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Instructional Intelligence in Improving Learning Environment: Where Does the Practicing Teacher as an Auto-Ethnographic Researcher Stand?

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Abstract

Pre-service teachers, instructors and trainers learn about cutting edge, student-centered teaching practices through their undergraduate studies in order to improve their professional teaching practice after entering the field of education. But I discovered that many of them were not putting their new knowledge into practice. They appear to only use the traditional (teacher-centered) method of instruction and learning in their classes. In order to research this topic, I created a arts-based critical auto/ethnographic technique through which I was able to deeply engage in critical reflection on my prior teaching experiences and develop a critical understanding of them. This approach draws on three main paradigms Interpretivism (the world as it is), Criticalism (how the world should be?), Postmodernism (how the world may be?). Three of my former coworkers who are currently teachers and trainers participated with me to conduct focused, structured interviews. To inform their thinking of innovative teaching practices, they must adopt a critical constructivist epistemology rather than a prescriptive method of instruction. This epistemology opens up a range of options for considering important factors, including the teaching framework, the philosophy of instruction and acquisition, and individual epistemologies, which have an effect on their professional career.

Key words: post-modernism, auto-ethnographic inquiry, epistemology, professional career

Introduction

Epistemology deals with the questions of what and how we might know about reality (Willis, 2007). I began to think that the primary cause of people don't use creative techniques is because it doesn't really worry them.

Another reason is connected to how prospective instructors perceive and conceptualize the classroom culture. What do they believe their roles as teachers and those of their pupils are during class time?

Why do they perceive their responsibilities in this manner? What do training and learning entail for them as well? what, or do they think about education and



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learning generally? What do they believe the objectives of education to be? These were the key issues I had, and that's how the concept for this study was developed.

Auto Ethnographic Inquiry

I created a critical auto-ethnography as my research approach in order to carry out my study. As this methodology adopts a different epistemological stance, I could think critically, evaluate my own prior experiences in both education and learning. With the use of this study style, I became the main subject of interest rather than other people. I therefore started to similarly phrased inquiries of myself as I had of potential teachers. Instead of "they," I switched the subject to "I". I shifted my attention to my own professional activities, with an emphasis on my own development as a pre-service student, my opinion about teaching, learning, classroom culture and my experiences as a trainer.

Research Questions

1. What is the role of instructional intelligence in improving learning environment for a practicing teacher?
2. What changes can I feel in effectiveness of my instruction by incorporating Instructional intelligence in my classroom teaching?

My chosen paradigms for this study

After doing a thorough review of the literature and giving it some thought, I choose to use a multi paradigmatic approach in my research that is known as "critical-interpretive postmodernism" (Denzin & Lincoln, 2011). Now I'll discuss my chosen paradigms and the reasons for electing them.

Interpretivists and positivists contend that in order to comprehend social action, we must:

explore the motivations and implications of the action for individuals (Abbott, 2010).

According to Collins (2010), interpretivism is linked to the philosophical view poinidealism and is employed to combine many strategies, such as social, hermeneutics, phenomenology, and constructionism are methods that disagree with the objectivist the idea that meaning exists in the universe without reference to consciousness (p. 38).

Additionally, interpretivist studies frequently emphasize meaning and may make use of many strategies to reflect several facets of the problem (Dudovisky, 2017). In my research would greatly benefit from this interpretivism component as I aim to apply several a method in my research. The reality, according to interpretivists, is multiple and relative (Hudson) (et al., 1988). According to Guba and Lincoln (1989), several realities are dependent on one another, meaning-based systems. The learned information is "socially created rather than objective", "objectively determined and perceived" (Carson et al., 2001, p.)

Can I Impact My Teachers' Perspectives

The readiness to alter the aforementioned situation serves as an illustration of my training and attempts to realize my goal of modifying my teachers' unfavorable perceptions of instructional strategies. I went to school with the belief and ingrained belief that teachers are just wasting our time and that



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training is dull and uninteresting, therefore I was willing to try to modify this belief. I thought that if teachers were at ease in the classroom, they may work well. I also believed that if pupils liked their teacher, they might also enjoy the subject they were being taught. By the way, I should mention that I didn't just have a bad opinion of classes; instead, it was the result of my exposure to them while I was studying at PITE College. I have encountered and observed a lot of folks that are skeptical about learning new things. Many individuals, especially instructors, find creative approaches tedious, uninteresting, and often even unpleasant (Heiede, 1996). As a result, I focused on trying to reverse the bad picture of classroom culture by making the classroom as engaging and interesting as I could. This is the typical response of an eager teacher, which I thought myself to be. I tried to do something fresh that the pupils had never seen in my teaching to avoid becoming 'boring' and conventional. As a result, I put what I had learned throughout my undergraduate studies into practice by "using" the collaborative learning approach. I occasionally held competitions among my pupils because I felt that it would be beneficial for both me and them. My kids appreciated that they were "learning" by taking part in a novel classroom activity. In addition, I included technology into my instruction by using the PowerPoint program. I recall CEO Bella RAZA JAMEEL's unexpected visit. I had invited the teachers and principal to my lesson, and in response, she sent recordings and photographs of my classroom to the education minister so they could see how I used activities in the classroom. I don't want to sound biased, but I found it fascinating. The pupils, the principal of the school, the CEO, and I all expressed happiness about it. I was also driven to consider different strategies that would make students more comfortable since I was worried about changing their unfavorable perception of the classroom, such as providing rewards, telling jokes, playing games, and being pleasant with them.

