Abstract

The paper discusses the concept of situation proposed by four frameworks which are the hard core of the French Didactic: The Theory of Conceptual Fields, the Theory of Didactic Situations, the Tool-Object Dialectic and the Anthropological Theory of Didactic. The different aspects of the situation ideas are compared analysing their similarities and differences. Taking in account the interests of every author, a hard core of common and complementary ideas has been described. Both a didactic or cognitive viewpoint is adopted, a set of conditions -more or less didactic or cognitive- have to be required to make a learning situation.

Keywords

Situation, Didactic of math, Science teaching, Conceptualizations.