UNIVERSITY TEACHING AND INCLUSION DURING THE COVID-19 OUTBREAK: A PILOT STUDY IN ITALY

DIDATTICA UNIVERSITARIA E INCLUSIONE DURANTE LA PANDEMIA COVID-19: UNO STUDIO PILOTA IN ITALIA

Catia Giaconi
University of Macerata
catiagiaconi@gmail.com

Noemi Del Bianco
University of Macerata
n.delbianco@unimc.it

Ilaria D'Angelo
University of Macerata
i.dangelo@unimc.it

Aldo Caldarelli
University Niccolò Cusano
aldo.caldarelli@unimc.it

Simone Aperecida Capellini
UNESP Brasil
sacap@uol.com.br

Abstract:
The present paper starts with the analysis of the pedagogical movement called Student Voice (Cook-Sather, 2014) in the Italian context (Grion, 2017; D'Angelo *et al*., 2020), with the aim to identify strategies to implement inclusion at the University (Giaconi, 2015; D'Angelo, Del Bianco, 2019). In line with these premises, a research group in the Pedagogy and Special Didactics field, from the University of Macerata, has carried out a pilot study with University students with Disabilities and with Specific Learning Disorders (Giaconi, Capellini, 2015; Del Bianco, 2019), with the aim to understand if the online learning environment set up by the University was accessible or not and which didactic strategies favoured learning the most.
Specifically, the discussion will deepen how the Voices of all students can be recorded even during an emergency period, such as the COVID-19 outbreak, and how students' feedback can be the first step to start new cooperation in the implementation of educational paths, where dialogue and critical confrontation represent crucial elements to direct inclusive processes in the University environment.

Il presente lavoro prende avvio con l'analisi del movimento pedagogico denominato Student Voice (Cook-Sather, 2014) nel contesto italiano (Grion, 2017; D'Angelo et al., 2020), con l'obiettivo di identificare strategie per implementare l'inclusione universitaria (Giaconi, 2015; D'Angelo, Del Bianco, 2019). In linea con queste premesse, un gruppo di ricerca della Cattedra di Pedagogia e Didattica Speciale, dell'Università degli Studi di Macerata, ha condotto uno studio pilota con studenti universitari con Disabilità e Disturbi Specifici dell'Apprendimento (Giaconi, Capellini, 2015; Del Bianco, 2019) al fine di valutare se l'ambiente di apprendimento online predisposto dall'Ateneo sia accessibile o meno e quali strategie didattiche favoriscano maggiormente l'apprendimento.
Nello specifico, la discussione approfondirà come le Voci di tutti gli studenti possano essere rilevate anche durante un periodo di emergenza, come avvenuto per la pandemia da COVID-19, e come il

feedback degli studenti possa essere il primo passo per avviare una nuova collaborazione nella realizzazione di percorsi educativi, dove il dialogo e il confronto critico rappresentano elementi cruciali per orientare i processi inclusivi nell'ambiente universitario.

Keywords

Student Voice; University students with disabilities; University students with Specific Learning Disorders; Inclusion; Education, Technological devices.

Student Voice; Studenti universitari con disabilità; Studenti universitari con Disturbi Specifici di Apprendimento; Inclusione; Educazione; Dispositivi tecnologici.

1. Introduction

The growing number of students with disabilities enrolled in Italian universities (Giaconi *et al*., 2019; Rivera *et al*., 2019; Pino, Mortari, 2014) has led institutions to rethink more equitable forms of inclusion in line with international frameworks such as the UN Convention[1]. The university is, therefore, called to rethink its institutional task by incorporating in the evaluation of its teaching and organisational practices, parameters of accessibility, quality and equity (EASDEN, 2006; CNUDD, 2014; Agenda 2030 for Sustainable Development; European Disability Strategy 2010/2020) (Giaconi, Del Bianco, 2018; D'Angelo, Del Bianco, 2019).

Despite equal access opportunities and legislative protections aimed at guaranteeing the right to higher education for all, there are still numerous social and physical barriers (Pace, Pavone and Petrini, 2019; Giaconi *et al*., 2021; Agarwal *et al*., 2015) that persist in the academic lives of students with disabilities and with Specific Learning Disorders (SpLDs).

This translates into a qualitative decrease in educational success (Beardon *et al*., 2015) affecting the acquisition of skills, attitudes and competences that can be used in future life contexts, not least in the working world (Giaconi, 2015; Paviotti *et al*., 2021).

Starting from these considerations, several researches (Paviotti *et al*., 2021; D'Angelo, Del Bianco, 2019; Caldin, 2017; Pavone, 2015; de Anna, 2016) have been conducted in order to identify the factors that facilitate or hinder learning and belonging in the academic context, among these we note the area of studies within which the Student Voice movement is found (Pavone, 2018; Pace, Pavone, Petrini, 2018; Grion, 2017; Cook-Sather, 2014; Beardon, 2009).

Within this frame of reference, which we will look at in detail in the next section, it emerges how through co-researching, in which university students become "change-agents", traditional academic culture can open up to inclusive trajectories capable of responding to students' different functioning profiles (Blau, Shamir-Inbal, 2018; Read *et al.* 2001). However, the emergence of COVID-19 forced academic institutions to come up with emergency responses for the quick switch from in-person to distance learning, without being able to put into place sharing mechanisms with their students.

