# An Autoethnographic Intervention to Improve Own Teaching Practices and Student Learning: An Innovative Approach

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This paper explores the concept of autoethnographic intervention as a tool for improving teaching practices and student learning. It involves conducting self-reflection and introspection to gain insights and make targeted improvements in teaching. Autoethnographic intervention is an extension of the autoethnographic method (Douglas & Carless, 2013; Ellis & Bochner, 2000; Reed-Danahay, 2021), specifically focusing on the implications for one's own professional development. It emphasises the journey of improving one's own teaching practices, tackling challenges, and striving for a deeper understanding of how to engage pre-service teachers (PSTs) effectively. The use of different approaches, such as writing reflections, seeking feedback, and engaging in discussions with colleagues, allows for a comprehensive exploration of teaching experiences. This paper explores three snapshots of the autoethnographic intervention in teaching practices to illustrate the implementation of this innovative approach in the context of teaching primary mathematics.

The first snapshot discusses the use of a "CONTINUE, STOP, and START Doing" survey as a reflective practice tool. The survey, administered anonymously to PSTs, allows the teacher-educator to strike a balance between their expectations and the expectations of the students. The feedback received from the survey helps identify areas for improvement, such as segmenting recorded lectures, adjusting quiz formats, and providing breaks during tutorials. Self-reflection plays a crucial role in interpreting the survey results and understanding how to improve teaching practices to enhance PSTs' learning experiences. The second snapshot focuses on the benefits of recorded lectures, especially in the context of remote teaching due to COVID-19. The autoethnographic intervention prompts the educator to consider the impact of their teaching on PSTs' learning. To address challenges in online teaching, the educator meticulously scripts their talks, pays attention to grammar, and prepares multiple representations of mathematical concepts. This process not only improves communication skills and content pedagogical knowledge but also results in positive feedback from PSTs. The autoethnographic intervention proves effective in transforming dissatisfaction into satisfaction in subsequent teaching sessions. The third snapshot highlights the use of data to improve learning outcomes. Recognising the cultural differences between the educator and PSTs, the autoethnographic intervention prompts the exploration of strategies to engage students who may have missed pre-recorded lectures. By involving students in a workshop activity and collecting data about the pre-recorded lectures using a pictorial graph, the educator facilitates discussions and enhances understanding among PSTs. This approach creates an open and safe space for learning and encourages reflection on pedagogical strategies.

## References

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