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Research on university mathematics education within the anthropological theory of the didactic: methodological principles and open questions.

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Introduction: There are many reasons for considering the anthropological theory of didactic (ATD) as a useful framework to approach university mathematics education. Some of them are clearly illustrated in [*C. Winsløw et al., ibid.* 16, No. 2, 95–111 (2014; ME 2014e.00262)], especially if we focus both on the methodological principles that characterise this research framework, and on the kind of questions that can be raised. I will first highlight these main principles and questions before adding some other central problematic issues that open new challenges to researchers working in this domain.

Classification: D25

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