Indeed, the COVID-19 pandemic necessitated a rapid shift to remote instruction. This may have created particular challenges for students with disabilities or SpLDs (Kim, Fienup, 2021)

Despite the fact that e-learning allows for seamless services, critical issues may arise with regard to a number of factors, such as resources (bandwidth, technological devices, etc.) or technological competence. Access to online learning influences the acquisition of knowledge and skills required in the pursuit of an academic career. Therefore, monitoring of involvement

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[1] The Rights of People with Disabilities requires Universities to meet the needs of people with disabilities and focus on the central role of technologies in the promotion of inclusive contexts (United Nations 2006, Art. 4g, Art. 4h).

and attendance, as well as passing examinations, makes it possible for the effectiveness of the services and distance learning opportunities offered during the pandemic to be verified.

With this in mind, the University of Macerata prepared, in the midst of the pandemic, i.e. at the end of the first half of 2020, a study aimed at investigating the active or non-active participation of students with disabilities or SpLDs. In other words, it investigated whether or not the online learning environment provided by the university was accessible and which teaching strategies were most conducive to learning. The research was an opportunity to give a voice to university students with disabilities and SpLDs, allowing them to take a snapshot of how they perceived and experienced the facilities provided by the university, in order to revive the discussion on the critical issues of adapting distance learning to their needs.

2. The Student Voice and the COVID-19 outbreak

Founded in the 1990s in the international context, the Student Voice (SV) movement aims to enhance the active role of students in understanding and critically analysing the educational contexts they belong to (Grion, 2017; Cook-Sather, 2002).

To this end, specific occasions are conceived and designed in which students' "voices" are heard, recognised and legitimised as transformative elements of the learning context (Del Bianco *et al*., 2019).

The relevant literature shows that in the higher education environment, the concept of SV has had different interpretations (Cook-Sather 2014; Freeman, 2014).

If the first studies referred to the use of SV aimed at encouraging staff to reflect on the implications of their teaching (Parsell, 2000; Verill, 2007; Campbell *et al*., 2007) or as a simple contribution to the evaluation of the quality of academia (Freeman 2014; Tucker 2015), recently, SV refers to the active participation of students (Seale *et al*., 2015) in decision-making processes affecting the entire academic system (Cook-Sather, 2002; Seale, 2017; Blau, Shamir-Inbal, 2018).

In this sense, students are regarded as expert partners with expertise (Cook-Sather, 2002) who, for these reasons, are involved in pedagogical decisions about learning content and teaching methods (Dunne, Zandstra, 2011; Bovill *et al.*, 2011).

As awareness of the importance of the active involvement of all students, and therefore also of those with disabilities, has consolidated, the exclusive use of SV as mere *feedback* in order to move towards active modes of participatory involvement to support capacities for self-determination, self-advocacy (Del Bianco, 2019; D'Angelo *et al*., 2020) and self-awareness (Paviotti *et al*., 2021; Espada-Chavarria *et al*., 2020) has been abandoned.

In this perspective, the literature has resulted in the use of different qualitative methods that have given space to the voice of students with disabilities or SpLDs (Hurst, 1996; Moriña Díez, López; Kendall, 2016), to achieve forms of shared governance of university policies and services dedicated to them (Beardon *et al*., 2015). This has been decisive in terms of agency increase and the personal and social empowerment of the students involved (Del Bianco *et al*., 2019; Yair, 2008).

As mentioned above, the COVID-19 pandemic has presented unprecedented challenges for education systems around the world. The shift to remote learning has rapidly changed the higher education landscape, and has created an end to sharing governance with one's students. At the same time, research on Student Voice practices during COVID-19 has changed.

As reconstructed by Wilson and colleagues (2020) "the database on the first six months of higher education research during COVID-19 (Butler-Henderson *et al*., 2020a, 2020b) identifies limited student voice enabled studies to date" (Wilson *et al*., 2020, p. 3). The authors note that

of the 138 articles in the literature, only a few systematically involved students as partners in the research process (Crawford *et al*., 2020; Schuiteman *et al*., 2020).

Recognising the importance of involving students in the process of understanding and improving their academic experience during the pandemic, the Special Pedagogy research team at the University of Macerata decided to investigate the implications of online teaching for students with disabilities and SpLDs, in order to arrive at forms of shared planning in the following months, through discussion of the data collected.

3. Pilot study in Italy

Context

As highlighted in previous research (Giaconi, Del Bianco, 2018; D'Angelo, Del Bianco, 2019; Del Bianco *et al*., 2020) the University of Macerata, in line with the CNUDD guidelines[2], has implemented since 2017 the *Inclusion 3.0* project (Giaconi, Del Bianco, 2018) to support the regular Disability Services already active at the University of Macerata.

The *Inclusion 3.0* project seeks to implement educational and social strategies for University students with disabilities and with Specific Learning Disorders. Over time, the project contributed to the creation of pathways specifically for these students by promptly activating strategies even during the pandemic. For example, one of the aims of the *Inclusion 3.0* Project in the pre-lockdown period was to give voice to students with disabilities through promotion of the paths of self-representation, self-advocacy and self-awareness of people with disabilities, such as events to raise awareness and enhance inclusion at national and international levels (Giaconi *et al*., 2020; D'Angelo *et al*., 2020; Giaconi *et al*., 2021).

