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Universal Design for Learning in Higher Education

UDL Guidelines for Promoting Inclusive Pedagogy
Responsive to Student Diversity





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Project of Relevant National Interest 2022
“D.A.N.T.E.-U. Design Accessibility Network to Enjoy University.
Design and Implementation of UDL-based university teachers Training online Platform”
(Project code 2022F5EZ43)

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Addressing Student Needs through UDL in University Teaching: Integrated Tools for Assessment and Self-Assessment

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1. Purpose of the Tools

Within the D.A.N.T.E.-U. research project, two parallel survey tools were developed in a nearly specular form—one designed for students and the other for university members. Both instruments are organized into two main sections, each serving complementary purposes.

The first section, addressed to students, aims to map the educational and personal needs that influence their university experience, with particular attention to aspects defining the status of non-traditional students. In this case, a self-assessment approach is adopted, allowing each student to describe their condition directly and consciously, thus providing valuable insights into the biographical, socio-cultural, and organizational variables that shape the academic experience.

The second section, common to both tools, seeks to investigate—through the self-perceptions of both students and faculties—the extent to which the teaching provided and experienced aligns with the principles of Universal Design for Learning (UDL). In this perspective, the focus extends beyond the organizational and content-related dimensions of university teaching to include issues of access, participation, and engagement, aiming to understand how closely current practices approach a genuinely inclusive vision.

The underlying rationale is that the joint assessment of student and faculties perceptions, analyzed in a comparative manner, can provide a solid basis for identifying potential discrepancies between what is offered and what is perceived, as well as for detecting areas of improvement toward the progressive implementation of UDL principles.

2. Structure of the Questionnaires

Specifically, the first section of the questionnaire consists of 50 closed-ended questions in the student version and 32 closed-ended questions in the teacher version, consistent with all the personal and social variables involved in the complex definition of the construct of the non-traditional student as it emerges from the literature and described in the following table. The variables investigated include demographic aspects, employment conditions, previous experiences within the university system, and factors that may influence the study path, contributing to a detailed characterization of this category of students.

Age

The literature defines a student as *non-traditional* if, at the time of enrollment in a university program, they are over 25 years of age. Accordingly, this dimension was investigated in the questionnaire by asking respondents to indicate their chronological age.

Parenthood

The dimension of parenthood and its impact on the study path was explored by identifying the presence of pregnancy or motherhood among female students and, for all other respondents, by asking for the number of children and the age of the youngest.

Employment

The condition of being a working student was analyzed on multiple levels: the presence of employment concurrent with studies, the type of employment regulation (with or without a contract), the kind of work (continuous, stable, or temporary), and the working hours (morning or afternoon).

Socio-linguistic-cultural disadvantage

Two criteria were used in the questionnaire to assess the economic and cultural background of the student's family of origin: (1) the parents' level of education, considering the highest attained; and (2) the economic support provided by the family for the continuation of studies. These dimensions were further explored by collecting information on nationality (Italian, EU, or non-EU) and asking respondents to specify their country of origin. In addition, the presence and impact of a linguistic gap were explored through the question "Is Italian your first or native language?", with a negative answer requiring respondents to specify the areas in which they experience the greatest difficulties: in classroom learning, independent study, and/or participation.

Special educational and training needs

The questionnaire included four items aimed at detecting: (1) the presence and type of one or more disabilities (sensory, motor, cognitive, mental, or psychiatric); (2) the presence and type of one or more disorders (emotional-relational, language, mood, specific learning disorders, etc.); (3) the use of specific assistive technologies such as devices, equipment, and/or software for mobility, communication, and autonomy; and (4) the presence of an assessment of giftedness.

Dual enrollment

In this case, the dimension was investigated by asking respondents whether they were also enrolled in another academic program, specifying their precise situation: (1) University course and another university course; (2) University course and postgraduate university course (advanced, specialization, qualification, higher education, or professional training programs); (3) University course and PhD, research grant, or research fellowship; (4) University course and Conservatory.

Athletic career

This dimension was explored by asking students whether the Dual Career is formally recognized at their university, and then by linking their responses to the difficulties encountered during their studies, such as balancing athletic/competitive commitments with academic ones, attending classes, dedicating time to study, registering for exams, maintaining peer relationships, and participating in university life.

