

La actividad **“60 Greatest Mathematicians throughout History”** que se presenta al **III Premio impulso TIC EDUCACIÓN en Asturias** se enmarca dentro de la utilización de los instrumentos TIC en los centros educativos.

MEMORIA DESCRIPTIVA

“60 Greatest Mathematicians throughout History” “60 Grandes Matemáticos a lo largo de la Historia”	
Profesora responsable	Gloria Fuentes Alonso-Barajas
Área /materia	Matemáticas
Centro	I.E.S. Fernández Vallín. Gijón
Alumnado	3ºESO, Bilingüe. 17 alumnos
Idioma	Inglés. Nivel B1
Duración	Tres meses / 1 sesión semanal durante el curso 2012/2013

ANTECEDENTES / MOTIVACION

- Los grandes cambios en las Tecnologías de la Información y la Comunicación (TIC) y sus efectos en la actividad humana.
- Utilización de las infraestructuras del centro escolar e impulsar el uso de las variadas tecnologías de la información en el mundo educativo.
- Búsqueda de nuevas estrategias de enseñanza/aprendizaje a fin de enriquecer el ambiente de aprendizaje y mejorar la calidad de la enseñanza.
- Adquisición de nuevos conocimientos y destrezas: búsqueda de información y transmisión a través de las TIC.
- Integración de los alumnos en grupos de trabajo para fomentar su formación continua.
- Interacción social entre los alumnos y entre alumnos-profesora, en el espacio del aula y creación un entorno de trabajo /aprendizaje on-line.

OBJETIVOS DE LA ACTIVIDAD

- Conocimiento de la historia de las matemáticas y sus protagonistas, a través de una innovación metodológica en el proceso de aprendizaje.
- Utilización de herramientas TIC en el aula de matemáticas.
- Realización de una exposición de trabajos en inglés sobre una selección de 60 grandes matemáticos y que será inaugurada con motivo del Día Escolar de las Matemáticas el 12 de mayo.
- Fomento del trabajo en equipo, el intercambio de información, la labor de los

responsables de desarrollo, diseño/maquetación, impresión, plastificación, fotografía, video, montaje, etc.

- Utilización de las tecnologías informáticas como fuente de información, para mejorar los conocimientos de los alumnos, fomentando el uso de las nuevas herramientas, potenciando el trabajo colaborativo, el autoaprendizaje y mejorando la comunicación, la expresión y la creatividad a través de textos, tablas, gráficos, videos, etc.
- Utilización de los materiales didácticos multimedia de manera interactiva para la potenciación de aprendizajes y como motivación lúdica que mejora el desarrollo psicomotor y cognitivo.
- Fomento de la investigación individual y grupal.

COMPETENCIAS BÁSICAS QUE SE TRABAJAN

Competencia en comunicación lingüística	X
Competencia matemática	X
Competencia conocimiento e interacción con el mundo físico	X
Competencia de la información y la tecnología digital	X
Competencia social y ciudadana	X
Competencia cultural y artística	X
Competencia para aprender a aprender	X
Competencia autonomía e iniciativa personal	X

DESARROLLO DE LA ACTIVIDAD

- La actividad se realiza como un trabajo de la asignatura de matemáticas que se imparte en inglés, dedicando 1 sesión semanal en el aula de informática durante el segundo trimestre.
- Utilización las TIC del instituto tanto para la búsqueda de la información como para la presentación de los trabajos realizados en formato electrónico con Microsoft Office.
- Se utilizó el programa PhotoShop para la realización de un cartel anunciando la Exposición.
- Los alumnos imprimieron los trabajos en cartulinas de diferentes colores siguiendo un código de color y ellos mismos los plastificaron para su mejor conservación y otros usos posteriores.
- El profesorado de matemáticas trabajó junto con el profesorado de inglés y con la auxiliar de lengua extranjera que se encargó de la preparación de la visita guiada en inglés.
- Montaje en el espacio de la galería de los paneles de la exposición.
 - Las imágenes de las aportaciones de cada matemático, por períodos.
 - El eje cronológico, las biografías por períodos, premios matemáticos, frases finales y fotografías de alumnos.
- La exposición, en el espacio de la galería acristalada del IES Fernández Vallín de Gijón, estuvo abierta del 10 al 24 de mayo de 2013. Asistió el alumnado del centro y de otros centros a los que invitamos, así como todos los miembros de la comunidad educativa. Se publicitó en la prensa local y en la Web del instituto.
- Los alumnos de 3º ESO, grupo B, realizaron visitas guiadas en inglés con un cuestionario de actividades en inglés para los alumnos participantes.
- Los diferentes grupos de alumnos trabajaron en la elaboración de cartas de invitación, publicidad en prensa, elaboración de cuestionarios, impresión, plastificación, montaje, etc...
- Se realizó un Moviemaker sobre la exposición.

