



























Morganti A., Bocci F. (2017). *Didattica inclusiva nella scuola primaria. Educazione socio-emotiva e Apprendimento cooperativo per costruire competenze inclusive attraverso i "compiti di realtà"*. Firenze: Giunti Edu.

National Academy of Sciences, National Academy of Engineering, and Institute of Medicine (2007). *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*. Washington, DC: The National Academies Press.

Nesti R. (2017). *Game-based learning. Gioco e progettazione ludica in educazione*. Pisa: ETS.

Niewint J., Gras A. (2020). *Perché le STEM sono un elemento importante nell'insegnamento del futuro*. IUL Research, 1(2), 1-5.

Paavola S., Hakkarainen K. (2005). *The knowledge creation metaphor. An emergent epistemological approach to learning*. Science & education, 14, 535-557.

Paavola S., Hakkarainen K. (2014). *Trialogical approach for knowledge creation*. In S. Tan, H. So, & J. Yeo (Eds.). *Knowledge creation in education – Education innovation series* (pp. 53-73). Springer.

Sanders M. (2009). *STEM, STEM Education, STEMmania*. The Technology Teacher, 68(4), 20–26.

Sansone N., Grion V. (2022). *The "Triological Learning & Assessment Approach": Design principles for higher education*. Qwerty-Open and Interdisciplinary Journal of Technology, Culture and Education, 17(2), 10-28.

Tasiopoulou et al. (2022). *Il quadro di riferimento STE(A)M IT: documento di sintesi*. Bruxelles: European Schoolnet.

Yang Y., Barth J. M. (2015). *Gender differences in STEM undergraduates' vocational interests: People-thing orientation and goal affordances*. Journal of Vocational Behavior, 91, 65-75.