

Il ruolo delle fiabe e dei racconti fantasy nella costruzione del sé in evoluzione

The Role of Fairy Tales and Fantasy Narratives in the Construction of the Evolving Self

VALERIA VADALÀ*, ARIANNA RICCIARDI**, NADIA CARLOMAGNO***

Questo articolo si propone di esplorare il valore pedagogico della narrazione fantastica come strumento educativo fin dalla prima infanzia, attraverso pratiche di ideazione, drammatizzazione, produzione e condivisione di storie fantastiche. Lo studio presenta un'esperienza di laboratorio svolta nell'ambito del Corso di Laurea in Scienze dell'Educazione presso l'Università Suor Orsola Benincasa di Napoli, nell'ambito del corso 'Valutazione nei servizi educativi per la prima infanzia', che ha coinvolto circa 200 studenti del secondo anno.

PAROLE CHIAVE: NARRAZIONE FANTASTICA; EDUCAZIONE DELLA PRIMA INFANZIA; COSTRUZIONE DELL'IDENTITÀ; CAPACITÀ RELAZIONALI; FORMAZIONE DEGLI EDUCATORI.

This paper aims to explore the pedagogical value of fantasy narration as an educational tool from early childhood onward through practices of designing, dramatizing, producing and sharing fantasy stories. The pilot study presents a laboratory experience carried out within the Degree Course in Educational Sciences at the Suor Orsola Benincasa University of Naples, as part of the course 'Assessment in Early Childhood Educational Services', involving approximately 200 second-year students.

KEYWORDS: FANTASTIC STORYTELLING; EARLY CHILDHOOD EDUCATION; IDENTITY CONSTRUCTION; RELATIONAL SKILLS; EDUCATOR TRAINING.

* Valeria Vadalà is the author of the paper, she wrote the Sect. *Introduction*, the Sect. *Research Design and Methodology* and the Sect. *Results*.

** Arianna Ricciardi is the co-author of the paper, she wrote the Sect. *Discussion*, the Sect. *Conclusions* and the Sect. *Limitations and Future Perspectives*.

*** Nadia Carlomagno is the co-author of the paper, she wrote the Sect. *Theoretical Framework*.

Introduction

In the contemporary landscape, increasingly shaped by the expansion of digital technologies and the transformation of communication practices, it has become essential to rediscover the value of symbolic narratives as pedagogical devices capable of promoting the holistic development of the individual from early childhood onward. From this perspective, narration is not merely understood as a representation of experience, but rather as a device through which experience is organized and made meaningful, enabling individuals to confer coherence upon their lived experiences (Bruner, 1990; Demetrio, 2012).

Fantasy narration assumes a particularly significant role insofar as it represents a form of educational mediation capable of fostering identity construction, emotional literacy and value orientation from the earliest stages of life.

Fairy tales, in particular, allow children to access profound emotional contents through symbolic language, offering a protected space for the elaboration of fears, desires and inner conflicts (Bettelheim, 2001).

In this sense, the archetypal dimension of fairy tales activates processes of recognition and identification, connecting the individual dimension with that of the collective unconscious (Jung, 1980).

Narrative practices constitute a central device in the development of identity and subjectivity, as they enable individuals to construct coherent representations of their experiences and negotiate meanings within relational contexts.

Within educational contexts, this translates into the possibility of using narration and fairy tales in particular, as a privileged tool for supporting the emotional, relational (Gallese & Morelli, 2024) and reflective (Schön, 1993) development of the individual. It is within this theoretical framework that the present contribution is situated, engaging with the pedagogical debate concerning the formative value of narration and, more specifically, of fairy tales and fantasy narratives as symbolic devices in the construction of children's personal and relational identities during early childhood. In the present study, the expression 'fantasy narration' refers to symbolic and fairy-tale-based narratives characterized by transformative structures oriented toward the positive re-elaboration of conflict, personal growth and the construction of shared educational meanings. Therefore, the study does not refer to all forms of fantasy production in a broad sense, but specifically to those narratives which, through symbolic and metaphorical devices, foster processes of

identification, reflection and emotional-relational development. Owing to its recursive structure and symbolic nature, the fairy tale provides a protected space for the elaboration of complex emotional experiences and for the internalization of narrative models oriented toward transformation and the positive resolution of conflicts (Zanniello, 2020). The present pilot study aims to analyse the potential of fairy-tale invention and fantasy narratives within both initial and continuing educator training pathways, with particular reference to the development of narrative, reflective and relational competences. From this perspective, narration is conceived as a transformative educational practice (Mezirow, 2003; Formenti, 2014), capable of activating processes of awareness and re-elaboration of experience (Dewey, 1938), in coherence with a pedagogy of care (Mortari, 2006) centred on relationships and attention to others.

