



Student voices in inclusive education in the digital age: Contemporary pedagogical approaches

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Abstract

Inclusive education thus represents a major feature of current educational systems which are striving to provide equal learning opportunities and genuine participation of all students. One of the main aspects of inclusive education is the acknowledgment of student voice as a vital element of democratic and participatory school cultures. When educators listen to students' perspectives, they can understand learning experiences more deeply, uncover the issues that hinder participation, and come up with more inclusive teaching methods. This research article focuses on student voice as one of the main components in encouraging inclusive education with particular emphasis on the role of digital technologies. The authors conducted a qualitative literature review examining both theoretical perspectives and empirical evidence concerning student engagement, inclusive teaching, and digital inclusion. The authors also highlight how technology and artificial intelligence can facilitate student voice, participation, and engagement especially for those students who have special educational needs. According to the research, involving student voices systematically at both traditional and digital learning milieus greatly contributes to the development of inclusive and democratic schools. Students can be given a multitude of different means of communication and participation through digital tools, thus allowing them to communicate their views in a manner that is not always feasible in a face-to-face situation. Besides, artificial intelligence technologies can support individualized learning and provide continuous feedback, which contributes to increased student engagement in the learning process. Reflecting on the findings of the paper, the authors see the engagement of student voice as an indispensable factor for the advancement of inclusive and fair digital learning environments.

Keywords: Student voice; Inclusive education; Digital inclusion; Student participation; Inclusive pedagogy; Educational technology; Artificial intelligence in education; Student-centered learning

1. Introduction

Inclusive education is now one of the major concerns of the modern educational systems (Slee, 2018; Graham, 2020; Thomas, 2013). Primarily it expresses the determination of the contemporary societies to grant all students equal access to learning regardless of their personal traits, cultural background, level of abilities or social conditions. Increasingly, schools have been marked by the continuous growth in diversity students who not only come from different linguistic, cultural and socio-economic backgrounds but also include children with special educational needs. Consequently, the educational systems have to bring about changes in the way they operate and become inclusive so that all the learners can be granted equal access to learning and participation at a meaningful level (Ainscow, Booth & Dyson, 2006; Florian & Black-Hawkins, 2011; Messiou, 2017).

Inclusive education is not simply about ensuring that students with diverse needs are physically placed in mainstream classrooms. It is basically a more extensive and all-encompassing educational philosophy that places emphasis on participation, equity, collaboration, as well as on the elimination of barriers to learning and teaching (Booth & Ainscow, 2016; Slee, 2018). In such a scenario, schools are not only expected to make a few educational changes but rather to

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embrace a school culture which will allow them to provide all students with the support which will lead to their inclusion both as learners and as people capable of making decisions about their education.

One of the core elements of an inclusive education system is the recognition of students as the primary stakeholders in their learning process. Current pedagogical approaches advocate student participation, democratic engagement, and the overall enhancement of the quality of the educational experience of students. There is an ever-growing number of research findings indicating that students are essential partners in the educational process as they have a right to voice their opinions on the way they are taught and they can positively influence the educational process (Cook-Sather, 2006; Fielding, 2011; Messiou, 2013).

The idea of student voice concerns the extent to which students in general can have a say in issues that matter to them such as learning, teaching, and school life in general. Initiatives that aim to promote student voice open channels of communication between teachers and students and fosters the creation of democratic school cultures (Robinson & Taylor, 2007). An increasing number of research evidence over the years shows that students have a lot to share about the way they perceive their learning experience and the environment of the school and thus it can make a big difference when teachers know these very aspects of school life from their students' perspectives (Messiou, 2006; Mitra, 2018).

It is worth highlighting that student voices can play a crucial role within inclusive education context if we think about it as not only a pedagogical strategy but also a social/ethical one. Listening to kids means understanding that their educational and social lives are intersected and acknowledging the reciprocal power relations between learning and living. Not only that, students' perspectives become a witness to what goes unnoticed (or even ignored) in the functioning of schools and lessons thus, through students' voices, educators and school leaders get a glimpse into why and how some students get disengaged from school and schooling (Messiou, 2017; Ainscow, 2020).

The rapid spread of digital technologies has radically changed the way we learn and teach. In fact, it has been for the most part the digital transformation of education that has opened up new avenues for learners' engagement. With the use of social media platforms, video conferencing tools, and interactive websites, learners have become active participants of school life (Selwyn, 2016; Redecker, 2017; Simos, 2025b; Chaidi et al., 2021; Galitskaya & Drigas, 2020; Drigas & Sideraki, 2021; Politi et al., 2020).

Besides the usual, face-to-face teaching, digital spaces enable the students to express themselves through very varied channels such as giving feedback in writing, holding online discussions, creating e-portfolios, and working in groups. These ways of participation can bring about the realization of inclusiveness because they represent diverse modes of expression which can, above all, be very useful to students who, for a number of reasons, find it hard to interact with their peers and teachers in the traditional classroom setting (Rose & Meyer, 2006; Al-Azawei, Serenelli & Lundqvist, 2016).

