



**CITAD 4**  
**Style TAD**

**Instructions for authors for the page layout of their paper  
according to TAD style**

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Author(s)

## 1. From “template” file to “text” file

### 1.1. Styles

To write a text, first open the “Citad4\_Stylesheet.dotx” file: it is a Word *template* in which appear “styles” (in the meaning of word processing). This template is automatically transformed into a Word *document*. With the exception of **Normal** style, all the styles to be used are named according to “**TAD\_xxx**” (names are in French). Here is the list of the styles:

Normal: for paragraphs following a title, a picture, a table or a quotation.

TAD\_affiliation: to identify the laboratory, university and country

TAD\_auteur: to identify the author(s) of the paper

TAD\_citation: for block quotations (quotations of more than 40 words)

TAD\_figure: for figures

TAD\_legende: for figures or table captions

TAD\_référence: for the list of references

TAD\_références-titre: for the title of the list of references

TAD\_renforcement: for indented paragraphs

TAD\_résumé: for first page abstracts

TAD\_tableau: for tables

TAD\_titre: for the title of the paper

TAD\_titre1: for first level titles (*with* numbering)

TAD\_titre2: for second level titles (*with* numbering)

TAD\_titre3: for third level titles (*without* numbering)

It is possible to open the *Styles* window on the screen by clicking on the *Styles* dialog box launcher, in the *Home* tab of Microsoft Word:

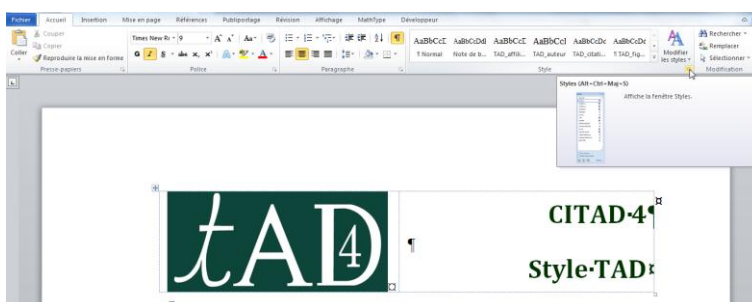


Figure 1. How to launch the *Styles* dialog box.

Short title (shorter than one line)

The *Styles* window that appears on the screen allows applying the desired style to a given paragraph: all that is needed is to click first on the paragraph and then on the appropriate style in the *Styles* window.

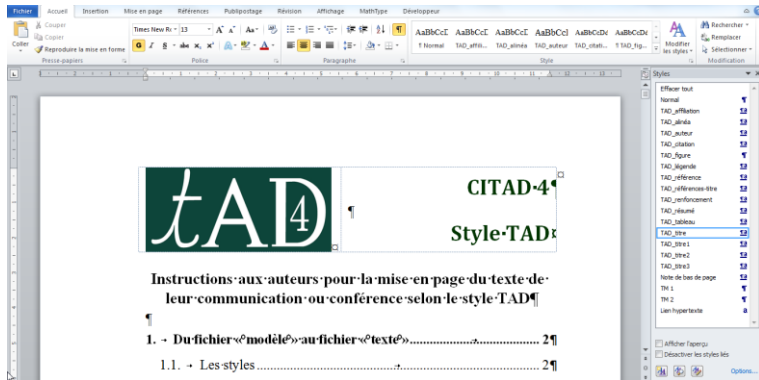


Figure 2. How to display the *Styles* window.

## 1.2. Filename

See the indications on the site web of the congress.

## 1.3. First page

In the first footer of the document, four lines present the axes: only keep the line that corresponds best to the paper.

Then make sure to give the following information altogether in the first page and using the adapted styles:

- title of the text (caution: do not write the title in capital letters!);
- name of authors;
- authors affiliations (laboratory, university, country);
- three abstracts.

Author(s)

#### 1.4. Header of the following pages

In the even pages header, mention the name(s) of the author(s). In the odd pages header, indicate the short title (not exceeding one line).

#### 1.5. Writing or inserting text

The text can then be added as of page 2. If the text has already (at least partially) been written, copy it to the clipboard before you paste it. Then paste it to page 2 using the following procedure:

Paste // Paste special // Unformatted text

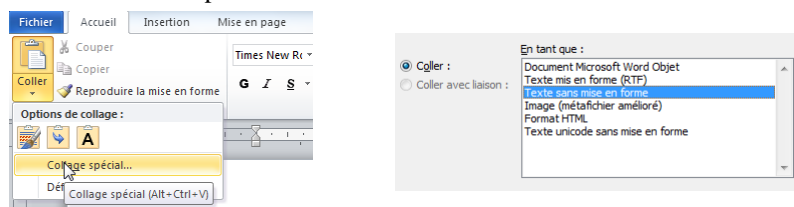


Figure 3. How to paste a text without layout.

