HYBRID NARRATIVES: INTEGRATING ARTIFICIAL INTELLIGENCE TOOLS INTO THE FORMATIVE AUTOBIOGRAPHY PATH FOR PRE-SERVICE TEACHERS

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ABSTRACT
The methodological device of formative autobiography has the potential to develop reflective competence and build the professional identity of future teachers. This paper proposes a research-training model for Primary Education Sciences students, integrating in-person laboratories with writing supported by an AI tool acting as a narratological tutor. The path follows four dimensions: the reconstruction of the past (formative stages), the analysis of mentors (significant teachers), the projection of the professional future, and the construction of support networks to resolve present critical nodes. While the in-person sessions foster intersubjectivity and collective memory, the diary, managed with the support of AI, acts as a pedagogical app, guiding students in diegetic structuring and ensuring reflective continuity. The objective is to validate a hybrid protocol that generates critical awareness and pedagogical empowerment through the synergy between human dialogue and digital scaffolding.

KEYWORDS
Formative Autobiography; AI-Assisted Reflective Writing; Initial Teacher Training; Professional Identity; Biographical Logbook.

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1. Introduction

The teaching profession is by nature characterized by constant change. Literature on the topic converges in highlighting that teachers of all educational levels exhibit increasing levels of occupational stress, emotional exhaustion, and professional identity crises – phenomena that frequently translate into burnout and leaving the profession (Maslach & Leiter, 1997; Skaalvik & Skaalvik, 2011). This is a structural problem involving the relationship between institutional demands, the complexity of the contemporary school context, and the psychological and training resources available to teachers. On one hand, there are systemic factors: the intensification of administrative and bureaucratic workload, contractual instability, as well as the growing heterogeneity of classrooms (OECD, 2019). On the other hand, relational and emotional factors emerge: the daily management of complex interpersonal dynamics with students, colleagues, and families; exposure to situations of distress and conflict; and the need to constantly construct healthy boundaries in a profession that inherently requires a high degree of personal involvement (Hargreaves, 2001). The risk of burnout cannot be reduced solely to the working dimension in a strict sense but is deeply intertwined with the construction of professional identity (Beauchamp & Thomas, 2009; Liu et al., 2022). In this framework, initial teacher training takes on the role of accompanying future teachers along a path of identity construction that equips them with reflective tools to face professional challenges with awareness and resilience. It is within this horizon that tis paper is situated, drawing from a consolidated experience of a formative autobiography laboratory, accompanied by the writing of a biographical logbook, conducted within the Master's Degree in Primary Education at the University of Bari. This work proposes an evolution of that experience by integrating an artificial intelligence (hereafter AI) tool as a narratological tutor in the writing process. The underlying hypothesis is that the synergy between the intersubjective dialogue of the in-person laboratory and the intrasubjective dialogue of biographical writing supported by the digital tutor can significantly enhance the formative effects of the autobiographical device, contributing to the development of reflective competence.

2. Formative Autobiography: Theoretical Foundations and Pedagogical Applications

The use of autobiography as a tool for knowledge and training has deep roots in Western philosophical and pedagogical traditions. Already in Augustine's *Confessions*, it can be recognized the structure of a self-narrative that, through

the reconstruction of the past, generates transformation in the present. In the context of Italian pedagogy, a foundational contribution was made by Demetrio (1996), who in his work *Telling One's Story* systematized the autobiographical approach as a practice of lifelong learning for adults. In this approach, the narrating subject cognitively and emotionally reorganizes past events, giving them new meaning grounded in the present to direct future action. From this perspective, autobiographical narrative is therefore an act of sense-making rather than a simple retrieval of memories (Demetrio, 1996). Cambi (2002, 2014) further elaborated on this vision, defining autobiography as a formative method that operates on three levels: the cognitive level (reorganizing experience into comprehensible frameworks), the affective level (processing emotions linked to lived experiences), and the pragmatic level (guiding future action based on a deeper self-understanding). This threefold value makes it a privileged tool in professional training contexts, where the three levels combine synergistically (Cambi, 2014). On the international stage, Bruner (1986; 2003) highlighted the role of narrative in learning processes and identity construction, distinguishing *paradigmatic thought* – logical, formal, and aimed at demonstrating universal truths – from *narrative thought*, which is concrete, temporal, and aimed at constructing meaning through storytelling. Grounded in these premises, *Narrative Inquiry* (Connelly & Clandinin, 1990) subsequently developed and found widespread application in research on the teaching profession. This is a structured methodological approach in which teachers' narratives become a primary instrument through which they organize and make sense of their professional experience. Understanding how teachers narrate their own training history, means comprehending how they have constructed their professional identity and what cognitive and emotional resources they possess to face the challenges of daily work. In this sense, reflective writing and logbooks become central tools for processing experience. Indeed, Pennebaker and Smyth (2016) show that expressive writing, characterized by authentic emotional engagement, promotes psychological and physical well-being through the process of re-elaborating emotionally significant experiences. In the educational context, this implies that the logbook, viewed as a reflective rather than merely descriptive space, can help teachers integrate their emotional experiences and reduce the risk of professional burnout. Within this framework, where the teacher becomes a *reflective practitioner* (Schön, 1983), professional identity is not simply the product of training received, but a continuous process of construction and negotiation that takes place throughout the entire career (Day et al., 2006). It

