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**Call for Papers: Edited Special Edition
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Academic autoethnographies: Becoming and being a teacher in diverse higher education settings

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“Neither the life of an individual nor the history of a society can be understood without understanding both.” – C. Wright Mills (1959, p. 3)

Autoethnography is a self-reflexive research genre that combines elements of autobiography and ethnography. The focus is on understanding wider socio-cultural and political contexts and meanings through the autobiographical ‘self’. Autoethnography is concerned with producing creatively written, detailed, local and evocative first person accounts of the relationship between personal autobiography and culture (Chang, 2008; Grant, Short & Turner, 2013). While Simon considers autoethnography as a methodological starting point for researching writing from within practice relationships to encourage in-depth description of personal experience, Ellis, Adams and Bochner (2010) highlight the weaving of reflexivity throughout the process and content of autoethnographic writing.

Academic autoethnographies: Becoming and/or being a teacher in diverse higher education settings draws on a contemporary concern with writing autoethnographically to invite others into a privileged and otherwise unexposed view of the inner and outer workings of the life of a higher education teacher (Simon, 2013, Ellis, 2004). The themed issue will foreground higher education teaching through narratives of the academic self. Each article will offer an autoethnographic portrayal of becoming and/or being a teacher in a variety of higher education settings. The narratives will recount life-changing, intellectual and emotional experiences and insights gleaned over different socio-political eras in South Africa and internationally. Focusing specifically on academics’ lived perspectives through creative methods such as metaphor drawings, artefact retrieval, self-interviews, collage inquiry and self-observation will generate a textured, entangled understanding of the academic self.

As editors, we seek to push the boundaries of autoethnography as a non-traditional methodology within research on higher education. This special issue will raise debates about the potential of autoethnography for facilitating cultural understandings of the academic self and others, its transformative agenda for researchers and readers, as well as its potential to bring about new learnings through the recognition and healing of social, political and historical scars.

References

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- Ellis, C., Adams, T.E. & Bochner, A.P. (2010). Autoethnography: An overview. *Forum: Qualitative Social Research*, 12(1).
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- Mills, C. W. (1959). *The sociological imagination*. London; Oxford; New York: Oxford University Press.
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DEADLINES:

- **Abstracts (350 words) are due on 6 February 2015.**

These abstracts should communicate:

- the main purpose of the research
- the research context
- methodology and methods
- key findings
- major conclusions and implications

Abstracts, together with the article title, author names and contact details, should be submitted as an email attachment to: joe@ukzn.ac.za

- Invitations will be sent to selected authors by the 6 March 2015, requesting **full manuscripts by 7 May 2015** to be submitted to: joe@ukzn.ac.za
- Potential authors should consult the Journal of Education (<http://joe.ukzn.ac.za/notes.aspx>) for style guide information