



Pedagogia della cura
Famiglie, comunità, legami sociali

Collana diretta da
Francesca Marone

Comitato scientifico internazionale

Annie Benveniste

Université Paris 8

Micaela Castiglioni

Università degli Studi di Milano Bicocca

Mireille Cifali

Università di Ginevra

Enricomaria Corbi

Università degli Studi Suor Orsola Benincasa

Michele Corsi

Università di Macerata

Carmela Covato

Università degli Studi Roma Tre

Vasco D'Agnese

Seconda Università degli Studi di Napoli

Laura Formenti

Università degli Studi di Milano Bicocca

Maria Luisa Iavarone

Università degli Studi di Napoli Parthenope

José González Monteagudo

Università di Siviglia

Fabrizio Manuel Sirignano

Università degli Studi Suor Orsola Benincasa

Maria Grazia Riva

Università degli Studi di Milano Bicocca

Mariagrazia Contini

Università degli Studi di Bologna

*I volumi pubblicati in questa collana sono preventivamente sottoposti
a una doppia procedura di peer review*

Stories that make a difference

Exploring the collective, social and political potential
of narratives in adult education research

Edited by

Laura Formenti & Linden West



Volume stampato con il contributo del Dipartimento di Scienze Umane
per la Formazione “Riccardo Massa” dell’Università degli Studi Milano-
Bicocca

ESREA – European Society for Research on the Education of Adults
LHBN - Life History and Biography Network
Department of Human Sciences for Education
Milano Bicocca University

ISBN volume 978-88-6760-360-2



2016 © Pensa MultiMedia Editore s.r.l.
73100 Lecce • Via Arturo Maria Caprioli, 8 • Tel. 0832.230435
25038 Rovato (BS) • Via Cesare Cantù, 25 • Tel. 030.5310994
www.pensamultimedia.it • info@pensamultimedia.it

Contents

1. Laura Formenti and Linden West
The transformative potential of biographical research: questions and answers in a community of learners 9

PART A STORIES TO ILLUMINATE POLITICAL ISSUES, TO ENHANCE DEMOCRATIC ENGAGEMENT AND TO FOSTER PARTICIPATION

2. Linden West (Canterbury Christ Church University, UK), *Stories of distress in the city: Racism, fundamentalism, recognition and the role of groups* 23
3. Sofia Bergano (Polytechnic Institute of Bragança, Portugal), *Political and civic participation of women in Portugal* 31
4. Tine Brøndum (University of Southern Denmark, Odense, DK), *Narratives of (teacher) identity, community and democratic learning* 38
5. Angela Pilch Ortega (University of Graz, Austria), *Cooperative learning and social inequality in Chiapas* 46
6. Rebecca Tee (Canterbury Christ Church University, UK), *Using auto/biographical narration to understand the role of political inheritance in applied civics* 55
7. Chul-In Yoo (Jeju National University, South Korea), *Narrative truth, personal healing and social truth: The Jeju April 3 incident in Korea* 62

PART B ARTS AND MEDIA IN RESEARCH AND PRACTICE, TO FOSTER PARTICIPATION AND COLLECTIVE LEARNING

8. Francesco Cappa (Milano Bicocca University, Italy), *The learning scene. Turning the academic space in a collective space of play* 71
9. Cindy Hanson (University of Regina, Canada), *Stitching the stories together. Intergenerational learning among indigenous women* 78
10. Diane Laurier (Université du Québec à Chicoutimi, Canada), *Le récit de création pour favoriser le développement artistique et identitaire de jeunes adultes autochtones* 85
11. Helena Oikarinen-Jabai (Aalto University, Finland), *Transforming images and narrations of Finnishness in a participatory performative art-based research setting* 92
12. Mike Spence (Canterbury Christ Church University, UK) *Videogames revived the social media star* 101

13. Alice Tuppen-Corps (De Montfort University, Leicester, UK), *'Point. Forty' dialogic artwork. An exploration of the personal (and collective) impact of augmented storytelling* 108
14. Alessia Vitale (Milano Bicocca University, Italy), *From counselling to workshop: The aesthetic experience in ecological guidance* 116
15. Outi Ylitapio-Mäntylä and Mari Mäkiranta (University of Lapland, Finland), *Producing feminist knowledge in an animation: 'A short story about feminism in Russia'* 124

PART C

USING ARTS AND MEDIA TO ENHANCE

AND ENRICH SELF-NARRATION IN RESEARCH AND/OR TRAINING

16. Elisabetta Biffi and Franca Zuccoli (Milano Bicocca University, Italy), *'It is not the glue that makes the collage' (Max Ernst): Training in educational research as an artistic process* 135
17. Patricia Gouthro (Mount Saint Vincent University, Halifax, Canada), *Using biographical research to explore what really matters to fiction authors. Intersections between fiction and biography* 143
18. Elena Mignosi (Université de Palerme, Italie), *Se raconter à travers la danse-mouvement-thérapie: un parcours de formation pour des jeunes futurs formateurs* 150
19. Alba Naccari (University Foro Italico, Rome, Italy), *Dancing mythical stories to dance more actively one's own history* 158
20. Valeria Napolitano (Université 'Federico II', Naples, Italie), *La formation des enseignants précaires par la narration d'expériences: Entre cinéma et écriture réflexive* 164
21. Yvonne Sliiep (University of Kwa-Zulu Natal, South Africa), *Poetry as dialogue. Navigating the storms of life.* 172

