



Phenomenography

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Origins & Usage

“A research method for mapping the qualitatively different ways in which people experience, conceptualize, perceive, and understand various aspects of, and various phenomena in, the world around them” (Marton, 1986, p.31).

Phenomenography

- Phenomenography is a methodology that has discreetly influenced higher education research, having been the base foundation for copious studies of learning methodologies and student knowledge of a wide range of ideas in variations of disciplines.
- “Phenomenography is less a methodology than an explorative and analytic approach to qualitative research” (Barnard, McCosker, & Gerber, 1999, p. 223).

Phenomenography

- "Phenomenography is a research approach designed to answer certain questions about thinking and learning" (Marton, 1986, p. 28).
- "Phenomenography is an empirical research tradition that was designed to answer questions about teaching and learning, particularly in the context of educational research" (Orgill, 2012, p. 150).



What is Phenomenography?

Phenomenography is

- Empirical study
- Different ways in which people think of the world
- In other words, its aim is to discover the qualitatively different ways in which people experience, conceptualize, realize and understand various aspects of phenomena in the world around them

Principles

- Researchers should seek an understanding of the phenomenon of learning by examining the students' experiences.
- Research about learning needs to be conducted in a naturalistic setting involving the actual content and settings people learn with.

Four Practical Principles

- The teacher has to be aware of the content of learning - less as a content, encapsulated in a disciplinary framework, but rather as content as it is and as it should be understood by the learners - and the acts of learning - analogous in function to deep and surface approaches, though different in detail.
- The teacher has to take an analytical stance to the phenomena to be taught about and to the nature of the teaching context and learning tasks as perceived by the learner and identify those educationally critical aspects which might otherwise be taken for granted.

Four Practical Principles

- The teacher has to ensure that learners reveal their experience of learning, in terms of the various ways in which they understand that which is learned and the various ways in which they go about the tasks of learning - the what and the how of learning - and subject it to reflection. By becoming aware of the possibility of a variation in ways of experiencing a phenomenon and by considering that variation, the way is opened to the possibility for change.
- The teacher has to ensure that the tasks of learning are integrated into that world which the learners experience, in as much as we explain learning as a change in the way the learner experiences the world; that means that the relevance of the task has to be seen to transcend the task in itself and have some personal meaning for the learner.

Critical Elements



DATA BE COLLECTED
DIRECTLY FROM LEARNERS



SELF-REPORTS



INTERVIEWS



SMALL SAMPLE OF
SUBJECTS



BRACKETING (SETTING
ASIDE YOUR OWN VIEWS)



IMPERATIVE NOT TO LEAD
INTERVIEWEES
VIEWS/THINKING



FOCUSES ON THE
EXPERIENCE (NOT THE
PHENOMENA BEING
STUDIED)

References

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