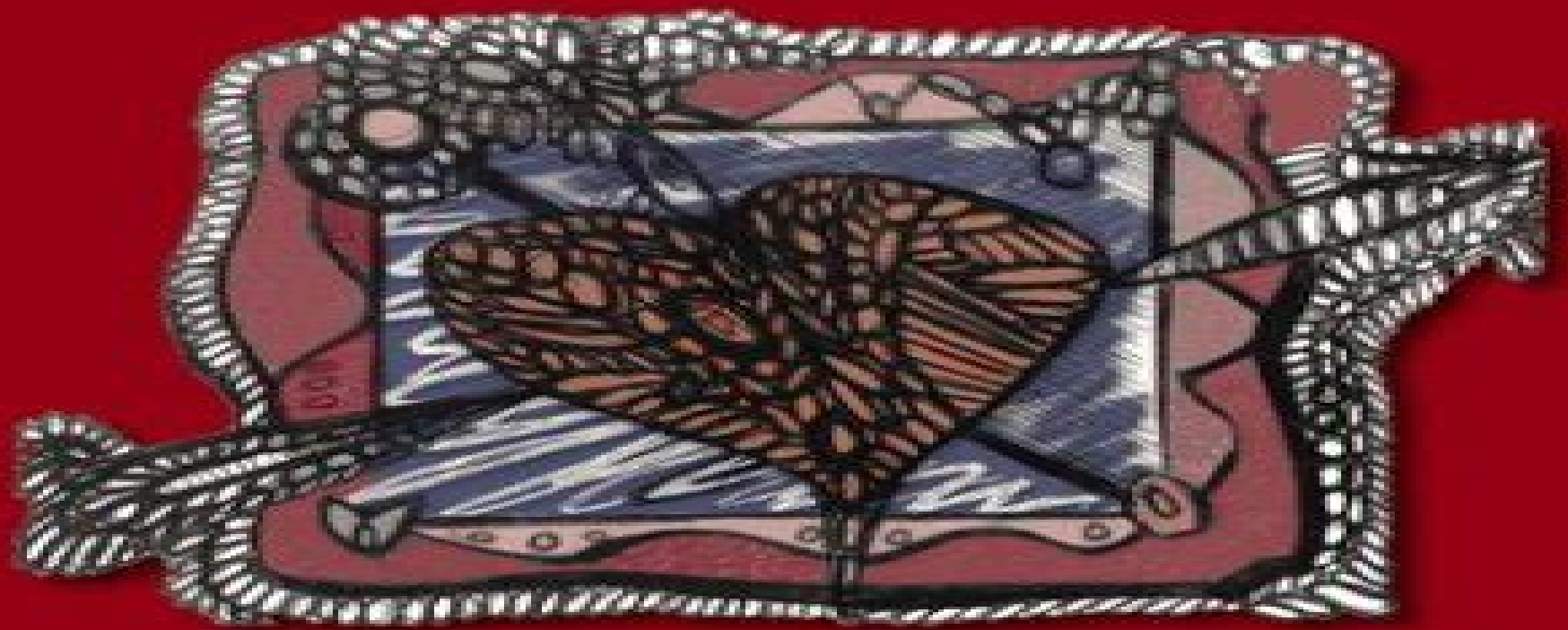


**The Investigation of Lived Experience
From a Phenomenographic and
Phenomenological Perspective in the Scope of
a Metaphysical Aura and Knowledge Base**



Eva Krawczyk

The Investigation Of Lived Experience From A Phenomenographical And

Gabriele Chiari, Maria Laura Nuzzo



The Investigation Of Lived Experience From A Phenomenographical And:

