

NEW DIRECTIONS FOR CHILD DEVELOPMENT



Narrative and Storytelling: Implications for Understanding Moral Development

Mark B. Tappan, Martin J. Pickler
EDITORS

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Narrative And Storytelling Implications For Understanding Moral Development

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Narrative And Storytelling Implications For Understanding Moral Development:

Cultural and Critical Perspectives on Human Development Martin J. Packer, Mark B. Tappan, 2001-10-25 An array of exciting new studies of child and adolescent development phenomena **Narrative and Storytelling** ,1991 **Narrative and Storytelling** ,1991 *Social constructionism and theology [electronic resource]* Chris A. M. Hermans, 2002 Practical theology starts its theological reflections from practices aims at analyzing empirically practices and is directed towards the transformation of these practices From this practice orientation there is a strong connection between practical theology and the social sciences Social constructionism is a growing theory within the social sciences This volume offers a theological and social scientific reflection on this emerging concept of social constructionism **Hermeneutical Approaches in Psychology of Religion** ,2025-02-10 Contemporary psychology is reviving with new vigor an interest in hermeneutics or the human science of interpretation After a period in which positivistic and statistical approaches have been dominant new methods are being explored Most of these focus on narrative cultural analysis embodiment and interdisciplinarity Because of its specific object of study psychology of religion has never been without an hermeneutical emphasis In this field of psychology scholarship these new directions are especially welcomed as they offer perspectives for research which attempts to interpret religion as a human phenomenon This volume presents hermeneutical psychological studies on religion which rely on both classical and contemporary approaches Dealing with topics like mysticism religious symbols life stories and mental health contributions to the volume draw on a variety of perspectives These range from psychoanalysis narrative psychology and feminism to perspectives drawn deep from the wellspring of interdisciplinary collaboration with anthropology and history **The Oxford Handbook of Moral Development** Lene Arnett Jensen, 2020-01-24 The nature of people's moral lives the similarities and differences in the moral concepts of individuals and groups and how these concepts emerge in the course of human development are topics of perennial interest In recent years the field of moral development has turned from a focus on a limited set of theories to a refreshingly vast array of research questions and methods This handbook offers a comprehensive international and up to date review of this research on moral development Drawing together the work of over 90 authors hailing from diverse disciplines such as anthropology education human development psychology and sociology the handbook reflects the dynamic nature of the field Across more than 40 chapters this handbook opens the door to a broad view of moral motives and behaviors ontogeny and developmental pathways and contexts that children adolescents and adults experience with respect to morality It offers a comprehensive and timely tour of the field of moral development **Handbook of Moral Development** Melanie Killen, Professor of Human Development and Psychology Melanie Killen, Judith G. Smetana, Judith Smetana, 2005-07-06 The psychological study of moral development has expanded greatly both in terms of the diversity of theoretical perspectives that are represented in the field as well as in the range of topics that have been studied This Handbook of Moral Development represents the diversity and multidisciplinary influences

on current theorizing about the psychological study of moral development and the range and broad scope of topics being considered by scholars in the field **Handbook of Adult Development** Jack Demick, Carrie Andreoletti, 2012-12-06 This volume is an outgrowth of contemporary research on development over the adult lifespan which by now has burgeoned and developed both nationally and internationally However for us the impetus to be involved in this area was spawned and nurtured by our initial association with the Society for Research in Adult Development SRAD with its origins some 15 years ago by Michael Commons and his associates in Cambridge Massachusetts Through the good will and support of this society we also became and are still heavily involved with the Journal of Adult Development and the Kluwer Plenum Monograph Series on Adult Development and Aging of which this volume is a companion Many of the contributions in the volume are from SRAD members who consistently adhere to a focus on positive adult development Their chapters have been complemented by pieces from other researchers who have adopted more mainstream approaches to adult development and aging Regardless of the particular approach and or focus of the chapter all the work reported herein supports the relatively recent idea that development is not restricted to children and adolescents but continues throughout the adult lifespan in ways that we never envisioned some 20 years ago Thus the volume represents state of the art theory research and practice on adult development which has the potential to occupy us all for some time to come **Challenges to Theoretical Psychology** International Society for Theoretical Psychology. Conference, Wolfgang Maiers, 1999 *Moral Education* F. Clark Power, Ronald J. Nuzzi, Darcia Narvaez, Daniel K. Lapsley, Thomas C. Hunt, Terry L. Hunt, 2007-12-30 This work delves into the topic of moral education in America's K 12 schools Following an introductory historical chapter it analyzes salient topics and notable leaders in the field of moral education It treats the issues thoroughly and fairly providing a heightened understanding of both the major and minor themes in moral education **Graphic Storytelling and Visual Narrative** Will Eisner, 2008-07-29 Two classic drawing textbooks from an American comics pioneer revised and enhanced for a new generation Based on Will Eisner's legendary course at New York's School of Visual Arts these guides have inspired generations of artists students teachers and fans In *Comics and Sequential Art* Eisner reveals the basic building blocks and principles of comics including imagery the frame and the application of time space and visual forms *Graphic Storytelling and Visual Narrative* teaches how to control a story effectively using a broad array of techniques With examples from Eisner's own catalog and such masters as H Foster R Crumb Art Spiegelman Milton Caniff Al Capp and George Herriman these books distill the art of graphic storytelling into principles that every comic artist writer and filmmaker should know **The Moral of the Story** John H. Lockwood, 1999 The problem this project attempts to solve is to develop a workable moral education in light of the clash between religious forms of moral education and U S Supreme Court decisions concerning them The concept of story and storytelling has been suggested as a unifying focus for disparate prescriptions for moral education Several recent approaches to moral storytelling have been proposed The approaches of William Bennett Nel Noddings and Herbert Kohl are among