PART D

STORIES TO SUPPORT DEVELOPMENT

AND RELATIONSHIPS IN THE COMMUNITY

22. Alan Bainbridge and Victoria Stirrup (Canterbury Christ Church University, UK), *Narratives beyond the backyard: A case study on support for a community sustainability project* 183
23. Sabina Fontana (University of Catania, Italy), *Understanding deaf community through narration* 190
24. Francesca Marone (University 'Federico II', Naples, Italy), *Intergenerational networks. Genres and generations in the net: stories, links, connections* 196
25. Susanna Ronconi (Free University of Autobiography, Anghiari, Italy), *The school of barefoot biographers. Training for facilitators towards a self-reflective and more inclusive society* 203

PART E
STORIES TO EXPLORE IDENTITIES, TO CELEBRATE VOICE,
AND TO PROPITIATE SELF-AWARENESS,
MEANING AND TRANSFORMATION

- | | | |
|-----|---|-----|
| 26. | Helen Anderson (University of Warwick, UK), <i>Life story as a process of transformative acceptance: Lived experience of highly skilled visible minorities in Canada</i> | 213 |
| 27. | Anne Chant (Canterbury Christ Church University, UK), <i>The teller, the tale and the told. Re-membering and re-writing the self</i> | 220 |
| 28. | Rob Evans (Otto von Guericke University, Magdeburg, Germany), <i>Life is normal in Donetsk. Narratives of distant conflicts and young adults' learning biographies</i> | 227 |
| 29. | Laura Formenti (Milano Bicocca University, Italy), <i>Learning to live. The pattern which connects education and dis/orientation</i> | 234 |
| 30. | Alessandra Indelicato (Milano Bicocca University, Italy), <i>Psychè and Pò-lis. Philosophical practices as a search for our truths</i> | 242 |
| 31. | Laura Mazzoli Smith and Karen Laing (Newcastle University, UK), <i>Creating a transformational space through narrative. Looked after young people tell their life stories</i> | 247 |
| 32. | Eryn Thomas (University of New England, Australia), <i>Telling and listening: Reconnecting people's learning with their lives... and society</i> | 256 |
| 33. | Skyller Walkes (Texas State University, USA), <i>My words resonate louder from my mouth</i> | 263 |
| 34. | Hazel Wright (Anglia Ruskin University, UK), <i>Echoes in the narrative</i> | 271 |

PART F
STORIES TO ENRICH OUR DIVERSE VIEWS
AND PRACTICES OF LEARNING

- | | | |
|-----|---|-----|
| 35. | Marianne Horsdal (University of Southern Denmark), <i>The intergenerational impact of the experience of learning</i> | 281 |
| 36. | Marianne Høyen (Aarhus University, Denmark), <i>Teaching about nature across generations</i> | 290 |
| 37. | Andrea Galimberti (Milano Bicocca University, Italy) and Katja Vanini De Carlo (Geneva University, Switzerland), <i>PHD – Processes Hosting Differences. A dialogue about the transformative potential of telling stories</i> | 297 |
| 38. | Federica Jorio and Luca Morini (Milano Bicocca University, Italy), <i>A (less) lonely place for researching</i> | 304 |
| 39. | Teresa Manconi et Eleonora Salvadori (Université de Pavia, Italie), <i>Les autobiographies langagières pour la valorisation des identités plurielles</i> | 312 |
| 40. | Vera Sheridan (Dublin City University, Ireland), <i>Refugee autobiographies: Angolan mature students contributing to diversity in HE in Ireland</i> | 318 |
| 41. | Eleanor Stevenson (University of York, UK) and Jacqueline Stevenson (Sheffield Hallam University, UK) <i>Exploring mature students' 'voice' in UK higher education</i> | 326 |

PART G
STORIES TO TRANSFORM CARE PRACTICES

42. Micaela Castiglioni (Milano Bicocca University, Italy), *Narrative/writing practices in healthcare and educational contexts* 335
43. Manuela Gallerani (University of Bologna, Italy), *Narrative medicine and stories of illness: Caring for the sick requires active listening* 341
44. Maria Benedetta Gambacorti-Passerini (Milano Bicocca, Italy), *Images and symbols to narrate educational work in the Italian Mental Health Services* 348
45. Lorenza Garrino (University of Turin, Italy), Isabella Brandino (ASL TO5, Italy), Giulia Idile (ASL TO5, Italy), and Valerio Dimonte (University of Turin, Italy) *Analysis of nurses' representations of care and the care relationship in an in-home care context in Piedmont, Italy* 357
46. Elena Pont (Université de Genève, Suisse), *Le récit de vie: Un instrument d'émancipation des représentations de genre et de handicap dans la réhabilitation professionnelle des paraplégiques* 364

PART H
EXTRA-ORDINARY STORIES
TO CELEBRATE 'ORDINARY' LIVES

47. Jean-Michel Baudouin (Université de Genève, Suisse), *Démocratie et puissances du récit* 373
48. Maria Carmela Agodi and Giuseppe Luca De Luca Picione (University 'Federico II', Naples, Italy), *Neither subversive stories nor hegemonic tales: Stories making a difference in adult education for social empowerment* 380
49. Caterina Benelli (University of Messina, Free University of Autobiography, Italy), *Auto-biographies of 'unsung heroes'* 387
50. Laurence Bonnafous (University of Rouen, France), *Can social innovation emerge through everyday life stories at fourth age?* 393
51. Alison Fielding (Canterbury Christ Church University, UK), *Generations of strong women: The impact of social class on the educational and learning experiences of four generations of women* 400