

Leder

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One theme that is rarely addressed or explicitly studied in relation to research processes, at least among Nordic researchers, is time. This may seem puzzling, especially in the case of change-oriented research approaches, in which processes are a key element. One can hardly think of processes without considering the time perspective.

This issue of *Research and Change* addresses the question of how time may be understood as a dimension in research, and in processes aiming at change. Change is linked to time, as change *takes* time, it *happens* over time, and it *becomes discernible* in the course of time. Time therefore becomes a factor, perhaps indeed a method or a research tool, when processes of change are initiated, supported, and studied.

Time can be experienced both individually and collectively, phenomenologically as experienced through the body and the senses. In this sense, time may have a dimension of flow, a playful dimension; time is subjectively experienced and owned by the participants and can be used to frame participation. On the other hand, time may be used strategically in organizational contexts, time can be framed, divided up, assigned, and measured objectively in seconds, minutes, and hours. In a contemporary diagnosis of today's societal demands to achieve more in less time, Hartmut Rosa describes what it means to be accessible and visible 24/7; something that has been

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made possible by technology and digitalization. In this context, time can be a driving force, creating and accelerating stress, anxiety, and demands on performance. Thus, an interesting question arises as to how change-oriented research approaches relate to the time phenomenon in a digital society, in which phenomena like synchronous and asynchronous time (in themselves paradoxical expressions) emerge. In this context, research processes are given the opportunity to develop in learning and change environments that allow for shifts in time and place, or even to dissolve or obviate the human experience of time and space.

In this way, time becomes both an invisible companion and an intrusive framework for social life, organisation and relationship building – and therefore it is interesting to investigate in more detail what significance this has for research initiatives focused on change. This issue of *Research and Change* addresses the often debated question of whether time is a ‘scarce commodity’, and also provides knowledge about how time is qualitatively experienced, understood, used, and made discernible in two specific research contexts.

The articles in this issue are inspiring and thought-provoking contributions to the ambition of understanding the qualities and significance of time in change processes. In her article ‘Tid för abduction: Erfarenhetens bärkrafti forskning och utbildning för framtiden’, Jutta Balldin explores the concept of abduction in Pierce’s theoretical framework and shows us how abduction may inspire our thinking and action in higher education. By diving deep into a conceptual exploration of abduction and Pierce’s experiential approach to change, Balldin contributes to our understanding of experienced time in relation to change and students’ new understanding of their future professional practice, thus adding new ways of being aware of time in research processes as well. By doing this, she adds to our understanding of the connection between time and action on the one hand, and reflection and learning processes on the other. In this movement, she takes an original perspective on time itself as a phenomenon, and how time relates to students’ perceived time on the one hand and educational requirements regarding time on the other.

The article ‘Reconceptualising time to understand how to lead digitalisation in education’ by Emilie Johansson shows how perspectives on time affect preschool principals’ understanding of leading digitalisation by exploring time as a discursive arrangement in a principal’s professional learning. In the study, the principals and researchers theorised time to understand leadership in change, and researchers challenged principals to shift from an objective time perspective to viewing time in terms of practice processes from a practice theory perspective. The article contributes with the insight that new understandings of time affected how the principals related to the teachers and how the principals organised educational change at their local schools.

This issue also contains an obituary for Morten Levin (1946–2023), Professor of Organization and Work Science at the Norwegian University of Science and Technology (NTNU), who passed away in April 2023. Honoured be his memory.