Caregiving

Involvement in caregiving and assistance for family members was assessed using specific indicators such as the type of assistance provided (household management, personal care, emotional support, financial assistance) and the frequency of caregiving (daily, weekly, or monthly). In this case as well, the questions were contextualized by identifying the areas in which these caregiving responsibilities expose the student to greater vulnerability (attendance at classes/laboratories, individual study, opportunities for international mobility, or participation in extracurricular activities).

Off-campus status/commuting

This dimension was investigated by asking respondents whether their situation involved commuting or living away from home, and how this condition affected their academic life, specifically in terms of finding suitable and affordable housing, managing daily routines (cleaning, meal preparation, etc.), financial coverage, and sharing accommodation with non-family members.

Section 1. Framework of the Variables Defining the Construct of the Non-Traditional Student

The second section, consisting of 31 closed-ended items in the student version and 30 closed-ended items in the teacher version, is designed to highlight university teaching practices aligned with UDL-based instructional design that students enrolled in the LM-85bis program have experienced during their studies. Specifically, it investigates the frequency with which certain instructional situations, described in the questionnaire statements, actually occurred during the courses attended. To describe their experience, respondents evaluated each proposed item using a five-point frequency scale with the following response options: Never – Sometimes – Fairly often – Almost always – Always. The proposed items were developed in accordance with the objectives and UDL Guidelines 3.0 (CAST, 2024), with the aim of detecting the application of principles of instructional flexibility, content accessibility, and variety in teaching methods adopted within university courses.

Resourceful and well-informed student

The UDL principle supporting this objective is *representation*, referring to the various ways in which the faculty can present course content while considering the flexibility with which students can access information (digital, print, audio, images, text, etc.).

Within this dimension, some aspects of universal design for learning are explored through specific items such as:

Faculties vary sources of information so that they can be personalized according to students' specific characteristics (cultural, ethnic, and gender differences);

Faculties deliver course content through multiple modes (visual, auditory, written, etc.) to make it accessible to all students;

Faculties, for the delivery of their lectures or parts of them, prefer teaching methods that incorporate technological innovations.

Strategic and goal-oriented student

The UDL principle supporting this objective is *action and expression*, which refers to the different ways in which students can demonstrate their knowledge and/or skills.

Essentially, when applied to university teaching, this principle particularly concerns the assessment methods designed by faculties.

Within this dimension, some aspects of universal design for learning are explored through specific items such as:

Faculties provide students with multiple ways to demonstrate their understanding of the topics covered (e.g., group discussions, focus groups, guided reflections, etc.);

Faculties provide various practical and relevant opportunities to apply the skills acquired (e.g., interviews, authentic tasks, case studies, role-playing);

Faculties provide strategies and tools to help students manage their time (e.g., developing a weekly activity plan).

Determined and motivated student

The UDL principle supporting this objective is *engagement*. A key factor for meaningful learning is motivation, which not only enhances academic performance and personal development but also requires a growth-oriented mindset and the ability to persevere in effort.

Within this dimension, specific items investigate the tools or strategies implemented by faculties to keep students motivated and focused, such as:

Faculties provide students with guiding questions to foster self-regulation and reflection on their learning process (e.g., metacognitive questionnaire);

Faculties use self-assessment and reflection tools to monitor the learning process;

Faculties use tools that allow students to track their progress throughout the course (e.g., rubrics, checklists, self-assessment forms, metacognitive questionnaires, etc.).

Section 2. UDL Objectives and Description of Items

To ensure a matching of responses and provide a comprehensive view of the specific needs of university students present in academic classrooms, as well as the aspects of teaching (either responsive or not) to the needs of the student body, the research team has developed two questionnaires. These questionnaires share the same structure but are directed respectively to students and university professors.