Ethnographic Inquiry and Lived Experience Wing-Chung Ho,2019-01-15 Ho addresses two fundamental theoretical questions about how best to practice ethnographic inquiries to obtain qualitative experience near and shareable accounts of human living The first question is regarding the epistemology of ethnography Ho posits that writing is epistemologically prior to the researcher s fieldwork experience in the production of ethnographic knowledge This stance is developed using the theories of hermeneutics put forward by Paul Ricoeur and Hans Georg Gadamer who both consider that once a text is produced its meaning is dissociated from the intention of the author The second question is what is the putative object that the ethnographer writes about Ho argues that lived experience Erlebnis offers such an ethnographic object Since the lived experience that an ethnographer experiences during fieldwork cannot be studied directly further theorizations of lived experience are necessary Ho underscores both the non discursivity and transcendence of lived experience in the lifeworld and the way power is clandestinely imbued in everyday life in shaping subjectivity and practice This theorization brings together Alfred Schutz s lifeworld theory and Michel Foucault s power knowledge nexus The result is a general theory of experience that is pertinent for ethnographic inquiries By addressing these two fundamental questions and offering novel angles from which to answer them this book offers refreshed epistemological guidelines for conducting ethnographic research for scientific reasoning More importantly this book also provides a crucial knowledge base for comprehending the current epistemological debates inherent in the production of ethnographic knowledge and furthering discussions in the field

The Sage Encyclopedia of Qualitative Research Methods: A-L ; Vol. 2, M-Z Index Lisa M. Given,2008-08-21 An encyclopedia about various methods of qualitative research

Towards a Theory of Transpersonal Decision-Making in Human-Systems Joseph Riggio,2007-06 Decision Making gets significant coverage in the business press and as an academic topic in business schools However there is a dearth of information on the transpersonal consideration on decision making and how it effects leaders and leadership in human systems Maximizing positive results in human systems requires the decision maker to maintain a constant consideration of both local and non local elements impacting and being impacted by the decision s being made This book introduces the concept of Scope of Decision as a way of arriving at higher quality decisions by considering them from a greater distance from the decision maker in the time space continuum The author designed and used a unique exemplar modeling paradigm to conduct the research using the proven methodologies of phenomenography and neurolinguistic modeling This study presented in this book attempts to offer some insight on the transpersonal process of intentionality in decision making specifically as it applies to making high quality decisions in human systems As stated in the title this study was not intended to be exhaustive but rather to open new pathways of consideration and knowing in regard to the topic of decision making The conclusions arrived at read like a compass pointing to the means for dramatically improving your decision making and are best described in the sometimes hauntingly poetic language of the

participants as they explore and discover their own processes for what goes into making exquisite decisions

Understanding Sustainability Performance in Business Organizations Jean-Pierre Imbrogiano, 2022-11-30 This book sheds new light on the role businesses can play in contributing to sustainability objectives and how governance actors can better encourage their contributions Jean Pierre Imbrogiano introduces and empirically investigates the concept of sustainability performance in businesses which reveals how achieving social and environmental objectives is experienced within business organizations He focuses on supply chain management as a key part in this process and looks at how this has evolved to become a vital sector in the global business landscape He further considers the current practices of governance actors which aim to enable sustainability performance in businesses Labelled as a sustainability service industry these actors include international national and industry sustainability initiatives sustainability standard setters business consultancies and rating agencies as well as sustainable supply chain managers in corporations Overall this book calls for a conceptual reorientation in business sustainability scholarship and points towards a challenging agenda for change in the sustainability service industry *Understanding Sustainability Performance in Business Organizations* will be of great interest to students and scholars of sustainable business business ethics corporate social responsibility sustainable supply chain management and sustainability governance

Phenomenology in Action for Researching Networked Learning Michael Johnson, Felicity Healey-Benson, Catherine Adams, Nina Bonderup Dohn, 2024-08-14 This book champions phenomenology's place in networked learning theory research and practice The book illuminates and showcases something of the powerful richness depth and novel insights offered by phenomenological perspectives on human experience to invoke a fundamental rethinking of experience in networked learning It also signals the broader learning technology community to acknowledge and engage with these perspectives The editors and authors have collaborated to bring a renewed focus upon the human facet of networked learning As our world becomes more digitally enmeshed infiltrated and contested the need to investigate and convey at maximum fidelity the lived experience of learners teachers and other stakeholders in education becomes paramount Through phenomenological inquiry we disclose the complex dance between the human and the technical spotlighting how individuals engage navigate and find meaning within virtual yet embodied landscapes This approach suitably honours the complexity profundity and ethicality of human existence in our evolving digital ecologies The first section *Phenomenological Perspectives in Researching Networked Learning* lucidly explains phenomenology and some of its potential affordances The second section *Practising Phenomenological Research in Networked Learning* explicates the tangible practice of phenomenological research into specific phenomena chapters sample of a select range of studies that also indicate the kind of insights such research can bring to networked learning The concluding section presents two chapters that denote novel and arresting *Critical Phenomenological Perspectives on Networked Learning* Together these final chapters demonstrate the type of radical challenge that phenomenology can bring to the field refreshing even

