Suchithra.P M

M ED First Year

Roll.No: 40

N S S Training college ottapalam

Phenomenology

Phenomenology is the study of structures of consciousness as experienced from the first person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

The historical movement of Phenomenology

The historical movement of phenomenology is the philosophical tradition launched in the First half of the 20th century by Edmund Husserl, Martin Heidegger, Maurice Merleau-Ponty, Jean-Paul Sartre, et al. In that movement, the discipline of phenomenology was prized as the Proper foundation of all philosophy—as opposed, say, to ethics or metaphysics or Epistemology. The methods and characterization of the discipline were widely debated by Husserl and his successors, and these debates continue to the present day. (The definition of Phenomenology offered above will thus be debatable, for example, by Heideggerians, but it Remains the starting point in characterizing the discipline.)

Phenomenology as a discipline has been central to the tradition of continental European Philosophy throughout the 20th century, while philosophy of mind has evolved in the Austro-Anglo-American tradition of analytic philosophy that developed throughout the 20th century.

Phenomenology as a Discipline

Phenomenology is a distinct from of discipline but related to other key disciplines in Philosophy, such as ontology, epistemology, logic, and ethics. Phenomenology has been Practiced in various guises for centuries, but it came into its own in the early 20th century in the works of Husserl, Heidegger, Sartre, Marceau -Pony and others. Phenomenological issues of intentionality, consciousness, qualia, and first-person perspective have been prominent in recent philosophy of mind. Phenomenology is commonly understood in either of two ways: as a disciplinary field in philosophy, or as a movement in the history of philosophy.

The discipline of phenomenology may be defined initially as the study of structures of experience, or consciousness. Literally, phenomenology is the study of "phenomena": Appearances of things, or things as they appear in our experience, or the ways we experience Things, thus the meanings things have in our experience. Phenomenology studies conscious Experience as experienced from the subjective or first person point of view. This field of Philosophy is then to be distinguished from, and related to, the other main fields of Philosophy: ontology (the study of being or what is), epistemology (the study of knowledge), Logic (the study of valid reasoning), ethics (the study of right and wrong action), etc.

Recent Approach on Phenomenology, it is often restricted to the Characterization of sensory qualities of seeing, hearing, etc.: what it is like to have sensations Of various kinds. However, our experience is normally much richer in content than mere Sensation. Accordingly, in the phenomenological tradition, phenomenology is given a much Wider range, addressing the meaning things have in our experience, notably, the significance Of objects, events, tools, the flow of time, the self, and others, as these things arise and are Experienced in our "life-world".

Basically, phenomenology studies the structure of various types of experience ranging from Perception, thought, memory, imagination, emotion, desire, and volition to bodily awareness,

Embodied action, and social activity, including linguistic activity. The structure of these Forms of experience typically involves what Husserl called "intentionality", that is, the Directedness of experience toward things in the world, the property of consciousness that it is A consciousness of or about something. According to classical Husserl an phenomenology, Our experience is directed toward—represents or "intends"—things only through particular Concepts, thoughts, ideas, images, etc. These make up the meaning or content of a given Experience, and are distinct from the things they present or mean.

The basic intentional structure of consciousness, we find in reflection or analysis, involves Further forms of experience. Thus, phenomenology develops a complex account of temporal Awareness (within the stream of consciousness), spatial awareness (notably in perception), Attention (distinguishing focal and marginal or "horizontal" awareness), awareness of one's Own experience (self-consciousness, in one sense), self-awareness (awareness-of-oneself), the Self in different roles (as thinking, acting, etc.), embodied action (including kinesthetic Awareness of one's movement), purpose or intention in action (more or less explicit), Awareness of other persons (in empathy, intersubjectivity, collectivity), linguistic activity (involving meaning, communication, understanding others), social interaction (including Collective action), and everyday activity in our surrounding life-world (in a particular Culture).

Process of a Phenomenological Research Study, given below

- Identify the phenomenon (experience) to explore.
- Researcher must develop research questions that are particular to the phenomenon at the focus of investigation:

