



# IEC Associate Information



## Dr. Donna McGhie-Richmond

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**Dr. Donna McGhie-Richmond** is an Associate Professor in Educational Psychology and Leadership Studies (EPLS) in the Faculty of Education. Her teaching and research focus on teacher development and the intersection between teacher knowledge, beliefs, pedagogy, and student learning outcomes in inclusive classrooms. She has extensive teaching, clinical, and research experience using instructional and assistive technologies to *enable* student engagement, participation and achievement. She has particular expertise with students who have multiple and significant disabilities and who use assistive technology and augmentative and alternative ways of communicating. She is a strong proponent of Universal Design for Learning principles to support *all* student engagement and achievement. Donna was instrumental in designing and developing the online Professional Special Education Certificate and Diploma Programs in EPLS and teaches in the programs. She is a member of the Canadian Research Centre on Inclusive Education, Western University and a researcher on the federally funded *Beginning Teacher Study*.

**Interests:** Role of assistive and mobile technologies in teachers' instructional practice and student engagement and achievement; interrelationship among teacher epistemological beliefs, efficacy, and instructional practices and student learning outcomes; instructional practices supporting *all* learners

## Publications:

- Irvine, A., **McGhie-Richmond**, D., Loreman, T., Lupart, J., McGarva, R., & Craig, S. (2015). Social Sciences and Humanities Research Council of Canada-Funded research Briefs, Pembina Hills Regional District, AB. [Investigating Inclusive Education in Pembina Hills Regional Division No. 7 \(Alberta\)](#)
- [The Scholarship of Inclusive Education Podcast Series](#) (prepared by Dr. Tim Loreman)
- *Episode 12: Donna McGhie-Richmond on technology and inclusive education*
- Hook, D. & **McGhie-Richmond**, D. (2016). Expert Commentary in *Inclusive Education: Stories of success and hope in a Canadian context*. Calder Stegmann, K., & Aucoin, A. (Eds.). Newmarket, ON: Pearson Canada.
- Loreman, T., **McGhie-Richmond**, D., Crocker, C., Petryshyn, R., Konkin, Y., Mazin, D., Naida, Y., Kolopayevna, A. (2016, January). *A Canada-Ukraine collaborative initiative for introducing inclusive education for children with disabilities in Ukraine: Participant perspectives*. In. *School Effectiveness and School Improvement*, 27(1), 24-44.
- **McGhie-Richmond**, D., de Bruin, C. (2015). Tablets, tweets and talking text: The role of technology in inclusive pedagogy. In J. M. Deppeler, T. Loreman, and R.A. L. Smith (Eds.). *Inclusive Pedagogy Across the Curriculum: International Perspectives on Inclusive Education*, Volume 7, (pp. 211-234). Bingley, UK: Emerald Group Publishing.

- Loreman, T., **McGhie-Richmond**, D., Cizman, J., Lupart, J., Irvine, A., McGarva, R., Craig, S., Sharma, U. (2015, November). *A Canadian collaboration on inclusive education: Reflections on a six-year partnership*. *Desenvolve: Revista de Gestao do Unilasalle, Canoas*, 4(3), 33-52.
- Specht, J., **McGhie-Richmond**, D., Loreman, T., Mirenda, P., Bennett, S., Gallagher, T., Young, G., Metsala, J., Aylward, L., Katz, J., Lyons, W., Thompson, S., & Cloutier, S. (2015). *Teaching in inclusive classrooms: Efficacy and beliefs of Canadian preservice teachers*, *International Journal of Inclusive Education*, 20(1), 1-15.
- Waugh, M., **McGhie-Richmond**, D., & Anderson, J. O. (2015). *School context matters: Learning disabilities and U.S. adolescent support choices from Latino-majority communities*. *Journal of the International Association of Special Education*, 16, 58-67.
- Jordan, A., & **McGhie-Richmond**, D. (2014). Identifying effective teaching practices in inclusive classrooms. In C. Forlin & T. Loreman (Eds.) *Measuring Inclusive Education: International Perspectives on Inclusive Education*, Volume 3, (pp. 133-162). Bingley, UK: Emerald Group Publishing.
- **McGhie-Richmond**, D., & Howrey, K. (2014, January). Program planning and student diversity. In J. Andrews, & J. Lupart (Eds.), *Understanding and addressing student diversity in Canadian schools*, (pp. 248-292). Nelson Education Ltd./Cengage Learning.
- **McGhie-Richmond**, D., Irvine, J., Loreman, T., Cizman, J., & Lupart, J., (2013). *Teacher perspectives on inclusive education in rural Alberta, Canada*. *Canadian Journal of Education*, 36(2), 195-239.
- **McGhie-Richmond**, D., & Sung, A. (2013, January). Applying universal design for learning to instructional planning. *International Journal of Whole Schooling*, 9(1), 43-57.

**Consultation:** Assistive Technology (AT) & mobile technologies that support participation and achievement in inclusive classrooms; course design for online learning; application of teaching and learning frameworks and approaches (e.g., universal design for learning; differentiated instruction, response to intervention) in inclusive classrooms

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