networked learning's most basic conceptions and practices. With this book we open a space for anyone who wishes to join us in the wonderful, inspiring, and challenging application of phenomenology within the field of networked learning.

Handbook of Research on Educational Communications and Technology J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop, 2013-07-03. The 4th edition of the *Handbook of Research on Educational Communications and Technology* expands upon the previous 3 versions, providing a comprehensive update on research pertaining to new and emerging educational technologies. Chapters that are no longer pertinent have been eliminated in this edition, with most chapters being completely rewritten, expanded, and updated. Additionally, new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest. Each chapter now contains an extensive literature review, documenting and explaining the most recent outstanding research, including major findings and methodologies employed. The *Handbook* authors continue to be international leaders in their respective fields; the list is cross-disciplinary by design, and great effort was taken to invite authors outside of the traditional instructional design and technology community. *The Sage Encyclopedia of Multicultural Counseling, Social Justice, and Advocacy* Shannon B. Dermer, Jahaan R. Abdullah, 2023-11-21. Since the late 1970s, there has been an increase in the study of diversity, inclusion, race, and ethnicity within the field of counseling. The *SAGE Encyclopedia of Multicultural Counseling, Social Justice, and Advocacy* will comprehensively synthesize a wide range of terms, concepts, ideologies, groups, and organizations through a diverse lens. This encyclopedia will include entries on a wide range of topics relative to multicultural counseling, social justice, and advocacy, and the experiences of diverse groups. The encyclopedia will consist of approximately 600 signed entries arranged alphabetically within four volumes. *Being and Becoming an Ex-Prisoner* Diana Johns, 2017-07-20. Despite broad scholarship documenting the compounding effects and self-reproducing character of incarceration, ways of conceptualising imprisonment and the post-prison experience have scarcely changed in over a century. Contemporary correctional thinking has congealed around notions of risk and management. This book aims to cast new light on men's experience of release from prison. Drawing on research conducted in Australia, it speaks to the challenges facing people leaving prison and seeking acceptance amongst the non-imprisoned around the world. Johns reveals the complexity of the post-prison experience, which is frequently masked by constructions of risk that individualise responsibility for reoffending and reimprisonment. This book highlights the important role of community in ex-prisoner integration, in providing opportunities for participation and acceptance. Johns shows that the process of becoming an ex-prisoner is not simply one of individual choice or larger structural forces, but occurs in the spaces in between. *Being and Becoming an Ex-Prisoner* reveals the complex interplay between internal and external meanings and practices that causes men to feel neither locked up nor wholly free. It will appeal to scholars and students interested in desistance, criminology, criminological or penological theory, sociology, and qualitative research methods. **Virtual Community Participation and Motivation: Cross-Disciplinary Theories** Li,

