

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 2

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 2: Society and the curriculum problem: enquiring and questioning the world

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The apparent tension between the curricular problem and the possibility of investigating the world within teaching institutions poses a crucial question for the functioning of our societies. The key problem today, concerning the future of the paradigm of questioning the world, can be formulated as follows: given a type of teaching institutions *I*, what are the systems of conditions and constraints whose prevalence in *I* allows, or even favours (or, on the contrary, hinders, or even prevents) the existence in *I* of the paradigm of questioning the world (Chevallard & Strømskag, 2022)? In other words, what is the ecology of this paradigm? Contributions to this axis may be expected to address the ecology of questioning the world. For example, by uncovering the interactions between the different levels of the didactic co-determination scale (Bosch et al., 2019), by questioning the viability of study and research

paths within teaching institutions (Barquero et al., 2020; Matheron & Méjani, 2022) or, more generally, by questioning the allegiance of most teaching institutions to the paradigm of the visiting works.

Thus, we can examine the question of the didactic engineering of questioning the world (Chevallard, 2011) and ask to what extent study and research paths are good didactic engineering devices for questioning the world (Barquero & Bosch, 2015). Contributions to Axis 2 may also report on phenomena brought to light through such didactic engineering, for example concerning tensions between paradigms or phenomena of transition from the paradigm of visiting works to the paradigm of questioning the world (Lombard, 2024). From this point of view, the transformation of the traditional didactic time of visiting the works, which sees works programmed and studied in quick succession, into a time of study and research, whose slower progress is measured by the succession of research questions, is a phenomenon of interest.

It should be noted that the study of works mobilized within the questioning of the world is no longer a study that claims to be complete, but one that attempts to reveal what, of the structure, functioning and utility of the work in question, might be useful to the study of a question Q , according to an epistemology of incompleteness that the papers in this axis may help to characterise. For example, we might question the gestures necessary for bringing works (questions, A^\diamond answers, data, etc.) into the milieu of the Herbartian schema, making them functional for carrying out the study of a question Q , especially by mobilising the moments of study and the dialectics of inquiry, notably the dialectic of media and milieu (Artaud, 2013; Chevallard, 2006). We might also ask what kind of curricula would enable inquiring into the world to exist in didactic or archididactic institutions (Artaud, 2021).

Last but not least, papers in this area may not be limited to a single domain of reality, whatever that may be (mathematical, physical, social, digital, didactic, ecological, economic, etc.). Indeed, questioning the world typically leads to investigations of a codisciplinary nature. In the same spirit, contributions may also concern a non-school context, which would make it possible, for example, to question more generally the influence played by the institutions that typically house didactic systems based on questioning (Gazzola et al., 2021).

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