

××	Open Access					
H	lome Journals	Books	Conferences	News	About Us	Jobs
Home > Journal > Social Sciences & Humanities > CE					Open Special Issues	
Indexing View Papers Aims & Scope Editorial Board Guideline Article Processing Charges					Published Special Issues	
CE> Vol.1 No.2, September 2010					Special Issues Guideline	
OPEN BACCESS Discovering Oneself and Discovering Ourselves with the Help of					CE Subscription	
Literature: Educational Possibilities of Narrative					Most popular papers in CE	
PDF (Size:186KB) PP. 101-106 DOI: 10.4236/ce.2010.12015					About CE News	
Author(s) Alfredo Rodríguez-Sedano, Aurora Bernal Martínez de Soria, Miguel Rumayor						
ABSTRACT					Frequently Asked Questions	
Undoubtedly narrative in education has frequently been studied. Nonetheless, in this paper we want to explore the different educational possibilities offered by narrative in order to discover identity through tradition. MacIntyre's thought offers the categories of practice, tradition and narrative, in order to penetrate the central questions of personal identity and communicability that we consider the most				Recommend to Peers		
				Recommend to Library		
suggestive. Some authors understand narrative as a very accurate means to access tradition and self-knowledge as well as to show the unity of human life and to vindicate the unity of tradition that we can face and those elements that constitute our moral habitat.					Contact Us	
KEYWORDS			Downloads:	166,678		
Educa	tion, Narrative, Identity, Tradition, M	loral			Visits:	373,163
Cite this paper Rodríguez-Sedano, A., Soria, A. & Rumayor, M. (2010). Discovering Oneself and Discovering Ourselves with the Help of Literature: Educational Possibilities of Narrative. <i>Creative Education</i> , 1, 101-106. doi: 10.4236/ce.2010.12015.			Sponsors >> The Conference on Information			
Refe [1]	rences HG. Gadamer, "Verdad y Método," Traducido por Ana Agud Aparicio y Rafael de Agapino, Sígueme, 1991.		gapino, Sígueme,	Technology in Education (CITE 2012)		
[2]	R. Spaemann, " ética: Cuestione Yanguas, Eunsa, 2001.	s Fundamentales," \	Ver- sión Espa?ola y Pról	ogo, José María		
[3]	A. MacIntyre and J. Dunne, " Alass Journal of Philosophy of Education,	•	o o	Joseph Dunne,"		
[4]	K. C. MacLean, M. Pasupathi and Model of Self-Development," Pers 262-278.					
[5]	M. J. Chandler and T. Proulx, " Id Developmental Psychology, Vol. 28,			ournal of Applied		
[6]	W. T. Kraus, "The Narrative Nego 1, 2006, pp. 103-111.	tiation of Identity and	Belonging," Narrative Inqu	uiry, Vol. 16, No.		

[9] S. Sayers, "Identity and Community," Journal of Social philosophy, Vol. 30, No. 1, 1999, pp. 147-160.

Duckworth and University of Notre Dame, Notre Dame, 1990.

C. Taylor, " Sources of the Self: The Making of the Modern Identity," Cambridge University Press,

A. MacIntyre, "Three Rival Versions of Moral Enquiry: Encyclopaedia, Genealogy, Tradition,"

[7]

Cambridge, 1989.