In addition, the use of innovative technologies such as artificial intelligence-powered tools and software, and adaptive learning systems has opened up new possibilities for student participation and also for students' individual developmental trajectories. AI software and agents can bring about a paradigm shift in inclusive education due to their ability to customize learning to each student's unique needs, moreover, including the provision of continuous feedback to the students and their teachers (Luckin et al., 2016; Holmes et al., 2022; Pergantis et al., 2025; Bamichaet all 2022; Moraiti et al., 2022; Drigaset all, 2016).

The main objective of the present article is to investigate the potential of students' views and perspectives in enhancing inclusive education and as a result, transforming the schools of today into better places for learning. The first section is mainly concerned with conceptualizing student voice from an inclusive pedagogical point of view and drawing on the review of the literature ranging from the classic cases to the latest publications on the respective subjects. The second section highlights the importance of student voices in the era of digitization and features an analysis of innovative pedagogical practices and models that have been developed to foster inclusivity in educational settings through digital learning environments.

2. Methodology

The basis of this article is a qualitative literature review that has been done to explore the student voice concept within inclusive education in the digital age. The review was aimed at uncovering and integrating theoretical perspectives and empirical evidence concerning student participation, inclusive pedagogy, and the way digital technologies can facilitate inclusive educational practices.

The literature was chosen through academic databases such as Google Scholar, ERIC, and Scopus-indexed journals (OECD, 2020; European Commission, 2020; Stathopoulou et al., 2018). We have mainly focused on peer-reviewed articles published between 2005 and 2024, especially those addressing inclusive education, the student voice, digital inclusion, and the role of artificial intelligence in education.

Both seminal theoretical works and recent research articles are included in the review so that the student voice in inclusive educational settings can be understood from its roots to the present (Pantić, 2015; Zhao, 2018).

The examination was carried out according to a thematic approach. The selected pieces of work were arranged in three main thematic domains:

- Student voice and inclusive pedagogy
- Student participation and marginalization
- Digital technologies and artificial intelligence in inclusive education

Such a methodology gives a well-organized comprehension of the extent to which student voice contributes to inclusive education in the ever-evolving digitally-mediated learning environments.

3. Student Voices in Inclusive Education

Over time the concept of student voice has become a significant subject in educational research and practice, especially when discussed in conjunction with inclusive education. Simply put, student voice is about students being acknowledged as real participants during the educational process who are able to share their perspectives on their experiences learning and their schools' environments (Cook-Sather, 2006; Rudduck & Fielding, 2006; Messiou, 2006; Mitra, 2018; Simos, 2025a).

Student voice has become a hot topic largely because of the inclusive education movement that revolves around participation, equity, and eliminating learning barriers. It is a phrase that almost means that everyone, irrespective of their ability or background, must be given the chance not only to gain access to education but also be actively involved in the creation of their learning experience. (Ainscow, Booth & Dyson, 2006; Florian & Black-Hawkins, 2011; Booth & Ainscow, 2016).

With the development of inclusive educational models, the traditional image of students as knowledge receivers has changed to students as capable individuals who may be able to contribute to school improvement through their perspectives. Their views are a great source of information for educators concerning what goes on in a classroom, how a teacher teaches, and what a school culture is like which might remain invisible for them (Messiou, 2017; Fielding, 2011).

Moreover, giving importance to student voice is in line with the concept of children's rights. For instance, the UN Convention on the Rights of the Child stresses that children have the right to express their views freely on all matters that affect them and to ask that their views be taken into account (Simos & Xyloparkioti, 2025; Kontostavlou & Drigas, 2021; Drigas & Mitsea, 2023, Mitsea et al 2023). One of the most important contexts where these rights can be exercised is the educational environment (Robinson & Taylor, 2007; Lundy, 2007).

Empirical evidence suggests that the students' points of view significantly enhance teaching and learning quality. Students bring to the table the knowledge of their environment that leads to a more comprehensive understanding of school life for both teachers and other students (Messiou, 2006; Mitra, 2018). Their voices are instrumental in identifying not only the hurdles impeding learners' involvement but also the deficiencies in teaching methods and social exclusion within the classroom. Student voice activities usually comprise teacher-student conversations, joint deliberations on learning experiences, as well as student involvement in decision-making. These activities go a long way in building democratic school cultures and enhancing student belonging (Fielding, 2011).

Inclusive education comes with expectations that schools will evolve from traditional teacher-student hierarchies and into more cooperative modes of interaction. It is known that a student's learning ownership significantly increases if he or she is given a say and participates in decisions that concern his or her education (Cook-Sather, 2020; Mitra, 2018). Besides that, student voice plays a vital role in pointing out the forms and degrees of marginalization and exclusion within the school environs. Often, students who are marginalized socially and academically have a deeper

understanding of the barriers that exclude them from fully experiencing school life (Messiou, 2006; Bahou, 2011; Messiou, 2017).

