

# 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 3

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 3: The professions

Coordinators: Caroline Ladage, Thomas Hausberger, Avenilde Romo Vazquez, Noemí Ruiz-Munzon.

The professionalisation of the teaching profession in the context of compulsory education is one of the main areas of research in the ATD. It consists in the study of either: the conditions and constraints of professionalisation, the mathematical knowledge to be taught to future teachers (Klein's second discontinuity problem), the pedagogical and didactic methods of this training within the paradigm of questioning the world, or the problems of the profession and the difficulties and questions that arise in the exercise of this profession (Chevallard & Cirade, 2009; Barquero et al, 2018; Florensa et al., 2021; Planchon & Hausberger, in press; Winsløw, 2020). With the development of vocational training in a variety of institutional contexts

(including universities), research within ATD is expanding beyond compulsory education (Castela & Romo Vázquez, 2011; Manceau, 2018; Ladage et al., 2021; Paris, 2024).

The question of professionalisation is particularly relevant in view of the transformations that are constantly affecting and renewing human societies, like migrations, climate change and AI. How can the theoretical framework of ATD contribute to the understanding of societal developments in general? Without limiting itself to the teaching profession, Axis 3 is interested in ATD research on professional training, whatever the context in which it is practised, in relation to these societal issues. What didactic transpositions and what didactic situations and configurations should be considered in response? Contributions may focus on questions of professionalisation in the fields of technology, ecology, the social sphere, the inclusive society, etc. They will examine social situations on the periphery of the school system and specific professional environments, such as the evolution of engineering training in relation to ecological issues, simulation, virtual reality, artificial intelligence, craft environments, multilingual contexts, vocational training in prisons, etc.

Examples:

The transformation of professions (e.g. the profession of engineering) and the emergence of new professions (e.g. the profession of educational counsellor), requiring modifications or the identification of new professional frames of reference and requiring the modification and construction of training programmes. In particular, training in the context of digital and ecological transformations and transitions, sustainable development in general and social responsibility.

The emergence of continuous training in many professions (e.g. the professionalisation of training supervisors).

The emergence of professional training at a distance or in so-called non-privileged or very specific contexts (indigenous schools, rural schools, schools for migrant children, training in prisons).

The introduction of digital technologies in education and training as well as in the workplace (distance learning, simulation, virtual reality, mixed reality, artificial intelligence, etc.) and the training needed to support them.

## References

Barquero, B., Bosch, M. & Romo, A. (2018). Mathematical modelling in teacher education: dealing with institutional constraints. *ZDM Mathematics Education*, 50, 31-43. DOI: 10.1007/s11858-017-0907-z

Castela, C., & Romo Vázquez, A. (2011). From mathematics to automatics: a study of transposition effects on the Laplace transform in engineering education. *Recherches en Didactique des Mathématiques*, 31(1), 79-130.

Chevallard, Y. & Cirade, G. (2009). Pour une formation professionnelle d'université. *Recherche et formation*, 60, 51-62. DOI : 10.4000/rechercheformation.584

Florensa, I., Bosch, M. & Gascón, J. Question-answer maps as an epistemological tool in teacher education. *J Math Teacher Educ*, 24, 203-225. DOI: 10.1007/s10857-019-09443-1

Ladage, C., Dintrich, M., Paris, H. & Pénière, S. (2021). ATD and the study of didactic and pedagogical issues in the face of the social situations of transformation that are constantly working and renewing human societies. *CITAD7: 7<sup>th</sup> International Conference on the Anthropological Theory of the Didactic*. 19-23 June 2022, Bellaterra, Barcelona, Spain. DOI:10.1007/978-3-031-55939-6\_11

Manceau, C. (2018). *Vocational training in prison. Institutional transposition and the didactic environment in question*. Doctoral thesis, Aix-Marseille University, France. <https://hal.science/tel-03772501>

Paris, H. (2024). *Accompagner l'intégration des enjeux socio-écologiques dans la formation en école d'ingénieurs. Une recherche-intervention sur les pratiques de problématisation et de transposition didactique des enseignants*. Doctoral thesis, Aix-Marseille University, France. <https://hal.science/tel-04736930v1>

Planchon, G. & Hausberger, T. (in press). Developing Kleinian praxeologies: the case of the integral. *Recherches en Didactique des Mathématiques, From University Mathematics to Mathematics Education - Syntheses and perspectives*. Special issue. <https://hal.science/hal-04776987v1>

Winsløw, C. (2020). Professional and academic bases of university mathematics teaching for the 21st century: the anthropological approach to practice based research. In T. Hausberger, M. Bosch & F. Chellougui (Eds.), *Proceedings of the Third Conference of the International Network for Didactic Research in University Mathematics (INDRUM 2020, 12-19 September 2020)* (pp. 8-27). Bizerte, Tunisia: University of Carthage and INDRUM. <https://hal.science/hal-03114001>