those which have attempted to combine moral education and storytelling within the last decade Bennett is identified with other theorists whose primary concern is the moral content of a story Noddings is identified as a process theorist whose primary concern is the process of moral storytelling not the content Kohl is identified as a reflection theorist whose approach challenges tradition in the hope of creating a more moral society Each one of these three approaches attempts to provide a comprehensive program of moral education but they fall short of that goal The purpose of this project then is to construct a storytelling moral education program that improves upon earlier approaches Using the three levels of moral thinking posited by R M Hare a three level approach to moral storytelling is proposed The intuitive critical and meta ethical levels of moral thinking that Hare refers to are used to frame a new three level approach to moral storytelling The three level approach combines content process and reflection into a unified prescription for moral education Thus a more comprehensive plan for moral education through storytelling is developed one that respects traditional forms of moral education while remaining within the parameters set by the U S Supreme Court

Narrative Methods for the Human Sciences Catherine Kohler Riessman, 2008 Cathy Riessman is the leading figure in narrative research and her new book is a delight Covering basic issues of transcription and research credibility as well as visual data and engagingly written it is a goldmine for students and researchers alike If we want to make narrative research serious and revealing it is to this book that we should turn David Silverman Professor Emeritus Goldsmiths College University of London Narrative Methods for the Human Sciences provides an accessible framework for researchers to analyse narrative texts with confidence empathy and humility

NARRATIVE INQUIRY This is a terrific book Cathy Riessman has an encyclopedic knowledge of this field and of the participants in it This breadth and depth of knowledge is abundantly clear throughout the book Susan Bell Bowdoin College This book has been a great source of inspiration to me and my students not only for its methodological clarity but also for the spirit of social activism it engenders Ian Baptiste The Pennsylvania State University Narrative Methods for the Human Sciences is an essential starting point for both students and experienced researchers interested in using narrative analysis in applied or other contexts Written with admirable clarity an engaging style and supported by detailed examples of analysis the book outlines the main methodological issues and approaches within the exciting and fast developing field of narrative research Even researchers already familiar with narrative methods should find the presentation of thematic structural dialogic performance and visual forms of analysis a fruitful stimulus to new research endeavours Brian Roberts University of Central Lancashire U K I just had to thank you for paving the path for us new and hopeful narrative researchers I have been a student of both your books on narrative analysis and want to thank you for your guidance from your work and also your latest book Narrative Methods for the Human Sciences This work and the references you have chosen for us have helped me immensely during this time in my doctoral program especially as I enter into the analysis phase Maria T Yelle nursing doctoral candidate University of Wisconsin Madison Narrative Methods for the Human Sciences provides a lively overview of

research based on constructing and interpreting narrative Designed to improve research practice it gives a detailed discussion of four analytic methods that students can adapt Author Catherine Kohler Riessman explains how to conduct the four kinds of narrative analysis using model studies from sociology anthropology psychology education and nursing Throughout the book she compares different approaches including thematic analysis structural analysis dialogic performance analysis and visual narrative analysis The book helps students confront specific issues in their research practice including how to construct a transcript in an interview study complexities of working with materials translated from another language defining narrative segments relating text and context locating oneself as the researcher in a responsible way in an inquiry and arguing for the credibility of the case based approach Broad in scope Narrative Methods for the Human Sciences also offers concrete guidance in individual chapters for students and established scholars wanting to join the narrative turn in social research Key Features Focuses on four particular methods of narrative analysis This text provides specific diverse exemplars of good narrative research as practiced in several social science and human service disciplines Offers guidance for narrative interviewing The author discusses the complexities between spoken language and any written transcript In the process she encourages students to be mindful of the texts they construct from dialogues among speakers Presents arguments about validation in case based research Riessman presents several ways to think about credibility in narrative studies contextualizing validity in relation to epistemology and theoretical orientation of a study Explores the differences between grounded theory methods and narrative analysis The author clarifies distinctions between inductive thematic coding in grounded theory and other interpretive approaches and narrative analysis Presents social linguistic methods for analyzing oral narrative This text makes the approach accessible to readers not trained in social linguistics in part by providing rich examples from a number of different disciplines in the social and behavioral sciences Employs visual methods of analysis Riessman takes narrative research beyond the spoken or written texts by showing how exemplary researchers have connected participants words and images made during the research process She also discusses other research that incorporates found images in archives in a narrative inquiry This text is designed as a supplement to the qualitative research course taught in graduate departments across the social and behavioral sciences and as a core book in the narrative course

