



## Editorial

by **Christopher R. Stones**  
**Editor-in-Chief**

The papers included in this Special Edition on *Phenomenology and Education* focus in the main on the meaning made by various individuals – ranging from primary school pupils to university professors, distance education students in South Africa to nursing students and teachers in Sweden – of aspects of their experience in the educational domain.

A central focus is the significance of the learners' lifeworld in the educational context, both as a starting point for educators in relating curricular approaches to student needs, and as a means of integrating theory and practice. That ambiguity in the interpretation of the Husserlian concept "lifeworld" has significant implications in respect of educational approaches, and thus requires critical reconsideration, is proposed by one author, while another points to the relationship between the learner's lifeworld and the meaning that comes to be attached to learning or education per se.

Extensively cited in most of the papers in this edition is Max van Manen, Professor of Education at the University of Alberta in Canada. This accords with

Darren Langdrige's assessment, in his recently published *Phenomenological Psychology: Theory, Research and Method* (Pearson Education, UK), of van Manen as "one of the key figures" in the contemporary development of hermeneutic or interpretive phenomenology, and of this approach as "growing in popularity, especially among applied researchers (often in nursing and education)" (2007, pp. 55–56).

Appropriately, given their relation to an applied discipline, the papers in this edition are predominantly practice/praxis-oriented. Along with pointing to the pedagogical Good and the possibilities opened up by phenomenological praxis, they present problems of both educational and methodological import and, in the process, pose questions of relevance not only in the educational realm, but to phenomenological research in general.

The Guest Editor, Prof Hennie van der Mescht, is thanked for his commitment to bringing this Special Edition on *Phenomenology and Education* into being.

### About the Author



Professor Christopher Stones recently transferred to the University of Johannesburg after a few decades in the Psychology Department at Rhodes University in Grahamstown, South Africa. In addition to his academic and research career, he has conducted a part-time clinical practice, and become increasingly involved as a consultant in the forensic field. Professor Stones is Vice-President of the South African Association for Psychotherapy and past Chairman of the South African Society for Clinical Psychology. Editor-in-Chief of the *Indo-Pacific Journal of Phenomenology* since 2003, he is also on the editorial panels of two other on-line journals, and has published extensively in the areas of identity, attitudes and attitude change, phenomenological praxis and methodologies, abnormal psychology and psychotherapy, spirituality and religious experience.

The *IPJP* is a joint project of [Rhodes University](http://www.rhodes.ac.za) in South Africa and [Edith Cowan University](http://www.edithcowan.edu.au) in Australia. This document is subject to copyright and may not be reproduced in whole or in part via any medium (print, electronic or otherwise) without the express permission of the publishers.

The *Indo-Pacific Journal of Phenomenology (IPJP)* can be found at [www.ipjp.org](http://www.ipjp.org).