paper discusses the physics and mathematics teaching-learning problematic in situations where both disciplines meet in the curricular program as it happens at engineering majors. Focusing on differentials and supported by social epistemology, we affirm that an education which privileges teaching of objects does not permit that a working style on physics-mathematics can be learned by the students; that style has revealed fruitful for the construction of both disciplines. Also, this paper states that social-epistemology is an invaluable perspective of research for searching viable responses to the problems with articulation between physics and mathematics teaching.

Keywords
Physics, Articulated teaching, Engineering, Differentials, Socio-epistemology.