

Editorial

"Time, teaching and research: changes and continuities"

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This issue is the result of a collaboration between two classified journals: La Recherche En Éducation (France) and Academia (HepNet/Greece). The content comes from the symposium entitled "What remains of the institution/institutionalization of time in higher education: intentions, practices and consequences", held on 12 and 13 June at the University of Patras (Greece) with the participation of researchers from France, Greece, Lebanon, Mexico and Senegal.

Comparatism is not easy, whatever the subject or the geographical reference points. However, the difficulties of the exercise are doubled when we consider the role and influence of time or periods as constitutive dimensions of teaching and research. Traditionally, approaches to these ramifications have been diverse, depending on the disciplinary affiliations and interests of the exhibitors, but also on the angles of approach chosen.

Nevertheless, it cannot be said that time as a sphere in which practices and dynamics unfold is a radically new research question for educational researchers. Louis Marmoz, one of the inspirers of this scientific event, made this point at the very first information and organizational meetings convened by the organizing committee, made up of members of the Laboratory of Educational Policies, Lifelong Learning and Economics of TEPEKE University of Patras, Greece, Université Gustave Eiffel, France,

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and the international network Education, Research and Current Affairs (EDRAC). Professor Marmoz repeatedly reminded us of the names of the pioneers who, rooted in higher education institutions (HEI), departments of ministries of education and various associative bodies, have reflected, from various disciplinary perspectives (philosophy, political science, economics, social sciences or pedagogy), on the consequences for learning and teaching methods, epistemologies and the ethics of university groups. He also spoke of the need to separate, for the purposes of analysis and understanding, the long timescales associated with the production and transmission of knowledge from the short and sometimes contradictory timescales delimited by the cycles of public action brought about by the successive and sometimes contradictory reforms that have characterized public action in education.

The researchers taking part in our seminar, particularly in France and Greece, have analyzed the ways in which teaching and management programs produce specific formats of education and bureaucratic time, depending on the context and the resources available. In the last two decades, however, new conditions have emerged, at least in the countries of origin of the authors whose contributions have been positively evaluated and accepted for publication by their reader-evaluators. These developments have profoundly altered historical approaches to the phenomenon and led to the emergence of new interpretative perspectives.

Experts have warned that contemporary views of time in higher education (HE) have led to a general acceleration of the pace of academic learning and scholarly production, as well as shorter deadlines for accountability. However, the generalization of evaluation and accreditation procedures should not obscure the divergence of standards resulting from national situations, traditions, institutional development projects and inter-category relations between staff and those directly involved in (higher) education and research. These differences are also important facets of a line of research being explored in many countries concerning the management and monitoring of results and the growing and conflicting preponderance of bureaucracy and its standards. The analyses presented on these issues in France, Greece and Mexico clearly demonstrate this. The reader will find various aspects of time as an analytical tool. Indeed, it can be considered as a transition, an 'analyzer', a transformer, a reflector, a 'revealer', a formator, an 'accumulator', a relation, or even as 'imprisoned' time.

The procedures and effects of time control through decision-making niches occupied by actors who are not exclusively academic have also become topical issues of

great concern to specialists and teachers, not only in universities but in all institutions involved in (higher) education within segmented systems. Many specialists are now focusing their attention on issues of power and power relations in educational arenas undergoing radical change. They are exploring these issues using concepts such as risk, instability and sensitivities, which until recently have rarely been used to understand them.

A second, more conventional perspective of analysis concerns the patterns and timescales of knowledge production, reproduction and transmission. It looks both at the reworking of 'significant' knowledge, to use the adjective favored by international bodies, and at its codification and appropriation by students, teachers and researchers, and at its didactic, legal and administrative implications. The authors of the articles published in the journals *La Recherche En Éducation* and *Academia* describe the effects of technology on the shortening and diffraction of time for both students and teachers. They deplore the increase in time-consuming administrative tasks. They are interested in ICT and artificial intelligence (GPT Chat and Gemini), the content and status of academic output, new tools for learning and virtual communication, and the questions raised by their success. The specialist literature is increasingly concerned with the issue of respect for copyright and the obligation of teachers to attend lectures, and with identifying manifestations of plagiarism. From this perspective, it discusses the reorganization of institutional spaces whose leaders enthusiastically adopted online working procedures during the Covid 19 pandemic, but who now seem keen to return to previous forms of organization.