Honglei,2012-03-31 This book gives in depth coverage of state of the art research on virtual community participation covering the concept of virtual community participation followed by several streams of virtual community participation theories Provided by publishe Conceptions of Knowledge Creation, Knowledge and Knowing Yuh Huann Tan,Seng Chee Tan,2020-03-11 This book responds to calls for further advancing knowledge creation in schools It examines sixteen Chinese Language teachers from Singapore since language teachers are primarily responsible for the basic literacy that is the foundation of students lifelong learning Positing that people s cultural beliefs and the language s they use are inseparable the book argues that Chinese language teachers possess a unique understanding of the various phenomena that reflect the influences of Chinese culture by virtue of the language they speak and teach For the purposes of the investigation it employs phenomenography a methodology aimed at finding and systematising how people interpret the world around them to determine and describe Chinese language teachers conceptions of these phenomena **Theory and Method in Higher Education Research II** Jeroen Huisman, Malcolm Tight,2014-02-20 This is the second volume in this series dedicated to Theory and Method in Higher Education Research Publishing contemporary contributions to international debates regarding the application and development of theory and methodology in researching higher education this volume aims to offer a channel for discussion critique and innovation International Perspectives on Competence in the Workplace Christine R. Velde,2009-10-08 As the world s economy develops into a more dynamic fast moving and unpredictable entity it is crucial that the workers who create wealth have the ability to assess and respond to new and unforeseen challenges In other words the future will require a more competent workforce What though does this mean in practice In this the fully revised second edition of Christine Velde s book a variety of researchers from around the world provide a truly international perspective on the issue They help to redefine the term competence Rather than responding to challenges using a pre existing set of skills they see competence as having the ability to assess new situations and then adapt one s response accordingly particularly in collaboration with others Providing the reader with insightful perspectives about competence in different situations and contexts the book s sections explore the concept of competence in industry and vocational education in schools and colleges in small businesses and companies and in universities The interpretation experience and teaching of competence in the workplace is boiled down to five essential components that in themselves represent an argument for a more holistic conception of competence Velde herself concludes the book by synthesizing and reflecting on the contents This book provides the reader with insightful perspectives on competence and the characteristics of learning environments in different workplace contexts Drawing on phenomenographic insights allows it to present a more enlightened view of competence at the same time as opening up an international dialogue about the meaning and interpretation of competence in the workplace Useful not only to educators and researchers this volume will also assist leaders and managers in a variety of contexts to develop more meaningful workplaces **Worldwide Commonalities and Challenges in Information Literacy Research**

and Practice Serap Kurbanoglu, Esther Grassian, Diane Mizrahi, Ralph Catts, Sonja Spiranec, 2013-12-13 This book constitutes the refereed proceedings of the European Conference on Information Literacy ECIL 2013 held in Istanbul Turkey in October 2013 The 73 revised full papers presented together with two keynotes 9 invited papers and four doctoral papers were carefully reviewed and selected from 236 submissions The papers are organized in topical sections on overview and research policies and strategies theoretical framework related concepts citizenship and digital divide disadvantaged groups information literacy for the workplace and daily life information literacy in Europe different approaches to information literacy teaching and learning information literacy information literacy instruction assessment of information literacy information literacy and K 12 information literacy and higher education information literacy skills of LIS students librarians libraries and ethics *International Perspectives on Competence in the Workplace* C.R. Velde, 2011-06-27 In the future a more competent workforce will be required as workers will have to acquire the competence to predict and deal with novel situations at work This book aims to provide the reader with insightful perspectives about competence in different situations and contexts It presents a more enlightened view of human competence by opening up an international dialogue about the meaning and interpretation of competence in the workplace and the impact of learning environments on workplace policy and practice Five major premises which provide a basis for how we interpret experience and teach competence in the workplace are put forward notions of worker competence and the persuasiveness of informal workplace training developing competence as an individual and the inherent relationship between the worker and work and the lifeworld learning which develops higher level competences based on a more holistic conception of competence characteristics of learning environments as integral components of learning at work learning environments construed as theoretical and methodological problems in terms of their impact on the acquisition of competence **MOOCs and Higher Education: Implications for Institutional Research** Stephanie J. Blackmon, Claire H. Major, 2016-04-20 Take a broad balanced look at the present and potential MOOC landscape in higher education This special volume highlights current trends and issues related to the emergence and development of a new instructional form in higher education Massively Open Online Courses MOOCs In these online distance education courses enrollment is usually open to anyone who wishes to take them This volume provides institutional researchers with information about the possibilities and challenges for current and future research on MOOCs Topics covered include defining and classifying MOOCs and who takes them defining what persistence in them means or should mean describing the legal issues MOOC providers and enrollees face and identifying trends in the big data that MOOCs can provide This is the 167th volume of this Jossey Bass quarterly report series Timely and comprehensive New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management *Researching Accounting Education* Richard M.S. Wilson, 2016-04-14 There is no doubt that accounting education