Materiales	<ul style="list-style-type: none"> • Papel blanco A3 y A4 • Cartulinas de colores A3 y A2. • Materiales para plastificar. • Cinta adhesiva.
Recursos	<ul style="list-style-type: none"> • Ordenadores del aula de informática. • Portátiles del alumnado. • Pizarra digital. • Impresora A3/A4 • Máquina plastificadora A3 y A4.

EL PROYECTO REALIZADO CONSTA DE	
•	Cartel sobre la exposición realizado con las fotografías de los 60 matemáticos incluidos, las fechas en que tendrá lugar la exposición y la espiral de Durero, como referencia a la implicación de las Matemáticas en el arte.
•	Eje cronológico con código de colores para la mejor identificación y ubicación de los matemáticos.
•	Exposición en imágenes, formato A4, sobre cada uno de los 60 matemáticos con una imagen que hace referencia a alguna de sus aportaciones, teoremas, ecuaciones, etc... Con su correspondiente pie de imagen en inglés.
•	Exposición de biografías en inglés, formato A3, de cada uno de los 60 matemáticos. Consta de foto del matemático, alguna de sus ecuaciones o teoremas, fechas importantes, datos sobre su vida y estudios y contribuciones a la ciencia en general y a las matemáticas en particular. Al final una frase célebre del matemático.
•	Cartel premios matemáticos Abel, Fields y consideraciones finales.
•	Cartel con frases relativas a cada matemático.
•	Cuestionario en inglés sobre los contenidos de la exposición.
•	Movie maker con fotos y grabaciones del proceso y de los resultados.

CONCLUSIONES

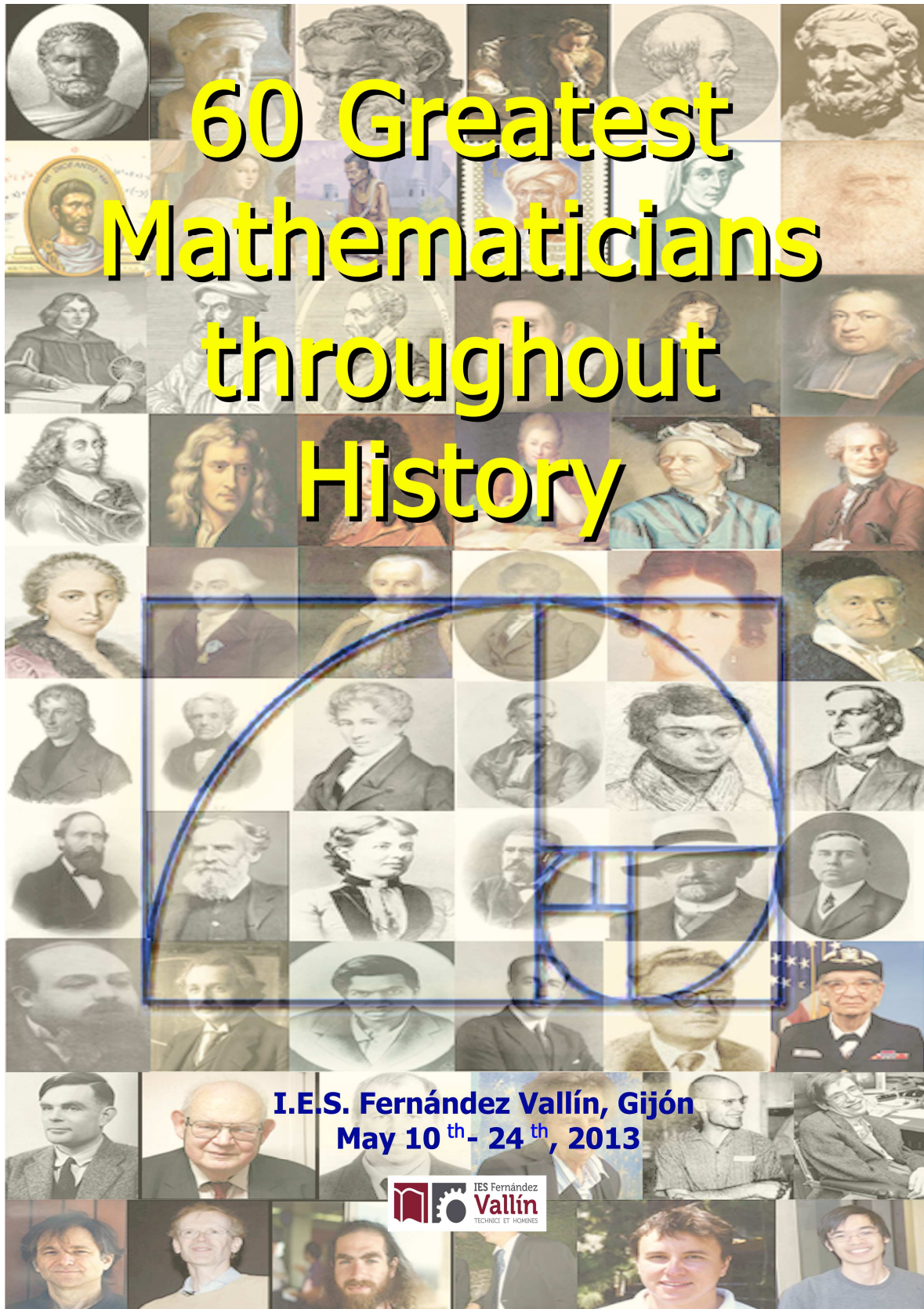
Todos los objetivos programados al inicio se han cumplido, se han trabajado las competencias: matemática, información y la tecnología digital, comunicación lingüística, conocimiento e interacción con el mundo físico, social y ciudadana, cultural y artística, autonomía e iniciativa personal y aprender a aprender.

