



Methodological Components of Phenomenological Inquiry in Education

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Historical Development of variety of methods in educational inquiry shows that with regard to complexity of educational issues that derived itself from human being complexity, we can't answer different questions of scholars by just one unit method. Phenomenology as philosophical movement by introducing of subjects such as conciseness, intentionality, reduction, constitution, intersubjectivity, Life-world and embodiment is not only movement in philosophy, but also effect on development of phenomenological inquiry in education. Current article consider and discuss phenomenological methodology at two levels; first, phenomenological components of educational inquiry and second, problem of justification in phenomenological inquiry in education. At first level we discuss about the aim of phenomenological research in education, effect on performance of inquiry, the role of inquirer, observation and description of educational phenomena with regard to balanced reduction, language and phenomenological writing; and at second level we discuss about triangulation at phenomenological perspective.