integrates disciplinary and pedagogical dimensions with the teacher's personal history, life experiences, and internalized values, making professional identity deeply intertwined with personal identity (Nias, 1989). Beauchamp and Thomas (2009) identify the teacher's professional identity as a multidimensional construct that encompasses the perception of the self as a teacher, the sense of belonging to the professional community, adherence to educational values, and the ability to integrate personal and professional dimensions of experience. It is precisely this integration that makes formative autobiography a central tool in initial teacher training, as it allows individuals to re-elaborate their own biographical and educational path, fostering the connection between personal and professional identity and supporting the construction of a more conscious and solid professionalism (Cambi, 2014; Demetrio, 1996).

3. Teacher Well-Being: Vulnerability, Burnout, and Professional Resources

Literature on teacher well-being highlights how their professional identity develops within a work context often characterized by high levels of stress and risk of burnout. Maslach and Leiter (1997) described burnout as a three-dimensional syndrome composed of emotional exhaustion, depersonalization, and reduced professional efficacy, underlining how the teaching profession is particularly exposed due to the relational intensity of the work and limited organizational and autonomy resources. Among the main sources of stress, Kyriacou (2001) identifies student behaviour, workload, professional relationships, pressure from families, and continuous institutional changes. The complexity of educational and professional relationships heavily impacts the emotional dimension of teaching work. On one hand, the relationship with students, while being a source of motivation, entails an intense emotional load; on the other hand, dynamics among colleagues can generate isolation, while the relationship with families is made increasingly complex by rising expectations and reduced trust in the school system (Nias, 1989; Skaalvik & Skaalvik, 2011). Faced with this risk scenario, a robust professional identity performs a protective function against burnout (Liu et al., 2022). In this sense, initial teacher training, besides transmitting technical-didactic skills, must explicitly invest in building a solid professional identity through narrative and reflective processes (Day et al., 2006). Writing as care of the self in a Foucauldian sense becomes an activity through which the subject works on themselves, transforming their relationship with lived experience and with their own identity (Demetrio, 1996; Cambi, 2014) and thereby generating

beneficial effects on emotional regulation and psychological well-being (Pennebaker & Smyth, 2016). Indeed, autobiographical writing configures itself as a space of care and reconciliation with one's professional path, allowing individuals to attribute meaning to critical experiences and to rework implicit knowledge – composed of beliefs, emotions, and tensions – transforming it into a conscious professional resource and thus contributing to the personal and professional growth of the teacher (Daddi, 2024; Di Carlo, 2023).

4. The Formative Autobiography Laboratory at the University of Bari

Based on studies concerning autobiography as a formative device (Cambi, 2014; Demetrio, 1996), a dedicated laboratory has been developed in recent years for students of the Master's Degree in Primary Education Sciences at the University of Bari within the course of Methodology of Educational Research. To ensure narrative intersubjectivity – an essential dimension of the formative autobiographical path (Mannese & Ricciardi, 2016) – the decision was made to organize students into small groups of 20 led by expert facilitators. This setup allowed participants to listen to others' stories, recognize elements of resonance with their own experience in the narratives of others, and build a space of authentic and mutual listening. The laboratory is structured across four in-person meetings of two hours each, interspersed with personal writing activities at home. Each meeting is thematically structured around a specific dimension:

- First meeting: Reconstruction of the formative past;
- Second meeting: Analysis of significant mentors;
- Third meeting: Projection of the professional future;
- Fourth meeting: Construction of support networks.