Another specific section of the project, provides analysis of the most appropriate technologies for study support and their application in specific workspaces through integrated systems of technologies capable of supporting all students in their academic career, especially those with disabilities or Specific Learning Disorders (SpLDs) (Del Bianco, 2019; Giaconi *et al*., 2018; Giaconi *et al*., 2020b).

During the pandemic, since physical places were no longer accessible, further strategies and technological solutions were adopted to allow individual students to access distance education, by applying flexible and tailored provisions as possible, to meet diverse study needs.

In the emergencies that have also led universities to rethink university teaching in online mode, support has also been provided for students with disabilities and SpLDs. With the following pilot study, we want to investigate the perceptions of university students with disabilities and SpLDs regarding the efficiency and effectiveness of these supports in order to proceed with the structuring of co-design actions that can guide subsequent months of distance learning.

The study is part of the survey of the activities of the Disability and SpLDs Service, which are carried out annually and are aimed at detecting any criticalities that may have emerged during the period in question in order to develop strategies and actions for improvement useful for rethinking and redesigning the services provided. In view of the suspension of in-person classes, the survey questionnaire for the 2019/2020 academic year was supplemented with specific questions concerning the perceptions of students with disabilities and SpLDs with regard to teaching and services provided online during the pandemic.

Method: Instruments and procedures

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We used a quantitative methodology for the survey. The research team prepared a structured questionnaire which, being aimed at people with disabilities and SpLDs, was created according to the methodological approaches envisaged in research with people with disabilities and SpLDs (Giaconi, 2015; Giaconi, Del Bianco, 2018a,b; Hogg and Langa, 2008; Stancliffe *et al.*, 2002). Specifically, the language and level of accessibility for reading was adapted. Therefore, accessibility and usability guidelines were applied and speech synthesis was provided for reading the questionnaire. Prior to the administration of the questionnaire, a pre-test phase was also carried out with students with disabilities and SpLDs, in order to assess the levels of accessibility and usability.

In terms of the structure of the questionnaire, it consists of 18 closed multiple-choice questions divided into four sections: Personal Data; Distance Learning (DL); Relationships (tutoring) and Self-evaluation.

The first opening section collects the students' personal data (gender, age, certification of SpLDs/disability, department of affiliation, degree course).

The second section concerns the DL, i.e. the frequency of online classes, the connection devices, the type of connection, the usefulness of the teaching strategies and services provided online, and the evaluation of the strengths and weaknesses of the work conducted online.

The third section focuses on the tutoring service and in particular on the relationship between the student with disabilities and the tutor. The last section explores levels of perceived self-efficacy and organisation during the university courses. The results presented here were processed using SPSS software on the basis of the frequency distributions of the individual variables. For the sake of economy, we will now present the data relating to the Personal Data section, in order to describe the sample of participants in the pilot study, and subsequently the data relating to the Distance Learning section (DL), which will be the subject of discussion due to their relevance to the topic we are dealing with.

Participants

The entire student population with disabilities (about 200) was involved in the survey. The questionnaire was administered through email dissemination by the Disability and SpLDs Service to all students followed by the latter: 116 university students with disabilities and SpLDs took part in the survey, of whom 78 were female (67.2%) and 38 male (32.8%). With regard to the distribution by age group, the highest percentages can be seen in the group up to 21 years of age (40.5%) and in the group from 22 to 24 years of age (19.8%), followed by the group from 25 to 27 years of age and from 41 to 50 years of age with 10.3% for both classes. However, if we look at the cumulative frequencies of the first three groups, i.e. considering respondents up to 27 years old, we obtain a percentage of 70.7% of the whole population of respondents. With regard to the certifications declared by the interviewees, the highest percentage is for SpLDs (39.7%) followed by invalidity (30.2%) and law 104/1992 (27.6%). These three response modes account for 97.5% of the certifications declared by respondents. The largest number of responding students is enrolled in a course in the Department of Education, Cultural Heritage and Tourism (47.4%) followed by students enrolled in the Department of Humanities (29.3%).

