



IEC Associate Information

Marie-Élaine Desmarais, Ph. D.
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Position:

Associate Professor, Faculty of Education, Université de Saint-Boniface, Winnipeg, MB

Short Bio



Marie-Élaine Desmarais has been an assistant professor at the Université de Saint-Boniface since August 2017. Her doctoral dissertation focused on the appropriation and implementation of Universal Design for Learning in a Quebec university context: better understanding the passage of a paradigm of normalization to a paradigm of denormalization. She holds a master's degree in education (profile with thesis) from the Université du Québec à Trois-Rivières (UQTR), a bachelor's degree in special education from the same institution as well as a bachelor's degree in psychology from Laval University. She has collaborated on various research projects at the Normand-Maurice Research Chair at UQTR on inclusion in childcare; the inclusion of students with learning disabilities in college and the contribution of assistive technologies to the success of these students; as well as the appropriation of the principles of universal design for learning in a university context. She was also a college remedial teacher for ten years. Her current research focuses on well-being at school and universal design for learning. She is a regular researcher and head of the Voices of Young People and Their Families team at the International Laboratory on Inclusive Education (LISIS). She is also a co-researcher in the research network on promoting research on well-being and success (RÉVERBÈRE).

Interests:

Inclusive education, Universal Design for Learning, Well-being in school, Denormalisation

Publications:

Desmarais, M.-É., Rousseau, N. et Stanké, B. (2018). *La pédagogie universelle : soutien à l'engagement d'une diversité d'élèves*. Dans S. Ouellet (dir.), *Soutenir le goût de l'école* (2e éd.). Presses de l'Université du Québec.

Desmarais, M.-É., Rousseau, N. et Stanké, B. (2020, sous-pressé). L'appropriation des principes de flexibilité de la pédagogie universelle : une étude de cas en contexte universitaire québécois, *Revue des sciences de l'éducation de McGill*,

Desmarais, M.-É., Rousseau, N. et Stanké, B. (2020, sous-presse). La mise en oeuvre des principes de la flexibilité de la pédagogie universelle: une étude de cas en contexte universitaire québécois, *Revue canadienne de l'éducation*,

Point, M. et **Desmarais, M.-É.** (2011). L'inclusion en service de garde au Québec : la situation d'une étape essentielle. *Revue Éducation et Francophonie*, 39(2), 71-86. Repéré à <https://www.erudit.org/fr/revues/ef/2011-v39-n2-ef05/1007728ar.pdf>

Sims, L. et **Desmarais, M.-É.** (2020). Planning to overcome perceived barriers : Environmental and sustainability education, inclusion, and accessibility. *International Journal of Higher Education and Sustainability (IJHES)*, 3(1), 1-17. <https://doi.org/10.1504/IJHES.2020.108611>

Consultation: Areas

1. Inclusive education
2. Universal Design for learning

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