



Introduction:

This document outlines the reflective journaling prompts used as part of a Community of Practice (CoP) program to support first-time biology graduate Teaching Assistants (TAs). Four times during the semester in which you are teaching, you will reflect and write responses in an electronic journal to prompts that range from topics generally about your teaching and student interactions to topics specifically aligned with intercultural self-awareness development. You will read and react to each other's journal entries before a synchronous informal discussion designed to elaborate from the reflective prompts for that week.

Participant Instructions:

1. Write weekly reflections on your teaching each Friday (see prompts below).
2. Before each CoP meeting, review the reflections of the other participants and post a response on the pages of the other participants (write in a different font color or add a text box by clicking on their page and include your name).
3. Additional prompt for September reflection:
 - What virtual platforms have you been using that work well for you and your students?
 - What have been challenges?
4. Additional prompt for mid-October reflection:
 - Describe a successful strategy you have used that has helped with classroom management this semester and an area in which you would value advice.
 - Or describe a strategy you would like to try this semester.
5. Additional prompts for late October reflection:
 - How do you define "culture?"
 - In what way(s) do(es) your cultural identity(ies) affect how you approach teaching and interactions with students?
 - In what way(s) might student cultural identity(ies) affect their behaviors and learning in their courses?
6. Additional prompts for early November reflection:
 - Visit the Inclusive Teaching Guide here: https://lse.ascb.org/evidence-based-teaching-guides/inclusive-teaching/?_ga=2.119565327.684230250.1604323518-1418086574.1597014403
 - Read the high-level descriptions for the following area: Developing Self-Awareness, Developing Empathy, Classroom Climate, and Pedagogical Choices subareas (Fostering Sense of Belonging and Promoting Engagement and Self-Efficacy).
 - Pick one of the areas to explore more and reflect on after exploring the Inclusive Teaching Guide and their area of interest:
 - What are you doing currently in your teaching and interactions with students?
 - What is something new that you learned in the Inclusive Teaching Guide?

- What could you do differently in the future based on what you learned in the Inclusive Teaching Guide?

7. Additional prompts for late November reflection:

- Review the Purdue Academic Integrity website (or the academic integrity website assigned by your instructor): <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>
- What is the process that you should follow as a TA in your current course if you suspect student academic dishonesty?
- What questions do you have about what qualifies as academic dishonesty and your role in addressing it?