The 200 students involved in the present pilot study were organized into small groups and engaged in activities of planning, dramaturgical writing and representation, through texts and iconographic elements, of fairy tales and fantasy narratives intended for early childhood education, with the aim of constructing transformative plots centred on the transition from an initial problematic condition to a positive developmental outcome.

The laboratory pathway also included the creation of narrative artefacts in both paper-based and digital formats. By making use of non-linear languages (Carlo-magno, 2023), this approach enabled students to broaden their expressive and communicative possibilities, fostering a plural and multimodal representation of the narrative experience.

The results highlight how the practice of narrative creation activated processes of critical reflection on educational and relational dynamics among future educators, contributing to the development of a deeper awareness of the formative and transformative value of narration. The recurring themes emerging from the fantasy narratives produced - including inclusion, identity acceptance, overcoming difficulties through the support of others and emotional recognition - emphasized the persistence of shared symbolic structures (Pitrè, 1889).

The narratives developed can therefore be understood as generative symbolic practices capable of promoting care, relationality and reciprocity, in continuity with reflections on autobiography as a formative device (Cambi, 2005).

From this perspective, fantasy narration and fairy tales in particular, acquire the value of significant educational mediation capable of integrating cognitive, emotional and relational dimensions, thus contributing to the consolidation of educators' professional identity.

The experience analysed therefore highlights the potential of fairy tales and fantasy narratives as educational practices capable of supporting transformative learning processes and of combining creativity (De Bono, 1985), reflectivity (Schön, 1993) and care (Mortari, 2006) within educational settings.

Theoretical framework

Narration represents a fundamental means through which human beings attribute meaning to reality, organize experience and construct knowledge, thus configuring itself as a cognitive, relational and identity-related device of primary relevance within educational processes.

Alongside paradigmatic thinking, which is oriented toward logic and categorization, the human mind also relies on narrative thinking (Bruner, 1990; 1997), which allows events to be interpreted in temporal, subjective and contextual terms. From this perspective, narration does not merely represent experience (Dewey, 1938), but actively contributes to structuring it, enabling individuals to construct a coherent plot of their lived experiences and attribute shared meanings to their actions. Within educational contexts, narration assumes a transformative function (Mezirow, 2003), as it fosters the development of reflective processes (Schön, 1993), self-representation and identity construction. The narrative act may therefore be interpreted as a practice of meaning-making through which individuals reinterpret their experiences retrospectively (Dominicè, 2000), attributing continuity and significance to them (Poggio, 2004).

Within this framework, narration emerges as a privileged device for the development of self-awareness (Demetrio, 1996) and for the integration of personal and professional dimensions (Dominicè, 2000), particularly in teacher education pathways. It contributes to the activation of metacognitive processes (Schön, 1993), supports forms of self-regulation and promotes the construction of a conscious and evolving professional identity.

Narration also contributes to the construction of the subject's narrative identity (Ricoeur, 1986), fostering processes of self-interpretation through the temporal

continuity of storytelling. From this perspective, the imaginative and symbolic dimension of fairy tales and fantasy narratives acquires significant educational value, as it enables individuals to explore existential possibilities, develop empathy and re-elaborate emotional experiences (Nussbaum, 1997; Winnicott, 1971). This theoretical framework is grounded in a constructivist and socio-cultural perspective, according to which knowledge emerges through interactive processes (Sibilio, 2014; 2020) and the shared construction of meanings (Vygotskij, 1972). The narrative dimension of learning is also intertwined with an embodied conception of cognition (Varela, Thompson, & Rosch, 2024), according to which the body represents the medium through which perception (Merleau-Ponty, 2003), action and relationships with the environment (Frauenfelder, 2018) are realized. Within this enactive perspective (Varela, Thompson, & Rosch, 2024), cognitive processes emerge from relational dynamics (Gallese & Morelli, 2024) and from complex socio-technical networks (Latour, 2022), in which tools and artefacts, including digital technologies (Gallese, 2026), actively participate in the construction of knowledge.

