

The autobiographical narrative interview

A potential arena of emotional remembering, performance and reflection

Maruška Svašek and Markieta Domecka

Introduction

This chapter critically explores the autobiographical narrative method developed by the German sociologist Fritz Schütze.¹ We shall argue that the methodology can help to uncover domains of psycho-social experience that may be hard to reveal using other interviewing techniques. The method includes a close analysis of interview transcriptions, distinguishing particular textual, performative and affective dimensions of self narration. It can provide valuable insights into the ways in which personal experiences and emotional trajectories, partially shaped by kinship dynamics, socio-economic and political processes, can influence identity development and the formation of life attitudes.² As will become clear in this chapter, the method also frequently generates a useful reflective space for interviewees, allowing them to express, communicate and work through painful or confusing past experiences. This is less likely to happen using structured and semi-structured interview techniques, where frequent questions by the interviewer can hamper a process of deep inner reflection.

Emotional remembering in the autobiographical interview context can be experienced by narrators as process that is potentially transformative. New insights can be generated through “biographical work”, understood as

reflection about alternative interpretations of one’s life course tendencies, self-critical attempts of understanding one’s own misconceptions of oneself and self-chosen or self-erected impediments, assessment of the impediments superimposed by others and by structural conditions, [and] imagining future courses of life that support the overall gestalt of the unfolding biographical identity (Schütze 2008a: 6).

The analysis will take a processual approach to subjectivity, regarding individuals as dynamic thinking and feeling bodies who experience and project changing, at times contradictory notions of self. Moving through space and time, people are commonly faced with familiar and new situations, experience loving and hostile environments, having to deal with conflicting loyalties and demands. Negotiating, improvising, experimenting and adapting, they take on contextually specific identities, emphasising and underplaying particular aspects of their being; they may also be forced into unwanted positions, a process that, in extreme circumstances, can cause deep traumas. As will become clear in this chapter, when asked to talk about their lives, ambiguities around self and specific others may appear in autobiographical accounts, and are sometimes addressed by autobiographical narrators

¹ Schütze began developing this method in the 1970s; for more recent publications in English, see Schütze 1992; 2003; 2005 [1984], 2008a, 2008b.

² According to Atkinson “in the telling of a life story, we get a good sense of how and why the various parts of a life are connected and what gives the person meaning in life. There may be no better way to answer the question of how people get from where they began to where they are now in life than through their life stories” (Atkinson, 1998: 20).

Lifespan Development Interview Paper

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A Guide to Teaching Developmental Psychology Elizabeth Brestan Knight, Ember L. Lee, 2009-01-30 Part of the Blackwell Series on Teaching Psychological Science this practical hands on guide shares ideas tips and strategies for effectively teaching lifespan developmental psychology to undergraduates Provides a unique wealth of concrete suggestions and a clear roadmap for successfully teaching developmental psychology Links chapters to major areas of a lifespan development course including Research Methods Teaching Infant Development and Teaching Adolescent Development Offers practical hands on tips for novice teachers and experienced instructors alike Includes sample syllabi and lecture outlines reading quizzes critical thinking assignments and references for helpful videotapes and websites *Current Readings in Lifespan Development* Denise Roberts Boyd, Genevieve Stevens, 2002 This reader organized chronologically is composed of articles from scientific journals that introduce the reader to contemporary research in the field of lifespan development Readings are arranged by chronological age periods to correspond with most lifespan development reference books and will provide readers with a deeper understanding of developmental psychology and familiarize them with contemporary research in the field MARKET students of psychology education human development or family studies with an interest in development or anyone else with an interest in the subject Studio-Based Instrumental Learning Kim Burwell, 2016-04-01 In Studio Based Instrumental Learning Kim Burwell investigates the nature of lesson interactions in instrumental teaching and learning Studio lesson activity is represented as a private interaction dealing with skill acquisition and reflecting a tradition based in apprenticeship as well as the personal attributes and intentions of participants The varied and particular nature of such interaction does not always lend itself well to observation or when observed to easy interpretation This presents particular problems for practitioners wishing to share aspects of professional knowledge and for researchers seeking to explain the practice Focusing on a single case study of two clarinet lessons Burwell uses video observations and interviews to analyse collaborative lesson activity through the rich transcription of performance verbal and nonverbal behaviours The foregrounded lesson interactions are also contextualised by the background consideration of social cultural and institutional frameworks The research is aimed a helping to create a framework that can support reflection among practitioners as they continually develop their work not only experientially through the tradition of vertical transmission from one musician to another but collaboratively through the horizontal sharing of good practice **The Handbook of Life-Span Development, Volume 2** , 2010-08-09 In the past fifty years scholars of human development have been moving from studying change in humans within sharply defined periods to seeing many more of these phenomenon as more profitably studied over time and in relation to other processes The Handbook of Life Span Development Volume 2 Social and Emotional Development presents the study of human development conducted by the best scholars in the 21st century Social workers counselors and public health workers will receive coverage of the social and emotional aspects of human change across the lifespan