There is every reason to believe that this trend will soon give rise to other fundamental questions, such as the maturation of scientific knowledge, the satisfaction of stakeholders faced with changes to which they do not necessarily subscribe, and the resilience and resistance of academic communities. There is likely to be a renewal of themes around emerging values such as care, empathy and well-being.

Finally, and in a classic way, a group of colleagues were challenged by the analysis of public policies for restructuring university time and its institutional relays. For the moment, we can distinguish three sub-groups, delimited according to the main areas of research. The first deals with the logics of organizational and associative reconfiguration (the role of trade unions, changes in the teaching profession, unease or enthusiasm in the face of multimodal transformations in professional activities), the second with the questioning of taboos (in France, for example, concerning the reception of students during their studies); the last concerns the missions of local universities when

they act as day-care centers and the structural reforms of systems and their components, which are becoming increasingly differentiated in response to technological change, the influence of unconventional actors, often located on the periphery or outside the universities, and marked financial austerity.

In this sense, the five lines of thought set out in the Call for Papers (academic time: a bureaucratic illusion; the problem of quality; values as the hidden face of academic time; pedagogical time, from the individual to the personal; production time) have made it possible to bring to light recent concerns and to revisit other, more conventional ones. They form the basis of research and policy agendas to be developed in the future, with a view to identifying ways out of the crisis, both in terms of the malfunctioning of systems and institutions, and the mixed feelings provoked by short-term events and recent structural upheavals.

We therefore hope that the joint issues of our two journals, proposed on this cross-cutting theme, will serve not only to recognize the quality of the contributions made by the participants, but also to identify convergences and to stimulate reflection on the near future, an increasingly mobilizing theme in view of the recommendations in force, the erosion of management policies based on quality assurance and shifts towards equity, the status accorded to knowledge and learning, and the expectations of teaching and research.

The following articles were published in **La Recherche En Éducation**:

« Le temps de l'universitaire et ses transformations : de l'enseignant chercheur à l'administrateur-entrepreneur ? » (“The changing face of academia: from teacher-researcher to administrator-entrepreneur”) is presented by Georgios Stamelos. This text looks at the changes in the work of teacher-researchers that have reshaped their relationship with space and time. The image of the iceberg provides an opportunity to reflect on the mechanisms that make a small part of their work visible while, paradoxically, concealing a large part of it. While their tasks remain unchanged, the workload, the acceleration of time and the fragmentation of space exceed formal institutional obligations. The submerged part changes the priorities and characteristics of the processes that underpin the profession, as well as its core values.

Camille Roelens' article « Quand la réactivité devient en soi une qualité » (“When responsiveness becomes a quality in itself”) offers a philosophical reflection on teaching authority in higher education in the digital age. It aims to understand why responsiveness

tends to become a valued quality in this field, based on a summary of the changes in authority in a democracy. It paves the way for an explicit redefinition of higher education teachers as care and service professionals.

« La professionnalisation de l'université et le temps : du temps des études au temps de travail » (“The professionalization of the university and time: from study time to working time”) is the third article we present in French, written by Pandelis Kiprianos, Giorgos Androulaki and Dimitra Georgiou. It looks at how time is changing for students. University time, for example, has become the same as primary and secondary school time. Students must obtain their diplomas within the time limits set by the regulations. Students are homogenised in terms of age and their efforts are focused on obtaining their diploma. The authors show the perverse effects of these changes, which can lead to students dropping out.

The fourth article, « Qualité et Institutionnalisation des Temps Académiques : Une Analyse basée sur les Normes ISO 21001 » (“Quality and institutionalization of academic time: an analysis based on ISO 21001 standards”), by Haidar Ahmad, examines the quality of academic time in higher education in the light of ISO 21001 standards. He provides an in-depth analysis of these standards through a case study of the Lebanese Police Academy, showing significant improvements in student success. Ongoing commitment, adaptability to educational change and the integration of innovative practices emerge as key elements in maintaining the quality of academic time, with ISO 21001 standards providing a solid foundation.