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Appendix 1. University Students' Needs & UDL Approach Questionnaire – Faculty Version

Sociodemographic Data

1. Institution (University of ...)
 - University of Salento
 - Roma Tre University
 - University of Padua
 - Free University of Bozen-Bolzano
 - University of Perugia
2. Age:
 - Editable field*
3. Gender:
 - Male
 - Female
 - Prefer not to answer
4. Number of years of university teaching experience
 - 0–5 years
 - 6–10 years
 - 11–15 years
 - 16–20 years
 - More than 20 years
5. Professional category
 - Full Professor
 - Associate Professor
 - Permanent Researcher (RUTI)
 - Fixed-term Researcher (Type A and B)
 - Adjunct Professor / Contract Lecturer
6. Please indicate the Scientific-Disciplinary Sector (SDS) of the disciplinary area in which your teaching is situated
 - Editable field*
7. Please indicate which subject(s) you teach in the Degree Programme in Primary Teacher Education (if you teach more than one, we kindly ask you to indicate at least two)
 - Editable field*

8. During your university experience, how often have you encountered *working students (either part-time or full-time)*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
9. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
10. During your university experience, how often have you encountered *student parents*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
11. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
12. During your university experience, how often have you encountered *female students on maternity leave*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
13. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always

14. During your university experience, how often have you encountered *students from other ethnic backgrounds*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
15. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
16. During your university experience, how often have you encountered *students with specific language needs because they come from foreign countries*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
17. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
18. During your university experience, how often have you encountered *students with disabilities (e.g., motor, visual, hearing, intellectual disabilities, etc.)*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
19. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always

20. During your university experience, how often have you encountered *students with disorders* (e.g., *anxiety disorders, emotional-relational disorders, speech fluency disorders, mood disorders, etc.*)?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
21. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
22. During your university experience, how often have you encountered *students with Specific Learning Disorders (SLD)* (*dyslexia, dysorthography, dyscalculia, dysgraphia*)?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
23. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
24. During your university experience, how often have you encountered *students who need assistive technologies* (e.g., *screen magnifiers, Braille tablets, AAC devices, communicators, etc.*)?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
25. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always

26. During your university experience, how often have you encountered *students assessed as gifted (or with high cognitive potential)*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
27. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
28. During your university experience, how often have you encountered *student caregivers*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
29. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
30. During your university experience, how often have you encountered *student athletes*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
31. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always

32. During your university experience, how often have you encountered *non-resident students (living away from their hometown)*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
33. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
34. During your university experience, how often have you encountered *incoming Erasmus students (from foreign universities)*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
35. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
36. During your university experience, how often have you encountered *students enrolled simultaneously in two degree programs (double enrollment)*?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always
37. With regard to this specific student characteristic and your teaching, have you ever adapted the content, delivery methods, or assessment methods?
- Never
 - Sometimes
 - Quite often
 - Almost always
 - Always

38. During your university experience, have you encountered students with characteristics other than those mentioned in the previous questions?

- Yes
- No

39. If you answered yes to the previous question, could you indicate which characteristics they were?

- Open field*

University Teaching Questionnaire – UDL-based

With reference to your overall university teaching experience, please indicate the frequency with which the situations described in the following statements occur.

Items	Never	Sometimes	Quite often	Almost always	Always
During lectures, do you provide options and tools to better clarify disciplinary terminology (e.g., glossaries, subject-specific dictionaries, etc.)?					
Before introducing a new topic, do you provide a summary outline of the contents to be addressed?					
Do you deliver course content in multiple modalities (visual, auditory, written, etc.) in order to make it accessible to all students?					
Do you teach in such a way that all students can develop multiple connections across different disciplines and contents of the Master's Degree in Primary Education programme?					
Do you encourage students to organise the subject content using diverse learning methods and tools (e.g., concept maps, peer instruction, etc.)?					
Do you employ alternative approaches that allow access to and acquisition of content in different ways (e.g., group work, practical tasks, case studies, role-playing, etc.)?					
Do you explain to students the importance of the study materials you provide?					
For the delivery of your lectures, or part of them, do you prefer a traditional lecture format?					
For the delivery of your lectures, or part of them, do you prefer teaching supported by technological innovations?					