The first meeting is dedicated to reconstructing the main stages of the students' training path through autobiographical writing and oral narration in small groups. Students are guided to retrace their educational history from childhood to the present, focusing on significant experiences that helped define their idea of teaching, such as relevant learning moments or situations of recognition and misunderstanding. In line with Demetrio (1996), devices for activating autobiographical memory are also used, such as timelines, photographs, and symbolic objects, fostering the emergence of memories not always accessible through verbal narrative alone. Furthermore, during this first phase, the group climate is established; sharing personal formative stories within a protected space, guided by an expert facilitator, rapidly fosters mutual trust and

recognition, which serves as an essential foundation for the reflective depth of subsequent meetings. The second meeting explores the dimension of significant mentors: teachers, trainers, parents, and reference figures who left a deep mark on the students' formative path, performing a function of guidance and model (Cambi, 2014; Demetrio, 1996). The proposed activities invite students to narrate their experience tied to a significant mentor within the small group, reflecting on their characteristics, the values embodied, and the impact had on their own path. This work does not only have a reminiscent function but also allows participants to consciously process their model of an ideal teacher, orienting the construction of their future professional identity. As highlighted by Bruner (2003), narratives relating to significant figures play a central role in identity processes. Narrating those who shaped personal growth fosters reflection on how current identity was formed and who one intends to become, transforming personal memory into a resource for professional growth. The third meeting of the laboratory is dedicated to planning the professional future, shifting attention from the reconstruction of the past to the construction of the professional identity that students intend to develop. Activities involve the narration, in both written and oral form, of the envisioned professional identity, describing educational contexts, values, interpersonal skills, and future professional challenges. This exercise of narrative projection becomes one of the most effective forms of identity planning; it orients current training choices while bolstering motivation, the capacity for sense-making in the face of difficulties, and the management of critical phases along the university and professional path (Bruner, 1986). Peer exchange within the group regarding future professional visions also allows participants to recognize the plurality of ways to understand the teaching profession, valuing diverse perspectives and the unique personal paths on which professional identity itself is built. The fourth meeting of the laboratory focuses on the dimension of the formative and professional present, addressing the critical nodes students experience along their path. These are viewed as turning points marked by difficulties, uncertainties, and choices that demand a reworking of their experience, while also exploring the resources available to cope with them (Demetrio, 1996). The activities guide students in identifying the current nodes of their path and exploring available support resources, with the objective of developing the capacity to think systemically about their own resources and to build and activate collaborative networks. In this perspective, the group itself becomes an active support network: students are invited to share experiences,

offer mutual help, and engage in peer collaboration – both of which are fundamental to future professional practice.

4.1 The Biographical Logbook: Between Meetings and Personal Reflection

In parallel with the in-person activities, the biographical logbook constitutes the personal writing space that accompanies students throughout the duration of the laboratory. It is not a simple report of the activities carried out, but a tool for continuous reflective elaboration: after each meeting, participants rework emotions, thoughts, and insights that emerged, expanding in written form the narratives initiated within group (Bolton & Delderfield, 2018). In this sense, the logbook fulfils several formative functions. First, it ensures reflective continuity: between meetings, writing keeps the autobiographical process active, fostering a progressive re-elaboration of experience. Second, it offers a more intimate space for processing, where students can deepen aspects that might only be partially shared within the group due to confidentiality and time constraints. Finally, over time, the logbook becomes a biographical document useful for rereading and understanding one's own formative evolution. However, in its traditional form, the logbook presents some limitations. Autobiographical writing can be complex, especially for those unfamiliar with this genre, and it can remain at a descriptive level if not adequately guided. Students often struggle to transition from lived experience to reflective narrative, to balance the description of events with the processing of emotions, or to structure the text into a learning tool rather than a mere chronicle. In this sense, to respond to this limitation, the integration of an AI tool as a narratological tutor in the logbook writing path is proposed, with the function of supporting and orienting the reflective writing process, thereby enhancing its depth and awareness.

5. Research design

The innovation project of the formative autobiography laboratory is designed as a research-training initiative (Cambi, 2014; Trinchero, 2004) that integrates formative and research objectives into a hybrid methodological design. The formative objective centres on the development of the reflective competence and professional identity of future primary school teachers. The research objective is to evaluate the efficacy of the hybrid protocol (the in-person laboratory with biographical writing supported by an AI-based narratological tutor) compared to the in-person laboratory alone with free biographical writing. A quasi-experimental research design is employed, comprising an

experimental group (hybrid laboratory) and a control group (traditional laboratory), with pre- and post-intervention assessments. The choice of a quasi-experimental design responds to the nature of the context: for ethical and practical reasons, it is not possible to randomly assign students to experimental conditions within a university course. The two groups will consist of successive cohorts of students enrolled in the Degree Course, ensuring the comparability of their sociodemographic characteristics and entry profiles.

