

Professional profile

Ph.D. in Psychology (URL). Degree in Psychology (URL). Associate professor, FPCEE Blanquerna-URL. Member of the research group on Disability and Quality of Life: Educational Aspects (DISQUAVI) de la FPCEE Blanquerna-URL. The group is consolidated, with recognition and financing from the Government of Catalonia (SGR). Conducts research into inclusiveness on the university level and individual quality of life within the research group. Coordinator, Official Master in Psychopedagogy, FPCEE-Blanquerna-URL. Psychopedagogical consultant for primary and early childhood education centres.

Teaching experience

Professor in the Official Master in Psychopedagogy, FPCEE Blanquerna-URL. Professor of Education Studies at the same university. Collaborating professor, Official Master in Learning Disabilities and Language Disorders (UOC) and the Master's programme in Secondary School Teacher Training (UPF-UOC).

Research

Most significant research projects:

- Promoting social competence in children with developmental disorders in natural settings (early childhood and primary education). Financed by the Spanish Ministry of Economy and Competitiveness. R&D&I grant number: EDU2014-58452-R. Duration: 2015 to 2017.
- Training in curricular design for everyone (Psychology Group). Financed by Fundació ONCE. Duration: 2013 to 2014.
- Transcultural translation and adaptation for application in the university setting of materials on Universal Instructional Design (UID) from the University of Guelph in Canada. Financed by Fundació Jesús Serra and URL. Duration: 2011 to 2013.
- Access to the job market for Spanish students with disabilities. Detecting strengths and weaknesses when joining the regular job market. Financed by Fundació UNIVERSIA. Duration: 2009 to 2010.
- Guide for teaching activities for training in integration and equality of opportunity with regard to disability in technical education: universal access and universal design. Financed by the Spanish Ministry of Education and Science, National Programme for Studies and Analysis. Grant number: EA2008-106. Duration: 2008 to 2009.
- The European Higher Education Area and Attention to Diversity. Study of teachers' perceptions of the creation of inclusive classrooms. Financed by the Spanish Ministry of Education and Science, National Programme for Studies and Analysis. Grant number: EA2006-0069. Duration: 2006 to 2007.
- Students with disabilities in the university classroom: study on attention to diversity in university classrooms. Financed by the Spanish Ministry of Education and Science, National Programme for Studies and Analysis. Grant number: EA2005-0075. Duration: 2005 to 2006.

Most significant publications:

- Lombardi, A., Vukovic, B., & Sala-Bars, I. (2015). International Comparisons of Inclusive Instruction among College Faculty in Spain, Canada, and the United States. *Journal of Postsecondary Education and Disability*, 28(4), 447-460.
- Dalmau, M., Sala, I., & Llinares, M. (2015). Análisis de la formación universitaria recibida por los titulados universitarios españoles con discapacidad auditiva en la adquisición de las competencias profesionales. *Siglo Cero*, 43(3), 27-46.
- Sala, I., Sánchez, S., Giné, C., & Díez, E. (2014). Análisis de los distintos enfoques del paradigma del diseño universal aplicado a la educación. *Revista Latinoamericana de Educación Inclusiva*, 8(1), 143-152.
- Dalmau, M.; Llinares, M., & Sala, I. (2013). Formación universitaria e inserción laboral. Titulados españoles con discapacidad y competencias profesionalizadoras. *Revista Española de Discapacidad*, 1(2), 95-118.
- Ruiz, R., Solé, Ll., Echeita, G., Sala, I., & Datsira M. (2012). El principio del “Universal Design”. Concepto y desarrollos en la enseñanza superior. *Revista de Educación* (en prensa), 359.
- Dalmau, M., Llinares, M., & Sala, I. (2011). Percepción de los estudiantes universitarios españoles con discapacidad sobre los apoyos recibidos en su formación universitaria. A Román, J. M., Martín, M. A. I Valdivieso, J. D. (Comp.). *Educación, aprendizaje y desarrollo en una Sociedad multicultural* (6099-6111). Madrid: Ediciones de la Asociación Nacional de Psicología y Educación.
- Sala, I., i Castellana, M. (2007). Estudiantes con discapacidad en las aulas universitarias: Un reto para la educación superior. *FIAPAS*, 115, 27-30.
- Castellana, M., & Sala, I. (2006). *Estudiantes con discapacidad en la universidad: cómo atender esta diversidad en el aula*. Barcelona: Ed. Fundació Blanquerna Assistencial i de Serveis.
- Castellana, M., & Sala, I. (2006). La Universidad ante la diversidad en el aula. *Revista Aula Abierta*, 85, 85-105.
- Castellana, M., Sala, I., & Giné, C. (2006). Construint una universitat inclusiva: La importància dels recursos naturals o humans en les aules universitàries per atendre la diversitat. *Revista Suports*, 10(2), 82-90.
- Castellana, M., & Sala, I. (2006) La inclusión de los estudiantes con discapacidad en la universidad: Un reto para la universidad española en el nuevo espacio europeo de la educación superior. *Aloma*, 18, 209-229.
- Castellana, M., Farriols, N., & Sala, I. (2004). Universidad y Orientación: La demanda de ayuda del estudiante: situaciones, censos y relatos. *Educaweb.com*, 97.

Other distinctions

- Predoctoral grant from AGAUR for the completion of Ph.D. thesis.
- Member of the Scientific Committee of the Inclusive Barcelona International Congress, held by the Catalan Association of Psychopedagogy and Guidance Counselling (ACPO) (Barcelona, 2017).
- Peer reviewer for scientific journals: *Journal of Accessibility and Design for All*; *Aloma*.
- Member of the Catalan Association of Psychopedagogy and Guidance Counselling (ACPO).
- Visiting researcher: University of Guelphm Canada, with Dr. Richard Gorrie and Dr. Jaellayne Palmer (June 2011), and University of Oregon, USA in the department of Secondary Special Education and Transition (January-April 2012), with Dr. Allison Lomardi.