Within this context, fantasy narratives and fairy tales (Bettelheim, 2001) play a particularly significant role, representing symbolic forms through which individuals, from early childhood onward, explore reality, elaborate emotions, and construct meanings. Fairy tales, in particular, may be understood as universal narrative devices characterized by archetypal and transformative structures, in which the transition from an initial problematic condition to a positive resolution enables individuals to symbolically confront conflicts, fears and inner tensions.

In this sense, fairy tales fulfil an important educational function, as they foster processes of identification, projection and emotional re-elaboration, contributing to the development of imagination, symbolic thinking and narrative competence (Egan, 1997). Similarly, fantasy narratives offer a space for experimenting with possibilities, allowing individuals to explore alternative scenarios, construct hypotheses about themselves and reinterpret personal experiences through symbolic and metaphorical language.

Within educational settings, such practices prove particularly effective because they integrate cognitive, emotional and relational dimensions (Egan, 1989), promoting non-linear forms of learning (Carlomagno, 2023) that are deeply meaningful (Ausubel, 2004). They also foster the development of empathy, creativity (De Bono, 1985) and critical thinking, contributing to the formation of individuals capable of interpreting the complexity of reality.

The integration of digital technologies within these contexts further expands expressive and relational possibilities, transforming learning environments into hybrid spaces in which narration, the body (Sibilio, 2011; Carlomagno, 2020) and technology contribute jointly to the construction of shared meanings.

In the contemporary context, it therefore appears necessary to promote educational devices capable of enhancing the narrative dimension as a tool for the holistic development of the person, restoring its central role within educational processes. In particular, within early childhood teacher education pathways, narration emerges as a pedagogical resource capable of supporting identity development, reflective and emotional competences and the ability to establish meaningful educational relationships.

Research Design and Methodology

Aim

To analyse the pedagogical value of fantasy narration as an educational tool for fostering identity development, emotional awareness and relational competences from early childhood onward, through practices of narrative design, production, and dramatization.

Sample

The sample of the present pilot study consists of 200 second-year students enrolled in the Bachelor's Degree Program in Educational Sciences at the Suor Orsola Benincasa University of Naples, who during the 2025–2026 academic year participated in the compulsory laboratory course *Assessment in Early Childhood Educational Services*, lasting 6 hours.

Research design

The present pilot study involved the active participation of students in collaborative activities through the use of the innovative cooperative learning methodology, aimed at promoting positive interdependence, individual accountability and con-

structive interaction (Sibilio, 2020). Group work fostered processes of meaning negotiation, exchange of different perspectives and co-construction of the narrative dimension. The laboratory pathway was structured into four interrelated phases. Students were divided into small heterogeneous groups of approximately 5–6 participants in order to encourage the exchange of different perspectives, the negotiation of meanings and the collaborative construction of narratives.

The overall laboratory, lasting 6 hours, alternated moments of shared planning, creative production and collective reflection. In particular, approximately 1 hour was devoted to narrative design, 2 hours to dramaturgical writing, 2 hours to the creation of both paper-based and digital narrative artefacts and 1 hour to collective presentation and final metacognitive reflection.

For the production of their outputs, students used paper-based materials, iconographic tools and digital applications for the creation of storyboards, multimedia presentations and illustrated narrative supports.

Throughout all phases of the laboratory, the lecturer acted as a facilitator and reflective guide, supporting groups in the development of narrative plots, ensuring the educational coherence of the content and encouraging critical reflection on the experience.

The ‘first phase’, narrative design, was dedicated to defining the structural elements of the story. During this stage, groups identified the initial problematic core of their fantasy narrative, outlined the characters, constructed the narrative setting and designed a transformative trajectory oriented toward a positive outcome. Particular attention was given to the internal coherence of the plot and the educational relevance of the proposed content.

The ‘second phase’, dramaturgical writing, involved the formalisation of the narrative into a structured storyline. Students developed the sequence of events according to a progressive logic-initial situation, disruption of equilibrium, development, climax and resolution of the central problem-structuring the narrative language in relation to the target audience, namely early childhood education children and introducing dialogic and performative elements functional to narrative representation.

The ‘third phase’, production and realisation, involved translating the text into a concrete narrative artefact through the creation of both paper-based and digital supports, such as illustrated books, storyboards and multimedia presentations, characterised by textual and iconographic elements.

The 'fourth phase', collective presentation, involved each group presenting their fantasy narrative to their peers in the laboratory, activating a moment of participatory sharing, active discussion and metacognitive reflection on the learning experience (Schön, 1993).