5.1 The AI-Based Narratological Tutor

The integration of AI into educational processes is a topic of growing relevance in international pedagogical research. Luckin (2018) proposed a balanced and rigorous reflection on the relationship between machine learning and human intelligence in education, highlighting how the most interesting potentials of AI in the educational field reside in the ability to offer personalized, adaptive, and continuously available support. The most pertinent theoretical concept for understanding the role of the AI-based narratological tutor is that of *scaffolding*, proposed by Wood, Bruner, and Ross (1976) and developed within the Vygotskian tradition. Applied to the context of reflective autobiographical writing, the concept of scaffolding provides a valuable framework describing the function that the AI-based narratological tutor is called to perform. Students who begin keeping their biographical logbook face tasks that are partially new: giving narrative form to emotionally charged experiences, structuring the story, and maintaining a critical perspective on their own assumptions while immersed in the elaboration of the experience. The narratological tutor offers that structured and personalized support that allows students to operate within their zone of proximal development, moving progressively toward autonomous reflective competence. More recent research has begun to empirically explore the potential of AI as a support for reflective writing processes in teacher training contexts. In this sense, Demir (2025) documented the use of an AI-assisted voice journaling system with future language teachers, highlighting significantly positive effects on participants' well-being and the quality of their reflections, thereby providing preliminary evidence that the integration of technology and psycho-educational practices can offer concrete paths of support in teacher training programs (Demir, 2025).

5.2 Tutor Design: Architecture and Functioning

The narratological tutor used for writing the biographical logbook will be a conversational system based on a latest-generation Large Language Model (LLM). It will be specifically trained and configured through prompt engineering and fine-tuning techniques on pedagogically selected data to serve as a narrative and reflective guide within the context of the formative autobiography laboratory. The system architecture will provide three levels of personalization.

1. Pedagogical context: the system will be configured with deep knowledge of the theoretical and methodological framework of the autobiographical laboratory (the four dimensions, the formative objectives of each, and the main concepts of the formative autobiographical tradition), to contextualize questions and feedback in a pedagogically coherent way.

2. Individual adaptation: the system will track the narratives produced by each student, identifying recurring themes, areas of greater emotional investment, unresolved nodes, and mentioned significant figures, progressively adapting its prompts based on this accumulated knowledge.

3. Diegetic variation: the system will be programmed to systematically vary the type of solicitation offered (deepening questions, critical reflection questions, invitations to explore emotional dimensions, suggestions for connecting different experiences) to foster a progressive growth in the complexity and depth of the narrative.

A typical writing session guided by the tutor will unfold according to a three-phase structure.

1. Initiation phase (approx. 5-10 minutes): the system will propose a narrative prompt calibrated to the thematic dimension of the most recent in-person meeting and the current stage of student's path. The prompt can be an open question, a narrative outline, the evocation of a specific theme, or an invitation to resume a thread left interrupted in the previous session.

2. Development phase (approx. 10-20 minutes): students will write freely while the system monitors the progression of the text and periodically intervenes with deepening questions, reflective comments, or suggestions to explore dimensions not yet considered.

3. Closure phase (approx. 5-10 minutes): the system will propose that participants identify the main themes emerged in the session, formulate a question that will remain open until the next session, and evaluate the quality of the reflective experience on a satisfaction scale.

A central element in the design of the narratological tutor is its capacity to replicate the quality of authentic listening that characterizes the human facilitator in the in-person laboratory. Mannese and Ricciardi (2016) elaborated the concept of the *pedagogy of listening* as the epistemological foundation of formative narrative: listening is not passive reception of the other, but an active process of understanding and mirroring that returns an amplified and enriched representation of what was said to the narrator. The narratological tutor cannot offer the full richness of human in-person listening, with its bodily, paraverbal, and relational dimensions. However, it can perform certain listening functions that hold real formative value:

- it can rephrase and return the main contents of the narrative produced by the student in a synthesized form, highlighting connections and patterns that are not immediately visible.
- it can express validation and recognition regarding the narrated experiences, using a warm and non-judgmental linguistic register.
- it can pose questions showing that it has truly "listened", anchoring itself to specific details of the account.