The following graph (Chart 1) shows the number of exams that students claim to have taken in the first semester of the 2020/2021 academic year. The 'modal' figure stands at 1 examination taken (19.8%). With the same percentage (19%), students report taking 2 exams and 3 exams. The 17.2% of students who stated that they had not taken any exams and the 15.5% who stated that they had taken 4 exams should be noted.
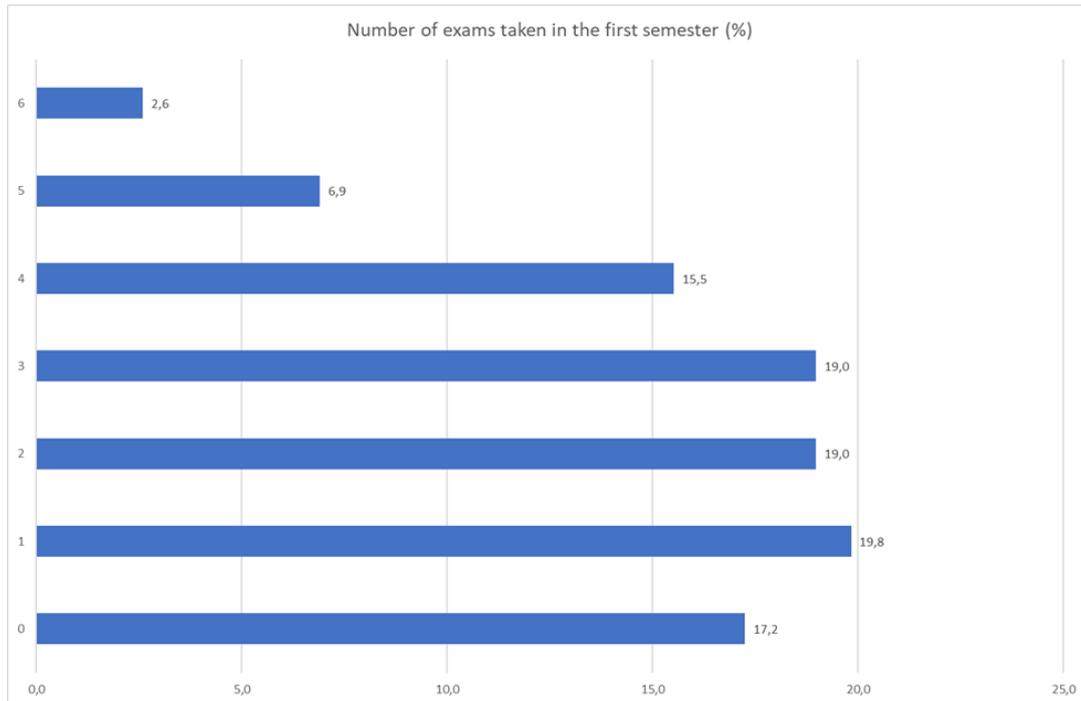
Chart 1 - Personal Data Section - Examinations taken in the first semester

With regard to the number of exams passed in the same period (Chart 2), the majority of students (19.8%) claimed to have passed 3 exams followed by those who claimed to have passed 0 or 2 exams (19%), and only one exam (18.1%).
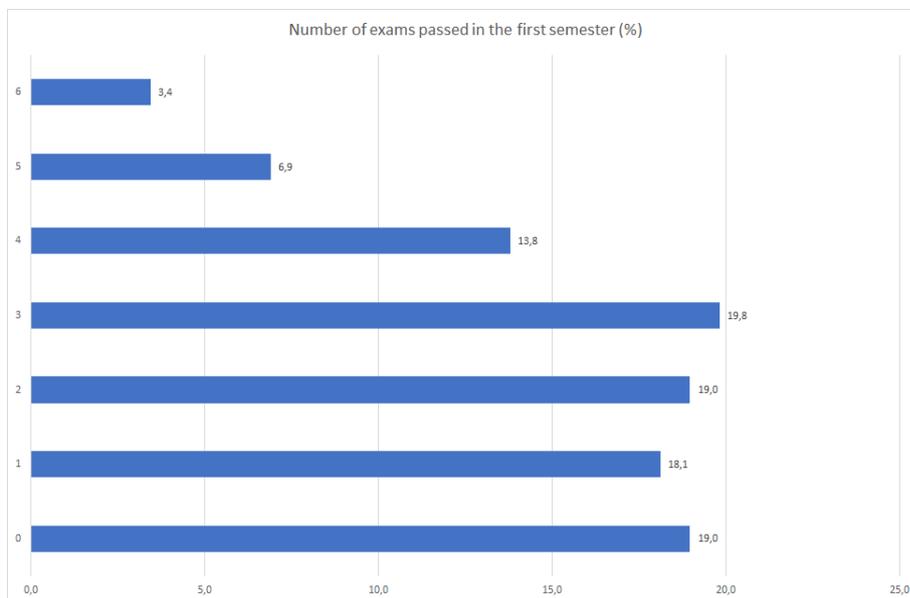
Chart 2- DL Section - Exams passed in the first semester

Distance Learning Section: presentation of results

We are now going to present the data from the DL section, as it is of interest to us in relation to the topic of this paper, i.e. the results concerning the survey of the perception of the efficiency of online teaching will be presented.

This section opens with data on the attendance of students with disabilities or SpLDs in online classes during the first semester. The results, visible in Chart 3, show that 82.8% participated in distance learning lessons, while 17.2% stated that they did not attend.
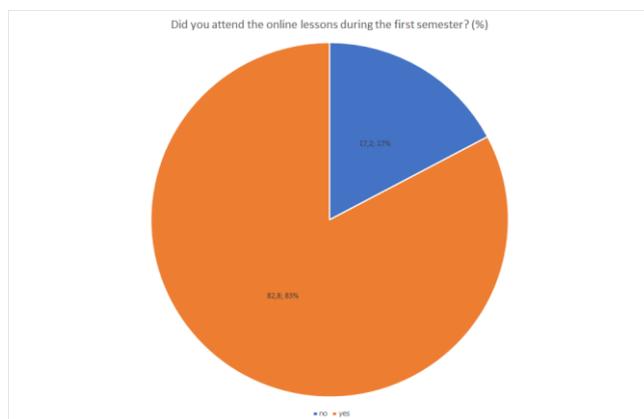
Chart 3 - DL section - Online lesson frequency

