



Auto-pedagography: Auto-ethnography of meaningful learning stories

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Abstract

The paper presents auto-pedagography. Auto-pedagography is an auto-ethnography study, which combines auto-writing and auto-analyzing of meaningful learning's stories from the writer's childhood and adolescence. The analysis of the stories expose accumulated pedagogical effects. It creates a picture which reflects sources of inspiration for pedagogical thinking and doing. Such study enables one to experience authentic, introspective and reflective meta-cognitive process which can be exercised by tutors, teachers and educators, in order to foster their professional identity and practical knowledge. The process has also a potential to increase the awareness of pedagogical actions, which may help teachers to enable their students to experience more meaningful learning. Analyzing my stories, some strategies for meaningful learning, were recognized by me: leadership modeling, imagination arousing, invitation for self-discovering, exposing to phenomena which lead one to wonder, making surprises, expansion of meanings, making the familiar unfamiliar, experiencing by using all senses and meetings with special peoples, places and events.