

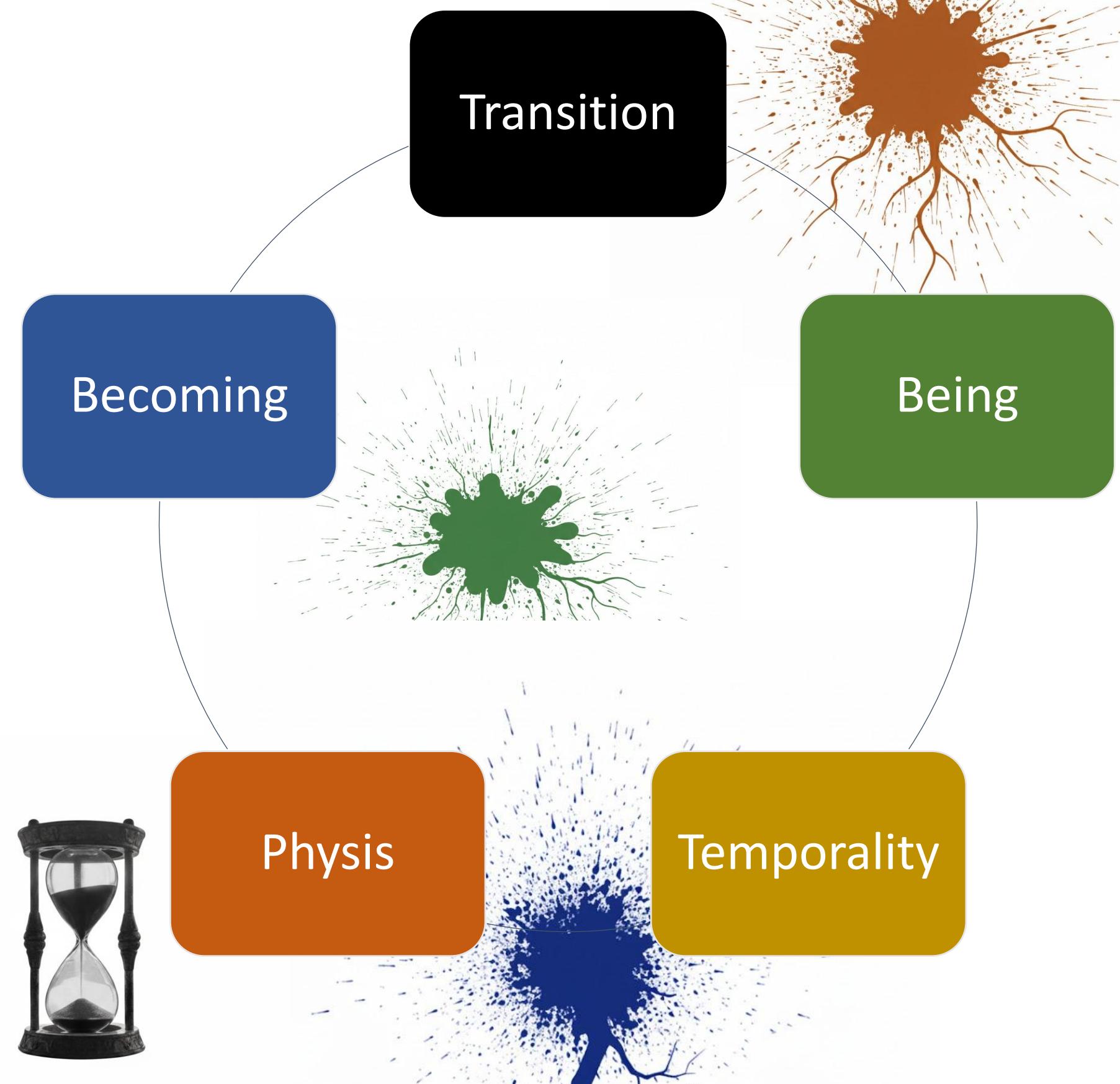


Transitions and Narratives in Late Adulthood: A Pedagogical Perspective

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INTRODUCTION

Tracing a pedagogical reflection on the category of transition means venturing into territories deeply rooted in the constitutive dimension of the human being — *physis* — and exploring its opacities and excesses. Life transitions can be understood as potential triggers in the person's educational process, since change is intrinsic to them and can give rise either to desirable existential redesigns or to nostalgic crystallizations toward previous versions of the self. This highlights the need to examine the notion of transition within a philosophical-educational and pedagogical-educational framework, exploring its connection with categories such as "Becoming", "Being", and "Temporality", in order to facilitate an understanding of human nature as an intrinsically dynamic structure — a multiplicity of potential "possibilities of being," which requires attentive and ongoing care.



RESEARCH QUESTIONS

What is the impact of transitional phenomena throughout the lifespan on the "nature" of those who experience them? Can such events be regarded as catalysts for personal development? And as conditions change, does *physis* remain intact, transform into something entirely new, or evolve while maintaining continuity with its previous forms?

OBJECTIVE

This study aims to deepen the notion of transition from multiple perspectives (philosophical, pedagogical, and educational sciences) and to identify educational strategies that support successful existential transitions in older adulthood.

Narrative review on the concept of transition

Study of the categories of being, becoming, and temporality in the thought of prominent philosophers: Eraclito, Parmenide, Platone, Aristotele, Sant'Agostino, Tommaso e Heidegger

Analysis of theoretical models examining transient processes, mainly drawn from psychology, sociology, and gerontology

Reconstructing a phenomenology of adult and older-age transitions through the analysis of studies on four key life changes: retirement, loss of a partner, illness, and death.

Focus on strategies that help develop the competences needed to navigate these transitions and, in turn, promote healthy and high-quality aging and longevity (Boffo, 2022; Togni & Boffo, 2024).

RESULTS

The relational dimension of transition: every transition should be understood not only as an individual process, but also as a relational and socially constructed one (Glaser, Strauss, 2011; Walther, Stauber, Settersten, 2022).

Continuity and Discontinuity in Life Transitions: While acknowledging the fact that some models describe transitions as biographical discontinuities (Bridges, 1980), others highlight the role of continuity as a resource for coping with change (Atchley, 1989).

Autobiographical narration and the care of transition: Maintaining continuity with one's past experience helps preserve identity during change. Autobiographical narration supports this process, enabling individuals to make sense of transitions. (Demetrio, 1996; Dewey, 2014).

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