La actividad titulada “60 Greatest Mathematicians throughout History” ha resultado ser una experiencia muy positiva y enriquecedora para los alumnos que la han llevado a cabo así como para la profesora, destacando entre otras conclusiones:

- La utilización de las tecnologías de la información en el aula de matemáticas ha supuesto una gran motivación en el alumnado durante el proceso de enseñanza-aprendizaje. Se ha dado uso a todas los recursos TIC que el instituto tiene y que no siempre se les da todo el uso que se debiera.
- Un inmejorable ambiente en el aula, mostrando los alumnos un altísimo interés, integrándose en grupos de trabajo, intercambiando informaciones y a la vez tuvieron la oportunidad de mejorar su habilidad oral en lengua inglesa al ser guías de la exposición que ellos mismos realizaron.
- Se cumplió el objetivo de adquisición de nuevos conocimientos en el manejo y utilidad de las herramientas TIC y también se ampliaron conocimientos sobre la historia de las matemáticas y sus protagonistas.

¡Todos los participantes valoramos de forma muy positiva esta actividad!

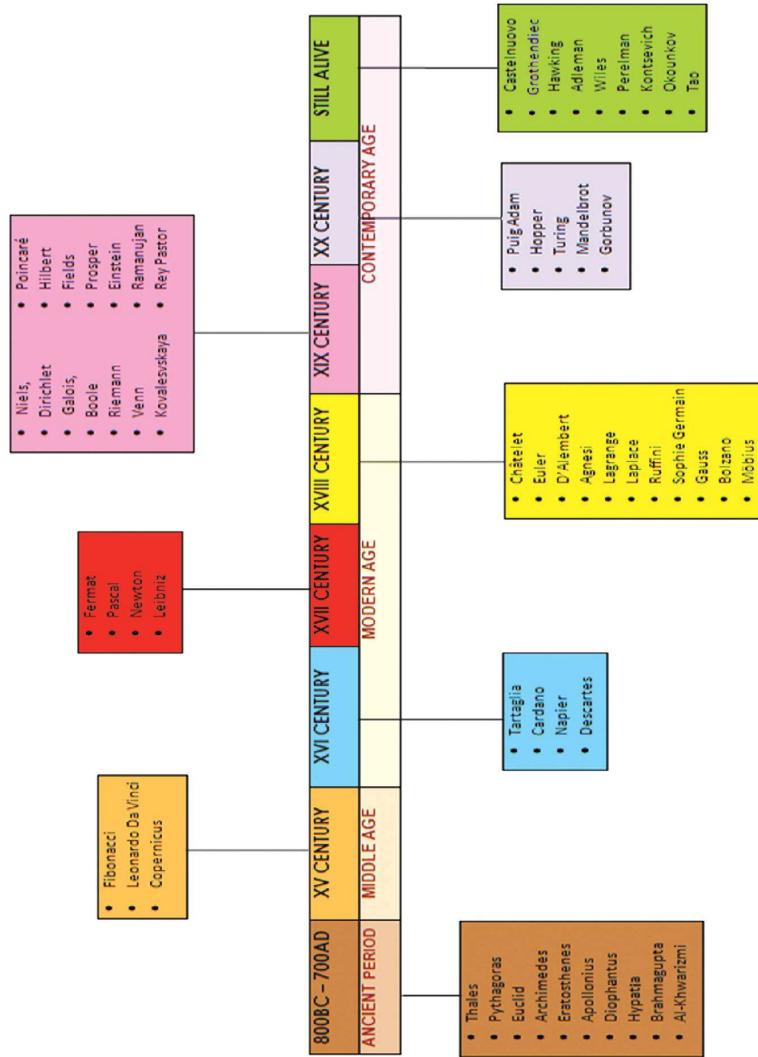
DOCUMENTACION
APORTADA



EJE CRONOLÓGICO


TIME

MATHEMATICS



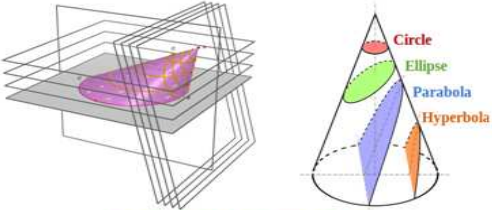
SELECCIÓN DE IMÁGENES
MATEMÁTICOS Y APORTACIONES

Hypatia



Rixmania's Astrolabe, an ancient astronomical computer for solving problems

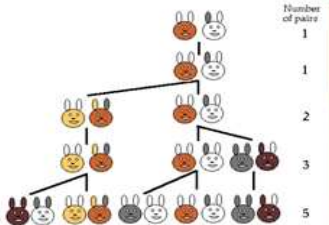
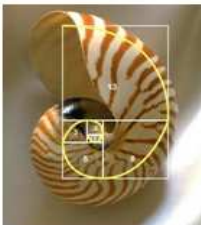
APOLLONIUS



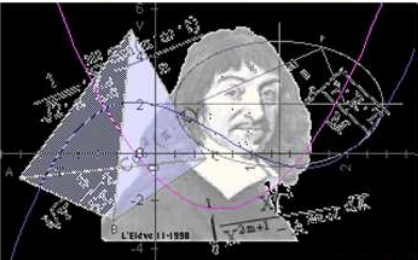
