William Hall* (w.hall@wsu.edu) and Ashley Whitehead. Using autoethnographies in qualitative research concerning the evolution of preservice mathematics teachers’ professional identity.

We report on one case, Krista’s, experiences leading up to and during a regional mathematics education conference, and how these experiences affected the evolution of her identity as a preservice teacher of mathematics. Reflections on the conference, focus group data, and autoethnographies written by the students were collected. Autoethnographies are simultaneously a research method and a product in which individuals analyze their own experiences in light of academic research on a given social group, in this case, teachers of mathematics. Here, we present our analysis with the overall goal of discussing the issues/strengths of using autoethnographies as a research methodology in mathematics education. We will also present our findings regarding using Krista’s experiences to help recreate similar conference experiences for other preservice teachers as hers was a transformative one. (Received September 16, 2019)