

8th International Conference on the Anthropological Theory of the Didactic CITAD 8 – Barcelona, January 19-23, 2026

Research praxeologies in the Anthropological Theory of the Didactic

Presentation and scientific theme – Axis 1

The Anthropological Theory of the Didactic (ATD) currently plays a prominent role in international research in didactics. Since 2005, seven international conferences have been organised in different locations of Spain and France.

Like the preceding ones, this conference brings together researchers interested in the ATD and aims to achieve the following objectives:

- Establishing an updated overview of the results and progress in the ATD with regard to both basic research and the development of education systems, including teacher education
- Developing a research programme around the most relevant open problems, either related to difficulties affecting education systems, or the development of didactics as a scientific discipline
- Identifying and studying the specific problems raised by the extension of the ATD's conceptual and methodological tools to other fields

This 8th conference will also be an opportunity to further engage in the theoretical and methodological debate by discussing the research praxeologies developed within the framework of the ATD. Contributions are thus expected to highlight the research praxeologies mobilised, explaining the uses of ATD concepts and tools. In so doing, CITAD8 will provide an opportunity to collectively examine questions such as: What does doing research within the ATD involve? What are the praxeological characteristics of the research conducted within the ATD?

CITAD8 is organised around 3 main axes.

Axis 1: Society and the curriculum problem: enquiring and questioning works

Coordinators: Annie Bessot, Julia Pilet, Pedro Nicolas, Carl Winsløw.

A foundational and original aspect of the anthropological approach to didactics is to consider, as part of its research object, the processes and results of didactic transposition, in the sense of Chevallard (1985). This means that didactic research considers curricula as subject to change and variations, rather than as a simple, given context for the study of didactic processes in institutions. Here, the word “curriculum” is not only to be taken as referring to official declarations of what is to be taught, but also includes works, texts and other media which are prescribed, authorized or effectively used. “Textbooks” are the traditional form of such media. The works to be questioned include also the scholarly works, which are considered references and starting points of the didactic transposition. Works are naturally not to be confused with media, so that “Euclidean geometry” is not limited to what is explicit in the antique text

attributed to Euclid. Rather, questioning the works included in and referred to by the curriculum involves the big questions of what works are to be studied, how, and why.

ATD based research has taken, and takes, several different angles on the curriculum problem (Gascón & Nicolás, 2023):

- Descriptive studies: how specific works are included in curricula and/or treated in different textbooks for a given school system (e.g. González-Martin et al., 2013; Pilet, 2015; Wijayanti, 2017) or comparing different school systems (e.g. Artigue & Winsløw, 2010, Bessot & Comiti, 2013; Chaachoua et al., 2024).
- Retrospective studies: how specific works have been prescribed and treated in a given school system at different points in time (e.g. Wijayanti & Bosch, 2018; Strømskag & Chevallard, 2022), and how this explains the working of current school systems.
- Prospective studies: theoretical or experimental research on alternative curricula (or elements of curricula), understood as regulations of how the study of works is organised in a given school system (e.g. Barquero, 2023).

Those studies are typically made from a certain reference point of view, which can be an alternative epistemological model for the works considered or, more generally, a whole alternative didactic paradigm (which may include not only an alternative epistemological model, but also alternative didactic ends and didactic means). Notice that those studies can take into account the different levels of didactic codeterminacy (Chevallard, 2002), for example, in describing how a school system works (descriptive analysis) or worked (retrospective analysis), and in studying how certain curricular changes could affect the work of school systems (prospective analysis).

This axis thus calls for papers which consider the curriculum problem from very different kinds of analyses. We encourage contributions which reflect explicitly on the way in which those analyses are carried out (the research praxeologies), such as the role played by the levels of didactic codeterminacy, reference epistemological model, etc.

References

Artigue, M. and Winsløw, C. (2010). International comparative studies on mathematics education: a viewpoint from the anthropological theory of didactics. *Recherches en Didactique des Mathématiques* 30 (1), 47-82. <https://revue-rdm.com/2010/international-comparative-studies/>

Barquero, B. (2023). Mathematical modelling as a research field: transposition challenges and future directions. In: Hodgen, J. et al. (Eds), *Proceedings of the Twelfth Congress of the European Society for Research in Mathematics Education (CERME12)* (pp. 6-30). Free University of Bozen-Bolzano and ERME. <https://hal.science/hal-04427884v1/document>

Bessot, A., & Comiti, C. (2013). Apport des recherches comparatives internationales aux recherches en didactique des mathématiques. Le cas de la France et du Viêt Nam [The contribution of international comparative studies to mathematics education research the case of France and Vietnam]. *Recherches en Didactique des Mathématiques*, 33(1), 45-77. <https://revue-rdm.com/2013/apport-des-etudes-comparatives/>

Chaachoua, H., Bessot, A., Barquero, B., Pilet, J., Mizoguchi, T., Kaspariy, D., & Ai Quoc, N. (2024). A comparative study of the teaching of quadratic equations in five curricula: Brazil, France, Japan, Spain and Vietnam. *Recherches en Didactique Des Mathématiques*, 44(1), 91–135. <https://revue-rdm.com/2013/apport-des-etudes-comparatives/>

Chevallard, Y. (1985). *La transposition didactique. Du savoir savant au savoir enseigné*. Grenoble : La Pensée Sauvage.

Chevallard Y. (2002). Organiser l'étude. 3. Écologie et régulation. In J.L. Dorier (Ed.), *Actes de la XIème École d'Été de Didactique des Mathématiques* (pp. 41–56). La Pensée Sauvage. http://yves.chevallard.free.fr/spip/spip/IMG/pdf/Organiser_1_etude_3.pdf

Chevallard, Y. (2021). La question curriculaire à la lumière de la TAD : défi praxéologique et questionnement du monde [The curricular question in the light of the ATD: praxeological disfigurement and questioning the world]. In H. Chaachoua et al. (Eds.), *Actes XXe école d'été de didactique des mathématiques* (pp. 93-112). Editions La pensée sauvage. <https://revue-rdm.com/ouvrage/nouvelles-perspectives-en-didactique-le-point-de-vue-de-leleve-questions-curriculaires-grandeur-et-mesure>

Gascón, J., & Nicolás, P. (2023). Limits and transforming power of didactics. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Eds.), *Proceedings of the Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (pp. 3144–3151). Alfréd Rényi Institute of Mathematics and ERME. <https://hal.science/hal-04421179v1>

González-Martín, A. S., Giraldo, V., & Souto, A. M. (2013). The introduction of real numbers in secondary education: an institutional analysis of textbooks. *Research in Mathematics Education*, 15(3), 230–248. <https://doi.org/10.1080/14794802.2013.803778>

Pilet, J. (2015). Réguler l'enseignement en algèbre élémentaire par des parcours d'enseignement différencié. *Recherches en Didactique des Mathématiques*, 35(2), 273–312. <https://revue-rdm.com/2015/reguler-l-enseignement-en-algebre/>

Strømskag, H., & Chevallard, Y. (2022). Elementary algebra as a modelling tool: a plea for a new curriculum. *Recherches en Didactique des Mathématiques*, 42(3), 371–409. <https://revue-rdm.com/2022/elementary-algebra-as-a-modelling-tool-a-plea-for-a-new-curriculum/>

Bosch, M., Vu-Nhu, TH., Wijayanti, D. (2023). Curriculum reforms and the construction of the knowledge to be taught. In: Shimizu, Y., Vithal, R. (Eds.) *Mathematics Curriculum Reforms Around the World*. New ICMI Study Series. Springer, Cham. https://doi.org/10.1007/978-3-031-13548-4_7