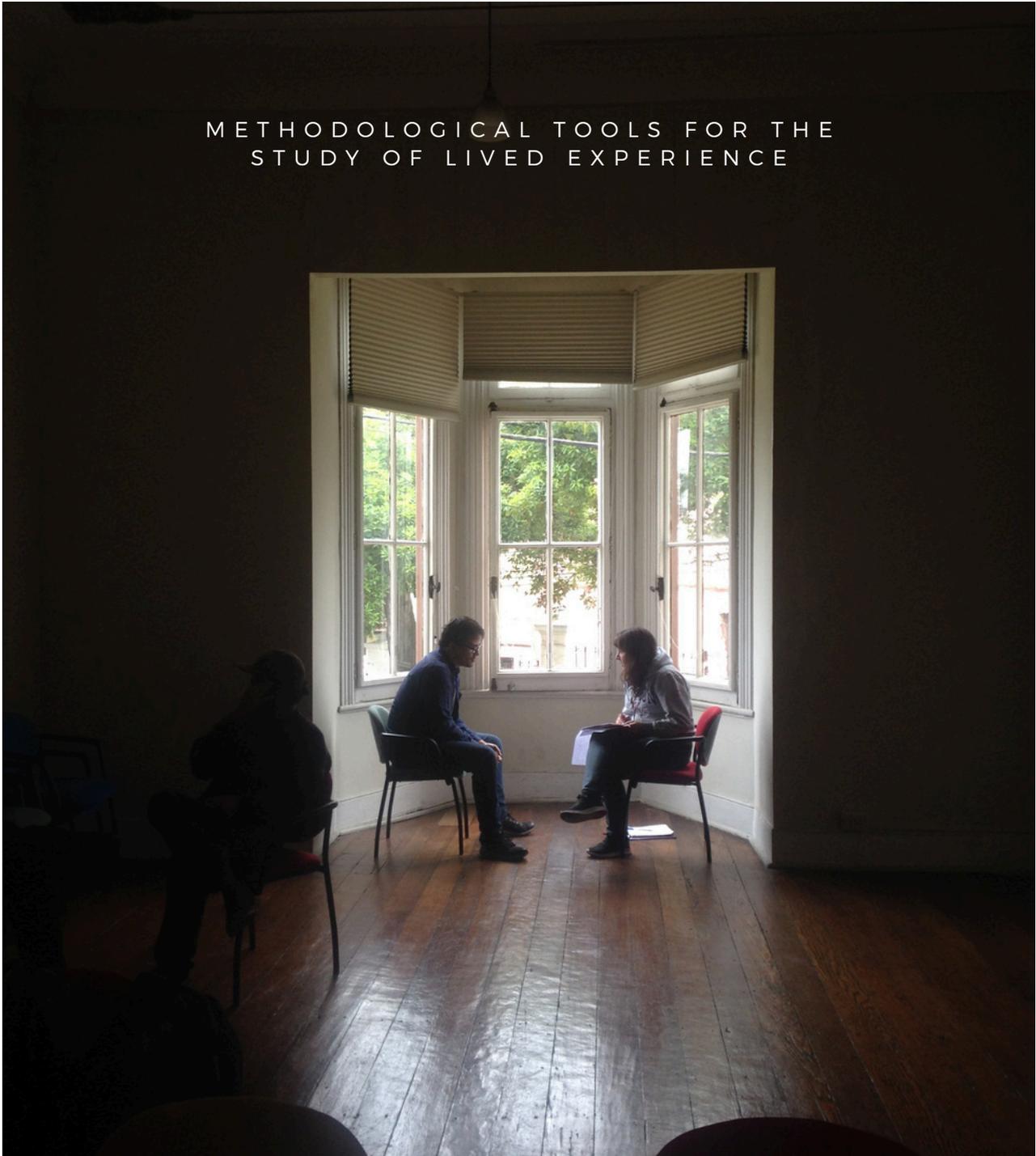


# TRAINING ON THE MICRO- PHENOMENOLOGICAL INTERVIEW

METHODOLOGICAL TOOLS FOR THE  
STUDY OF LIVED EXPERIENCE



2025



# WHAT IS THE MICRO-PHENOMENOLOGICAL INTERVIEW?

The micro-phenomenological interview is a methodology for the study of lived experience. It is characterized by its practical approach: it uses and develops specific tools and procedures that allow the systematic study of subjective experience, within the enactive framework. It derives from "L'entretien d'explicitation", an interview method developed by the French psychologist Pierre Vermersch to investigate the procedural aspect of learning and problem solving. It was later developed in the context of cognitive sciences by Claire Petitmengin as part of the neurophenomenology project, a research program proposed by Francisco Varela to develop a science of consciousness.

