Stanovich, Keith. 2003. "The Fundamental Computational Biases of Human Cognition: Heuristics that (Sometimes) Impair Decision Making and Problem Solving." In *The Psychology of Problem Solving*, edited by Janet Davidson and Robert Sternberg, 291–342. Cambridge: Cambridge University Press.

Stebnicki, Marka. 2007. "Empathy Fatigue: Healing the Mind, Body, and Spirit of Professional Counselors." *American Journal of Psychiatric Rehabilitation* 10 (4): 317–38. https://doi.org/10.1080/15487760701680570.

Vasquez, Jessica M. 2005. "Ethnic Identity and Chicano Literature: How Ethnicity Affects Reading and Reading Affects Ethnic Consciousness." *Ethnic and Racial Studies* 28: 903–924. https://doi.org/10.1080/01419870500158927.

PART 2

Inclusive Pedagogy Applications

SECTION INTRODUCTION BY

Amelia Koford, *Texas Lutheran University*

Corinne Castro, *Rutgers University*

Christopher Bollinger, *Texas Lutheran University*

In part 1 of this book, the chapter authors examined a few different ways to understand, design, and facilitate inclusive pedagogy. Three of the many characteristics of inclusive pedagogy are *a willingness to be vulnerable*, *an expectation of continuous change,* and *a recognition of idiosyncrasy and context.* Leaning into the spirit of *a recognition of idiosyncrasy and context,* the three chapters of part 2 explore specific instructional modalities in their local settings. The chapter authors show you in vivid narrative detail how they learned what they learned and how they put that knowledge to work. These chapters delve not just into the negotiated relationships between and among educators, learners, content, and modalities, but also into the ways in which the learning is lived.

In chapter 4, Restorative Writing Pedagogy: Repairing Harm and Developing Agency in the Writing Classroom, Margaret Gonzales discusses her use of restorative writing pedagogy, an approach based on the practice and philosophy of restorative justice. She describes this approach as helping learners think differently about writing and about themselves as thinkers and communicators. Drawing from her time teaching Advanced Composition, Gonzales seeks to undo the harm caused by punitive models of writing instruction that traumatizes students, especially students of color, into believing that they were bad writers. Through the use of inclusive practices and Freirian critical pedagogy, Gonzales promotes spaces that help students to 1) locate and interrogate the root causes of the harm they experience; 2) reflect on how past harm informs their relationship with writing, teachers, and their approach to education in general; and 3) emerge as critical agents who feel empowered to write in, and value, their own voices. This chapter is relevant far beyond English classrooms, since its discussions of the way educators

frame, describe, and assess written assignments can apply to business plans, reflections, lab reports, or any other type of writing.

In chapter 5, Facing Life's Crises as an Educator: The Blind Leading the Sighted, psychology professor Tiffiny L. Sia discusses the connections between her personal story and her professional approach to motivating students. She shares her experience going from a sighted college freshman to a blind college professor. Sia provides a fresh set of ideas and strategies for educators thinking about how instructors and students alike can face life's curveballs, dips in motivation, and crises. She discusses catastrophic thinking, misconceptions, and mindset, demonstrating her commitment to the idea that instructors can impact students' lives in lasting and positive ways.

In chapter 6, Diversity, Equity, and Inclusion in Online Classrooms, instructional designer Rodrick Shao and librarian Amelia Koford discuss the intersection of inclusive teaching and online teaching. They share their story of being colleagues together at Texas Lutheran University, where Rodrick spent many years teaching often-resistant faculty about tools and strategies for online classrooms. This chapter will be of interest to anyone who has wondered about how to infuse online spaces with the vitality and warmth that characterize excellent face-to-face classrooms. Shao and Koford review the literature on the effectiveness of online learning for marginalized students, and draw on the Community of Inquiry framework, which frames the educational experience as an interaction between Teaching Presence, Social Presence and Cognitive Presence, to organize narratives and ideas from their professional experiences.

As you read these chapters, we invite you to consider how the authors were shaped by their own experiences as learners. How have your experiences shaped you? How can you leverage

these experiences to grow as an educator? Additional discussion questions for each chapter can be found at the Elon University Center for Engaged Learning's website.

CHAPTER 4

Restorative Writing Pedagogy

Repairing Harm and Developing Agency in the Writing Classroom

Margaret Gonzales, *Rosalind Franklin University of Medicine and Science*

INTRODUCTION

Each semester, the stories my students tell me about their writing experiences are not new. For the last ten years, the students in Advanced Composition have expressed their frustration and anger about the way they were taught to write, mainly in high school. They have been taught to perform writing for standardized tests and to think of test scores and GPAs as their greatest achievements. This focus on extrinsic rewards has, as they and I argue, alienated them from the many other purposes that writing can serve, including self-expression and critical thinking. Most of them believe that they are bad writers, unable to perform to the standards that their teachers have demanded of them. First-generation and minority students struggle the most with the sense of inferiority brought on by years of test-driven instruction. By the time they get to Advanced Composition in their junior or