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Before starting the course, do you spend time discussing with students the essential prerequisites for learning your subject (e.g., key terminology, authors, schools of thought, formulas, periods, etc.)?					
Do you provide representations (graphic, verbal, etc.) that highlight students' improvements, in order to increase their motivation for learning?					
Do you offer students multiple practical and relevant opportunities to apply the skills acquired (e.g., interviews, real-world assignments, case studies, role-playing)?					
Do you offer students multiple ways of demonstrating their understanding of the topics addressed (e.g., group discussions, focus groups, guided reflections, etc.)?					
Do you employ tools that allow students to monitor their progress throughout the course (e.g., rubrics, checklists, self-assessment, metacognitive questionnaires, etc.)?					
Do you optimize access to tools, products, and assistive technologies?					
Do you support students in planning and choosing study strategies (e.g., mediators, tutors, mentors, aids, checklists, targeted support, etc.)?					
Do you provide students with guiding questions to foster self-monitoring and reflection on their learning processes (e.g., metacognitive questionnaire)?					
Do you diversify activities and information sources so that they can be personalized according to students' specificities (e.g., cultural, ethnic, or gender differences)?					
Do you provide students with strategies and tools to help them manage time (e.g., developing a weekly schedule of activities)?					
Do you seek students' feedback on course organization (e.g., student involvement in course design)?					
At the end of the lecture, do you spend time on clarifications, questions, and doubts?					

Do you provide students with timely feedback (through various channels: e-mail, tutorials, meetings, etc.) and support to improve their study strategies?					
Do you offer students opportunities to engage in learning activities aligned with their personal interests?					
Do you use different teaching strategies to help students develop decision-making skills and increase their autonomy (e.g., by providing support, checklists, graduated aids to promote independence, etc.)?					
Do you encourage students to communicate difficulties related to time management (e.g., questionnaires, schedules and timelines for task completion, etc.)?					
Do you integrate self-assessment and reflection activities to monitor the learning process?					
Do you promote collaboration and mutual support among students during activities (e.g., peer tutoring, cooperative learning with clear goals, roles, and responsibilities, creating expectations for group work)?					
Do you encourage students' active participation in class by proposing alternative teaching methods (e.g., station-based learning, team teaching, parallel teaching, flipped classroom, cooperative learning, etc.) to traditional lectures?					
Do you provide students with models of support to manage frustration and develop self-control and coping strategies (e.g., feedback, focus on "natural" aptitudes, rubrics centred on self-regulated objectives such as reducing the frequency of aggressive reactions in response to frustration)?					
In your course, do you diversify questions and resources to optimize the sense of challenge (e.g., differentiating levels of difficulty or complexity, diversifying the degree of autonomy in task execution, etc.)?					

Appendix 2. University Students' Needs & UDL Approach Questionnaire – Student Version

Questionnaire for the assessment of the needs of students enrolled in the 4th and 5th year of the Degree Program in Primary Education Sciences

With reference to your overall university experience, please answer the following questions.

1. University of reference:
 - University of RomaTre
 - University of Padova
 - University of Salento
 - University of Perugia
 - University of Bolzano

2. Age:
 - up to 21 years
 - 22–24 years
 - 25–29 years
 - 30–39 years
 - 40–49 years
 - 50 years and over

3. Do you already have a university degree?
 - No
 - Yes

4. Gender:
 - Male
 - Female
 - Alias Career
 - I prefer not to answer

5. Are you currently pregnant or on maternity leave?
 - Yes
 - No

6. Nationality
 - Italian
 - Other EU country
 - Specify among:
 - Austria
 - Belgium

- Bulgaria
 - Croatia
 - Cyprus
 - Denmark
 - Estonia
 - Finland
 - France
 - Germany
 - Great Britain
 - Greece
 - Ireland
 - Italy
 - Latvia
 - Lithuania
 - Luxembourg
 - Malta
 - Netherlands
 - Poland
 - Portugal
 - Czech Republic
 - Romania
 - Slovakia
 - Slovenia
 - Spain
 - Sweden
 - Hungary
 - Non-EU country
 - Specify among:
 - Morocco
 - Egypt
 - Tunisia
 - Albania
 - Other: open field
7. If you live permanently in Italy, indicate your region of origin:
- I do not live permanently in Italy
 - Abruzzo
 - Basilicata
 - Calabria
 - Campania
 - Emilia-Romagna
 - Friuli Venezia Giulia
 - Lazio
 - Liguria
 - Lombardy
 - Piedmont
 - Apulia
 - Sardinia