Professional Counseling Excellence through Leadership and Advocacy Catherine Y. Chang, Casey A. Barrio Minton, 2021-11-17 Professional Counseling Excellence through Leadership and Advocacy provides readers with the knowledge skills and qualities to succeed as leaders and advocates throughout their careers Edited by leaders in counselor education and endorsed by Chi Sigma Iota this text places leadership and advocacy in a historical context while strengthening the foundational knowledge and skills counselors need The new edition integrates the Multicultural and Social Justice Counseling Competencies MSJCCs and applies them to a variety of counseling settings at both local and state levels Chapters also address leadership and design of effective counselor education programs curricular implications supervision and consultation and research directions The new edition is designed for counselor educators and supervisors and doctoral level counselor education students who are studying leadership and advocacy as one of five core areas within the 2016 CACREP standards and for master s level students and practitioners who are growing their leadership and advocacy skills

Ebook: Life-Span Development Santrock, 2016-09-16 Ebook Life Span Development **Life-span Development** John W. Santrock, 1989 Handbook of Counselor Preparation Garrett McAuliffe, Karen Eriksen, 2011 This definitive single volume guide is the first of its kind on teaching and developing counselor educator programs that embrace constructivist and developmental theory Leading scholars and experts offer practical advice on teaching courses in every area of counseling practice As a result the book is ideal for current and future counselor educators and supervisors as well as faculty in other helping professions The authors seek to inspire educators to empower and involve to risk losing control over subject matter to hear student voices to pose dilemmas and to challenge their own assumptions in the presence of their students using constructivist developmental and experiential thinking and strategies *Critical Theories of Psychological Development* John M. Broughton, 2013-06-29 Something instructive occurred in the process of entitling the present collection Both editor and publisher sought a simple and succinct rubric for the various pieces of work But they rapidly and reluctantly reached the consensus that by either intellectual or marketing criteria the insertion of the adjective psychological to qualify the noun development was a communicative necessity Much to the chagrin of the developmental psychologist the term development still connotes to the world at large as well as the general community of publishers librarians and computer archivists the modernization of nation states Inside and outside the university I find that when asked What are you interested in I am not at liberty to reply The concept of development without being absorbed immediately into a discussion of Third World studies The approach of the present volume should be taken as an exhortation to psychologists to take the genealogy of development seriously The history of the discipline is not so different from the history of the word and as we shall discover the concern with developmental progress cannot easily be separated from the urge for dominion This volume presents a selection from the recent critical scholarship on psychological development The emphasis is on rethinking the field of developmental psychology at the level of theory **Culturally Engaging Service-Learning With Diverse Communities** Delano-Oriaran,

Omobolade O., Penick-Parks, Marguerite W., Fondrie, Suzanne, 2017-09-13 Evaluating the experiences of racially marginalized and underrepresented groups is vital to creating equality in society. Such actions have the potential to provoke an interest in universities to adopt high impact pedagogical practices that attempt to eliminate institutional injustices. Culturally Engaging Service Learning With Diverse Communities is a pivotal reference source for the latest scholarly research on service learning models that recognize how systemic social injustices continue to pervade society. Featuring extensive coverage on a broad range of topics and perspectives such as cultural humility, oral histories, and social ecology, this book is ideally designed for scholars, practitioners, and students interested in engaging in thoughtful and authentic partnerships with diverse groups.

Psychological Perspectives of Helplessness and Control in the Elderly P.S. Fry, 1988-12-01 The past few years have witnessed widespread acceptance of the notion that few elderly individuals are willing to stand by silently in the process of growing and to relinquish whatever actual controls, autonomy, or control beliefs they had in the past. Increasingly, old age is viewed as the dynamics of growth in mastery, control, and self-efficacy on the one hand, and a relative decline in psychological and physical resources on the other. It is the intent of this volume to communicate both aspects of these changes and to offer a comprehensive review of the cross-fertilization of the field of gerontology and the psychology of reactance, freedom, and control. Leading psychologists and social science researchers from the United States, Canada, and Europe give their views on the meaning and application of control-related constructs having specific implications for the field of human aging. They address themselves to one or more of the major themes, issues, or concerns which currently figure in discussions of control beliefs and control constructs as they apply to aging and old age. Written primarily for scholars, researchers, and developmental theorists interested in the complexities and generativity of control constructs and their applications for the psychological well-being of older adults, the data and issues presented will be equally informative to geropsychologists and mental health professionals concerned with healthy adaptive functioning of the elderly.

