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Nota di contenuto	Acknowledgements -- List of Figures -- Writing Academic Autoethnographies: Imagination, Serendipity and Creative Interactions -- A Tinker's Quest: Embarking on an Autoethnographic Journey in Learning "Doctoralness" -- Conversations and the Cultivation of Self-Understanding -- Creative Self-Awareness: Conversations, Reflections and Realisations -- Curating an Exhibition in a University Setting: An Autoethnographic Study of an Autoethnographic Work -- My Mother, My Mentor: Valuing My Mother's Educational Influence -- From Exclusion through Inclusion to Being in My Element: Becoming a Higher Education Teacher across the Apartheid–Democratic Interface -- Transforming Ideas of Research, Practice and Professional Development in a Faculty of Education: An Autoethnographic Study -- The (In)Visible Gay in Academic Leadership: Implications for Reimagining Inclusion and Transformation in South Africa -- Informal Conceptual Mediation of Experience in Higher Education -- Subject to Interpretation: Autoethnography and the Ethics of Writing about the Embodied Self -- Autoethnography as a Wide-Angle Lens on Looking (Inward and Outward): What Difference Can This Make to Our Teaching? -- Contributors -- Index. .
Sommario/riassunto	Academic Autoethnographies: Inside Teaching in Higher Education invites readers to experience autoethnography as a challenging, complex, and creative research methodology that can produce

personally, professionally, and socially useful understandings of teaching and researching in higher education. The peer-reviewed chapters offer innovative and perspicacious explorations of interrelationships between personal autobiographies, lived educational experiences, and wider social and cultural concerns, across diverse disciplines and university contexts. This edited book is distinctive within the existing body of autoethnographic scholarship in that the original research presented has been done in relation to predominantly South African university settings. This research is complemented by contributions from Canadian and Swedish scholars. The sociocultural, educational, and methodological insights communicated in this book will be valuable for specialists in the field of higher education and to those in other academic domains who are interested in self-reflexive, transformative, and creative research methodologies and methods. “This book illuminates how autoethnography can engage authors and researchers from varied epistemological backgrounds in a reflexive multilogue about who they are and what they do. The creative representations of the lived experience of doing autoethnography sets the book apart both methodologically and theoretically, revealing how rigor and critical distance can serve to position autoethnography not only as a personal self-development tool but a tradition and method in its own right.” – Hyleen Mariaye, Associate Professor, Mauritius Institute of Education, Mauritius “This compelling book foregrounds autoethnography as an innovative and creative research methodology to generate reflexive sociological understandings of teaching and researching across disciplines in higher education. Rich, evocative and authentic accounts reveal unique possibilities for the transformation of teaching, learning and research at personal, professional and socio-cultural levels.” – Nithi Muthukrishna, Professor Emerita, University of KwaZulu-Natal, South Africa .