Methodology

The methodology adopted in the present study is based on the integration of 'Art-Based Research' (Leavy, 2020) and 'Narrative Inquiry within a mixed-methods' research design (Trinchero, 2019).

In particular, 'Art-Based Research' was conceived not only as a methodological framework but also as an epistemological device, insofar as it enables the exploration and understanding of educational phenomena through creative processes and artistic practices that make implicit dimensions of experience accessible (Leavy, 2015).

From this perspective, fairy-tale production, understood as a multimodal narrative artefact, served as a research tool capable of generating situated knowledge (Rivoltella, 2013), emerging from creative making (Dewey, 1938) and from reflection on that making (Schön, 1993).

In parallel, 'Narrative Inquiry' guided the analysis of students' narrative productions, understood as meaning-making constructions through which participants interpret and re-elaborate their own educational experience (Connelly & Clandinin, 2012). In this sense, the narratives were interpreted as analytical devices capable of revealing representations of educational dynamics, relational processes and identity construction, as well as making visible students' implicit conceptions regarding the role of the educator and the notion of caring relationships.

In addition, students were administered a structured questionnaire both at the beginning and at the end of the laboratory experience, with the aim of measuring, in strictly quantitative terms, their level of awareness regarding the value of narration in the construction of teachers' professional identity.

The questionnaire was designed using a 5 point Likert scale, where 1 corresponded to 'strongly disagree' and 5 to 'strongly agree'.

Quantitative analysis of the questionnaire data made it possible to investigate students' initial and final representations regarding the usefulness of narrative and reflective practices in teacher education, allowing for a comparison between 'pre' and 'post' intervention perceptions.

The integration of artistic, narrative and collaborative dimensions, together with the analysis of data collected through a 'mixed-methods' approach, made it possible to capture the transformative nature of the educational process.

The findings show that narration, when experienced and subsequently re-elaborated through processes of critical reflection, can be understood as an educational practice capable of fostering identity development, emotional awareness and relational competences from early childhood onward, while also contributing to the growth of educators' professional awareness.

Data collection

Data derived from the items of the structured questionnaire, administered at the beginning and at the end of the laboratory experience, constitute the quantitative component of the present study and were analysed as follows: response scores 1 ('strongly disagree') and 2 ('disagree') were aggregated, as were scores 4 ('agree') and 5 ('strongly agree'). Score 3 ('neither agree nor disagree') was considered separately.

Qualitative data, derived from the group-based production of fairy-tale narratives by the students, were analysed through thematic analysis.

The thematic analysis was conducted through a progressive coding process of the narrative productions, aimed at identifying recurring units of meaning related to identity, relational and emotional dimensions.

Interpretative categories emerged inductively from the analysis of narrative content and were subsequently organised into macro-thematic areas in order to highlight the main shared educational representations expressed by the students.

Results

The results of the study integrate quantitative data, collected through a structured questionnaire administered at the beginning and at the end of the laboratory experience and qualitative data derived from the analysis of the narratives produced by the students, who are also future educators.

With regard to the quantitative dimension, the data collected using a 5 point Likert scale - ranging from 1 ('strongly disagree') to 5 ('strongly agree') - show an initially already positive orientation towards the educational value of narration, which further consolidates at the end of the laboratory experience.

In particular, in relation to the statement 'Can narration foster identity construction?', the students' responses show that already in the initial phase of the laboratory there is a prevalence of agreement regarding the idea that personal narration supports identity construction (75.0%). However, by the end of the pathway, this percentage increases to 82.0%. In parallel, disagreement decreases from 6.0% at pre-test to 1.5% at post-test.

Similarly, with regard to the statement 'I believe that reflecting on one's own experiences through narration is useful in teacher education', it is observed that, already at the initial stage, there is a strong prevalence of agreement (68.0%).

At the end of the laboratory, this percentage increases to 76.5%. At the same time, disagreement decreases from 6.5% to 1.5%, confirming a positive effect of the intervention and highlighting a progressive internalisation of the reflective value of narration within teacher education.

Regarding the perceived relevance of narrative practices in educational training contexts, in relation to the statement 'Teacher education should include space for narrative and reflective activities', there is already a high level of agreement in the initial phase (78.0%). This percentage further increases at post-test, reaching 85.0%, while disagreement decreases significantly from 3.5% to 1.0%. This trend shows how the laboratory further strengthens an already widely shared belief, consolidating recognition of the value of narrative and reflective practices in teacher education.

