

## Editorial

The contemporary university is affected by many changes: massification, marketisation, internationalisation, diversification of university forms, distance education. These transformations cause strong tensions in the institution itself, which at the same time must remain the place par excellence for the production and transmission of knowledge and is called upon to respond to market demands, often in the short term demands, must welcome young people who are the first of their families to pursue higher education but also continue to train elites. In these conditions, not only does the university institution enter into new forms and practices, but the students themselves are different from what they were when Bourdieu and Passeron, at the middle of the 1960s, wrote “Les Héritiers”. They are different in age, social background, lifestyle, and even gender. Are they also in their relationship to university and knowledge? It is the relationship of students to knowledge, university and their own student status that is interested in this issue of ACADEMIA.

For over twenty years, and in various countries, research on the relation to knowledge has shown the heuristic value of this approach. However, they have focused more on primary and secondary education (basic and intermediate, according to other categories) than on higher education. It was therefore interesting to solicit researchers from various countries on this question of the relationship to the knowledge of university students. The approach they chose (and which was not compulsory) is often the one that Bernard Charlot proposes in his writings. Recall, very briefly, some principles of this approach. Firstly, there are various forms of "learning", the field of learning being broader than that of knowledge in the academic sense of the term. Secondly, every knowledge implies a certain relationship to that knowledge and to the institution that teaches it - and all "learning" implies a certain relationship to this specific form of learning, to the

places where it is learned and to the people who teach it or show it. Thirdly: any relationship to knowledge (or to learning) is part of a larger relationship to the world, to others and to oneself. Fourthly, this report still has an epistemic dimension (learn what's it?), an identity dimension (who am I and who can I be, who tries to learn this?) and a social dimension (does this are things for "us", for the people of my social and cultural world?). Fifth, to study the relation to knowledge is first of all to try to understand what it means to learn something (or not to want to learn it), what desires, what fears, what hopes, what representations support or hinder this mobilisation of oneself without which there is no possible learning.

All articles in this issue present, in varying proportions, a theoretical dimension and references to field research. However, we have grouped in the first part those which are concerned with an explanation of the concept of relation to knowledge and an exploration of its possible relations with other concepts, in particular those which have been developed in a rather English-speaking theoretical universe, whereas "relation to knowledge" was born in a French-speaking area. Then come articles which, while also raising theoretical questions, are based first and foremost on the presentation of empirical research on the relationship to the knowledge of students. This issue of ACADEMIA features articles from seven countries. In alphabetical order: Argentina, Belgium, Brazil, Canada (Quebec), France, Greece, Uruguay. They are presented here in French or in English, but the original version can also be Spanish, Greek or Portuguese - and the e-mail addresses of authors are indicated, for those who would like to ask them for the version of the article in its original language.

The first text, written by José Dilson Beserra Cavalcanti (Federal University of Pernambuco, Brazil) from his doctoral thesis, deals with the very history of the concept (or the notion? of the theory?) of relation to knowledge. It is entitled *The Relationship to Knowledge: Emergence, Propagation and Institutionalization as a Concept in the Fields of Educational and Didactic Sciences*.

In the second text, *Students and the Relationship to Learning at the University*, Saeed Paivandi and Anaëlle Milon (University of Lorraine, France), present the theoretical concepts and perspectives of international research questioning the way in which the student mobilizes vis-à-vis academic knowledge and academic work.

The third text, written by Geneviève Therriault, Sylvie Fortier (University of Quebec in Rimouski, Canada) and Dorothée Baillet (Free University of Brussels, Belgium), is also interested in different and convergent issues: Putting into perspective concepts of

relation to knowledge and epistemological beliefs: an illustration based on research conducted with university students.

In the fourth text, Adriana Marrero (University of the Republic, Uruguay) shows that the concept of relationship to knowledge can also shed light on the differences between students (women and men): *Relationship with knowledge and gender: a typology of successful behaviors at school based on the characters of JK Rowling*.

The following two texts present the results of research on the relationship to knowledge of students entering university. One comes from Belgium: Dorothee Baillet (Free University of Brussels), *The report to knowledge: a track to tackle the failure and success of students who are first-time students at the university?* The other research was done in Argentina: Soledad Vercellino and Pablo V. Bohoslavsky (National Universities of Rio Negro and Comahue), *University and New Students: (dis) agreements in the relations with knowledge*.

The seventh and eighth texts present two studies carried out in Brazil, in different regions. Eloiza Dias Neves works at the Fluminense Federal University, in the Rio-de-Janeiro area: *Among dreams and cunning attitudes: relationships with the academic knowledge of university students*. The other text comes from the Federal University of Sergipe, in the Northeast of Brazil: Eanes dos Santos Correia, Veleida Anahi da Silva, Fatima Bezerra Negromonte, *Perceptions and senses attributed by students to their experiences of attending a brazilian public university*.

Finally, the ninth text focuses on the relationship to the knowledge of future primary school teachers in Greece: Georgios Stamelos and Ioannis Kamarianos (University of Patras), *The relationship to knowledge in the initial education of primary school teachers in Greece. the students' mind*.

We hope that this issue of ACADEMIA will contribute to the development of knowledge-based research at the university and will intensify international exchanges which, as the very existence of this issue of the journal shows, are already well under way. Good reading.

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