It is fundamental that the system is designed never to assume a directive role regarding the contents of the student's narrative: the narratological tutor must not suggest interpretations of the student's experiences, nor will it formulate evaluations on the quality of the lived experiences. Its role will be to facilitate and deepen the narrative process, leaving full *agency* to the subject regarding the meanings they attribute to their own experience. The proposed protocol is built on the complementarity between the two components of the experience: the in-person dialogic component and the individual narratological component. The in-person laboratory represents a protected context for intersubjective exchange and collective elaboration. The narratological tutor will be designed to consolidate and deepen the reflections initiated in presence, ensuring reflective continuity and personal depth. Concretely, after each in-person meeting, the laboratory facilitator will upload into the narratological tutor system a summary of the main themes emerged in the session and the prompts they deem useful for the tutor to propose to

students during that phase of the path. The tutor will receive these indications as *meta-prompts* that will orient its interactions with students in the days following the meeting, without, however, freezing them into a prescriptive structure. Before each in-person meeting, the facilitator will have access, in an anonymized and aggregated form, to the main thematic patterns identified in the diaries produced by the group in the preceding weeks. This overview will allow the facilitator to calibrate the activities of the in-person meeting based on what emerged from the students' individual processing, creating a continuous feedback loop between the two components of the training path.

5.3 Ethical Considerations and Limitations of the Narratological Tutor

The introduction of an AI tool into a formative context working with personal autobiographical material requires deep ethical reflection that cannot be reduced to mere technical matters of privacy and data security (Holmes et al., 2019). The first ethical issue concerns the nature of the material processed. The autobiographical diary contains personal experiences, emotions, and intimate reflections that students share within a space they expect to be protected and confidential. The management of this material by an algorithmic system raises questions regarding respect for subject autonomy, the possibility of data misuse, and the responsibility of the training system to ensure that the trust placed by students is not betrayed. For this reason, a data management protocol will be introduced, based on end-to-end encryption of communications, storage on European servers in compliance with GDPR, complete anonymization of data before any use for research purposes, and the provision of informed consent from students regarding the functioning of the system. Students will be able to freely choose not to use the system without any consequences to their educational path. The second ethical issue concerns the limitations of the system regarding situations of psychological distress. Formative autobiography, by working with the material of the subject's personal history, can activate intense emotions and bring painful experiences back to the surface. The narratological tutor is not a clinical tool. The system will be programmed to recognize linguistic signs of potential significant distress and to respond, in these cases, with a standardized response inviting the student to contact the laboratory facilitator or the university's psychological counselling services. The third ethical issue concerns the risk of dependence on the tool. One of the fundamental principles of pedagogical scaffolding is that support must be progressively withdrawn as the learner develops autonomy. The narratological tutor will be designed so that

in the initial phase of the path (first and second meetings) it will offer more structured and frequent support, while in the subsequent phases (third and fourth meetings) it will progressively reduce the frequency of interventions, increasing the level of openness of the prompts to foster the progressive narrative and reflective autonomy of the student.

5.4 Dimensions Object of Analysis

The evaluation of the effects of the formative path will employ a combination of instruments, consistent with the complexity and multidimensionality of the investigated constructs.

- Assessment of reflective competence: an analytical rubric specifically developed for the analysis of the biographical logbook will be used. It will consider the dimensions of narrative depth (the ability to go beyond a superficial description of events to explore their meaning), reflective complexity (the ability to problematize one's assumptions and consider alternative perspectives), diegetic coherence (the ability to construct a narrative endowed with structure and direction), and emotional integration (the ability to give shape to lived emotions in a productive way for reflection).
- Measurement of professional identity**:** the *Professional Identity Scale for Teachers* (PIST) (Flores & Day, 2006) will be used, integrated with semi-structured narrative interviews conducted before and after the formative path.
- Evaluation of perceived well-being: the *Maslach Burnout Inventory - Student Survey* (MBI-SS), in the version for university students, will be administered. This will be integrated with the *PERMA Profiler* by Butler and Kern (2016), which evaluates the dimensions of well-being according to Seligman's model.