A particularly significant result emerges from the comparison between reported practices and future intentions in response to the question 'Have you ever used writing or narration to reflect on yourself?'. While at the beginning 60.1% of students reported that they had never used writing or narration as tools for personal reflection, at the end of the laboratory 98.9% stated that they intend to use them in their future educational practice. This finding indicates a substantial shift in the disposition towards narration as a didactic and reflective tool.

Students were also asked to justify their responses and the explanations provided converge in attributing to narration and writing a central role in processes

of expression, re-elaboration and understanding of lived experience. In particular, these practices are recognised as effective tools for fostering emotional exploration, self-awareness, cognitive organisation and identity construction. Furthermore, their inclusive value is highlighted, as they provide an expressive space accessible even to individuals who experience difficulties in oral communication, as well as their role in promoting empathy, critical thinking and reflective capacity.

From a qualitative perspective, the data were analysed through thematic analysis of the narratives produced, which enabled the identification of several recurring macro-categories. The following section presents the main themes emerging from the fairy-tale narratives created, dramatized and produced by the students during the university laboratory.

Fantasy Narrative Theme	Significant Elements in the Educational Context
<i>Bullying</i>	The 'sun' will rise or the 'rain' will fall; I will admire both events in the same way, and finally, I will no longer be afraid
<i>Individuality</i>	A 'wolf' who sees himself as inferior to the pack comes to recognize his own worth through the discovery of a 'magical book' that contains the story of every wolf
<i>Identity Recognition and Self-Acceptance</i>	An inner 'journey' as personal growth to overcome difficulties
<i>Relational Dynamics</i>	Family 'love', courage, and mutual support can overcome difficulties
<i>Inclusion</i>	It is 'diversity' that makes us special
<i>Socialization</i>	The story of a child who spent the first years of his life in solitude, but through an 'encounter' everything changed

The themes identified in the fairy-tale narratives show strong coherence with a transformative narrative structure, in which the passage from an initial problematic condition to a positive outcome represents a recurring element. From a qualitative perspective, thematic analysis of the narratives made it possible to identify several recurrent thematic areas.

The first thematic area concerns personal growth and transformative change, which emerges as a dominant narrative structure. The protagonists, initially placed in conditions of difficulty or vulnerability, undertake developmental pathways that lead to positive outcomes and to a greater awareness of the self.

The second thematic area relates to identity and self-acceptance, often expressed through experiences of inadequacy, exclusion, or feelings of inferiority. In these narratives, the recognition of one's own value emerges through a process of re-elaboration that transforms diversity into a resource.

The third thematic area concerns relational dynamics and mutual support, in which the 'other' - whether a friend, family member, or symbolic guiding figure - plays a decisive role in processes of change. Help, collaboration and empathy emerge as central elements in the resolution of problematic situations (Table 1).

Table 1 - Thematic Analysis of the Produced Narratives

Thematic Area	Description	Example of Narrative Excerpts
Personal growth and transformation	Developmental trajectories leading the protagonist from a condition of distress to a state of awareness	"The true journey is the one within oneself"
Identity and self-acceptance	Overcoming feelings of inferiority and recognizing one's own worth	"It is diversity that makes us special – the role of each planet is essential for the balance of the universe"
Relationships and mutual support	The importance of help, friendship, and emotional bonds	"Family love and mutual support help overcome difficulties"
Redemption and resilience	Overcoming conditions of distress (bullying, violence, marginalization)	'From a negative condition to possible change – stories of personal and social redemption'

Thematic Area	Description	Example of Narrative Excerpts
Emotional development and coping with difficulties	Symbolic elaboration of fears, insecurities, and fragilities	'I will no longer be afraid'; 'Falling does not mean fading away, but still having hope'
Prosocial values	Centrality of kindness, empathy, care, and social responsibility	'Kindness and courage can transform even the greatest difficulties'

To support the qualitative analysis, it is also possible to identify several emerging categories derived from students' stated motivations regarding the use of narration (Table 2).