Then apply the required styles and be careful not to leave “empty” lines.

## 2. Text organization

The text as a whole, including the first page, footnotes and references, must be limited to *at most 8000 words* for oral communications and *at most 5000 words* for posters.

*Footnotes* should be used sparingly, only to provide details that would otherwise burden the text itself:

... as well as in a smaller group<sup>1</sup> from CERME 4 [...]

*Do not misuse of capital letters*: one should write “anthropological theory of the didactic”, instead of “Anthropological Theory of the Didactic” or of “Anthropological theory of the didactic”. In the same way, one must write “theory of situations”, “tool-object dialectic”, “study and research activity”, etc.

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1. This group is made up of German (Angelika Birkhner and Stefan Halversheid), spanish (Marianna Bosch and Josep Gascón), French (Michèle Artigue and Agnès Lenfant), italian (Ferdinando Arzarello and Cristina Sabena) and Israeli (Tommy Dreyfus and Ivy Kidron) researchers.

*Italics* are used to emphasize some words or sections, as in the following excerpt<sup>2</sup>: “Ces conditions et contraintes sont repérées sur une échelle dite *des niveaux de codétermination didactique* dont je ne présente ici, volontairement, qu’une partie [...]” *Words and phrases* in a foreign language shall also be written in italics as in the following quotation: “Outre qu’elle ne semble pas réussir avec les élèves véritablement indociles, cette stratégie de la seconde chance – du *love at second sight* – ne semble pas pouvoir engendrer des effets *de masse*, même si elle peut bien séduire quelques personnes.” Bold (or italic bold) formatting shall not be used but for titles.

In order to facilitate reading, initials and acronyms shall be written in full when they first appear in the text:

Depuis quatre ans maintenant, je suis engagée, dans le cadre de l’équipe de recherche *Technology Enhanced Learning in Mathematics* (TELMA) du réseau d’excellence européen Kaleidoscope et du projet *Representing Mathematics with Digital Media* (ReMath) du sixième programme européen de recherche et développement, ainsi que dans un groupe plus restreint issu de CERME 4, dans des recherches dans lesquelles l’articulation, l’intégration théorique sont des enjeux majeurs.

For the same reason, the *age of the students* should always be given with their level of education.

Le problème semble ici différent car la multiplicité des techniques ne viendrait pas de la juxtaposition de plusieurs organisations sur plusieurs années, et donc plusieurs classes de l’enseignement secondaire, mais se situerait à l’intérieur de la même classe, celle de première scientifique (élèves de 16-17 ans).

*Mathematical formulas* are written according to the following principle: letters are in italics, brackets and numbers are in roman, connectors (equals sign, mathematical operations symbols, etc.) are surrounded by spaces unless exceptional typographical reasons forbid it.

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2. On the other hand, *it would be totally wrong to write*: “Ces conditions et contraintes sont repérées sur une échelle dite des niveaux de codétermination didactique dont je ne présente ici, volontairement, qu’une partie [...]”

Author(s)

... de 3<sup>e</sup>. En effet, pour prouver par exemple que  $a^n \times a^m = a^{n+m}$ , on écrira, en s'autorisant de la définition, que  $a^n = a \times a \times \dots \times a$ ,  $n$  fois; puis que  $a^m = a \times a \times \dots \times a$ ,  $m$  fois; et enfin que [...]

We recall that the *minus* sign is obtained with an en dash (–) enclosed with spaces. For negative numbers, an en dash is also used, but with *no space* before the first digit (–3). Also, when writing a *magnitude*, a non-breaking space must always be inserted between the measure and the unit: 50 cm; 332 m<sup>3</sup>; 7.3 L; 5324.56 kg; 35.6 km·h<sup>–1</sup>; 524 kW·h; 1.34 \$/€; etc.

As regards the writing of numbers (in digits or in letters), digits should be used starting from 10: “a 12 students group”, “a set of seven criteria”, “seven out of the nine lines”, etc. However, if several numbers are found in the same sentence, numbers over 10 impose their own rule: “3 out of the 21 analyses”, “the 5th of the 10 conditions”, etc.

Last: please check that *no* non-breaking space is present before colons, semi-colons, questions marks, exclamation marks; em dash (—) is used to enclose a phrase rather than hyphen (-); for page numbers (p. 5 or pp. 7–47), insert a non-breaking space after “p.” or “pp.”; the two numbers are separated by an en dash (–).