With reference to the technological devices used, the students who followed the lessons online did so mainly with a PC (85%) followed by their colleagues who used a smartphone (8%) or a tablet (7%) (Chart 4).
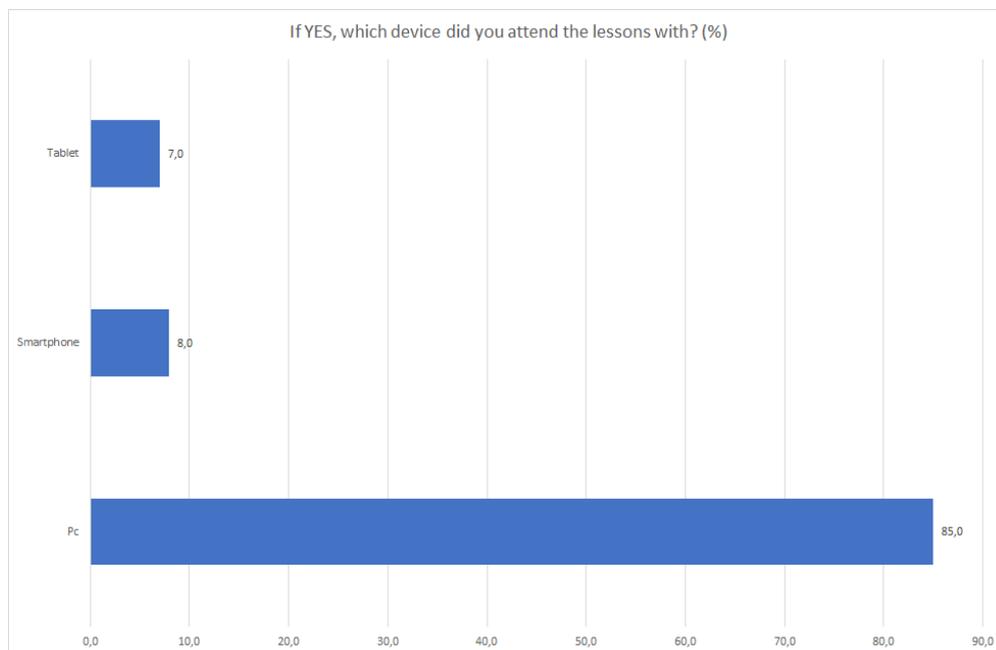
Chart 4 - DL Section - Connecting devices

Looking at the bandwidth used by respondents (Chart 5), if we exclude "I do not know exactly the type of connection" (34.5%), it is ADSL7-20Mb (24.15) and fibre up to 200Mb (18.1%).
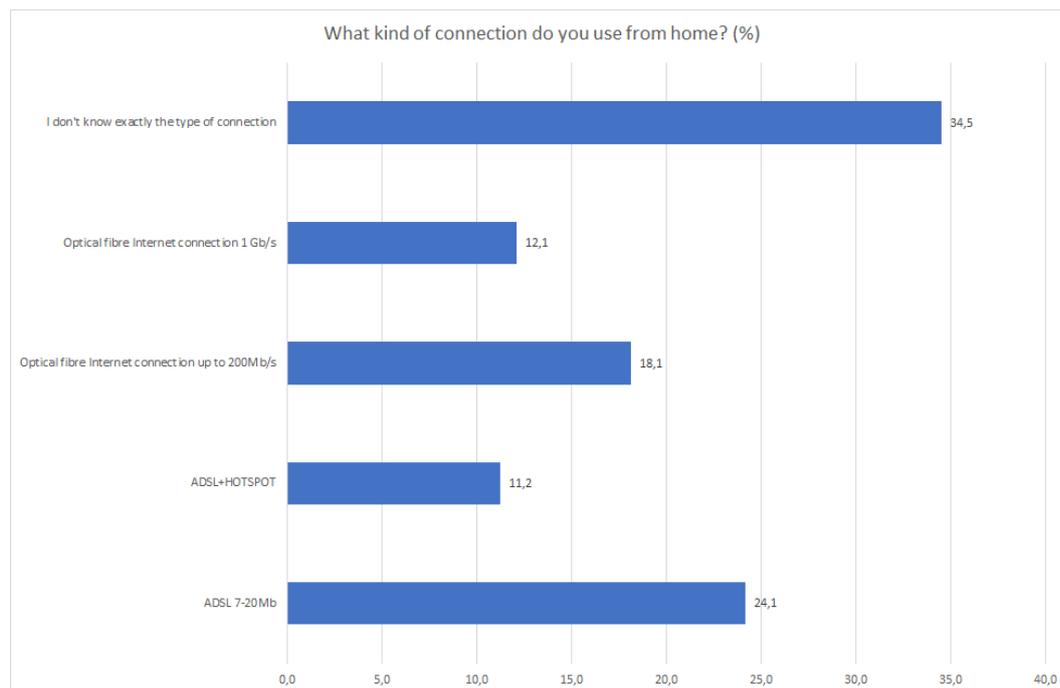
Chart 5 - DL Section - Connection bandwidth used

Subsequently, the questionnaire aimed to detect the usefulness of the different ways of conducting online lessons (synchronous or asynchronous), the strategies used by the teachers (group work, simulation, case studies, discussion forums, etc.), the materials made available in asynchronous mode, the support of the tutor and the note-taker (Chart 6).

There were 38.8% of the students who stated that they found the audio and video materials provided by the teachers "very useful" to support individual study, 37.9% the synchronous lecture and 32.8% the asynchronous study materials. Students also found "rather useful", the use of tools for interaction in the online environment (34.9%), case studies, exercises and simulations for exam preparation (31.9%), group work with other students (29.3%), work with the online tutor (28.4%). The personalisation of the examination was considered "rather useful" by 28.4% and "very useful" by 28.4%. Finally, the material provided by the note-taker was stated to be "not at all useful" by 32.8% of the participants.