The Developing Mind, Second Edition Daniel J. Siegel, 2012-02-21 This bestselling book put the field of interpersonal neurobiology on the map for over 100,000 readers. Daniel J. Siegel goes beyond the nature and nurture divisions that traditionally have constrained much of our thinking about development, exploring the role of interpersonal relationships in forging key connections in the brain. He presents a groundbreaking new way of thinking about the emergence of the human mind and the process by which each of us becomes a feeling, thinking, remembering individual. Illuminating how and why neurobiology matters, this book is essential reading for clinicians, educators, researchers, and students interested in promoting healthy development and resilience. Professors praise the book's utility in courses from developmental psychology and child development to neuroscience and counseling. New to This Edition: Incorporates significant scientific and technical advances. Expanded discussions of cutting-edge topics including neuroplasticity, epigenetics, mindfulness, and the neural correlates of consciousness. Useful pedagogical features: pull-outs, diagrams, and a glossary. Epilogue on domains of integration, specific pathways to well-being, and

therapeutic change *Lifespan Development* Janina M. Jolley, Mark L. Mitchell, 1996 The authors wrote this book to help students think like developmental psychologists Specifically they want students who read this book to Critically examine claims about the nature and causes of development Have a clear understanding of the major issues in developmental psychology To understand what developmental psychologists have learned about the development of memory intelligence attachment and other developmental issues Pref **Cognition, Aging and Self-Reports** Norbert Schwarz, Denise Park, Barbel Knauper, Seymour Sudman, 1998-09-28 First Published in 1998 This book provides a state of the art overview of age related changes in cognitive functioning and explores the implications of these changes for the self report of attitudes and behaviors The contributors are leading researchers in cognitive aging and survey methodology and chapters are written to be accessible to non specialists The first part of the book provides an authoritative review of the current state of cognitive aging research covering topics such as working memory inhibition autobiographical memory metacognition and attention A second section examines the unique issues associated with aging language comprehension and interpersonal communication while the final section reviews research into age related differences in survey responding Of particular interest is how age related changes in cognitive and communicative functioning influence the question answering process in research situations Experimental research illustrates that older and younger respondents are differentially affected by question order question wording and other features of questionnaire design As a result many age related differences in reported attitudes and behaviors may reflect age related differences in the response process rather than differences in respondents actual attitudes or behaviors Implications for research design and psychological theorizing are addressed and practical solutions are offered As such the book will be of interest not only to those in the fields of cognitive aging and gerontology but also to survey methodologists and researchers in public opinion marketing and related fields who rely on respondents answers to questions in their research **Graduate Programs in the Humanities, Arts & Social Sciences 2014 (Grad 2)** Peterson's, 2013-11-22 Peterson's Graduate Programs in the Humanities Arts Social Sciences 2014 contains comprehensive profiles of more than 11 000 graduate programs in disciplines such as applied arts design area cultural studies art art history conflict resolution mediation peace studies criminology forensics language literature psychology counseling religious studies sociology anthropology archaeology and more Up to date data collected through Peterson's Annual Survey of Graduate and Professional Institutions provides valuable information on degree offerings professional accreditation jointly offered degrees part time and evening weekend programs postbaccalaureate distance degrees faculty students requirements expenses financial support faculty research and unit head and application contact information There are helpful links to in depth descriptions about a specific graduate program or department faculty members and their research and more There are also valuable articles on financial assistance the graduate admissions process advice for international and minority students and facts about accreditation with a current list of accrediting agencies *The Nature of Nurture* Theodore D.