In YOUR opinion? Are you of the same opinion about trainings? Do you believe that instructors and students generally have a poor perception of teaching? The same sense that I had was shared by my research subjects, and as a result, they made an effort to give their students a favorable picture of the classroom. The following quotes from our conversation provide an illustration of their perspectives on the classroom and provide examples of what they were doing.

SANA: "What do you think about the training experience?"

Javed: "Everyone dislikes these pointless, boring trainings." (interview, 7/12/2021).

Ami: "I only enjoy how we teach." (interview, 8/12/2021).

SANA: "Did you take action to address this situation?"

NIDA: "Indeed, I did. On one day, I instructed [teachers] in the upper level of their classroom. On a different occasion, I led them down to the "resources room" upstairs. I arranged the class into groups on some days."

As you can see, my study participants and I shared the same opinions on the bad perception of training, and we both attempted to address it. And this demonstrates that we teachers assumed accountability for our students. We were inspired and encouraged to act by the Passion, and we did so. We desired for our kids to enjoy their education. We wished for them to have a more favorable perception of teaching. We wanted them to have the impression that is not monotonous. Additionally, this disproves beliefs that teachers are not concerned enough with their pupils' "learning" and are not interested in "improving" their



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teaching methods. We took the actions we did because we wanted to get better and were eager and willing to transform the educational environment. We did what we could to alter the culture of the classroom's typical atmosphere from one that was dreary and anxiety-inducing to one that was uninteresting and cheerful. In conducting this research, I came to see that the things my research subjects and I performed may be viewed as excellent attempts to change. Unfortunately, according to research, a lot of kids have negative attitudes and thoughts about school, which could make them uneasy in class and possibly affect their performance (Taylor & Brooks, 1986; Post, 1992),

Classroom environment

Every table, chair, and place has a specific function, and she has set up her classroom so that she may move around freely. For individual work, she provided her students with moveable seating, and there is even a reading nook in the room. To maintain a positive and motivated environment in the classroom, the teacher has various motivational posters displayed around.

Instruction

Every day she engages in conversation with her students and asks them questions. Using instructional intelligence, she engages her pupils in the learning process. She conducts learning evaluations involving and evaluating students on interactive whiteboards. She has the ability to use flashcards to deliver lectures and conduct exams. As well as giving comments, she customizes her lessons to the needs of the students.

Professional Responsibilities

Participation of Skilled Educators

Attend sporting events and concerts while serving as a team captain, play director, member of the positive teacher committee, or advisor to the student council.

talking to parents about arriving on time for meetings and timely submitting grades to the school ETC

The Teachable Moments

Education professionals can enhance their performance and develop as teachers by reflecting on their work. Teachers need to be conscious of both the pupils and the student who might not understand the lesson. In order to know what worked and what didn't when delivering the subject again, it is crucial to include a reflection in the lesson plan. Maintaining and keeping records is crucial so that teachers may examine the development of their students. In order to build relationships with teachers and prevent parents from feeling excluded from their children's education, it is crucial to communicate and interact with families. Education professionals can enhance their performance and develop as teachers by reflecting on their work. Teachers need to be conscious of both the pupils and the student who might not understand the lesson. In order to know what worked and what didn't when delivering the subject again, it is crucial to include a reflection in the lesson plan. Maintaining and keeping records is crucial so that teachers may examine the development of their students. In order to build relationships with teachers and prevent parents from feeling excluded from their



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The power of objectivism

Due to the methodology's use of my own experience, I was the research as I was conducting it. So, as I discussed I talked about myself, my experiences, my values, and my ideas about education as part of my research. In addition, I felt obliged to engage in and take part in talks with people frequently due to my intimate connection to the research, especially those who had an interest in education or were in the field, such teachers, trainers. In addition, my friends have frequently asked me about my research process because it is unusual to them. Sometimes the inquiries related to my research topic, other times to the methods. My interactions were never simple, though. They helped me understand the breadth of absolutist (objectivist) epistemology in society more and more. Here are a few illustrations: It so occurred that I was questioned regarding the main issue with schooling. And when I asserted that one of the key issues may be how we instruct our pupils, we face in our classroom culture, When I highlighted how we as teachers have shifted our focus away from developing students' reasoning, awareness, and other cognitive abilities in favor of merely conveying curriculum knowledge, the response was typically something along the lines of, "However, the teacher is responsible for performing this duty. As I was talking about "technical interest" and how it constrained the values of teaching and learning, a similar circumstance arose. This led to the question, "Does this mean we do not need the technical interest?" I thus made an effort to comprehend the reasoning behind the remarks and responses.. I didn't mean to imply that the role of the teacher in conveying the "content" of our educational system should be disregarded. Furthermore, I didn't imply that when determining the "interests" that influence the culture of our classroom, the "technical interest" was no longer significant or was to be disregarded. It is without a doubt believed that "technical interest" is a vital component of modern social reality. as well as a requirement for education (Taylor & Campbell-Williams, 1993). I had concerns about the overused "technical interest" and its application, predominance in the educational system, as well as criticizing the teacher's position as being restricted to merely delivering content. But why do those remarks imply that I advocated for the removal of the teacher's? What is the conventional function of communication and what is the crucial function of technical curricular interest? There may be a variety of causes, in my opinion, but one of them is my friends' deeply ingrained absolutist viewpoints, which regard everything as A choice between black and white, yes or no, or between something to keep or throw away. As a result, when I challenged or critiqued something, it appeared to be completely rejected, and when I recommended something, it seemed to be completely replaced. Absolutists usually generalize any term due to the way they think. I concur that the clarity and simplicity of absolutist philosophy make it appealing. It creates a sense of security since it is clear and uncomplicated. But, as I shall explain below, when They talk, it poses a problem for non-objectivists.

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