CONIC SECTIONS

LEONARDO FIBONACCI

A certain man put a pair of rabbits in a place surrounded on all sides by a wall. How many pairs of rabbits can be produced from that pair in a year if it is supposed that every month each pair begets a new pair which from the second month on becomes productive?

RENÉ DESCARTES



Euler's formula for polyhedron $F - E + V = 2$

This relationship was first described by Descartes, then refined, proved, and published by Leonhard Euler in 1750.

Jonh Napier



Box of Napier's mathematical calculating tables from around 1680

$$\sum_{n=0}^{\infty} \frac{1}{n!} = e = 2.718281828459045\dots$$

BLAISE PASCAL



The name Pascal has been given to:

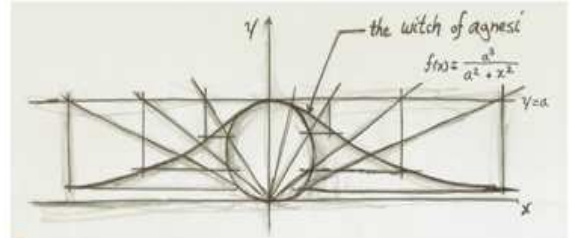
- The S.I. unit of pressure.
- A programming language.
- Pascal's triangle.
- Pascal's law of hydrostatics.

Pierre de Fermat



Fermat's Last Theorem was written in 1637, in the margin of a book. It states that no three positive integers a , b , and c can satisfy the equation $a^n + b^n = c^n$ for any integer value of " n " greater than two. Fermat claimed he had a proof that was too large to fit in the margin.
No successful proof was published until 1995!

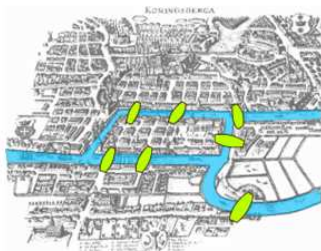
MARIA GAETANA AGNESI



THIS CURVE DESCRIBES A SWINGING PENDULUM THAT IS BEING POKED OR PRODDED TO KEEP IT IN MOTION, LIKE SOMEONE PUSHING A CHILD ON A SWING

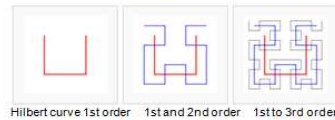
LEONHARD EULER

In 1736, Euler solved the problem known as the Seven Bridges of Königsberg on Graph Theory.