## 2.1. Figures (and diagrams)

Figures must be in line with the text. To do so, first *insert* and *select* the figure. Then use the following procedure:

Picture tools // Format // Position // In Line with Text

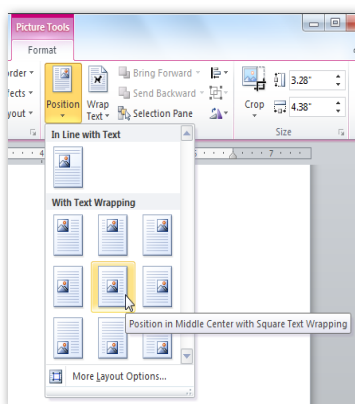


Figure 4. How to insert a figure.

Then apply **TAD\_figure** to the paragraph used for insertion. By default, next paragraph is in **TAD\_légende** style. Each figure must go with a *caption* in which must be given the number of the figure. In the text, *reference must be made to the number of the figure*, not to the supposed position of the picture relative to the text. Reference to the figure will be made in the following way: (see figure *n*).



Figure 5. Norman cow.

Make sure to insert good quality pictures. However, you may have to reduce the resolution of the picture so that the file is not too heavy.

Follow the same procedure for *diagrams*, and make sure that the elements are *grouped and legible*.

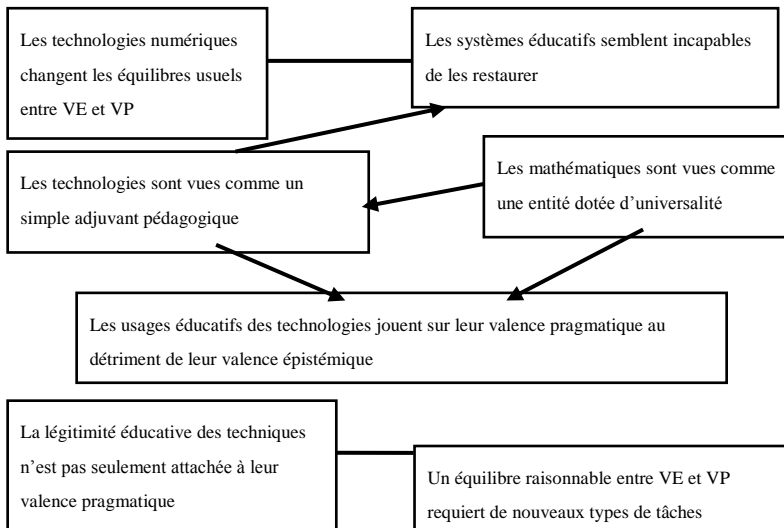


Figure 6. A diagram with grouped and legible elements; text is in TAD\_tableau style.

Author(s)

## 2.2. Tables

If the text must include a table, *first insert an empty table* in the document opened with the “stylesheet” template. Then write (or paste) the text in the cells of the table, using **TAD\_tableau** style.

In the paragraph located immediately before the table, set manually “spacing-after” to 6 points [as is the case here], so that the upper border of the table is not too close to the last line of the paragraph.

The text of the table, in the **TAD\_tableau** style, must be legible.

Table 1. An example of a table.

To do so, process as follows:

Open the dialog box Paragraph // Set “Spacing After” to 6 pt.

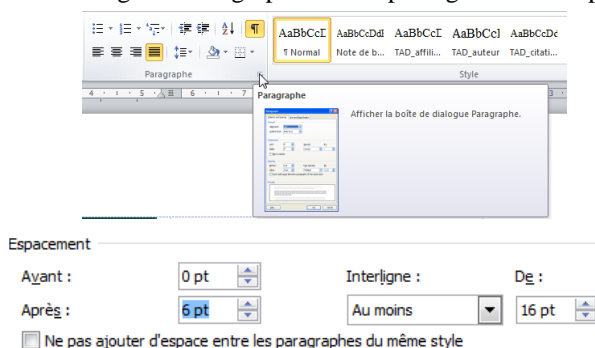


Figure 7. How to insert spacing after a paragraph.

As for figures, tables must be followed by a caption (in **TAD\_légende** style) in which the number of the table must be specified. In the text, *reference must be made to the table number*, not to the supposed location of the table relative to the text. A table must be referred to in the following way: (see table *n*).