This research program proposed to integrate the study of the experiential dimension of cognitive phenomena (first-person data) with the study of its neurophysiological counterpart (third-person data).

Currently, the micro-phenomenological interview has transcended the field of cognitive science and is used by researchers from various disciplines who are interested in collecting and analyzing descriptions of experience from an enactive perspective. For this reason, this training is oriented to professionals from different areas of knowledge who are looking for new methodological tools to inquire about human experience.

# OUR PROPOSAL

The training addresses the techniques of conducting and analyzing the micro-phenomenological interview applied to the development of a research.

The contents are organized in two thematic modules: one for conducting and the other for analyzing the interviews, reinforced by practice and supervision (P&S) sessions.

In general terms, the modules are characterized by the integration of theoretical and practical knowledge, from which the participants are progressively introduced to the frame of reference, key conceptualizations and procedures of the methodology. In order to achieve the objectives, teaching and learning strategies are proposed, which include theoretical presentations, guided exercises, group discussions and individual work that stimulate the inquiry of experiences, deepening of knowledge and autonomous application of the methodological tools provided.

The practice and supervision sessions (P&S) are spaces for feedback, which offer the possibility to express doubts, observations, etc. regarding the topics and practical exercises developed in the modules and in the autonomous work requested. Participants are encouraged to propose the investigation of experiences related to their research questions; work on an interview plan or guide and/or review an interview already conducted to analyze its conduction.

The training provides learning experiences to a group of participants who, in general, work in different disciplines and countries, generating a space for exchange and dialogue where the appropriation of the methodology takes place in a very enriching context.

\*It is possible to request individual supervision sessions, but these have a separate fee.



The time load of the training is as follows:

<b>MODULE</b>	<b>Hours module</b>	<b>Hours P&amp;S sessions</b>	<b>Autonomous work</b>	<b>Total hours</b>
<b>1</b>	<b>30</b>	<b>6</b>	<b>10</b>	<b>56</b>
<b>2</b>	<b>30</b>	<b>6</b>	<b>20</b>	<b>56</b>
<b>Total hours</b>	<b>60</b>	<b>12</b>	<b>30</b>	<b>102</b>

It is important to emphasize that, in order to achieve the learning objectives, participants must allocate time for independent practice outside the classroom. Each module is estimated to require a minimum of 10 to 20 hours of self-directed work.

Since this is an intensive course, each class day is critical for mastering the methodology. Therefore, to receive a participation certificate for each module, 70% attendance is required. As the course is delivered virtually, classes are recorded. In the event of a justified absence, participants may recover the missed sessions by reviewing the recordings. However, they must confirm with the instructor the possibility of making up the lost hours.

# CERTIFICATION

The Micro-phenomenology Research Certification attests to competence in micro-phenomenological interview and analysis techniques, as well as their application in a research context. The certification process is separate from the completion of the training modules and it is issued by the Micro-phenomenology Lab.

To earn the certification, the following requirements must be met::

- Participation in an online or in person Micro-phenomenological interview and training (35 - 40 hours) offered by a certified teacher (Module 1 of this training).
- Participation in an online or in person Micro-phenomenological analysis training (35 - 40 hours) offered by a certified teacher (Module 2 of this training).
- Submission of a transcript of an interview commented according to the self-assessment sheet and satisfying at least 70% of the quality criteria.
- Submission of a self-evaluated specific analysis commented according to the self-assessment sheet and satisfying at least 70% of the quality criteria.
- Submitting a research report using the micro-phenomenological interview and analysis methods.