For the qualitative component, students' interactions with the narratological tutor will be analysed through text analysis techniques to evaluate the evolution of thematic and emotional patterns during the formative path and to assess the quality of the scaffolding offered by the system. It is hypothesized that the support of the narratological tutor positively influences specific dimensions of reflective competence, such as narrative depth and reflective

complexity. These two dimensions are indicated in literature as those most differentiated among individuals with different levels of reflective experience (Zeichner & Liston, 1987; Schön, 1987) and as the most difficult to develop autonomously in the absence of external guidance. It is also hypothesized that the hybrid model produces positive differentiated effects for students who, at the pre-test, show lower levels of narrative and reflective competence: the support of the narratological tutor should activate a compensatory scaffolding that reduces initial differences among participants, making the training path more equitable and inclusive. From a longitudinal perspective, an assessment conducted one year after the conclusion of the training pathway aims to verify whether the effects of the hybrid model – in particular, the development of reflective competence and the solidification of professional identity – are sustained over time, and whether the treatment group participants developed an autonomous practice of reflective writing in the period following the laboratory. This longitudinal datum is particularly relevant because literature indicates that the effects of autobiographical paths are often more consistent over time, when the subject has had the opportunity to integrate the acquired awareness into their daily practice (Pennebaker & Smyth, 2016).

6. Conclusion

The formative autobiography laboratory constitutes a training device of specific value, not reducible to other curricular tools, due to its capacity to work simultaneously on cognitive, emotional, relational, and identity dimensions. From a cognitive perspective, the autobiographical laboratory promotes the development of what Mezirow (1991) calls the *critical reflection on assumptions*: the capacity to bring to the surface and question implicit assumptions, deep-seated beliefs, and unexamined expectations that guide professional behaviour without ever having been deliberately chosen. In the case of future teachers, these implicit premises typically concern the nature of the teacher's role, expectations toward students, conceptions of learning and intelligence, and the way the relationship between authority and care is conceived in the educational context. Bringing these premises to light is the necessary condition to evaluate them critically and, where necessary, transform them. At the emotional level, the laboratory offers a rare and precious space for processing emotions tied to professional choice and the identity of the future teacher. Literature has documented how deeply emotions are constitutive of teachers' professional identity (Hargreaves, 2001; Zembylas, 2003). Within the experience of the autobiographical laboratory, self-narration

is necessarily an emotional act, and the protected context of the group fosters the expression and processing of emotions that would hardly find room in other university training contexts. Regarding the relational dimension, the laboratory facilitates experiential learning processes enhanced by collaboration and mutual support. Research on the topic has shown that building support networks among colleagues is one of the main protective factors against burnout (Hargreaves, 2001): a laboratory that helps future teachers experience trust, reciprocity, and recognition as concrete resources contributes to forming professionals who are more capable of building and maintaining these networks in the workplace.

A theme that emerges prominently from the examined literature, and which the formative autobiography laboratory directly addresses, is the deep connection between personal identity and professional identity in teachers. Nias (1989) already showed in her pioneering studies that teachers bring themselves into their work more pervasively than occurs in many other professions: the person and the professional are inseparable. This interpenetration is simultaneously a resource, allowing an authentic presence and genuine investment in the educational relationship, and a vulnerability, making teacher particularly exposed to the narcissistic wounds and emotional exhaustion that the educational relationship can produce. The autobiographical laboratory works explicitly on this connection. By reconstructing their training path, analysing their mentors, and projecting themselves into the professional future, students are not carrying out a purely professional exercise: they are working on their identity in a deep sense, integrating personal and professional dimensions into a coherent narrative that returns them to themselves as complex subjects capable of evolving. This integration has effects extending far beyond the university training path: teachers with an integrated and narratively robust identity are more self-confident, more capable of navigating difficult situations, and more resilient in the face of inevitable career crises (Day et al., 2006; Liu et al., 2022). The integration of the AI-based narratological tutor into the biographical writing path represents a pedagogically motivated response to a real challenge: how to ensure reflective continuity and individualized support in the time and space separating the laboratory's in-person meetings, without sacrificing the quality and depth of the narrative process. The proposal places itself within an emerging line of research exploring the potential of AI as a tool to support professional reflexivity in educational contexts. Demir (2025) offered the first empirical evidence that this integration is not only technically possible but

pedagogically effective, at least for specific aspects of the well-being and reflexivity of future teachers. The narratological tutor is not a substitute for the expert human facilitator, nor can it replicate the richness of group intersubjectivity. It is, precisely, a personalized and available tool operating in a space – that of private domestic writing – which the human facilitator cannot oversee. In this limited, circumscribed, and clearly defined framework, the narratological tutor serves as a valuable ally in fostering long-term professional self-awareness.

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