The usefulness of didactic strategies and services provided online(%)

	per nulla	poco	abbastanza	molto	del tutto
Exam Accommodations	17,2	5,2	28,4	28,4	20,7
The use of tools for the online interaction (chat, forum, email)	7,8	10,3	34,5	31,0	16,4
Case studies, exercises, exam's simulations	20,7	9,5	31,9	27,6	10,3
Work with the online tutor	25,9	8,6	28,4	22,4	14,7
Audio and video materials	6,9	7,8	26,7	38,8	19,8
Asynchronous materials for the study	10,3	12,1	29,3	32,8	15,5
Materials provided by the note-taking	32,8	9,5	25,0	21,6	11,2
To work in group with colleagues	22,4	25,0	29,3	18,1	5,2
Synchronous lessons with the teacher	6,9	6,9	31,0	37,9	17,2

Chart 6 - DL Section - Usefulness of teaching strategies and services provided online

In the conclusion to the DL section of the questionnaire, questions were asked about the strengths and weaknesses of the online work. The perceptions of students with disabilities and SpLDs with regard to the overall experience of online services were then surveyed.

Entering into the merits of the data relating to the strengths of the online work (Chart 7), the participants indicated as their first choice the work carried out with the specialised tutor (31%), a professional figure belonging to the Disability and SpLDs Service of the University; as the second option the support materials provided by the teachers (37.6%) and finally, as the third option the personalisation of the exams (48.2%).

Strength points of the online work

Category	Scelta1	Scelta 2	Scelta 3
Exam Accommodations	0,9	8,2	48,2
to study with colleagues	16,4	7,1	
The note-taking	8,6	10,6	5,4
The support of the SpLDs and Disability service	12,9	14,1	7,1
The work done with the tutors	31,0		
The support materials provided by the teachers	6,0	37,6	30,4
The use of technologies	24,1	22,4	8,9
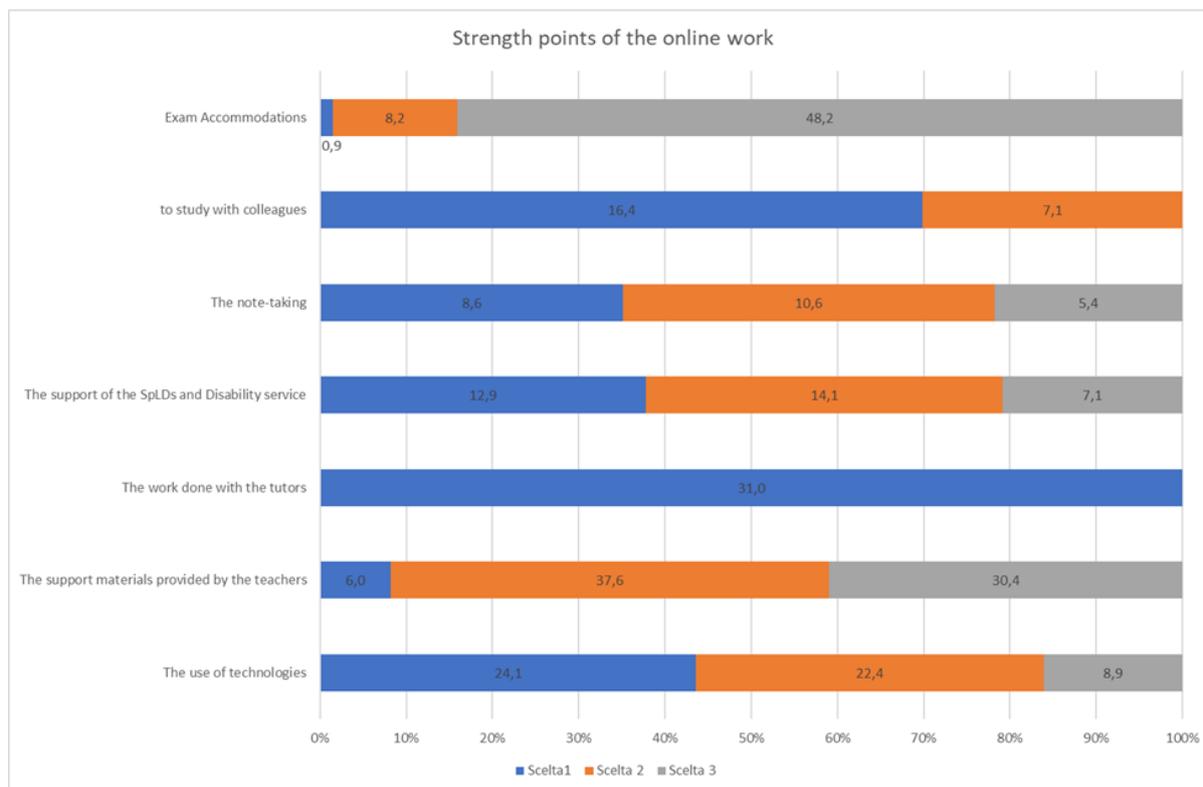
Chart 7 - DL Section - perception of strengths of online work