**For details of the certification process**, you can download the document describing the procedure on the following pages:

<https://www.amatha.com.br/micro-fenomenologia>

<https://www.microphenomenology.com/certification>



# PROGRAM

# MODULE 1

## 1. GENERAL INFORMATION

**Module N° 1** Conducting the micro-phenomenological interview

**Prerequisites** Technical and/or University Studies

**Professor** Camila Valenzuela Moguillansky

## 2. DESCRIPTION

Conducting the micro-phenomenological interview has the particularity of helping the interviewee to redirect his/her attention from the contents of his/her experience to the actions and processes that make possible the appearance of those contents.

This module familiarizes the participant with the frame of reference in which micro-phenomenology is situated; it provides the conceptual bases that support the tools for conducting a micro-phenomenological interview and initiates the process of applying the tools studied.

## 3. LEARNING OBJECTIVES

- To introduce the participant to the micro-phenomenological interview, considering its theoretical background, characteristics and application possibilities;
- To provide the tools to guide the interviewee in:
  - evoking a singular experience;
  - to identify the types of information in the description of the interviewee; to question the procedural dimension of the experience;
  - deepen the description of the diachronic and synchronic dimensions of the experience while minimizing induction.
- Define a research question consistent with the experiential approach;
- Design an experiential protocol that includes a data collection and analysis process adapted to the type of experience and the research objective.
- Become familiar with the process of becoming aware of one's own experience and its description.

LEARNING RESULTS	THEME
<p>Describe the context in which microphenomenology arises and its particularities, taking into account the frame of reference discussed in the session.</p>	<p>Context of the emergence of micro-phenomenology</p> <ul style="list-style-type: none"> <li>• The enactive approach to cognition</li> <li>• The neurophenomenological program</li> <li>• The explication interview</li> <li>• Peculiarities of the method</li> </ul>
<p>Understand the gesture of "suspension of the natural attitude" as a central attitude for the exploration of one's own and another's experience.</p>	<p>Suspension of the natural attitude</p> <ul style="list-style-type: none"> <li>• self-exploration</li> </ul>
<p>Attends to the state of well-being of the interviewee, maintaining the communication contract.</p>	<p>Interview situation</p> <ul style="list-style-type: none"> <li>• Ethical and contractual conditions</li> <li>• "Tuning"</li> </ul>
<p>Use the tools presented to guide a person to the evocation of a singular experience, taking into account the indicators of the evocation state.</p>	<p>Contact with experience</p> <ul style="list-style-type: none"> <li>• Tools to enter, deepen and maintain contact with the experience.</li> <li>• Indicators of the state of evocation</li> </ul>
<p>Unfold the description of the experience, avoiding inductive interventions and managing tools that favor the procedural description of the experience.</p>	<p>Unfolding of the experience description</p> <ul style="list-style-type: none"> <li>• Action as the axis of questioning</li> <li>• Types of information</li> <li>• Diachronic and synchronic axes as frame of reference</li> <li>• Tools for the deployment of the experience description</li> </ul>

## 4. TEACHING AND LEARNING METHODS

**Theoretical presentations** on the bases and main concepts of the micro-phenomenological methodology.

**Guided practical exercises** that rehearse the use of the methodological tools provided for conducting the interview.

**Practice and Supervision Sessions (P&S)** that provide feedback on the conduct of the interview.

## 5. REFERENCES

### Basic

- Petitmengin, C. (2006). Describing one's subjective experience in the second person: An interview method for the science of consciousness. *Phenomenology and the Cognitive Sciences*, 5, 229-269. <http://doi.org/10.1007/s11097-006-9022-2>
- Varela, F. J. (1996). Neurophenomenology A Methodological Remedy for the Hard Problem. *Journal of Consciousness Studies*, 3(4), 330-349.

