

Using Phenomenography: Reflections on Key Considerations for Making Methodological Decisions

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Abstract

Using Phenomenography: What are Key Considerations when Selecting a Specific Research Approach? Phenomenography is a qualitative research method that is growing in popularity within the engineering education community as it enables scholars to investigate critical variation in students' learning experiences. As a method of inquiry, phenomenography originated from Sweden in the 1970's where a team of educational researchers (Marton and colleagues) were trying to understand how and why some people learn better than others. For example, phenomenography could be used to identify students' common misconceptions around scientific concepts. Since then, additional researchers in Australia (Bowden and others) have expanded the use of phenomenography by using it as a framework to investigate socially constructed phenomena. These two different approaches to using phenomenography share similarities, and they also introduced differences—especially in the data collection and data analysis phases. Despite the importance of understanding these differences, existing literature does not provide a clear synthesis of how researchers might choose a way to use phenomenography. As engineering education researchers using phenomenography, we each found it challenging with our combined reviews of current literature to understand the implications of selecting a particular approach for our individual research questions. This paper aims to add transparency to the process of selecting a specific approach through the presentation of each of our three cases, which include selection of the Swedish approach, Australian approach, and a blend of the two. We include reflection on our processes of becoming familiar with the different perspectives and then developing our own study designs. We will provide recommendations based on these reflections for key elements for researchers to consider when conducting phenomenographical research.

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experience professionalism provides insights that will help those responsible across the international financial planning community to establish relevant accurate and meaningful professional standards for financial planners The authors employ the relatively new research methodology of phenomenography which enables them to describe the qualitatively different ways in which people understand or experience a phenomenon This particularly lends itself to the study of a concept such as professionalism This study gives voice to the financial planners represented in the research and will inform standard setting bodies seeking to understand professionalism through the eyes of the professionals themselves What the research reveals about the concept of professionalism itself will be of value to those whose interests lie beyond the world of financial planning and the application of the methodology used in the study will inform researchers contemplating phenomenographical studies elsewhere *Subject Guide to Books in Print* ,1991 *Developing Standards in Research on Science Education* Fischer Hans E,2005-07-14 Ph D students from 14 European countries Israel Turkey and Venezuela in addition to supervisors and lecturers from 11 countries including Israel and USA worked for one week to understand each other with the goal of improving and sharpening features of their respective theoretical backgrounds research questions and design and methodological demands The projects presented reflect a multitude of topics and goals of research in science education in Europe as well as the variety and elaboration of theoretical frameworks used and a remarkable level of methodological expertise The following topics are included Teachers thinking and beliefs and teachers actions in the classroom the interaction between specific programs of science museums and teachers and classes plans for engagement with them teaching learning and understanding of new subject matter for science classes different interaction processes in the classroom discourse analysis decision making processes in science classes and the use of models in chemistry lessons and last but not least specific characters and the function of text when learning physics by means of computer based multimedia All science subjects including earth science are involved in these articles and the level of analysed e Variationens pedagogik Ulla Runesson,1999

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