Resilient Religion, Resilience and Heartbreaking Adversity LIT Verlag, 2023-01-05 A resilience theory on religion needs to answer four questions What defines the kind of adversity which is addressed in religion What is characteristic for processes of resilience in religion What defines resilient religion as outcome Which logic of inference epistemology based on our beliefs and experiences about reality binds these three elements together The book starts with mapping the field of resilience theory on religion by addressing all four questions The need for thinking about Christian resilience and the God symbol is addressed and the need to be explicitly contextual with regard to resilience in South Africa Next three types practices of religious acting are related to experiences of resilience namely preaching narrating and discerning In the last

chapters the focus is on the way stories help to express feelings of experiences of crises tragedy and trauma But also how stories can help heal the broken heart Prof Chris A M Hermans is extraordinary professor in practical theology and missiology at the University of the Free State South Africa He is emeritus professor in pastoral theology at Radboud University the Netherlands and emeritus professor in empirical study of religion at Radboud University the Netherlands Prof Kobus W J Schoeman is professor of practical theology at the University of the Free State South Africa From Subjects to Subjectivities Deborah L. Tolman, Mary Brydon-Miller, 2001 From Subject to Subjectivities profiles the recent debates about the role of qualitative and participatory methods in psychology a discipline which has traditionally seen itself as a form of positivistic science Contributors explain how fundamentally different views of the nature of reality and of scientific theory have shaped these debates and how psychology is being transformed through the use of these methods At the heart of the book are 10 exemplars of interpretive and participatory action research which describe the rationale for and process of using these methods in actual cases They also articulate some of the challenges psychologists may face in adopting them offering insights into how these complications can be successfully negotiated Relevant beyond psychology the models provided can be used within the context of a wide array of social science disciplines from sociology and anthropology to women's studies and public health The contributors represent a veritable who's who of qualitative scholars including Lyn Mikel Brown Larry Davidson Michelle Fine Louise Kidder M Brinton Lykes Jeanne Marecek Abigail Stewart and Niobe Way No previous book has examined qualitative and participatory methods specifically within the context of psychology From Subjects to Subjectivities provides a unique and badly needed resource for those interested in learning about the practice of these methods in the field **Developmental Relations among Mind, Brain and Education** Michel Ferrari, Ljiljana Vuletic, 2010-06-09 Robert S Siegler Robbie Case A Modern Classic About 15 years ago Robbie asked me what I thought of a talk we had just heard I indicated that I hadn't much liked it and noted several serious problems Robbie agreed with all of the criticisms but said that he nonetheless liked the talk because there was one good idea in it that he could use I agreed with him that the idea was a good one but it took me a while to understand the wisdom of his position If there's one useful idea in a talk then hearing it has been worthwhile even if the talk also has numerous deficiencies On that day and on many others talking with Robbie changed my thinking for the better Robbie Case was in many ways a classic developmental psychologist of the old school The depth and breadth of his theory the range of age groups populations and topics that he studied and his efforts to connect theory and application are all reminiscent of the greats of the past Baldwin Dewey Piaget Vygotsky and Bruner Sociogenetic Perspectives on Internalization Brian D. Cox, Cynthia Lightfoot, 2013-05-13 The issue of how the external world becomes part of the behavioral repertoire of children has been important to psychology from its very beginning preoccupying theorists from Sigmund Freud to George Herbert Mead But ever since Lev Vygotsky claimed that every function in a child's activity appears first as a process in the social realm between individuals and moves to a process