## 2.3. Lists

To display elements of an unordered list, use en dashes (–) (or discrete bullets) followed by a non-breaking space. Here is an example obtained by applying the **TAD\_citation** style to the list:



- En 4<sup>e</sup>, peut-on suggérer les simplifications des écritures fractionnaires, même si elles ne sont pas au programme ?
- Bien que la mise sous forme de fraction irréductible ne soit pas exigible en 4<sup>e</sup>, est-il possible d’inciter les élèves à simplifier au maximum ? (Application de la règle d’égalité des fractions.)
- En 4<sup>e</sup>, dans le chapitre « Nombres relatifs en écriture fractionnaire », on incite les élèves à simplifier les écritures fractionnaires, bien que la forme irréductible ne soit pas exigible. Cependant la calculatrice permet d’obtenir une fraction sous la forme irréductible. Comment gérer l’utilisation de la calculatrice dans ce cas ?

After the list, **Normal** style is applied. In case the elements of the lists are short, one should rather *insert them in the text* and identify them by means of a lower case letter in brackets, as in the following example: “Il faut dire que (a) il fait beau aujourd’hui, (b) il a fait mauvais hier, et (c) il neigera demain.” If elements contain commas, use a colon to present the list and semi-colons to separate elements of the list: “Il faut dire que : (a) en juillet, il a fait beau ; (b) en mars, il a plu tout le temps ; et (c) en janvier, il a neigé trois jours.”

### 3. Quotations and in text citations

Each quotation requires a reference. *References* are located in the text (not in footnotes). [The publication manual of the APA \(6<sup>th</sup> edition\)](#), *American psychological association*, will be followed with due regards to the peculiarity of the edition of the proceedings of the international congress on ATD.

A reference can be cited in a sentence or in brackets (*bracketed reference*). In both cases, the quotation of sources must mention all the authors as well as the year of publication and, in case of excerpts, page number (p. *n*) or numbers (pp. *n–m*).

The *citation* will always be inserted in the text and will mention the first and last names of all the authors if there are *at most five* authors, or the first and last names of the first author followed by “et al.” in roman otherwise. Here is an example of a first quotation of sources in the case of *two* authors:

Author(s)

Nous rejoignons ainsi le point de vue adopté par [Marianna Bosch et Yves Chevallard \(1999\)](#), selon lequel les situations fondamentales sont avant tout des modèles des savoirs mathématiques [...]

Now, here is an example of a first quotation of sources in the case of *six* authors, then of *one* author:

Il s'ensuit une grande hétérogénéité des conceptions chez les enseignants, relevée par différents auteurs comme [Jean Houdebine et al. \(1998, p. 69\)](#) et [André Antibi \(1997, p. 356\)](#).

*The citations* of the same reference can be inserted in the text or displayed in brackets. If such a citation is inserted in the text, the first name is replaced by its initial and, according to the number of authors, one takes the following approach:

One single author: P. Dupond (2007)

Two authors: R. Durand and A. Duchemin (2003)

More than three authors: J. Dujardin et al. (2012)

Here is an example in the case of a text written by more than three authors:

... voire au niveau des tâches dans l'OM « algèbre des limites » décrite par [M. Bosch et al. \(2003\)](#), ou encore au niveau de la technologie comme concept qui a donné prise à un certain mode de validation.

In case of a *bracketed reference*, three situations must be distinguished in which only the last name of the authors is mentioned:

One single author: (Dupond, 2007)

Two authors: (Durand & Duchemin, 2003)

More than three authors: (Dujardin et al., 2012)

In the case of the following example, there are five authors:

Le graphique reproduit en figure 1 fournit des indices pour apprécier quelques éléments du rapport aux disciplines établi par ces élèves [...]. On peut noter qu'il est cruel pour les mathématiques et leur enseignement ([Establet et al., 2005, p. 65](#)).

In the case of a work awaiting publication, mention "in press" instead of the year:

P. Dupond (in press)

(Dupond, in press-b)

If you wish to refer simultaneously to several text already cited, process as in the following examples:

(Dupond, 2005; Durand, 2006)

(Duchemin, 2006, 2007, 2008a)

(Larivière, in press-a, in press-b)

(Martin & Prune, 2005, 2008; Larivière et al., 2010; Machin, 1999)

E. Martin and W. Prune (2001, 2012, in press-c)

Note that ampersand (&) is dedicated to bracketed references.

Concerning *republished* works, quotation of sources must mention both dates—the original publication date, then the date of republishing, separated by a slash—, as in the following bracketed reference: (Rousseau, 1762/1954).

## 4. References

*All texts cited* in the paper will be referenced, and *only those texts that are cited*. The following styles are used:

- TAD\_références-titre: for “References” title (without numbering)
- TAD\_référence: for references

Hereafter you can see the main types of references. In case a text is available on-line, a link to an electronic version can be provided (go to line and insert *manually* a 0.5 cm indentation; do not put a full stop). Of course, if the text is only available online, the link *must* be given...