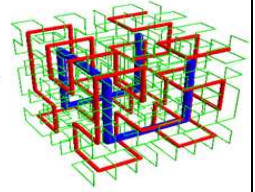


Map of Königsberg in Euler's time showing the layout of the seven bridges, highlighting the river Pregel and the bridges.

David Hilbert



Hilbert curve 1st order 1st and 2nd order 1st to 3rd order



A Hilbert space-filling curve is a continuous fractal space-filling curve.
Hilbert curve is widely used in computer science.
For example, the range of IP addresses used by computers can be mapped into a picture using the Hilbert curve.

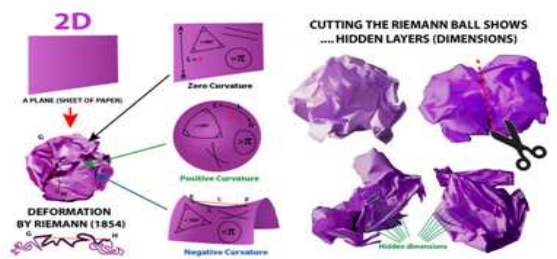


Stamp commemorating the World mathematical Year 2000

Julio Rey Pastor

BERNHARD RIEMANN

The laws of physics in higher spatial dimensions



The Riemann crumpled paper ball has all three type of geometric curvatures in his structure.

Grace Murray Hopper



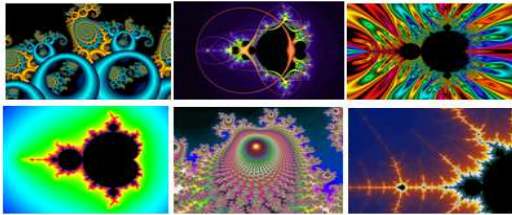
Hopper invented the compiler—the program that translates computer programs into machine language. She did so because she was lazy; the compiler did the grunt work and allowed her to focus more on Maths. Her FLOW-MATIC compiler so greatly influenced COBOL that she is known as the mother of COBOL.

Alan Mathison Turing



A blue plaque marking Turing's home at Wilmslow, Cheshire.

Mandelbrot



Mandelbrot set zoom sequence with a continuously colored environment.

LEONARD ADLEMAN



COMPUTING WITH DNA

Gregori Perelman

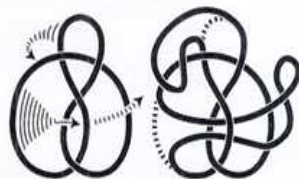


Emma Castelnuovo



"CONCRETO E ASTRATTO: COME HO IMPARATO MATEMATICA ALLA SCUOLA MEDIA"

Maxim Kontsevich



Terence Tao

LIFE AND TIMES OF TERENCE TAO

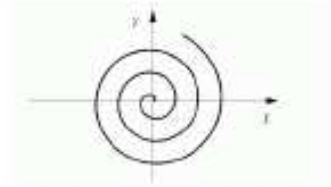
- Age 7: Begins high school.
- 9: Begins University.
- 10,11,12: Competes in the International Mathematical Olympiads winning bronze, silver and gold medals.
- 16: Honours degree from Flinders University.
- 17: Master's degree from Flinders University.
- 21: Ph.D from Princeton University.
- 24: Professorship at University of California.
- 31: Fields Medal, the mathematical equivalent of a Nobel prize.



ALGUNAS BIOGRAFÍAS



$$r = a + b\theta$$



Archimedes of Syracuse

DATES



- He was born in Sicily in 287 B.C.
- He died in 212 B.C. (aged around 75)

LIFE & STUDIES



- He studied in Alejandria, where he met other important mathematicians. His father was an astronomer.
- He was a mathematician, physicist, engineer, inventor and astronomer.
- He helped to defend his town, with innovative tecnics.

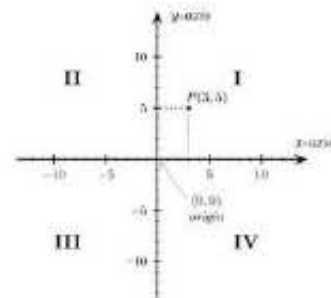
CONTRIBUTIONS TO MATHS



- Spirals, conoids and spheroids
- Floating bodies. Archimedes' principle
- He used infinitesimals in a similar way to modern integral calculus.
- While Archimedes did not invent the lever, he gave an explanation of the principle On the Equilibrium of Planes.
- Archimedes' screw.
- In the past, Archimedes appeared in Italian's bills and coins.
- There are a lot of statues representing "Eureka" episode.

EUREKA, I have found it!