- Sicily
 - Tuscany
 - Trentino-Alto Adige
 - Umbria
 - Valle d'Aosta
 - Veneto
8. Type of secondary school attended:
- High School
 - Specify among:
 - Classical Studies
 - Scientific Studies
 - Sports Science
 - Linguistics
 - Choreutic (Dance)
 - Arts
 - Music
 - Human Sciences
 - Technical Institute
 - Specify among:
 - Administration, Finance and Marketing
 - Tourism
 - Mechanics, Mechatronics and Energy
 - Transport and Logistics
 - Electronics and Electrical Engineering
 - Computer Science and Telecommunications
 - Graphics and Communication
 - Chemistry, Materials and Biotechnology
 - Fashion System
 - Agriculture, Agri-food and Agro-industry
 - Construction, Environment and Territory
 - Professional Institute
 - Specify among:
 - Agriculture
 - Industry and Handicrafts
 - Maintenance and Technical Assistance
 - Hospitality and Catering
 - Health Professions
 - Cultural Services and Performing Arts
 - Fishing and Fish Production
 - Water Management
9. Year of secondary school graduation:
- 2023
 - 2018-2022
 - 2013-2017
 - 2008-2012
 - 2003-2007

- 1998-2002
 - 1993-1997
 - 1988-1992
 - Before 1988
10. During your school career, were you ever held back a year?
- Yes, in lower secondary school
 - Yes, in upper secondary school
 - Yes, in both
 - No
11. How many times?
- 1
 - 2
 - 3 or more
12. During your school career, did you have remedial courses?
- Yes, suspension of judgment in lower secondary school
 - Yes, remedial course in upper secondary school
 - Yes, in both
 - No
13. In how many school years?
- 1
 - 2
 - 3 or more
14. Education level of parent 1 (regardless of gender):
- No qualification
 - Primary school certificate
 - Lower secondary school certificate (middle school)
 - Upper secondary school diploma (high school)
 - University degree or postgraduate degree
 - I do not have this information
15. Education level of parent 2 (regardless of gender):
- No qualification
 - Primary school certificate
 - Lower secondary school certificate (middle school)
 - Upper secondary school diploma (high school)
 - University degree or postgraduate degree
 - I do not have this information
16. Who or what do you rely on to pay for your studies? (multiple answers possible)
- Family
 - Own work/income
 - Scholarship

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17. Is Italian your first language (mother tongue)?
- Yes
 - No
18. Does this represent an obstacle in your studies?
- Yes
 - No
19. In which area do you encounter the greatest difficulties? (multiple answers possible)
- In teaching/learning activities (understanding, presenting, interacting during lectures, seminars, labs, exams, etc.)
 - In study programs (finding and understanding study materials, exam texts, etc.)
 - In participation (interacting, socializing, building relationships with classmates, joining associations/committees/student representations, etc.)
20. Do you currently have a job?
- Yes, with a contract
 - Yes, without a contract
 - No
21. Did you declare yourself as a working student at the time of enrollment?
- Yes, in order to benefit from the advantages granted by the Degree Program
 - No, because the advantages granted by the Degree Program are not actually helpful in managing my university career
 - No, because even though I work, it is not possible to provide proof of my employment
22. What type of work do you do?
- Temporary (occasional and/or short-term)
 - Continuous (fixed-term)
 - Permanent (open-ended)
23. At what time of day?
- Morning
 - Afternoon
 - Both
24. Does your job guarantee you financial independence?
- Yes
 - No
25. Do you have children? If yes, how many?
- Yes, 1
 - Yes, 2
 - Yes, 3 or more
 - No

