

Appendix A

Below are the prompts for all the different stages of the investigation.

A. Weekly Reflective Journal Prompt:

“As a first stage of this project, we would like you to keep a reflective diary of your SEA-PHAGES instruction. Please use the provided journal to make your entries. In the later stages of this project, you will be returning to use these diary entries so please make sure that you can find them at a later date. In the diary we would like you to make the following two entries on a weekly basis:

1. **Noticeable Moments:** Please briefly describe any moment during your course time which caught your attention. A noticeable moment could be a comment made by a student, an event that happened in class, an unexpected outcome...etc. Basically, anything that surprised you or caught your attention during this week's work. Your description can be in note form but please provide enough detail so that you can remember what was involved in the specific event you are describing.

2. **Reflective Comments:** Please briefly reflect on the week that has passed. Consider your educational and research activities over the last week. What characterized your work in the SEA-PHAGES program this week? Do you have any observations or comments about your teaching or research in the SEA-PHAGES program? Please briefly in writing reflect on the past week in the SEA-PHAGES program.

Your weekly entries in the reflective journal will not be monitored or collected by the program. The diary is completely your own and you will have at all times have control over what you decide to share or not share with other members of this project. As such, please include all your honest self-reflections, comments or events which might occur. The role of the reflective diary is to help you with the next stage of this project in which you will write an integrative summary with a writing workshop setting.”

B. Autoethnographic Writing Workshop Prompts

“Individual Work: As a first stage in this writing workshop, I would like you to think carefully about your experiences as a SEA-PHAGES instructor over the last year. Please do not think in “general” terms about the experiences. But rather, I would like you to flip through your journal and choose three entries from your reflective teaching journal that either stand out to you as significant or are what you consider to be representative of your work as a SEA-PHAGES instructor. Please note the page (as you go through the journal) and also make a list on a separate document by giving this experience/journal entry a title.

Please look at your list of 3 experiences. For each experience, close your eyes for a moment and try to relive the experience as much as is possible. Once you have done this write out as much as you can in describing the experience. Address your feelings, thoughts and what you can see and did during this event. Don't worry about grammar and spelling. Just write continually for 5 minutes for each experience.

At the end of this process, you should have notes on three experiences that you consider either significant or representative of your work as a SEA-PHAGES instructor

Pair work: Introduce yourself to your partner. This part of the process needs to be done in two stages so please be cognizant of the time. The first partner should present their first chosen experience. Please describe it to your partner in as much detail as you can. The second partner should listen and ask any clarification questions that are necessary for you to get a good understanding of what is being described. As you listen please consider how you would have behaved, felt, responded, acted...etc. Please express any thoughts you have in relation to the experience being described. The role of the listener is to offer additional ways of seeing the professional experience being described. Comment on anything that seems interesting, strange worthy of comment ...etc. Go through all three experiences one after the other. Please write out notes on each of the

experiences, especially any observations that are beyond your own initial thoughts, Then, please move to the second partner and go through all three experiences

Autoethnographic Writing: After this session, please write out a full detailed description of each of the three experiences you have chosen to present. When you write out the description make sure that you provide full details about the experience including your feelings, thoughts, comments, and interactions. Please include any ideas and thoughts from your interaction with your partner. Any new ways of seeing this event and understanding your way of being are very important.

Please submit your 3 descriptions to the survey that will be sent to your email.”

C. Small Group Evaluation and Writing Prompts

“As a group, answer the following question: What is it that we share with other SEA instructors? List all the behaviors, knowledge, values, judgments and persona that you share with other faculty members. Try to get at what is the shared aspect of being a SEA-PHAGES instructor. Please create this list and description together as a group. Post your list and description to the link provided.”

D. Individual Identity Differentiation Writing Prompts

“Please look at the shared document you have just written and consider the points at which you diverge from this description. As an individual, answer the following question: In what ways do you diverge and conform to the description of the shared SEA-PHAGES faculty identity? Describe your professional identity and sense of belonging, acceptance, agency, identification beliefs and values. Please provide examples from your own experience of what it is like for you to be a SEA community member and instructor. Please write out your description of your professional identity on a word document and then upload it (or post it) into the link that will be provided for you”

E. Community Checking and Validation Prompts following Presented Analysis

“Do the VALUES, ROLES and SENSE of SELF specified in this analysis of shared professional identity make sense to you? Are there any VALUES, ROLES and SENSE of SELF that you consider part of your professional identity as a CRE instructor that should be added to this list? Are there any VALUES, ROLES and SENSE of SELF that you consider part of your professional identity as a CRE instructor that should be deleted from this list? What are your thoughts on the full model of professional identity? What would you like to add to this model? Any there any components that you think should be deleted from this model?”

F. Community Explication of the Manifestation of Inclusive Education in CRE Instruction

“Read each of the vignettes and discuss it together in terms of what features of shared professional identity come into play and how CRE instruction facilitates inclusive education. What is the instructor doing that facilitates an inclusive educational experience? What values, roles and sense of self come into play in this vignette?”