Factors to consider in development of research questions

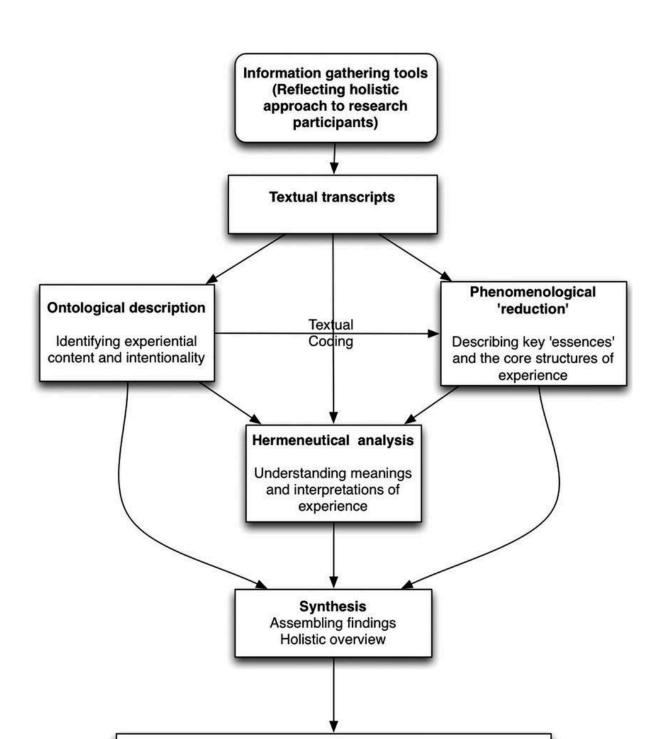
- What are the necessary constituents of this feeling or experience?
- What does the existence of this feeling or experience indicate concerning the nature of the human being?
- The initial inquire by the researcher to the participant group. The researcher seeks individuals willing to describe their experience(s) with the phenomenon in question.
- The individual participants need to understand and voluntarily express their inner most feelings and describe any physiological or psychological experiences that occur with the feelings.
- Collection of data from participants who have experienced the phenomenon. This
 is accomplished by observations, interactive interviews, videotapes and written
 descriptions by the subject participants.
- Development and composite description of the essence of the experience by all of the individual participants ("what" they experienced & "how" they experienced the phenomenon).
- In most instances data is collected through in-depth interactive conversations between the researcher and the participant. It is at this very starting point of data collection that the Analysis begins. This analysis will help guide the decision making process of the researcher as it relate to all further data collected.

- From the analyzed data collected the researcher attaches meaning to the data collected and is expressed in terms of phenomenological philosophy.
- The outcome of the analysis is a theoretical statement responding to the original research question.
- The statement is validated by examples of the data which are often direct quotes from the individual participants.
- From all of this it is hoped that the common experiences of the participants through the structural and textural descriptions and the inevitable composite description of the researcher will present the core of the phenomenon or the Essential, Invariant Structure or Essence.
- From all that has occurred and what the researcher now presents as the Essence of the combines mass experience; the reader should be able to say to themselves "Yes, I can see that", "I understand now", "Oh I see" or "That really makes sense". The reader has his experienced his point of new understanding through the gain of new knowledge and learning. The reader has experienced his GESTALT MOMENT!

Table 1, Data Collection in Phenomenological Research

Issues	Method of	Units of	Data	Length of	Data	Salient
	data	data	collection	time for	recording	features
	collection	collection	points	data		
				collection		
Phenomenology	Primarily in	Individual	Mainly	Typically	Interview	Bracketig
	depth	subjects	cross	moderate	notes and	one's views,
	interviews,		sectional		audio	building
	sometimes				type	rapport,
	diaries and				recording	encouraging
	other					candour,
	written					keeping
	materials					discussion on
						handling
						emotions

Flowchart 1, The given Image of flowchart shows the process of Phenomenological Research



References

- Creswell, J.W. (2013). Qualitative inquiry and research design: Choosing among 5 traditions. San Francisco, CA: Sage Publications.
- Eddles- Hirsch, K (2013). Girly girls, tomboys, athletes and nerds: A phenomenological study of social context in The Specialized school environment. Scottish Journal of Arts, Social Sciences and Scientific Studies,17 (1), 88-101.
- Eddles-Hirsch, K, Vielle w., McCormick, J., Rogers, K. (2012). Insiders or Outsiders: The Role of Social Context in the Peer Relations of Gifted Students. Roeper Review, 34 (1), 53-62.
- Eddles-Hirsch, K., Vielle, W., Rogers, K., & Mc Cormac, J (2010). "Just Challenge those high ability learners and
- They'll be alright!" The impact of social context and challenging instruction on the affective development of High-ability students. Journal of Advanced Academics, 22 (1), 102-124.
- Merriam, S. (2014). Qualitative Research: A Guide to Design and Implementation.

Moussakas, C. (1994). Phenomenological research methods. London: Sage Publications.

Seaton, M., Marsh, H. W., & Craven, R. G. (2009). Earning its place as a pan-human Theory: Universality of the big-fish-little-pond effect (BFLPE) across 41 culturally And economically diverse countries. Journal of Educational Psychology, 101(2), 403–419.