scholarship and research in Australia is not only thriving but is amongst the best in the world Nor is there any doubt that Australian scholars in this field punch well above their weight within the international arena This book is not derived from a conventional special issue i e one focussing on a specific theme such as audit education communication in accounting education or the interface between accounting education and professional training Instead it presents a collection of leading edge contributions to accounting education research from Australian scholars on topics which have international relevance These topics reflect the typical breadth of research in this field being undertaken in Australia including coverage of students conceptions of accounting work the impact of entry mode on accounting students approaches to learning listening skills in accounting practice and student s performance in online accounting courses Taken together the contents of this book will help to enhance the educational base of accounting practice by providing guidance to educators in improving their pedagogic practice This book was originally published as a special issue of Accounting Education an international journal Theories of Information Behavior Karen E. Fisher, Sanda Erdelez, Lynne McKechnie, 2005 This unique book presents authoritative overviews of more than 70 conceptual frameworks for understanding how people seek manage share and use information in different contexts A practical and readable reference to both well established and newly proposed theories of information behavior the book includes contributions from 85 scholars from 10 countries Each theory description covers origins propositions methodological implications usage links to related conceptual frameworks and listings of authoritative primary and secondary references The introductory chapters explain key concepts theory method connections and the process of theory development

Research Informing the Practice of Museum Educators David Anderson, Alex de Cosson, Lisa McIntosh, 2015-12-09 Museums are institutions of both education and learning in service of society that is they are sites where educational experiences are designed and facilitated and also places where visitors learn in broad and diverse ways As such the role of public education in museums today is highly important if not at the centre of museum activity As museums contemplate the growing significance of their educational roles and mandate within a changing society so too they are increasingly in need of information about the audiences they serve and their own professional practice as they strive to achieve their educational missions in service to the communities in which they are embedded Accordingly this edited book focuses on informing broadening and enhancing the pedagogy of museum education and the practices of museum educators The chapters in this book report independent research studies conducted by the authors who have explored and investigated a variety of issues affecting museum education practice contextualized across a range of institutions including art galleries natural and social history museums anthropology museums science centres and gardens These studies address a cross section of contemporary issues confronting the field of museum education including studies of diverse audiences and their needs the mediation of challenging topics professional training teaching and learning in informal settings and reflective practice and praxis Together these themes represent a set of topical issues germane to informing broadening and enhancing

educational practices in diverse museum settings and will be of considerable interest to a broad spectrum of the museum and non formal education fields

Psychological Constructivism and the Social World Gabriele Chiari, Maria Laura Nuzzo, 2003

Phenomenography in the 21st Century Gerlese S. Åkerlind, 2025-02-10

Phenomenography offers a distinctive approach to studying human experience of the world by highlighting different ways in which the same phenomena concepts objects events are experienced within any group of people Phenomenography focuses on the relationship between meaning people s holistic understanding of phenomena and structure that is the part whole structure of people s awareness of phenomena This structure of awareness then forms the basis for identifying differences in the experienced meaning of phenomena and how awareness needs to change to allow new meanings to emerge whether educationally historically culturally or socially Over its 50 year history there have been substantial advancements in the methods and theoretical assumptions underlying phenomenographic research but these developments are not always recognised This book details how the 21st century practice of phenomenography differs from its earlier iterations emphasising that earlier works can be misleading when used to justify current research practices Phenomenography is a developing not static approach to social science research and this book introduces further methodological and theoretical extensions to the research Although most commonly used in educational research the potential of phenomenography to contribute to research in other social science disciplines is increasingly being recognised and is further emphasised in this book In this way this book is not only essential reading for doctoral students but will also be of interest to those already experienced in phenomenography and to social science researchers within and outside the field of education

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