26. How old is your youngest child?
- 0-3
 - 3-6
 - 7-10
 - 11-13
 - 14-18
 - 19 or more
27. Do you have a disability or disorder? (multiple answers possible)
- No
 - Motor disability
 - Visual disability
 - Hearing disability
 - Intellectual disability
 - Genetic/hereditary syndromes
 - ADHD
 - Autism
 - Speech disorder
 - Speech fluency disorder (stuttering)
 - Developmental coordination disorder (dyspraxia)
 - Emotional-relational disorder
 - Mood disorder
 - Anxiety disorder
28. Are you a student with a Specific Learning Disorder (SLD)? (multiple answers possible)
- No
 - Dyslexia
 - Dysgraphia
 - Dyscalculia
 - Dysorthography
29. Do you need specific assistive technologies? (multiple answers possible)
- No
 - Yes, devices, equipment and/or software for sensory impairments
 - Yes, devices, equipment and/or software for mobility
 - Yes, devices, equipment and/or software for communication and independence
30. Are you a student assessed as gifted (with high cognitive potential)?
- Yes
 - No
31. Are you currently caring for or assisting a family member with disabilities/difficulties?
- Yes
 - No
32. Relative with disabilities/difficulties (multiple answers possible):
- Son/Daughter
 - Spouse

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- Parent
 - Brother/Sister
 - Grandparent
 - Other
33. How much time do you dedicate to caring for/assisting your family member with disabilities/difficulties?
- Every day
 - Several days a week
 - Several days a month
34. What type of care/assistance do you provide? (multiple answers possible)
- Household chores
 - House management
 - Personal care
 - Emotional support
 - Financial support
35. In which of the following areas does your caregiving activity have the greatest impact? Rank from most to least significant for you
- Attendance at lectures/labs
 - Individual study
 - Opportunity to participate in an international mobility experience (Erasmus)
 - Participation in extracurricular activities (optional conferences/seminars, recreational or social activities, etc.)
36. Are you a Student-Athlete?
- No
 - Yes, with recognition of Student-Athlete status by my University
 - Yes, without recognition of Student-Athlete status by my University
37. Do you find it difficult to reconcile studying with sports commitments?
- Yes
 - Sometimes
 - No
38. What difficulties do you encounter as a Student-Athlete? Rank from most to least significant for you
- Class attendance
 - Time for studying
 - Exam sessions
 - Relationships with classmates
 - Participation in university life
39. Are you enrolled in a double degree program?
- No
 - University course and another university course

- University course and postgraduate course (master's, specialization or qualification courses, advanced training and professional courses)
 - University course and PhD, Research Grant or Scholarship
 - University course and Conservatory
40. Are you a non-resident student (living away from your hometown)?
- Yes
 - No
41. Do you encounter difficulties as a non-resident student? (multiple answers possible)
- Yes, with housing (availability and cost)
 - Yes, with managing daily life (cleaning/maintenance of housing, meal preparation, etc.)
 - Yes, with cohabitation and sharing accommodation with strangers
 - No, I do not encounter particular difficulties
42. Are you a commuter student?
- Yes
 - No
43. Do you encounter difficulties as a commuter student? (multiple answers possible)
- Yes, with transportation
 - Yes, with downtime
 - Yes, with class schedules
 - Yes, with studying outside the home (study rooms)
 - No, I do not encounter particular difficulties
44. Study abroad period, Erasmus programs?
- I would like to have an Erasmus mobility experience
 - I would like to, but I would have difficulties managing a period abroad due to financial and/or work-related problems
 - I would like to, but I would have difficulties managing a period abroad due to language-related problems
 - I would like to, but I would have difficulties managing a period abroad due to family/relationship-related problems
 - No, I am not interested or I do not intend to
 - I have already participated in an Erasmus program
45. Considering your university experience so far, in which area have you encountered the greatest difficulties? Rank from most to least important for you
- Administrative/bureaucratic (enrollment, credits, study plan, etc.)
 - Access to information and IT resources (availability of study materials, exam texts, websites, social media, virtual or physical noticeboards, etc.)
 - Access/availability/use of university spaces and equipment (administrative offices, classrooms, libraries, study rooms, etc.)
 - Peer relationships
 - Participation in university life
 - Relationship with professors

46. For what reason did you decide to enroll in the Degree Program in Primary Education Sciences?

Open field

University Teaching Questionnaire – UDL-based

With reference to your overall university teaching experience, please indicate the frequency with which the situations described in the following statements occur.