### Complementary

- Petitmengin C., Bitbol M. (2009). The Validity of First-Person Descriptions as Authenticity and Coherence. *Journal of Consciousness Studies* 16 (11-12), 363-404.
- Petitmengin C., Remillieux A., Cahour B., Carter-Thomas S. (2013). A gap in Nisbett and Wilson's findings? A first-person access to our cognitive processes. *Consciousness and Cognition* 22 (2), 654-669.
- Vermersch, P. (2007) Bases de la auto-explicitation (1) Expliciter, 2007, 69, 1-31
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- Sparby, Terje (2022). Micro-Phenomenological Self-Inquiry. *Phenomenology and the Cognitive Sciences* 22 (1):247-266.

# MODULE 2

## 1. GENERAL INFORMATION

<b>Module N° 2</b>	Micro-phenomenological Interview Analysis
<b>Prerequisites</b>	To have completed the interview module (Module 1)
<b>Professor</b>	Camila Valenzuela Moguillansky

## 2. DESCRIPTION

The analysis is a process of abstraction, which uses iterative questioning as a mechanism to identify invariants of both diachronic and synchronic dimensions of experience, which allow us to build the generic structure of a given experience.

This module is about appropriation of the tools for the analysis of an individual experience, thus allowing us to identify its generic structure.

## 3. LEARNING OBJECTIVES

The objectives of this module are:

- To familiarize the participant with the conceptual framework of the micro-phenomenological analysis approach and its validity criteria;
- To provide the tools to prepare data to the subsequent analysis;
- To familiarize the participant with the mechanism of grouping and iterative interrogation that underlies the diachronic and synchronic analysis;
- To provide the tools to identify the diachronic structure of a singular experience as well as of a group of experiences;
- To provide the tools to identify the synchronic structure of a singular experience as well as of a group of experiences;
- To report the results of the analysis.

LEARNING RESULTS	THEMATIC NETWORKS
<p>It problematizes the ontological status of the results of the analysis and places them in the epistemological framework described.</p>	<p>Introduction to micro-phenomenological analysis</p> <ul style="list-style-type: none"> <li>• Background of micro-phenomenological analysis</li> <li>• Epistemological framework of an experiential research</li> <li>• Overview of the proposed procedure</li> <li>• Preliminary definitions</li> </ul>
<p>Distinguishes the types of information and selects the statements that correspond to the procedural description of the experience.</p>	<p>Data preparation</p> <ul style="list-style-type: none"> <li>• Transcription of the interview</li> <li>• Selection of the text to be analyzed</li> </ul>
<p>Re-sequence the description according to the chronology of the experience. Groups the statements and interrogates them iteratively to identify diachronic units. Organizes the diachronic units to define the specific and diachronic structure.</p>	<p>Diachronic analysis</p> <ul style="list-style-type: none"> <li>• Re-sequencing the description</li> <li>• Identification of individual diachronic units: grouping and iterative interrogation</li> <li>• Definition of the specific diachronic structure</li> <li>• Definition of generic structures</li> </ul>
<p>Group statements and interrogate them iteratively to identify synchronic units. Organizes synchronic units to define individual and generic synchronic structure. Distinguishes between diachronic and synchronic structure.</p>	<p>Synchronic analysis</p> <ul style="list-style-type: none"> <li>• Grouping by topic of utterances</li> <li>• Identification of individual synchronic units: grouping and iterative questioning</li> <li>• Definition of individual synchronic structures</li> <li>• Definition of the generic synchronic structure.</li> </ul>

## LEARNING RESULTS

## THEMATIC NETWORKS

Integrates the diachronic structure with the synchronic structure by identifying some synchronic aspects and characterizing them along the different phases of the diachronic structure

Integration of the diachronic and synchronic structures

- Realization of the dynamic lines to integrate the diachronic structure with some synchronic aspects

It refines the structure achieved from the confrontation between the incipient structure and the understanding obtained from the experience studied during the iterative analysis.

Refinement of the structures

- Iterative process of contrast and adjustment

Reports the results, expressing them by comprehension and extension, in a clear and synthetic way.  
Represents structures, exploring creative forms that capture the overall sense of the structure of the defined experience.

Report of the results of the analysis

- Descriptions by comprehension and extension
- Representation of structures
- Description of representations

## 4. TEACHING AND LEARNING METHODS

**Theoretical presentations** on the different fundamentals and contexts that accompany the micro-phenomenological analysis.