Among the weaknesses, significant percentages emerge in relation to studying with colleagues (30.2%), the use of technology (33.3%) and the personalisation of examinations (55.6%) (Chart 8).
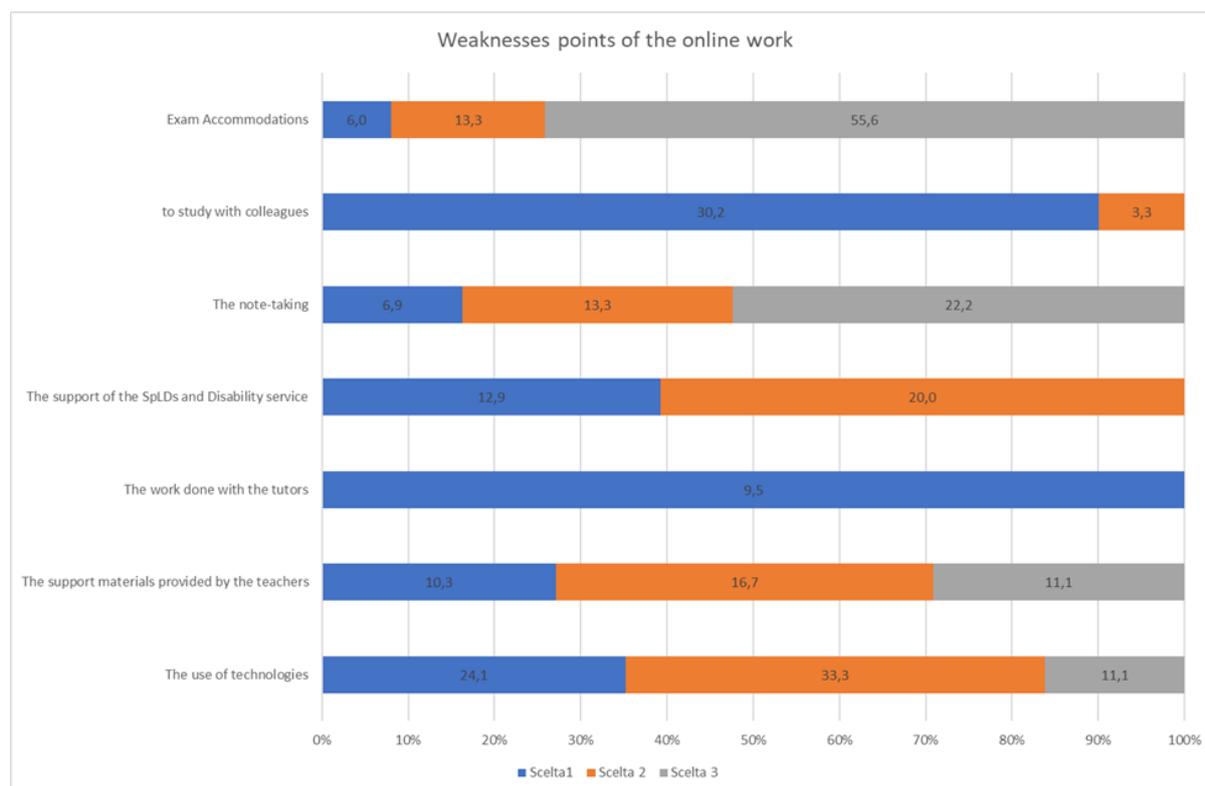
Chart 8 - DL Section - Perception of weaknesses in online work

Discussion

Analysing the data emerging from the survey it is possible to appreciate the starting point of students with disabilities or SpLDs (Personal Data Section) in which the data concerning the passing of exams is significant (56.9%). The literature points out, in this regard, that the transition from "in-person learning" to online learning shows a significant impact on students' assessment and evaluation (Wilson *et al*., 2020; Sahu, 2020).

In the focus of this paper we discuss in detail the data collected in the "Personal Data" and "Distance Learning" sections. Specifically, the questions asked allow us to know the possibilities of students with disabilities and SpLDs to have or not a functional connection and an adequate device to follow the lessons, allowing us to highlight possible inequalities and limitations to participation due to structural and technical elements. As other studies have shown (Wilson *et al*., 2020 ; Liu *et al*., 2020), participation in online environments is mediated by a number of factors, such as the technological infrastructure, the experience and familiarity with technological devices of teachers and students, the availability of appropriate spaces and the extent of home privacy. The data collected in our study verifies that university students with disabilities and SpLDs were able to use appropriate devices (PCs or tablets) and had an adequate connection bandwidth.

In terms of class attendance, 82.8% of the respondents indicated that they had taken their classes online. This is significant because, as the literature points out (Docherty *et al*., 2018), university course attendance, and specifically students' engagement and social relationships between peers and lecturers, are essential for academic success.

With reference to the perception of the usefulness of the methods of lesson delivery, teaching strategies and services provided online, the data obtained indicate what has most favoured the participation and learning of university students with disabilities and SpLDs who have followed online lessons.

In first place for usefulness (38.8%), students indicate as most useful the materials provided by teachers for study support and specifically the audio and video materials produced and available in the repositories of the online environments. The literature produced about online learning by students and the survey of their perceptions (Wang *et al*., 2013; Pacheco *et al*., 2020, Arenghi *et al*., 2020) generally reflects an advantageous perception of this modality, with regard to more flexible and usable learning and teaching environments. At the same time, this data makes it possible to highlight the attention that even university teachers must pay to the creation of accessible and multimedia materials in order to promote inclusive university teaching (Giaconi *et al*., 2020b).

