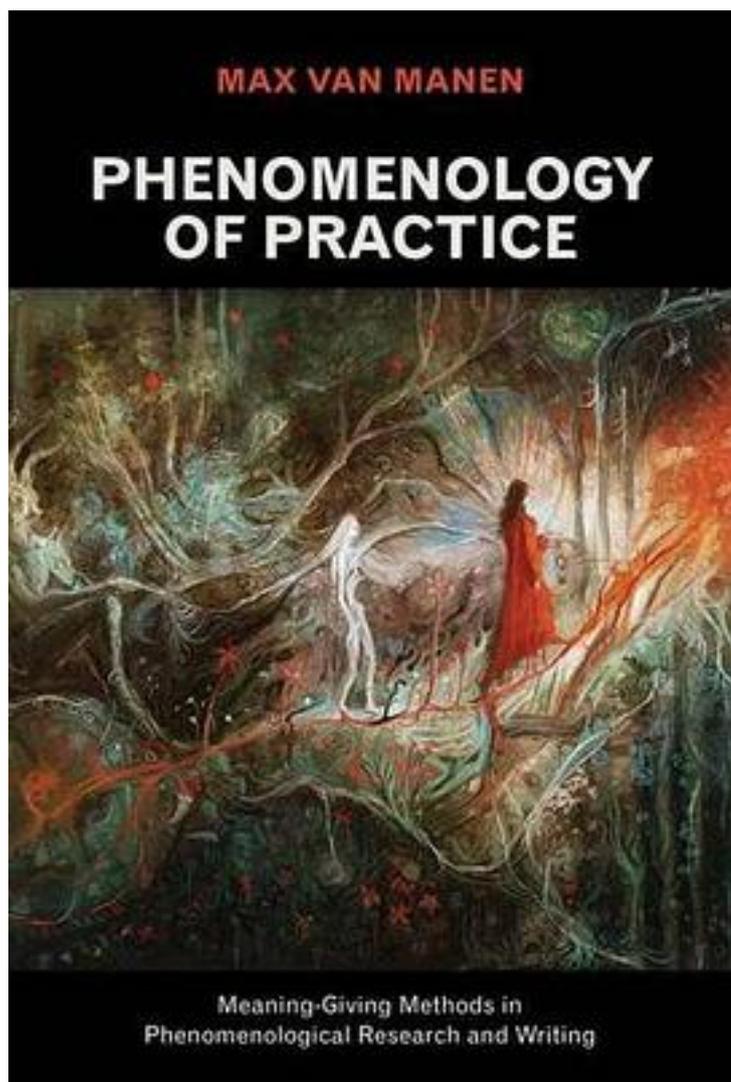


# Phenomenology of Practice



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Max van Manen offers an extensive exploration of phenomenological traditions and methods for the human sciences. It is his first comprehensive statement of phenomenological thought and research in over a decade. Phenomenology of practice refers to the meaning and practice of phenomenology in professional contexts such as psychology, education, and health care, as well as to the practice of phenomenological methods in contexts of everyday living. Van Manen presents a detailed description of key phenomenological ideas as they have evolved over the past century; he then thoughtfully works through the methodological issues of phenomenological reflection, empirical methods, and writing that a phenomenology of practice offers to the researcher. Van Manen's comprehensive work will be of great interest to all concerned with the interrelationship between being and acting in human sciences research and in everyday life.

#### 作者介绍:

Max van Manen is emeritus Professor in Research Methods, Pedagogy and Curriculum Studies in the Faculty of Education at the University of Alberta and Adjunct Professor at the University of Victoria. He is the leading proponent of the practice and meaning of phenomenological inquiry in pedagogy, psychology, health science, and the human sciences. Van Manen is author of five books, including the influential *Researching Lived Experience*, and has had his books translated into nine languages. He has also authored over 100 articles and chapters on pedagogy, health science, qualitative research methods, and phenomenology. He founded the journal *Phenomenology and Pedagogy* and developed the website *PhenomenologyOnline*. He was awarded the Lifetime Achievement Award by the Curriculum Division of the American Educational Research Association among numerous other awards and distinctions.

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## 标签

现象学

哲学

田调

方法论

教育现象学

实践现象学

Philosophy

## 评论

现象学教材，前半部分全面的介绍了现象学主要学者，从胡塞尔之前的几位到当今的。

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## 书评

人们通常认为，现象学是现代最复杂难懂的哲学，用现象学研究教育问题是教育哲学家才能胜任的工作。然而，马克斯·范梅南创造性地提出“实践现象学”，并用他打动人的研究成就，向教师们表明：教师也需要学一点现象学，甚至从某种程度上说，教师能成为最好的现象学家。现象学...

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