Arquimedes of Syracuse



RENÉ DESCARTES

DATES



- He was born on the 31 of March 1596 , le Haye, France.
- He died on the 11 of February 1650 Stockholm.

LIFE & STUDIES



- He belonged to an aristocratic family.
- His disposition was considered to be cold and selfish.
- He studied mathematics and law and had a brief stint in army.
- He lived in Holland for 20 years when he wrote his first books starting from a short treatise on metaphysics.
- Descartes is considered as the first modern philosopher.
- In 1649 he went to Stockholm on an invitation from Queen Christina of Sweden to teach her philosophy .
- He couldn't stand the brutal winters of Scandinavia and finally succumbed to pneumonia and died in 1650.

CONTRIBUTIONS TO MATHS



- Descartes was the first in publishing how to use coordinates for locating points in space, called Analytic Geometry.
- He established a method of inquiry in which everything had to be reasoned before confirmed as thoughts.
- Came up with the Cartesian theory.
- In an appendix to his book Discours de la méthode Descartes gave Analytic Geometry to the world and used the new technique to solve problems in Geometry.

"I think, therefore I am"

Descartes



$$t' = t + vx'/c^2, \text{ donde } x' = x - vt$$



Poincaré

Jules Henri Poincaré

DATES



- He was born in April 29, 1854, in Nancy France.
- He died in July 17, 1912 in Paris, Aged 58.

LIFE & STUDIES



- Because of the diphtheria, he received instruction from his mother.
- He spent eleven years at the Lycée and his mathematics teacher described him as a "monster of mathematics".
- He continued studying mathematics in addition to engineering.
- Thesis "Propriétés des fonctions définies par les équations différences"
- From 1881 until the end of his career, he taught at the Sorbone University of Paris.

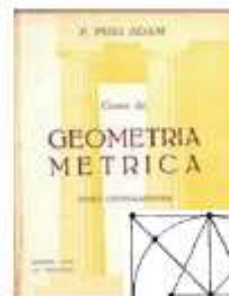
CONTRIBUTIONS TO MATHS



- He is often described as a polymath. He made many fundamental contributions to pure and applied mathematics, mathematical physics, and celestial mechanics.
- He was responsible for formulating the Poincaré conjecture, one of the most famous unsolved problems in mathematics until 2002–03.
- In the three-body problem, he became the first person to discover a chaotic deterministic system, foundations of modern chaos theory.
- He is one of the founders of the field of topology.

"It is through science that we prove, but through intuition that we discover"

Henri Poincaré



Pedro Puig Adam

DATES



- He was born in Barcelona the 12 of May 1900.
- He died in Madrid the 12th of January 1980.

LIFE & STUDIES



- He studied Industrial Engineering and Sciences in Madrid.
- His first book was his doctoral thesis "Resolution of some elementary problems of Relatively Mechanics".
- Since 1926, he worked as a teacher at San Isidro high school in Madrid. He published a book in two volumes, since he helped his pupils of the School of Industrial Engineers " Integral Calculation " and " Differential Equations " .
- His books were a help to his pupils of the School of Industrial Engineers. And even now the pupils of engineering continue finding in them a useful and pleasing support for his formation.
- Since 2000, every May 12, the Spanish Federation of Teachers of Mathematics celebrates school mathematics Day, coinciding with the date of his birth.

CONTRIBUTIONS TO MATHS



- He was a great teacher who adapted Rey Pastor works to the Spanish Education.
- His didactic work has transcended beyond our country.
- We must express our gratitude for what his work has paved the way for our training.
- Also in the current teaching Math and we can find parts as valuable as his lecture on "Mathematics and Beauty" or the brilliant "The concrete in Teaching Mathematics."

"Teaching and guiding the creative activity of the student discover"

Pedro Puig Adam



$$y^2 = x(x - a^n)(x + b^n)$$

ANDREW WILES

DATES



- He was born in 1953 in Cambridge
- He is 59 and he is living in both USA and Great Britain,
- June 1993, he first announced his proof of Fermat's last Theorem and it was published in 1995.