- [10] A. Llano, "Presentación," en MacIntyre, A., Tres Versiones Rivales de la ética. Encyclopaedia, Genealogía y Tradición, Traducción de Rogelio Rovira, Rialp, 1992.
- [11] M. Papapstephanou, "Education, Subjectivity and Com-mnity: Towards a Democratic Pedagogical Ideal of Symmetrical Reciprocity," Educational Philosophy and Theory, Vol. 35, No. 4, 2003, pp. 395-406.
- [12] P. Verhesschen, "The Poem's Invitation: Ricoeur's Concept of Mimesis and its Consequences for Narrative Educational Research," Journal of Philosophy of Education, Vol. 37, No. 3, 2003, pp. 449-465.
- [13] A. MacIntyre, "After Virtue: A Study in Moral Theory," Duckworth and University of Notre Dame, Notre Dame, 1981.
- [14] B. Hardy, "Towards a Poetics of Fiction: An Approach through Narrative," Novel, No. 2, 1968, pp. 5-14.
- [15] P. Kemp, "Mimesis in Educational Hermeneutics," Educational Philosophy and Theory, Vol. 38, No. 2, 2006, pp. 171-184.
- [16] L. O. Mink, "History and Fiction as Modes of Compre- hension," New Literary History, No. 1, 1970, pp. 541-558.
- [17] P. Ricoeur, " De l'interprétation, en Du texte à l'action. Essais d'herméneutique II," Seuil, 1986.
- [18] P. Ricoeur, " Soi-Même Comme un Autre," Seuil, 1990.
- [19] H. Arendt, "La Condición Humana," Introducción de Manuel Cruz; Traducción de Ramón Gil Novales, Paidos, 1993.
- [20] H. Arendt, "Hombres en Tiempos de Oscuridad," Trad-ucción Claudia Ferrari, Gedisa, 1992.
- [21] K. D. Heyer and A. Fidyk, "Configuring Historical Facts through Historical Fiction: Agency, Art-in-Fact and Imagination as Stepping Stones between Then and Now," Educational Theory, Vol. 57, No. 2, 2007, pp. 141-157.
- [22] S. D. Franzosa, "Authoring the Educated Self: Educational Autobiography and Resistance", Educational Theory, Vol. 42, No. 4, 1992, pp. 395-412.
- [23] S. Farquhar and P. Fitzsimons, "Introduction. Philosophy of Early Childhood Education," Educational Philosophy and Theory, Vol. 39, No. 3, 2007, pp. 225-228.
- [24] P. Ricoeur, "Temps et récit," Seuil, 1983.
- [25] I. Olábarri, "New History: A Longue Durée Structure," History and Theory, Vol. 34, No. 1, 1995, pp. 1-29.
- [26] K. Hawkey, " Could You Just Tell Us the Story Pedagogical Approaches to Introducing Narrative in History Classes," Curriculum Inquiry, Vol. 37, No. 3, 2007, pp. 263-277.
- [27] G. Steiner, "Presencias Reales, Hay Algo en lo Que Decimos?," Destino, 1991.
- [28] S. Rice, "Teaching and Learning through Story and Dialogue," Educational Theory, Vol. 43, No. 1, 1993, pp. 85-97.
- [29] J. Russell, " Consciousness in a Community of Inquiry," Journal of Moral Education, Vol. 31, No. 2, 2002, pp. 141-153.
- [30] J. Dunne, "Arguing for Teaching as a Practice: A Reply to Alasdair MacIntyre," Journal of Philosophy of Education, Vol. 37, No. 2, 2003, pp. 353-369.
- [31] K. Wain and K. MacIntyre, "Teaching, Politics and Practice," Journal of Philosophy of Education, Vol. 37, No. 2, 2003, pp. 225-239.
- [32] T. McLaughlin, "The Educative Importance of Ethos," British Journal of Educational Studies, Vol. 53, No. 3, 2005, pp. 306-325.
- [33] G. Grisez and R. Shaw, "Ser Persona: Curso de ética," Versión Espa?ola, Realizada por Manuel Alcázar García, Rialp, 1993.
- [34] F. Altarejos, "Dimensión ética de la Educación," Eunsa, 1999.

- [35] A. Cain, "Becoming Good: Demonstrating Aristotle's Theory of Moral Development in the Act of Reading," Journal of Moral Education, Vol. 34, No. 2, pp. 171-183.
- [36] D. Carr, "On the Contribution of Literature and the Arts to the Educational Cultivation of Moral Virtue, Feeling and Emotion," Journal of Moral Education, Vol. 34, No. 2, 2005, pp. 137-151.
- [37] G. Patte, "Laissez-Les Lire," Enfance Heureuse, 1987.
- [38] J. Cohen, "Deliberation, Tradition, and the Problem of Incommensurability: Philosophical Reflections on Curriculum Decision Making," Educational Theory, Vol. 49, No. 1, 1999, pp. 71-89.
- [39] D. Resnick, "What Could Be Better Than This? Conflicting Visions of the Good Life in Traditional Education," Journal of Philosophy of Education, Vol. 40, No. 3, 2006, pp. 391-403.
- [40] A. MacIntyre, "Are Philosophical Problems Insoluble? the Relevance of System and History," Philosophical Imagination and Culture Memory: Appropriating Historical Traditions, Duke University Press, Durham, 1993, pp. 65-82.
- [41] A. MacIntyre, "Interview with Alasdair MacIntyre," Kinesis, Vol. 20, No. 2, 1994, pp. 34-47.
- [42] D. P. Mc Adams, "The Problem of Narrative Coherence," Journal of Constructivist Psychology, Vol. 19, No. 2, 2006, pp. 109-125.

Home | About SCIRP | Sitemap | Contact Us

Copyright © 2006-2013 Scientific Research Publishing Inc. All rights reserved.