Phenomenology of Practice

Catherine Adams,

Faculty of Education, University of Alberta caadams@ualberta.ca

Felicity Healey-Benson

University of Wales Trinity Saint David felicity.healey-benson@uwtsd.ac.uk

Mike Johnson

Cardiff University johnsonmr1@cardiff.ac.uk

Intended Audience

Delegates interested in exploring phenomenology and applying it to networked learning. Hanfod.NL organised a phenomenology of practice 'node' event in 2021, sponsored by the Networked Learning Conference Consortium. This event, due to be held in Cardiff, UK, had to pivot online due to the pandemic and attracted pleasing levels of interest. We would like to take the opportunity to run the workshop in-person at the conference while people are together, building on the momentum from 2021 and projecting it into the future with hopes of enlisting more collaborators, possibly for a Networked Learning and Phenomenology edited book in the Springer NL series, but certainly for opening up avenues of related work being presented at future Networked Learning conferences.

Workshop Description

Cathy Adams introduced the 2021 workshop on YouTube https://youtu.be/WTMUhULWyh4

In this video she explains something of the breadth of PoP's applications to research our students or colleagues everyday lived experiences. The workshop's method relies heavily on ideas from phenomenology's originary contributors, but the emphasis is not on philosophy, rather learning by doing phenomenology. The workshop begins with a didactic session to cover some of the core phenomenological understandings, taking in questions such as, 'what exactly is lived experience?', 'why pre-reflective?', 'how does phenomenology go about studying the prereflective?', 'what is the reduction?', 'what is meant by "wonder in the face of the world"?'. We will explore what a phenomenological research question looks like.

Participant Engagement

The workshop is essentially discursive and dialogical. Participants will be invited to compose phenomenological research questions, considering their viability and scope, under guidance from the facilitators. The workshop proceeds by participants writing lived experience descriptions and developing preliminary theme statements from these accounts, through line-by-line reflection and existential analysis. We will explore the epoché / reduction couplet and how these contribute and unfold in a research project. We will take these ideas and elaborate how they were applied in a recent paper we have written, inviting participants to join us in developing their own publishable contribution to networked learning and phenomenology.

Participant Outcomes

Participants will have been introduced to the core ideas from phenomenology of practice approach.

Participants will have started out on developing their own ideas for publishable research using phenomenology of practice. Participants will have networked with members of hanfod.NL which seeds the opportunity for further collaboration amongst us.

Workshop Alignment with Conference Themes

The workshop aligns with conference themes such as:

• Philosophies, theories, methodologies, and designs for Networked Learning 571

• Methods, research design, data and analysis in Networked Learning

Participants can apply phenomenology of practice in any number of ways, including but not limited to other themes:

• Conceptualisations of networked lifelong learning as a blended, boundless or hybrid phenomenon

• Learning on the move: places and spaces for networked learning

• Networked learning across the lifespan (early childhood, school, work and retirement)

• Ethical perspectives on Networked Learning (e.g., equity, inclusivity, social justice, values)

• Debates and emerging issues in Networked Learning (e.g., the future of lifelong learning, hybridity, post-digital education, sustainability)

Workshop Process/Activities

We hope to follow the same format as was planned for the Cardiff Event in June 2021. We would like to spread the workshop over 2 days, with 90 minutes each day (total 3 hours plus a break). We prefer an overnight break to allow participants to ruminate. If this amount of time is not possible, we could take the second session online later in the conference week.

Session 1 - 90 minutes

Introduction to phenomenological research and basic concepts

EXERCISE: crafting a phenomenological research question

Session 2 - 90 minutes

Doing phenomenological research: human science (e.g. gathering material through interviewing, observation) and philosophical methods (e.g., the reduction)

EXERCISE: writing lived experience descriptions

References

Adams, C., & van Manen, M. A. (2017). Teaching phenomenological research and writing. Qualitative Health

Research, 27(6), 780-791. doi:10.1177/1049732317698960