LIFE & STUDIES



- He attended King's College School, Cambridge
- Wiles discovered Fermat's Last Theorem on his way home from school when he was 10 years old.
- Wiles earned his bachelor's degree in mathematics in 1974 after his study at Merton College, Oxford, and a Ph.D. in 1980, after his research at Clare College, Cambridge.
- In 1981, Wiles became a professor at Princeton University.
- From 1988 to 1990, Wiles was a Royal Society Research Professor at Oxford University
- Wiles has been awarded several major prizes in mathematics and science: Fermat Prize (1995), Royal Medal (1996) Pythagoras Award (Croton, 2004)

CONTRIBUTIONS TO MATHS



- He is more famous for proving Fermat's Last Theorem, unproved theorem of 17th-century
- It states that no three positive integers a, b and c can satisfy the equation $a^n + b^n = c^n$, if n is an integer greater than two.
- He presented his proof in June 1993 but soon recognized as having a serious gap. The final version of the proof was published in 1995. It uses many techniques from algebraic geometry and number theory.
- It is a proof of the modularity theorem for semistable elliptic curves.

"You can use numbers to demonstrate whatever you want"

Andrew Wiles

"60 FAMOUS QUOTES"

"We'll never know the worth of water till the well go dry"

unknown about Apollonius

"The most difficult thing in life is to know yourself"

Thales of Miletus

"The oldest, shortest words - "yes" and "no" - are those which require the most thought"

Pythagoras

"In comparison with the great size of the earth the protrusion of mountains is not sufficient to deprive it of its spherical shape. The perpendicular distance from the highest mountain tops to the lowest regions is 10 stades [5,000-5,500 feet]. He showed it with the help of dioptras which measure magnitudes at a distance"

Eratosthenes

EUREKA, ha've found it!

Archimedes

"Reserve your right to think, for even to think wrongly is better than not to think at all"

Hypatia

"The laws of nature are but the mathematical thoughts of God."

Euclid

"It is exciting to see how a problem which is over 1700 years old can suggest an interesting research topic today"

Schappacher about Diophantus

"A person who can, within a year, solve $x^2 - 92y^2 = 1$ is a mathematician"

Brahmagupta

"Algebra" is derived from al-jabr, one of the two operations he used to solve quadratic equations. "Algorism" comes from Algoritmi, the Latin form of his name. The Spanish word is "guarismo"

Al-Khawarizmi

"Mathematics is written for mathematicians."

Nicolaus Copernicus

"If I have omitted anything more or less proper or necessary, I beg indulgence, since there is no one who is blameless and utterly provident in all things."

Fibonacci

"Simplicity is the ultimate sophistication"

Leonardo da Vinci

<p>“Quinquies exscriptus, maneat tot millibus annis”. (I wrote it out five times, may it last the same number of millennia.) Girolamo Cardano</p>
<p>“I think, therefore I am” Descartes</p>
<p>“There is nothing that is so troublesome to mathematical practice” John Napier</p>
<p>“The wish to acquire more is admittedly a very natural and common thing; when men succeed in this they are always praised rather than condemned. But when they lack the ability to do so and yet want to acquire more at all costs, they deserve condemnation for their mistakes” Nicolo Tartaglia</p>
<p>“I do not know what I may appear to the world, but to myself I seem to have been only like a boy playing on the sea-shore whilst the great ocean of truth lay all undiscovered before me” Newton</p>
<p>“I take it as granted that every created thing is subject to change, and indeed that this change is continual in each one” Leibniz</p>
<p>“Man's greatness lies in his power of thought” Blaise Pascal</p>
<p>“I will share all of this with you whenever you wish” Fermat</p>
<p>“While her name remained on the rolls of the university for 45 years, she never went to Bologna” Truesdell about Agnesi</p>
<p>“... the only French woman of her time seriously to develop her talent for mathematics and physics” Terrall about Emilie du Chatelet</p>
<p>“I regarded as quite useless the reading of large treatises of pure analysis. It is in the works of application that one must study them; one judges their utility there and appraises the manner of making use of them” Joseph L. Lagrange</p>
<p>“My special pleasure in mathematics rested particularly on its purely speculative part” Bernard Bolzano</p>
<p>“It is not knowledge, but the act of learning, not possession but the act of getting there, which grants the greatest enjoyment” Carl Friedrich Gauss</p>
<p>“What we know is not much. What we do not know is immense” Pierre Simon Laplace</p>
<p>“Anxiety never successfully bridged any chasm”</p>

