

INDEX

- Accommodation, 32, 35, 39–41,
49–50, 64, 71
- Adaptation
breach, 44–47
canonicity, 44–47
metacognition, 49
narrative construction of reality,
43
trouble, 50, 52
- Analytic thinking, 65
- Assimilation, 32, 34–35, 39–40,
49–50, 71
- Attention, 2, 18–19, 25, 43, 67
- Banking concept, 28
- Behaviourism, 2, 17–18
- Blue sky thinking, 66
- Breach, 24, 44, 47
- Canonicity, 24, 44, 47
- Categorisation, 21–22
- Causality, 35–36
- Centre for Cognitive Studies, 2
- CLOSED, 40, 49–50, 60, 65–66,
72
- Closed schema, 39–40
- Coding scheme, 33
- Cognitive map, 33
- Cognitive process, 16, 32
- Cognitive psychology, 9, 17
- Cognizing individual knowledge,
12–13
- Communication, 4, 8
- Complexities, 36–37
consciousness, 53
equilibration, 39–40
- faith, 72
- integrative complexity (IC), 69
- interviewing, 67
- language, 29
- learning, 7
- myth, 36–37
- unfolding dimensionality,
35–36
- Conflict resolution, 68–72
- Constructing knowing
behaviourism, 17–18
logico-deductive reasoning, 17
narrative mode of knowing.
See Narrative mode of
knowing
paradigmatic mode of knowing.
See Paradigmatic mode of
knowing
Piaget's theory, 18–19
scientific modes, 17
self-understanding, 16
sensory motor intelligence,
19–20
- Constructionism, 11
- Constructivism, 9, 11–13
- Context sensitivity, 24
- Contextualisation, 22–23
- Creative thinking, 66
- Creativity, 63–68
- Critical thinking, 66
- Cross-paradigmatic stages, 35–36
- Cultural canonicity, 48–49
- Discovery learning, 64–65
- Disruptive stress, 70

- Education, 63–68
- Educational enablement, 28–29
- Educational psychology, 66
- Emotion, 8, 22–23, 53–54
- Enactive knowing, 21
- Faith, 72–77
- Faith Development Theory (FDT), 73–74
- Fowler's theory, 74
- Genericness, 24
- Grasping memory, 4
- Grasp of transference, 64–65
- Guardian of permanence, 3–4
- Hermeneutic Composability, 24
- Hypothesising, 66
 - testing, 33
- Iconic knowing, 19–21
- Iconic (pictured) memory, 7
- Imagination, 5–6
- Individual
 - communication, 37–38
 - social antinomies, 27–30
 - toolkit. *See* Toolkit
- Integrative complexity, 69
- Intellectual activity, 25
- Intellectual power, 29
- Intellectual representation, 35
- Intentional State Entailment, 24
- Intersubjectivity, 25
- Intuition, 8
- Intuitive thinking, 65
- Knowledge
 - communication, 4
 - individual's knowledge, 7, 55
 - narrative enquiry, 68
 - scaffolding, 29
 - self-understanding, 3–4
 - structuring knowledge, 16
- Language, 33–34
- Learning, 64
- Learning environment, 28
- Logico-deductive reasoning, 17
- Meaning-making, 16, 25, 27
 - folk pedagogy, 26–27
 - human development, 26
 - intersubjectivity, 25
 - Piaget theory, 25
 - reality construction, 25
 - self-understanding, 26
 - zone of proximal development (ZPD), 26–27
- Metacognition, 49
- Metaphoric activity combinatorial products, 34–35
- Meta-systematic stages, 35–36
- Myth, 36
- Narrative accruals, 24
- Narrative construction of reality, 22, 24, 43
 - toolkit, 57–59
- Narrative Diachronicity, 24
- Narrative enquiry, 68
- Narrative inquirers, 67
- Narrative knowledge, 4, 6–8
- Narrative mode of knowing
 - adaptation. *See* Adaptation
 - challenges, 37–39
 - intellectual activity, 25
 - intersubjectivity, 25
 - logico-deductive reasoning, 17
 - meaning-making, 16, 25, 27, 40
 - narrative construction of reality, 25–27
 - reductionism, 22–23
 - root metaphor, 22–23
 - scientific modes, 17
 - social context, 48–50
 - social environment, 24
 - truth, 15
- Narrative psychology, 9
- National Academy of Science, 2
- Negotiability, 24
- Non-Boolean reasoning, 35–36
- Non-linear conceptions, 35–36

- Nonreductiveness, 29–30
- Normativeness, 24
- OPEN, 40, 49–50, 60, 65–66, 72
- Open schema, 39–40
- Paradigmatic mode of knowing, 7–8
 - behaviourism, 17–18
 - category accessibility, 21–22
 - challenges, 33–34
 - cognitive psychology, 17
 - enactive knowing, 21
 - iconic knowing, 21
 - Piaget's theory, 18–20
 - representations, 18–19
 - sensory motor intelligence, 19–20
 - symbolic knowing, 21
 - toolkit, 56–57
- Paradigmatic stages, 35–36
- Perceptual defence, 21–22
- Piaget's theory, 18–20
- Pre-operational thought, 19–20
- Principal property, 23–24
- Psychological Analysis of
 - International Radio
 - Broadcasts of Belligerent Nations, 2
- Qualitative research, 66
- QUEST, 40, 49–50, 60, 65–66, 72
- Quietism inherent, 19
- Reality, 3
- Recognition, 68–72
- Reductionism, 22–23
- Referentiality, 24
- Religious belief, 72, 75, 77
- Representations, 9–11, 18–19
- Root metaphor, 22–23
- Scaffolding, 29
- Self-directed learning, 66
- Self-management, 3–4
- Self-understanding, 55
- Sense-making, 3–4
- Sensory motor intelligence, 19–20
- Shortcuts, 18–19
- Social antinomies
 - banking concept, 28
 - educational enablement, 28–29
 - individuals, 27–30
 - intellectual power, 29
 - intrapsychic growth, 28–29
 - learning environment, 28
 - locally situated/valid knowledge, 29–30
 - scaffolding, 29
 - truth, 29–30
- Social environment, 2–3, 7, 24
 - accommodation, 32, 34–35
 - assimilation, 32, 34–35
 - culture, 48–49
 - individuals, 32
 - interactions, 32
 - mental development, 32
 - metacognition, 49
 - narrative change, 48–50
 - narrative changes, 48
 - Piaget's theory, 32
 - self, 48
 - trouble, 50, 52
- Social interaction, 8
- Social knowledge, 7
- Social psychology, 9
- Social self-understanding, 7
- Structuring knowledge method, 16
- Symbolic knowing, 7, 21
- Systematic stages, 35–36
- Toolkit
 - individual, 60
 - narrative construction of reality, 55, 57, 59
 - narrative element, 61
 - paradigmatic mode of knowing, 56–57
 - self-understanding, 55
 - social environment, 60
- Transformative learning, 65

Trouble, 50, 52

Truth, 1, 3, 15

Unbridled curiosity, 65

Untranslatability, 29–30

Visual aids, 64

Visual perception, 3

Zone of proximal development
(ZPD), 26–27