Table 2 - Emerging Categories from Students' Explanations

Category	Meaning Attributed to Narrative	Examples of Responses
Self-Awareness	A tool for self-knowledge and self-reflection	'It helps to gain a better understanding of oneself, and to identify and comprehend one's emotions'
Emotional Expression	A means of expressing lived experiences and emotions	'It allows one to express what cannot be put into words'
Re-elaboration of Experience	Making sense of personal experiences	'It helps to give meaning to what one experiences'
Inclusion	An accessible space for all individuals, regardless of personal characteristics	'It is a safe space in which one can express oneself without being judged or perceived as different'
Identity Development	Construction and strengthening of the self	'It allows for the construction of one's identity'

Category	Meaning Attributed to Narrative	Examples of Responses
Empathy and Relationship	Understanding of oneself and others	'It fosters empathy and mutual understanding'

Overall, the integration of quantitative and qualitative data highlights a significant convergence between students' reported representations and the themes emerging from the narratives. The findings confirm the role of narration as a pedagogical device capable of activating reflective processes, supporting identity construction and fostering emotional and relational competences in future educators.

Discussion

The results of the present pilot study allow for several considerations regarding the role of narration in the educational processes of future educators.

First, the quantitative data show that a positive orientation towards the educational value of narration is already present at the beginning of the experience, but is further strengthened by the end of the laboratory.

This suggests that the laboratory experience does not merely introduce new representations, but rather consolidates and makes more explicit attitudes and understandings that are already latent, thereby promoting their stabilisation and internalisation. The significant reduction in disagreement observed across all analysed dimensions represents a particularly relevant indicator, as it reflects not only an increase in overall agreement but also a qualitative shift in representations, whereby initial resistance decreases in favour of a more shared and conscious recognition of the pedagogical value of narration.

In this sense, the laboratory appears to have functioned as a reflective mediation space, capable of activating processes of critical re-elaboration of participants' experiences and beliefs.

A particularly significant finding concerns the intention to use narration in future educational practice. The shift from limited personal experience in the use of reflective writing to an almost universal willingness to adopt it professionally indicates a change not only at the cognitive level but also in terms of professional planning. This finding suggests that the laboratory significantly influenced the ways in

which students conceptualise their future teaching practice, encouraging the inclusion of narration among the strategies considered useful and effective in educational settings.

The qualitative data further support this interpretation. The themes emerging from the narratives are consistent with the theoretical constructs of narrative pedagogy and demonstrate students' ability to symbolically and narratively reframe personal and professional experiences. The recurrence of transformative structures, characterised by a movement from an initial condition of difficulty to a positive outcome, shows that narration is used not only as an expressive tool but also as a device for meaning-making and experiential re-elaboration.

Furthermore, the categories emerging from students' motivations (self-awareness, emotional expression, inclusion, empathy) indicate a multidimensional understanding of narration, recognised as a practice capable of supporting both individual development and the construction of meaningful educational relationships. In particular, the inclusive dimension attributed to narration appears highly significant, as it highlights the potential of such practices to foster participation and expression even among more vulnerable individuals. Overall, through a *mixed-methods* approach, it can be stated that the laboratory fostered a process of increased personal and professional awareness among students, as narration was recognised not only as a practice of personal growth and self-understanding, but as a genuine pedagogical device.

Conclusions

Overall, the findings of the study show that the laboratory represents an effective training device for promoting processes of reflection, awareness and identity construction in future educators through narrative practices.

The integration of quantitative and qualitative data has made it possible to capture not only the consolidation of positive attitudes towards narration, but also the depth of meanings attributed by students to these practices, confirming their relevance within initial teacher education programmes.

The results confirm the effectiveness of narrative devices in teacher education contexts, highlighting how they can significantly contribute to the development of reflective, emotional and relational competences, as well as to the construction of the professional identity of future educators.

Narration contributes to the holistic development of the individual by engaging cognitive, emotional, relational, ethical, imaginative, linguistic, social and reflective dimensions, thereby fostering processes of identity construction, self-regulation, community participation and meaning-making of experience.

Limitations and future perspectives

However, it should be noted that the high level of agreement among students, already present at the outset, may have limited the magnitude of observable change in the quantitative data, suggesting the need for future research to further explore transformations through qualitative and longitudinal approaches. In addition, further limitations of the study concern the characteristics of the sample, which is restricted to a specific university context and therefore does not allow for full generalisation of the findings.

In light of these considerations, future research directions could include the extension of the sample to different educational contexts and the adoption of longitudinal designs in order to further investigate the impact of narrative practices on both training processes and subsequent professional practice. From this perspective, it appears particularly important to examine how the competencies developed through narration are effectively transferred and applied in other educational settings.

VALERIA VADALÀ
Pegaso University

ARIANNA RICCIARDI
Pegaso University

NADIA CARLOMAGNO
Suor Orsola Benincasa University

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