The articles published in **Academia** are as follows:

The first article, written by Andriana Ioannidi, “Students' time management skills during the first year of studies and the support services of higher education institutions” (« Les compétences des étudiants en matière de gestion du temps au cours de la première année d'études et les services de soutien des établissements d'enseignement supérieur »), aims to understand the difficulty that new students face in managing their academic time. This difficulty is linked to the increase in early dropout rates. The paper analyses the international literature on the subject.

The second article, entitled "Greek undergraduate students: "Stagnant", "perpetual" or simply dropouts?" (« Les étudiants grecs de premier cycle : “stagnants”, “perpétuels” ou simplement décrocheurs ? ») is by Eleni Prokou, Christos Bagavos,

Anastasia Charalampi and Catherine Michalopoulou. It looks at the phenomenon of prolongation or dropout in the context of the massification of higher education. It discusses democratisation and equity policies in relation to the dropout phenomenon. He uses the example of a department at the Panteion University.

Andreas Vassilopoulos is the author of the article “The (re)allocation of academic time: the case of departments of primary education” (« La (ré)allocation du temps académique : le cas des Départements d'enseignement primaire ») in Greece. It focuses on the transformation of higher education and the (re-)allocation of academic time. More specifically, he addresses the question of its links with pedagogical activity. He illustrates this with the example of a department at the University of Patras.

Angelos Kavassakalis' article "Evaluating the Evaluators: does the National Authority learn from its experience over time?" (« Évaluer les évaluateurs : l'Autorité nationale tire-t-elle les leçons de son expérience au fil du temps ? ») deals with quality assurance and the National Quality Assurance Authority. With reference to the negotiation of European and national policies, it asks how the Authority uses the lessons learned from its work overtime, using the concepts of 'policy network' and 'policy-oriented learning'.

The fifth article, by George Durgkounas, “Bureaucracy and Control. The case of quality assurance” (« Bureaucratie et contrôle : le cas de l'assurance qualité »), examines the impact of the quality assurance process on the workload of higher education institutions and links it to the intensification of administrative work that quality assurance entails. It argues that the bureaucratization of quality assurance increases the workload of research and teaching staff as well as administrative staff in the context of public policy.

The next article, entitled “The emerging challenges faced by early career researchers: the case of social sciences in Greece” (« Les nouveaux défis auxquels sont confrontés les chercheurs en début de carrière : le cas des sciences sociales en Grèce »), is written by Orpheus Xenoudakis. It focuses on early career researchers in 40 social science departments. It analyses the academic and professional environment in which young researchers in the social sciences in Greece are trying to develop their careers.

The seventh article “Teachers' work and training time. Analysis of Greek primary teachers' views » (« Le travail des enseignants et le temps de formation : analyse des points de vue des enseignants grecs du primaire ») is by Despina Karakatsani and Paulina Nikolopoulou. It focuses on the duration of their education and training and their

perceptions of the time they have spent on their initial training and professional development.

The eighth article, “Higher education in prison: time spent in prison in relation to academic time” (« L'enseignement supérieur en prison : le temps de détention en relation avec le temps académique »), is by Katerina Gourgourini. The concept of time spent in prison takes on a different dimension for prisoners, given the nature of imprisonment. By extension, the approach to academic time in prison must consider the structural characteristics of the correctional space as well as the criteria that affect the objectives, opportunities, quality and outcomes of the educational process.

The final article, entitled « Bien faire et bien être au Mexique : bouleversements des temporalités étudiante et enseignante et contraintes institutionnelles » (“Doing well and being well in Mexico: upheavals in student and teacher timeframes and institutional constraints”), is by Sylvie Didou Aupetit. It analyses the changes that have taken place in Mexican higher education over the last three decades and their impact on the management of teachers' and students' time, as well as on the process of learning knowledge and the nature of the relationships established between those responsible for managing higher education and academic actors.

Enjoy!