

# Inclusive Education Canada

## *Associate Information*



## Dr. Laura Sokal

*Professor of Education,  
University of Winnipeg*

### Biography

An award-winning teacher, Laura has published over 75 peer-reviewed papers and 3 edited books. Aside from working in schools in Canada, as a Child Life Therapist at Children's Hospital, and as Associate Dean of Education, Laura has taught in five countries. She is active in several community groups and international associations related to inclusive practices. Laura enjoys learning with and from her students.

### Consultation

Her collaboration with the Canadian Mental Health Association, EdCan Network, and Manitoba schools led to a \$500,000 grant from the Province of Manitoba to offer mental health supports to education sector workers (see <https://careforallineducation.com>). Laura completed a ten-year term on the Board of Directors of New Directions (see <https://newdirections.mb.ca>). She is the North American steering committee member for the Consortium of Inclusive Teacher Education and Development (see <https://www.monash.edu/cited>)

### Contact

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### Interests

Teacher education; mental health in teachers; burnout; inclusion of teachers with disabilities; universal design for learning; social-emotional learning.

# Projects and Publications

- Sokal, L., Woloshyn, D., & Wilson, A. (2022). Investigating student teaching directors' definitions of "teacher" and paradigms of disability in Canadian teacher education programs. *Alberta Journal of Educational Research*, 16(1), 37-49.
- Sokal, L. & Babb, J., & Eblie Trudel, L. (In press). Demoralization as a form of teacher burnout. *McGill Journal of Education*.
- Sokal, L. & Sharma, U. (2022). Differential effects of face-to-face and remote delivery inclusive education courses on pre-service teachers' inclusive attitudes, efficacy, concerns, and intentions. *International Journal of Inclusive Education*. <https://www.tandfonline.com/doi/full/10.1080/13603116.2022.2046191>
- Babb, J., Sokal, L., Eblie Trudel, L. (In press). THIS IS US: Latent profile analysis of Canadian teachers' resilience and burnout during the COVID-19 pandemic. *Canadian Journal of Education*.
- Misera, S., Sokal, L., & Kimmelman, N. (2022). A cross-national study of the effects of education on pre-service teachers' attitudes, intentions, self-efficacy, and concerns about inclusive education. *Exceptionality Education International*, 31(1). <https://ojs.lib.uwo.ca/index.php/eei/index>
- Trudel, L. E., Sokal, L., & Babb, J. (2022). Transformational Leadership Approaches and Their Influence on Teacher Resilience During the COVID-19 Pandemic. *Journal of Organizational Psychology*, 22(1). <https://doi.org/10.33423/jop.v22i1.5019>
- Sokal, L. (February 2022). Using the right technology at the right time in the flipped classroom. *THE Campus*, Times Higher Education. <https://www.timeshighereducation.com/campus/using-right-technology-right-time-flipped-classroom>
- Bradford, B., Eblie Trudel, L., Katz, J., Sokal, L., & Loreman, T. (2021). Promising practices for preparing Canadian teachers for inclusive classrooms: Analysis with a transformative lens. *International Journal of Inclusive Education*. <https://www.tandfonline.com/doi/full/10.1080/13603116.2021.1882058>
- Sharma, U., Sokal, L., Wang, M., & Loreman, T. (2021). Measuring the use of inclusive practices among pre-service educators: A multi-national study. *Teaching and Teacher Education*, 107. <https://www.sciencedirect.com/science/article/pii/S0742051X21002316>
- Sharma, U. & Saland, S. (2021). *Oxford Encyclopedia of Inclusive and Special Education*. <https://oxfordre.com/education/page/inclusive-special>. I served as Associate Editor on this 100-chapter, 2-volume, 3-year project.
- Eblie Trudel, L., Sokal, L., & Babb, J. (2021). Teachers' voices: Pandemic lessons for the future of education. *Journal of Teaching and Learning*, 15(1), 4-19. <https://doi.org/10.22329/jtl.v15i1.6486>
- Eblie Trudel, L., Sokal, L., & Babb, J. (2021). Planning for teacher recovery from the COVID-19 pandemic: Adaptive regulation to promote resilience in teachers. *Interdisciplinary Education and Psychology*, 3(1) 1. [http://riverapublications.com/assets/files/pdf\\_files/planning-for-teacher-recovery-from-the-covid-19-pandemic-adaptive-regulation-to-promote-resilience.pdf](http://riverapublications.com/assets/files/pdf_files/planning-for-teacher-recovery-from-the-covid-19-pandemic-adaptive-regulation-to-promote-resilience.pdf)

# Projects and Publications (continued)

- Sokal, L. (2021). SAME STORM/ DIFFERENT BOAT: Understanding and Supporting Teacher Resilience in the Seven Oaks School Division. Seven Oaks Journal. [https://issuu.com/matt7oaks/docs/so\\_journal\\_edited\\_word\\_version\\_dec\\_2020\\_final](https://issuu.com/matt7oaks/docs/so_journal_edited_word_version_dec_2020_final)
- Sokal, L., Eblie Trudel, L., & Babb, J. (2021, Spring). Five Pathways to Supporting Teacher Resilience during COVID-19. Manitoba School Counsellor, 5-7
- Sokal, L., Eblie Trudel, L., & Babb, J. (2020). Canadian teachers' attitudes toward change and technology, efficacy, and burnout during the initial wave of the COVID-19 pandemic. International Journal of Educational Research- Open. <https://doi.org/10.1016/j.ijedro.2020.100016>
- Sokal, L., Eblie Trudel, L., & Babb, J. (2020). I've had it! Factors associated with burnout and low organizational commitment in Canadian teachers during the second wave of the COVID-19 Pandemic. International Journal of Educational Research- Open. <https://www.sciencedirect.com/science/article/pii/S2666374020300236>
- Sokal, L., Eblie Trudel, L., & Babb, J. (2020, Winter). Opportunity solving: Ordinary people doing extraordinary things, every day. Education Canada. <https://www.edcan.ca/articles/opportunity-solving/> This article was invited as a department article, and then elevated to the lead article for a three-volume series on teacher wellness.
- Sokal, L., Eblie Trudel, L., & Babb, J. (2020, Fall). It's okay to be okay too. Why calling out teachers' "toxic positivity" may backfire. Education Canada, 60(3). <https://www.edcan.ca/articles/its-ok-to-be-ok-too/>
- Sokal, L., Eblie Trudel, L., & Babb, J. (2020). COVID-19: Supporting teachers in times of change. <https://edcan.atavist.com/teacher-covid-survey> EdCan (formerly the Canadian Education Association) approached us to offer free infographics about our research.