**Guided practical exercises** that reinforce the use of the methodological tools provided for the individual analysis of the interview.

**Practice and Supervision Sessions (P&S)** that provide feedback on individual interview analysis and bibliographic discussion.

## 5. REFERENCES

### Basic

- Petitmengin C. (1999) The Intuitive Experience. *Journal of Consciousness Studies*, 6 2- (3): 43-47.
- Petitmengin C., Remilleux A. and Valenzuela-Moguillansky C. (2018) Discovering the structures of lived experience Towards a micro-phenomenological analysis method. *Phenomenology and the Cognitive Sciences*. <https://doi.org/10.1007/s11097-018-9597->
- Valenzuela-Moguillansky C. & Vásquez-Rosati A. (2019) An analysis procedure for the micro-phenomenological interview. *Constructivist Foundations* 14(2): 123-145. <https://constructivist.info/14/2/123>

### Complementary

- Bitbol, M., & Petitmengin, C. (2013). A Defense of Introspection from Within. *Constructivist Foundations* 8(3): 269-279.
- Gallagher, S., & Brosted, J. (2006). Experimenting with phenomenology. *Consciousness and Cognition* 15 (1): 119-134.
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- Valenzuela-Moguillansky C, Demšar E. Toward a science of experience: Outlining some challenges and future directions. *Adaptive Behavior*. 2022;0(0). doi:10.1177/10597123221084739
- Valenzuela-Moguillansky, C., Díaz, D., Vásquez-Rosati, A. & Duarte, J. (2021) Inhabiting one's body or being haunted by it: a first-person study of the recovery process of women with fibromyalgia. *GMS Journal of Arts Therapies* 2021, Vol. 3, ISSN 2629-3366.
- Valenzuela-Moguillansky C. (2013). Pain and Body Awareness An Exploration of the Bodily Experience of Persons Suffering from Fibromyalgia. *Constructivists Foundations*. 8 (3): 339-350.

# TEAM

## **Dr. Camila Valenzuela Moguillansky. Training director and teacher**

Camila holds a PhD in Cognitive Sciences from the University Pierre et Marie Curie of Paris, a Master in Cognitive Sciences from the École des Hautes Études en Sciences Sociales of Paris and a Bachelor of Science in Biology from the University of Chile.

She is interested in the relationship between body awareness and the sense of self. Her research has focused on the connection between body awareness and pain, using first-person methodologies. Her current research projects focus on contributing to the development of an enactive framework for the scientific study of experience, particularly exploring the integration of somatic and artistic practices to the study of experience. She is the founder of the Laboratorio de Fenomenología Corporal in Chile and founder and director of A MATHA, school of body technologies in Brazil.

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## **Esteban Fredin. Assistant**

Esteban Fredin Ortiz is a PhD student at the Humanistic Studies Program at Tecnológico de Monterrey. He holds an MA in Cognitive Semiotics from Aarhus University and a BA in Spanish from the Tecnológico de Monterrey. He took the Micro-phenomenological Interview Training in 2020.

His research seeks to apply concepts and tools from cognitive science to the study of art and aesthetic experience. Specifically, he is researching the experience of identity, alterity and agency in contact improvisation, a postmodern dance style, through the micro-phenomenological interview.

## **Dr. Ana María Valenzuela Rabi. Curriculum Advisor**

PhD in American Studies, Specialization in Social and Political Studies, Instituto de Estudios Avanzados, Universidad de Santiago de Chile. Diploma in University Teaching, Universidad del Desarrollo and Educational Leadership, Pontificia Universidad Católica de Chile. Professor of Special Education, Universidad Cardenal Silva Henríquez. Ana María works as an Academic, Researcher and Curriculum Design Advisor, with ten years of experience in Higher Education Institutions, where she has led different Teaching Innovation Projects, aimed at curriculum modernization, university accreditation and social research. Currently, she investigates new conceptual and methodological possibilities to approach the process of teaching and learning, in order to mediate between the formative mission entrusted to the university community, the practical processes of cultural socialization provided inside the classroom and the personal work of the pedagogical subject to become a professional.

