

## **Editorial**

**T**he 8<sup>th</sup> issue of the electronic journal ACADEMIA is ready, albeit a little late owing to technical problems! It includes interesting material from various sources: texts based on a presentation from within the context of the seminar for doctoral candidates of the Interuniversity Network “Higher Education Policy”, a translation following an introduction to a French text, book presentations and an interview.

Starting with the latter, ACADEMIA has the pleasure and the honour of hosting an interview with Louis Marmoz. Louis Marmoz worked for years as a professor in the field of the Educational Sciences and oversaw more than 60 doctorates, with doctoral students from the four corners of the earth. The reason for this was the 50th anniversary of the founding of the Educational Sciences in France. It is a discussion-appraisal. The discussion rotates around four axes: a) epistemological discussions on the Educational Sciences, b) their relationship with Teacher Training, Sciences of Education, c) an account review and d) the future of the Educational Sciences. Although the account doesn't seem to be positive, based on the initial considerations, the certainty of the continuation of the existence of this scientific field poses interesting challenges for the future.

We then present our two texts.

The first text is entitled “Educating Scientists: Philosophy and Practice of University Pedagogy” and is written by Petros Gougoulaki, Associate Professor at the University of Stockholm. The subject matter of the text are all kinds, levels and categories of future scientists and it considers the kinds of skills a future teacher should have. The framework of their training is none other than the University and consequently the matter arises of the teaching and pedagogical instruction of tomorrow’s teachers. The text concludes with an example of pedagogical training for faculty members, which is applied in Sweden.

The second text is by Assistant Professor Nicole Blondeau of the Universite Paris 8 – Vincennes a Saint Denis, who wonders “Pedagogical Pedagogy”: what are we talking about? The text negotiates the concept of “university pedagogy”, which is to be found in full development today in France. More specifically, it is used extensively in the attempt to limit high student failure in the first cycle of studies (Licence). The writer claims that the ever growing number of students, together with the continual reduction in teaching staff leads to the concept appearing to be used as an alibi of a particular policy.

Paraskevi Molari proposes a translation from the publication “The University archives: New sources for the History of Higher Education and research” by Jean-Noel Luc and Emmanuelle Picard. The text refers to a critical moment in French university history: the period immediately after May ’68 and Edgar Faure’s law which marked higher education in France for approximately 20 years. The archives reveal the framework within which the law in question was formulated and show the many interventions it came in for, the final result of which was that it was less ambitious than had originally been claimed. Hence, the comparison with the situation in Greece may perhaps prove that this has fewer peculiarities than is generally believed.

Finally, the issue contains three book presentations.

The first is written by professor of the University of Crete, Niko Papadaki and is entitled “On the restoration of shades: Political Sciences: Interdisciplinary and Sectional Expansion of the Political Act”. The text presents and meditates on the 10 volume work of professor A. –I.D. Metaxa entitled “Political Science: Interdisciplinary and Sectional Expansion of the Political Act” (I. Sideris & the Themistocles Institute and Dimitra Tsatsou – Centre for European Constitutional Law, Athens, 2016).

The second concerns the book by P. Kiprianou “The charm of the degree. Universities, graduates, social pathways (1837 – 2015)” (Bibliorama, Athens, 2016) and is written by University of Patras doctor Aggelos Kavasakalis. The text bears the title “The ‘magic’ of the degree: the attractive historical and sociological approach of a historian of education to university studies and students in Greece beyond the myths and stereotypes”.

Finally, the third book presentation is by Universities of Patras and Paris 8 Doctor, Elena Karachontziti and refers to the book “Vers une laïcité d’intelligence? L’enseignement des faits religieux comme politique publique d’éducation depuis les années 1980? (Towards an intelligent secularization? The teaching of religious phenomena as public education policy since 1980) by Philippe Gaudin, published by Presses Universitaires d’Aix Marseille (2014).

Enjoy reading!