Items	Never	Sometimes	Quite often	Almost always	Always
Faculties provide options and tools to better clarify disciplinary terminology (e.g., glossaries, subject-specific dictionaries, etc.).					
Before introducing a new topic, faculties provide a summary outline of the contents to be addressed.					
Faculties deliver course content in multiple modalities (visual, auditory, written, etc.) in order to make it accessible to all students.					
Faculties teach in such a way that all students can develop multiple connections across different disciplines and contents of the Master's Degree in Primary Education programme.					
Faculties encourage students to organise the subject content using diverse learning methods and tools (e.g., concept maps, peer instruction, etc.).					
Faculties employ alternative approaches that allow access to and acquisition of content in different ways (e.g., group work, practical tasks, case studies, role-playing, etc.).					
Faculties explain to students the importance of the study materials they provide.					
For the delivery of their lectures, or part of them, faculties prefer a traditional lecture format.					
For the delivery of their lectures, or part of them, faculties prefer teaching supported by technological innovations.					
Before starting the course, the faculty member spends time discussing with students the essential prerequisites for learning the subject (e.g., key terminology, authors, schools of thought, formulas, historical periods, etc.).					

Faculties provide representations (graphic, verbal, etc.) that highlight students' improvements, in order to increase their motivation for learning.					
Faculties provide multiple practical and relevant opportunities to apply the skills acquired (e.g., interviews, real-world assignments, case studies, role-playing).					
Faculties offer students multiple ways of demonstrating their understanding of the topics addressed (e.g., group discussions, focus groups, guided reflections, etc.).					
Faculties employ tools that allow students to monitor their progress throughout the course (e.g., rubrics, checklists, self-assessment, metacognitive questionnaires, etc.).					
Faculties optimize access to tools, products, and assistive technologies.					
Faculties support students in planning and choosing study strategies (e.g., mediators, tutors, mentors, aids, checklists, targeted support, etc.).					
Faculties provide students with guiding questions to foster self-monitoring and reflection on their learning processes (e.g., metacognitive questionnaire).					
Faculties vary activities and information sources so that they can be personalised according to students' specificities (e.g., cultural, ethnic, or gender differences).					
Faculties provide students with strategies and tools to help them manage time (e.g., developing a weekly schedule of activities).					
Faculties seek students' feedback on course organisation (e.g., student involvement in course design).					
At the end of the lesson, faculties devote time to clarifications, questions, and doubts.					
Faculties provide timely feedback (through various channels: e-mail, tutorials, meetings, etc.) and support to improve students' study strategies.					
Faculties offer opportunities to engage in learning activities aligned with students' personal interests.					

III.1 Addressing Student Needs through UDL in University Teaching

Faculties use different teaching strategies to help students develop decision-making skills and increase their autonomy (e.g., by providing support, checklists, graduated aids to promote independence, etc.).					
Faculties encourage students to communicate difficulties related to time management (e.g., questionnaires, schedules and timelines for task completion, etc.).					
Faculties integrate self-assessment and reflection activities to monitor the learning process.					
Faculties promote collaboration and mutual support among students during activities (e.g., peer tutoring, cooperative learning with clear goals, roles, and responsibilities, creating expectations for group work).					
Faculties encourage students' active participation in class by proposing alternative teaching methods (e.g., station-based learning, team teaching, parallel teaching, flipped classroom, cooperative learning, etc.) to traditional lectures.					
Faculties provide students with models of support to manage frustration and develop self-control and coping strategies (e.g., feedback, focus on "natural" aptitudes, rubrics centred on self-regulated objectives such as reducing the frequency of aggressive reactions in response to frustration).					
In their courses, faculties vary questions and resources to optimise the sense of challenge (e.g., differentiating levels of difficulty or complexity, varying the degree of autonomy in task execution, etc.).					

Disciplinary Area

- The answers you have previously provided could be most closely related to which of the following disciplinary areas? Please list them in order of preference.
- Artistic-Expressive-Musical
- Mathematical-Scientific
- Technological
- Linguistic-Literary
- Historical-Anthropological-Geographical
- Psycho-Pedagogical and Social Sciences
- Physical Education / Motor Sciences
- Laboratory-Based