Paolo Ruffini
“ He closed his mind to the possibility that he might be wrong...” about D’Alembert
“Read Euler, read Euler, he is the master of all of us” Pierre Simon Laplace
“Women were simply not taken seriously” Sophie Germain
“The inspirations for his research he found mostly in the rich well of his own original mind. His intuition, the problems he set himself, and the solutions that he found, all exhibit something extraordinarily ingenious, something original in an uncontrived way. He worked without hurrying, quietly on his own” About Mobius
“Number Theory for the Millennium.” Gustav Lejeune Dirichlet
Symbolic Finite Solutions and Solutions by Definite Integrals of the Equation $dy/dx = x/y$ John Charles Fields
“A wise without passionate vocation, unable to feel the heroic beat that accompanies all creation, is a lost soul, as a priest without faith.” Julio Rey Pastor
“It is through science that we prove, but through intuition that we discover” Henri Poincare
“His son gives this description: Of spare build, he was throughout his life a fine walker and mountain climber, a keen botanist, and an excellent talker and linguist” Ven’s son
"Equations are more important to me, because politics is for the present, but an equation is something for eternity" Albert Einstein
“No matter how correct a mathematical theorem may appear to be, one ought never to be satisfied that there was not something imperfect about it until it gives the impression of being beautiful” George Boole
“It is impossible to be a mathematician without being a poet in soul” Sofia Kovalesvskya
“Some of the formulas of Ramanujan overwhelm me but it is forced to be true, because if not, no one would have the imagination to invent them. ” Godfrey Harold Hardy about Ramanujam
He was 20 years old. His last words to his younger brother Alfred were: “Don't cry, Alfred! I need all my courage to die at twenty” Évarist Galois
“A mathematical theory is not to be considered complete until you have made it so clear that you can explain it to the first man whom you meet on the street”. David Hilbert
“If quantum mechanics has not profoundly shocked you, you have not understood it yet”. Niels Henrik Abel
“If I had only two theorems I could demonstrate all...” Bernhard Riemann
“I try to introduce those modifications that in France, Great Britain, Russia and,

<p>especially, Germany are standard. Mathematicians do not work to increase the science for nothing: it is necessary to explain their new discoveries”</p> <p>Reyes Prosper</p>
<p>“Science is a differential equation. Religion is a boundary condition”</p> <p>Alan Turing</p>
<p>“An extraordinary amount of arrogance is present in any claim of having been the first in inventing something”</p> <p>Benoit Mandelbrot</p>
<p>“He was a dedicated teacher and Ph.D. advisor. His name will stay with us in his theorems, mathematical ideas, in the open problems he left, and in our memory of his genuine dedication to mathematics”</p> <p>Gorbunov’s doctoral students</p>
<p>“Teaching and guiding the creative activity of the student discover”</p> <p>Pedro Puig Adam</p>
<p>“The most important thing I’ve accomplished is training young people. They come to me and say, “Do you think we can do this?” I say, “Try it.” And I back them up. I keep track of them as they get older and I stir them up at intervals so they don’t forget to take chances”</p> <p>Grace Murray Hopper</p>
<p>“People think of mathematics as some kind of practical art, ... the point when you become a mathematician is where you somehow see through this and see the beauty and power of mathematics”</p> <p>Leonard Adleman</p>
<p>“The introduction of the cipher 0 or the group concept was general nonsense too, and mathematics was more or less stagnating for thousands of years because nobody was around to take such childish steps...”</p> <p>Alexander Grothendieck</p>
<p>“I personally don't know how one can understand something without both thinking about it over and over and discussing it with friends. When I feel puzzled, I like long walks or bike rides. I like to be alone with my computer playing with formulas or experimenting with code. But when I finally have an idea, I can't wait to share it with many brilliant people who are wonderful friends”</p> <p>Andrei Okounkov</p>
<p>“You can use numbers to demonstrate whatever you want”</p> <p>Andrew Wiles</p>
<p>“Equations are just the boring part of mathematics. I attempt to see things in terms of geometry”</p> <p>Stephen Hawking</p>
<p>“I'm not interested in money or fame; I don't want to be on display like an animal in a zoo.”</p> <p>Grigori Perelman</p>
<p>“Through the observation of thousands of facts of technique, art and nature, arouse students' interest in the fundamental properties of geometric figures and taste and enthusiasm for research”.</p> <p>Emma Castelnuovo</p>
<p>“... thanks to my brother and some very good books”.</p> <p>Maxim Kontsevich</p>
<p>“I tend to view mathematics as a unified subject and am particularly happy when I get the opportunity to work on a project that involves several fields at once.”</p> <p>Terence Tao</p>

FRASES FINALES Y MAKING OFF

**MATHS IS GOING
FORWARD EVERY DAY
THANKS TO THE EFFORT
OF LOTS OF PEOPLE.**

**YOU CAN CONTRIBUTE
TO THE MATHEMATICS
DEVELOPMENT.**

**COME AND JOIN US.
FUTURE IS ON OUR SIDE!**



**YOU CAN ONLY
UNDERSTAND THE UNIVERSE
IF YOU KNOW THE LANGUAGE
IN WHICH IT IS WRITTEN**

"MATHS"

Galileo