Wachs,1992-08-26 Are there certain periods in a child s development when he or she may be more sensitive to specific environmental influences than at earlier or later times Are preschool teachers equally nurturant to securely attached versus insecurely attached children Are girls more sensitive than boys to parental maltreatment Designed to synthesize what we know about the nature of environmental influences nurture upon development Wachs artfully explores whether development depends upon a sole factor the rearing environment genetics nutrition or individual characteristics or whether the degree of directional consistency combined with the extent of covariance among these factors may have the most developmental impact Issues such as how individuals respond differently to stress medical treatment parenting styles teaching approaches and daycare centers are all discussed through careful analysis of research and theories from a variety of fields Researchers teachers and intervention specialists of developmental psychology family studies social psychology education and nursing will find The Nature of Nurture an inspiration to further examine how environmental systems determine variability in developmental outcomes and what can be done to promote optimal outcomes for individual children USE IN NEXT AD 2 1 94 In The Nature of Nurture Wachs does precisely what he intends to do He lays out clearly and thoroughly what we know and do not know about environmental influences on human development and he builds on the conceptual and empirical work of others to move research on environmental effects forward in productive and exciting ways It should serve as a bible for future research on the environment and development As such it is a must read for developmental psychologists from all specialty areas to graduate students and to upper level undergraduates This is an eminently readable and important book Contemporary Psychology The Nature of Nurture provides a thorough and thoughtful review and analysis of state of the art theory concepts and evidence pertaining to the effect of the environment on human development Especially important is the attention the author pays to the multidimensional nature of the environment to individual differences among children and to the need to consider both of these domains of complexity for understanding the development of specific aspects of psychological and behavioral functioning Jay Belsky The Pennsylvania State University The Nature of Nurture provides extended treatments of issues rarely dealt with in detail including organism environment covariance and organism environment interaction All in all this is an excellent choice for those interested in studying complex dynamic interplay of organism and environment It deals with a number of critical design and theory issues and it ends with a hybrid ecological developmental model designed to integrate studies of experience and offers a useful discussion of future trends in an emerging area of developmental studies Child Development Abstracts Bibliography **Wisdom** Robert J.

Sternberg,1990-04-27 Wisdom is such an elusive psychological construct that few people have considered it a viable field though many are fascinated by the topic Well known psychologist Robert J Sternberg of Yale University perceiving the growth of interest in wisdom as a field saw a need to document the progress that has been made in the field since the early 80s and to point the way for future theory and research The resulting comprehensive and authoritative book Wisdom Its

Nature Origins and Development is a well rounded collection of psychological views on wisdom It introduces this concept of wisdom considers philosophical issues and developmental approaches and covers as well folk conceptions of the topic In the final section Professor Sternberg provides an integration of the fascinating and comprehensive material *Psychology and Adult Learning* Mark Tennant,2007-05-07 The third edition of this popular book examines the role of psychology in informing adult education practice and has been fully updated to reflect the effect of changes in the structure of society globalisation technology and the impact of postmodernism It explores the traditions of key psychological theories and discusses issues and problems in applying them to an understanding of adult learning and development It also examines the formation of identities and places increased emphasis on what it means to be a lifelong learner Dealing with adult learning in a variety of contexts the topics considered include humanistic psychology self directed learners psychoanalytic approaches the formation of identities development of intelligence learning styles behaviourism group dynamics and group facilitators critical awareness

Constructs of Meaning and Religious Transformation Herman Westerink,2013 One of the major trends in the psychology of religion is the growing interest in religious and spiritual meaning making in relation to religious and spiritual transformation processes notably as the aftermath of traumatic experiences and in situations of crisis stress or disease when personal well being is at stake and coping activities and skills are enhanced This volume covers this broad and complex area of interrelated issues The contributions focus on religious and spiritual meaning making and transformation They do not compose an integrated perspective on religious meaning making and transformation processes Rather this volume assembles and presents the current state of research on this complex of issues Thus it not only provides an excellent overview of the psychological study of constructs of meaning and religious transformation but also contributes to our knowledge of contemporary religious life in the context of socio cultural transformation processes pluralisation globalization

Handbook of Human Factors and Ergonomics Gavriel Salvendy,2012-05-24 The fourth edition of the Handbook of Human Factors and Ergonomics has been completely revised and updated This includes all existing third edition chapters plus new chapters written to cover new areas These include the following subjects Managing low back disorder risk in the workplace Online interactivity Neuroergonomics Office ergonomics Social networking HF E in motor vehicle transportation User requirements Human factors and ergonomics in aviation Human factors in ambient intelligent environments As with the earlier editions the main purpose of this handbook is to serve the needs of the human factors and ergonomics researchers practitioners and graduate students Each chapter has a strong theory and scientific base but is heavily focused on real world applications As such a significant number of case studies examples figures and tables are included to aid in the understanding and application of the material covered

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