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## Special Track 6

# Online Faculty Development: Next Steps for Practice and Future Research

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# Autoethnography and faculty development: reflections from a co-teaching experience

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## 1 Introduction

Autoethnography is a widely used approach in qualitative educational research that focuses on the process of teacher professional identity formation and development [1] [2] [3]. Autoethnography extends beyond self study, but it applies to “the space between the self and practice” [2, p.2]; besides it is not limited to self-narrative in terms of data gathering and analysis techniques giving the right value to the self (e.g. to the teacher reflections) and others (e.g. to any other actors within the situatedness of the teacher in relation to them). Austin and Hickey [4] see autoethnography as “a very powerful ‘method’ of provoking the type of *conscientisation* necessary for authentic community engagement and commitment espoused by critical pedagogues” [4, p.371] which reveals of paramount importance to allow “the social transformative potential of teachers to actuality” (ivi).

Actuality, in nowadays teaching, cannot ignore the changes which affected the context and the actors of the teaching/learning process due to the emergency period experienced in the last two years where the “climate of layered and complex diversity” [2, p.2], which normally characterize students and the group class, has become even more demanding in terms of class management and learning needs. The present contribution explores how a co-teaching workshop took advantage of autoethnography as a reflective method to enrich the interdisciplinary relationship between the two involved professors and their mutual growing nurturing in terms of instructional design and teaching practices.

## 2 Co/autoethnography in a blended context

A co/autoethnography enables an enhanced reflection process due to the needed active negotiation of design models and teaching practices that allow the enaction of a “cultural” experience which clearly expresses in the generation of discourses between the different actors: the two professors and the students in the educational/didactical relationship they develop in a blended setting (partly online and in face-to-face contexts).

In the last two academic years a joint workshop was organized within the courses of “Educational Technology” and “Intercultural Pedagogy”, run in the first semester of the third year of the degree course in the professional socio-pedagogical educator curriculum (University of Macerata, Italy) [5]. The project-based workshop had a



hands-on approach and is to be meant as a “cluster” within the two different parallel courses [6]. It was developed with the objective to engage students (both online and in the face-to-face teaching context) in an interdisciplinary group-work whose core tasks and performance required a reflection on both subject-matters and the connotation of their entanglement on a theoretical and practical dimension.

Even though the workshop was integral part of the course was not mandatory and students had the chance to shift from online and face-to-face environments and interaction modalities.

Source (table 1) were teachers, students (2020/2021: no.36; 2021/2022: no.38) and pedagogic data (e.g. students’ artefacts) [7] and were analysed with the aim of disclosing trajectories of faculty development triggered in the different outcomes of the reflective practice. Among the final results there is a specific focus on the importance of teaching as a way of activating possibilities for students and teachers to exist as subjects [8] in the framework of a critical pedagogical practice [9].

**Table 1.** Overview of data types and collection.

Timing	Type	Description
Data collected during the first and second co-teaching workshop (November-December 2020 and November-December 2021)	Students’ artefacts	Teaching plan Grid of analysis presentation
	Field notes	Teachers’ observations during the workshop and the final student presentations;
	Trace data	Students’ requests via email and online written interactions in collaborative environments as part of the workshop activity; Students’ comments and peer assessment during the final presentation (audio and/or video recorded).
Data collected after the first co-teaching workshop (March-April 2021)	Academic writing	Published academic paper about the co-teaching experience in terms of methods applied.
Data collected after the second co-teaching workshop (April-May 2022)	Academic writing	In-progress academic writing about the co-teaching experience in terms of faculty development.
	Semi-structured interviews	Video recorded interviews with a sample of students.
	Faculty reflections	Written notes and comments on the interviews.

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