In the following, introductory comments are sometimes given: they are preceded by an arrow.

### 4.1. Books

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. London: Edward Arnold.

Dahan-Dalmedico, A. & Peiffer, J. (1986). *Une histoire des mathématiques*. Paris: Seuil.

Establet, R., Fauguet, J.-L., Felouzis, G., Feuilladiou, S. & Vergès, P. (2005). *Radiographie du peuple lycéen. Pour changer le lycée*. Paris: ESF.

Author(s)

→ When a work is made of one or several volumes, or if it is a republishing and if we wish to mention it, this information is displayed in brackets, after the title: (*n*<sup>o</sup> ed., vol. *k*) or (Vol. *n-m*).

Apel, K. O. (1985). *Transformación de la filosofía* (Vol. 1–2). Madrid: Taurus.

Salas, S. L. & Hille, E. (1994). *Calculus* (3rd ed., Vol. 1). Barcelona, Spain: Reverté.

→ When referring to a republishing, first mention the date of republishing and, in the end, the date of the original edition.

Rousseau, J.-J. (1954). *Du contrat social ou principes du droit politique*. Paris: Garnier. (Original work published 1762)

→ School books are treated as other works.

Fourton, J., Lanoëlle, A., Nassiet, F. & Perrinaud, J. (2003). *Dimathème 3<sup>e</sup>. Livre élève*. Paris: Didier.

Parisi, J.-M., Curie, A., Deville, C., Guêtré, M. & Heinrich, A. (2005). *Physique 1<sup>re</sup> S*. Paris: Belin.

#### **4.2. Texts published in journals**

Antibi, A. & Brousseau, G. (2000). La dé-transposition de connaissances scolaires. *Recherches en didactique des mathématiques*, 20(1), 7–40.

Gallardo, A. (2002). The extension of the natural-number domain to the integers in the transition from arithmetic to algebra. *Educational Studies in Mathematics*, 49(2), 171–192.

Berté, A., Chagneau, J., Desnavres, C., Lafourcade, J. & Sageaux, C. (2004). Aide apportée aux enseignants par la recherche en didactique. Un exemple : enseigner les cosinus en 4<sup>e</sup>. *Petit x*, 65, 9–35.

#### **4.3. Texts published in collective works**

Artaud, M. (2007). La TAD comme théorie pour la formation des professeurs. Structures et fonctions. In L. Ruiz-Higueras, A. Estepa & F. J. García (Eds.), *Sociedad, escuela y matemáticas. Aportaciones de la teoría antropológica de lo didáctico (TAD)* (pp. 241–259). Jaen: Publicaciones de la Universidad de Jaén.

Barquero, B., Bosch, M. & Gascón, J. (2007). Using research and study courses for teaching mathematical modelling at university level. In

D. Pitta-Panzati & G. Philippou (Eds.), *Proceedings of the Vth Congress of the European Society for Research in Mathematics Education* (pp. 2150–2159). Nicosie, Chypre: Cyprus University Press.

#### 4.4. Academic works

→ Mention in brackets, after the title, the nature of the work: PhD thesis, Master's thesis, summary note for the “habilitation à diriger les recherches”, etc.

→ When the work is not published (even though it may be accessible in the mentioned university), it must be mentioned.

Wozniak, F. (2000). *Les mathématiques du repérage dans la scolarité obligatoire* (Unpublished DEA's thesis). University Lyon 1.

→ When the work is published on paper supply in the university, the name of the university (and the country, when this country is not France) must be mentioned.

Pressiat, A. (1999). *Aspects épistémologiques et didactiques de la liaison « points-vecteurs »* (Doctoral dissertation). University Paris 7.

→ When the work is published on line, the link must be given, without mentioning the name and country of the university.

Cirade, G. (2006). *Devenir professeur de mathématiques: entre problèmes de la profession et formation en IUFM. Les mathématiques comme problème professionnel* (Doctoral dissertation).

<http://tel.archives-ouvertes.fr/tel-00120709/fr/>

#### 4.5. Electronic publications

Artigue, M. (Éd.). (2005). *Towards a methodological tool for comparing the use of learning theories in technology enhanced learning in mathematics.*

<http://telearn.noe-kaleidoscope.org/warehouse/Artigue-Kaleidoscope-2006.pdf>

Chevallard, Y. (2004). Vers une didactique de la codisciplinarité. Notes sur une nouvelle épistémologie scolaire. *Journées de didactique comparée 2004*, Lyon.

[http://yves.chevallard.free.fr/spip/spip/article.php3?id\\_article=45](http://yves.chevallard.free.fr/spip/spip/article.php3?id_article=45)