In second place, we find the provision of lessons in synchronous mode, which is reported to be very useful by 37.9% of students. As highlighted by other research conducted on student participation during the pandemic (Gourlay *et al*., 2021; Wilson *et al.*, 2020), synchronous interaction, both with professors and colleagues, was valued as an important element of feeling connected. In the same interpretative framework, the data concerning the use of online interaction tools (chat, forum, email) measured by our questionnaire can be noted (34.5% "rather useful"). Student engagement, belonging and overall well-being are fostered, thus achieving growth in students (Wilson *et al*., 2020). The tools for interaction in the online environment can be perceived by students as opportunities to take part in social activities normally held on campus, and ways of bonding with other students socially to deepen learning through informal discussion. As highlighted by Monteduro (2020) through a survey conducted with 16,000 university students between May and July 2020, what was most missing during the lockdown period is the university experienced as a community context. In this sense, it is possible to grasp how relationality and peer-to-peer working methods are the preferred trajectories, becoming central precisely in the period of isolation and distancing imposed by the COVID-19 outbreak (Wilson *et al.*, 2020). In particular, conducting work groups with colleagues (29.3%), often aimed at solving reality tasks such as case studies (31.9%), was found to be "quite useful" in our study, showing an overall greater preference for interaction and collaboration even in the online environment.

A significant percentage is recorded among the students who state that the personalisation of the exam is completely useful (20.7%) and very useful (28.4%), which as highlighted by the CNUDD guidelines (2014) and by our recent studies (D'Angelo *et al*., 2021; Paviotti *et al*., 2021) is an important aspect to guarantee the right to study of students with disabilities and SpLDs.

The data concerning the perception of the strengths of the work carried out online show positive dimensions with regard to the work carried out with the specialised tutor, the support materials provided by the teachers (in line with what emerged in the "DL" section) and the personalisation of the exams. The results highlight the importance of the presence of specialised and trained tutors to support university students with disabilities and SpLDs. As outlined in other works (Del Bianco, Mason, 2020; Giaconi, Del Bianco, 2018) these specialists assist with executive functioning, helping students develop strategies to plan, initiate, and complete academic tasks. This kind of support validates students as knowers, situates learning in the student's experiences, and defines learning as mutually constructed.

We find that weaknesses include studying with colleagues as the first option for frequency. Students with disabilities or SpLDs, while recognising the usefulness of the various tools for interaction in the online environment, state that learning with their fellow students is a critical element of their work in DL. The second most frequent option concerns the use of technology. This figure seems to be in line with the research carried out so far on the criticalities encountered by students when using distance learning methods (Zhang *et al*., 2020; Akour *et*

al. 2020; Arenghi *et al.*, 2020) and with the need to activate integrated systems of technologies for the implementation of inclusive university teaching (Giaconi *et al.*, 2020b)

4. Conclusion

The pilot study presented allows us to highlight several reflections within the current debate on the implementation of inclusive university teaching in university contexts. As we have pointed out from the beginning of this article, university contexts are now also experiencing an increase in the enrolment of students with disabilities and SpLDs and this requires teachers to rethink their teaching and universities to think about new inclusion policies (Giaconi *et al.*, 2020a). With the health emergency, the issue of inclusive university teaching and, more generally, the issues of the right to study and social equity have become increasingly urgent and central to university policies and scientific debates.

In the different solutions that Italian universities have implemented, we believe that the difference can be made by the active participation of students with disabilities and SpLDs in the design and implementation processes of remedial actions aimed at promoting inclusive learning environments, including online.

As this study shows, students' voices can be useful in questioning tools, strategies and services that are thought to be functional for inclusion, but which from the point of view of university students with disabilities and SpLDs are perceived as not very useful or functional. Therefore, it is essential to include students with disabilities and SpLDs in the design practices of innovative inclusive didactics, not only as users, but as protagonists of a process of co-design or initial, in itinere or final feedback to set into motion actions to improve the university contexts from an inclusive point of view.

In the latter sense, we argue that co-design actions can be supported by digital technologies, that can "become a tool for diminishing status differences between lecturers and students, and equalizing status differences among students themselves" (Blau, Shamir-Inbal, 2018, p. 319). The use of technological devices allows great potential for Student Voice to gain a prominent place in the University context (Byker *et al.*, 2017). Dialogue and critical confrontation, which are crucial elements to direct inclusive processes, can take place also through new technologies, especially during a time of social isolation. In this regard, the literature (Hart, Rush, 2007; Thompson *et al* ., 2014; Shamir-Inbal, Blau, 2017; Byker *et al.*, 2017; Blau, Shamir-Inbal, 2018) has questioned how the concept of Student Voice in the academic context can be mediated by technological devices. Among the most significant studies, we mention the research by Byker and collaborators (2017) in which strategies emerge that can guide teachers to integrate educational technology during their lessons with the aim of providing opportunities for students to express their voices throughout the classroom community. A further study of international significance is that conducted by Blau and Shamir-Inbal (2018) who highlight how the active participation of students and their pedagogical collaboration with teachers is increased in the digital environment.

For these reasons, one of the future steps of the pilot study presented in this paper will be directed to deepen, through specific interviews and critical discussion, on how to implement in the online environment the Voices of students with disability and SpLDs.

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