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Autore	Goodson Ivor
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Collana	Critical pedagogy today
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Mapping the field of critical narrative -- S. R. Gill -- Reframing the critical -- S. R. Gill -- Critical narrative as pedagogy -- S. R. Gill -- Individual autobiographies as critical narrative -- Ancestral voices -- I. F. Goodson -- Defining the self through autobiographical memory -- I. F. Goodson -- Developing life themes -- I. F. Goodson -- Critical narrative in diverse learning contexts -- From demonising to humanising : transforming memories of violence to stories of peace -- S. R. Gill -- The healing power of narrative learning from listening and telling our stories -- S. R. Gill with M. Cantacuzino, D. Grant and P. Miles -- Biographical learning critical dialogue and praxis -- S. R. Gill.
Sommario/riassunto	Ivor Goodson and Scherto Gill analyse and discuss a series of trans-disciplinary case studies from diverse cultures and argue that narrative is not only a rich and profound way for humans to make sense of their lives, but also in itself a process of pedagogical encounter, learning and transformation. As pedagogic sites, life narratives allow the individual to critically examine their 'scripts' for learning which are encapsulated in their thought processes, discourses, beliefs and values. Goodson and Gill show how narratives can help educators and students shift from a disenfranchised tradition to one of empowerment. This unique book brings together case studies of life narratives as an approach to learning and meaning-making in different disciplines and cultural

settings, including teacher education, adult learning, (auto)biographical writing, psychotherapy, intercultural learning and community development. Educators, researchers and practitioners from diverse disciplines will find the case studies collected in this book helpful in expanding their understanding of the potential of narrative as a phenomenon, as methodology, and as pedagogy

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