that individual children can accomplish relatively independently there has been increased debate as to exactly how this process of internalization happens In contemporary developmental psychology the process of internalization has become so important that the time is ripe for a book which explicitly addresses the problems it poses Although the chapters in this book deal with age groups from preschool to adolescence and topics from mathematics to storytelling and from taking risks to making moral judgments there is one core question which unifies them all If the growing competence of a child is truly sociogenetic if it truly grows out from is supported by and is dependent upon the social where is that competence truly located Bearing a variety of labels cultural historical co constructionist dialectical contextualist narrative hermeneutic and discursive psychologies and analytic constructs scaffolding proleptic instruction participation appropriation and situated activity contemporary perspectives are showing clear signs of development and differentiation This volume s goal is to help bring some order to these differences without denying either the usefulness of this variety or the importance of the differences among perspectives This new book illuminates these differences by collecting a select sample of theory and research into one of two major sections The first section includes work undertaken from a social interactive perspective The overarching aim is to identify processes of child child or child adult interactions as they emerge over relatively short periods of time Typically the methodology involves the microanalysis of videotaped interactions Development is situated literally within social interactions which are considered directly responsible for children s development The second section provides a sample of work representing a symbolic action perspective This one is not oriented toward social interactions but toward the symbolic meanings that they express and that children impose on them The dominant methodology is interpretive or hermeneutic and the goal is to articulate the figurative metaphoric processes and narrative structures that inhabit social actions and from which they draw their meaning and coherence

Good Question Michael Emme,2017-09-14 Good Question is a textbook intended for children and youth teachers and researchers interested in doing collaborative research in their community The volume starts out as comic book research methods textbook that intends to introduce children and youth to the fundamental structure of the research process its elements and steps as well as with the research activities associated with the different aspects of research practice in general and arts based image based research in particular This unique approach allows children and youth to learn the e craft of research in a play ful way and to become knowledgeable and competent co researchers with adults contributing to all phases of the study s design The volume encourages teachers and researchers to see the important role of play in teaching children and young people about the research process and gives them the tools to engage children and youth in playful arts based image based inquiries The complexity of exploring collaborative research required an innovative way of overcoming the linearity of a paper bound print text and the way we read it The volume is intentionally organized in three sections starting with the comic book because it invites an openness to layered non linear research literacy The volume also includes an anthology of research examples of conducting arts based

image based research with children and several theoretical essays focused on play as research and collaborative arts based image based research The later sections featuring research examples and theory though heavily illustrated have been peer reviewed and formatted more in the academic tradition Thus Good Question represents an attempt to make sense of children's playful engagement in arts based image based inquiry activities with adults as research By playing with the forms and traditions of the comic book the research methods textbook and the academic book together we have attempted to respectfully disassemble and reassemble book form We invite readers to discover those research conventions that are capable of establishing what is gathered and presented here as collaborative research with children We imagine this volume contributing to the quest for new ways of living together of generating more and more incisive and inclusive dialogues

Greene 1994 p 459 as both a personal and a collective endeavor *Empirical Theology in Texts and Tables* Leslie J. Francis, Jeff Astley, Mandy Robbins, 2009-01-31 Empirical theology offers fresh and stimulating insights into the concerns of both the Church and the Academy It does this by accessing relevant empirical evidence using the tools of the social sciences and placing this evidence in the context of theological critique and contemporary debate In this pioneering collection of focused essays leading experts of empirical theology illustrate key perspectives within this rapidly expanding discipline The first section of the book explores theoretical issues underpinning the main methods of obtaining empirical data and the use of these data within theology The other two sections display the role both of qualitative studies and of the analysis of quantitative data in exploring a range of theological beliefs and religious social and educational concerns Adolescent Identities Deborah L. Browning, 2013-04-15 Adolescent Identities draws the reader into the inner world of the adolescent to examine the process of identity formation through the various lenses of history anthropology sociology psychology and psychoanalysis The volume reveals there is no single normal adolescent nor is there a singular adolescent experience Editor Deborah L Browning illustrates that in the course of development each individual must integrate one's unique biologically given constitution and temperament personal life history and the influence of the social and cultural milieu The book consists of six sections arranged by concentric circles of influence from the most exterior identifiable and potentially overt and conscious to the most internal private and potentially unconscious concerns Opening papers are drawn from sociology European history and cross cultural anthropology and address the question of whether and how adolescence can be considered a stage in development The second section explores how visible or potentially knowable minority statuses are experienced and how these interact with individual identity processes Moving closer to the adolescent's interpersonal world the third section presents papers about intimate relationships between adolescents and about the conscious preoccupations of adolescents when they are alone Extensive excerpts of Erikson's most important contributions on identity formation and adolescence are offered in the fourth section Papers on the most internal private and potentially unconscious conflicts comprise the fifth section The book concludes with a section of papers on failed solutions to the challenge of adolescent

identity consolidation homelessness drug abuse eating disorders and suicide Adolescent Identities provides mental health practitioners teachers and graduate students in both fields with a variety of perspectives on the internal experience of adolescents

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