According to the studies, student voice plays a practical role in the evolution of more inclusive teaching approaches. If a teacher is willing to listen to and consider students' opinions, there's a good chance that, in responding to differing students' needs, the teacher would be revising his/her teaching methods (Florian, 2014; Ainscow, 2020). Additionally, students' involvement raises their affective commitment to learning. When students perceive that their opinions are acknowledged and appreciated they develop positive feelings toward school and highly motivated to learn (Mitra, 2018; Cook-Sather, 2020).

Regardless of the awareness of the significance of student voice, schools differ greatly in the degree to which student voice policies are embraced. Some educational systems still focus largely on teacher-led teaching that do not provide enough space for student's voice (Fielding, 2011; Mitra, 2018). Thus, the inclusion of student voice in educational decision-making is more at a token level than a substantially powerful mechanism. Still, recent literature indicates that making student voice a part of educational practice is probably one of the best ways of pushing forward the inclusive education agenda and making schools more pleasant places for learning (Messiou, 2017; Ainscow, 2020).

3.1. The Silencing of Student Voices

Student voice has become a key notion reflecting the philosophy of inclusive education but a significant number of students are silenced when it comes to sharing their views in school, according to the research findings. If students have a voice or not depends to a large degree on the quality of the student-teacher relationship and the school culture (Robinson & Taylor, 2007; Lundy, 2007). Teachers and school leaders have a major influence on the recognition of student voices in educational decision-making. Leaders who lead inclusively create collaborative cultures that encourage students to voice their views and engage in school activities (Ainscow, 2020).

Nevertheless, the reality described by research is that in the majority of instances student voice is operating within restricted spaces in schools that are structured in traditional ways. In other words, the teachers most of the times will say that they see the importance of students input on one hand but on the other hand, they carry out acts that culturally and socially disempower students from having influence on the decisions made in education (Bragg, 2007; Fielding, 2011). Students as learners are still widely regarded as passive figures by many of the educators. Such a stance towards youngsters serves as a justification for pushing aside the young people's views and for the perpetuation of school hierarchies (Bahou, 2011; Mitra, 2018).

The extreme cases of student voice suppression have to do with students with special educational needs who, in addition to experiencing traditional barriers to participation, are also struggling with a lack of suitable support. SEN students are not only excluded from formal learning but also are denied the possibility to express their views on their educational experiences (Messiou, 2006; Messiou, 2017). Educational settings' unwillingness to change is yet another component in the silence of student voice. Typically, school systems are built in a way that favors stability and standardized curricula thus these traditions hardly offer a conducive environment for participatory practices (Fullan, 2007; Slee, 2018).

Directly opposed to the idea of a school being universally accessible places are the ideas of schools lacking inclusive practices such as differentiated instruction and cooperative learning environment that are equally beneficial to all students. Therefore, learning methods that do not respond appropriately to the diverse needs of learners can result in certain students becoming disengaged and less willing to speak up (Florian, 2014). If school structures undergo a significant transformation then educational participation will be truly inclusive and students' voices will be more than just mere gestures from the symbolic level. Continuous recognition of students' voice implies that school culture, leadership systems, and pedagogical practices must be conducive.

3.2. The Role of Student Voices in Inclusive Education

A significant part of the debate about the role that student voices play in an inclusive education focuses on their relationship with the core values of equity, participation, and social justice that form the basis of inclusive pedagogy. Scholars in education have argued that inclusive education without the full and meaningful participation of students in the process of learning and in decision-making at school is merely a theoretical idea but not a reality (Ainscow, 2020; Messiou, 2017; Mitra, 2018).

Today's schools are highly diverse environments, with the diverse students that make up the student body coming from different cultural backgrounds, being cross-functional in various ways, having different learning profiles, and undergoing different social experiences. In such a context, it is almost inevitable that some pupils face either academic

or social marginalization, both of which are detrimental to the former's educational outcomes as well as their affective life. When one embarks on a journey to seek the perspectives of the students, he or she is in fact opening a window to the mechanisms underlying the production of exclusion and marginalization in schools (Angelides & Michaelidou, 2009; Messiou, 2006; Slee, 2018).

Marginalization manifests itself in different ways in school environments. Academic marginalization is a phenomenon where particular students neither access the curriculum nor participate in the learning because of the barriers that hinder their learning. Such barriers may come in the form of lack of clarity of teachers' speech, the absence of differentiated instruction, or the scarcity of opportunities for learners to participate actively. Social marginalization is an entirely different construct. It happens when a student is isolated or rejected either by a group of peers or by individual peers, and as a consequence, his or her involvement in the activities of the classroom and the school at large diminishes (Messiou, 2006; Gordon, 2010).

In pointing out the forms of marginalization, students play a decisive role through their voices. It's clear that students are able to give a good account of their life situations from a first-person point of view. That is very important for teachers as it helps them to understand what goes in the classroom beyond what they thus far have been aware of. From the conversations with students, teachers are unearthing the barriers to participation that have so far remained hidden and coming up with solutions to the problems identified (Messiou, 2017; Mitra, 2018).

What's more, hearing students through their experiences becomes a source of inspiration for teachers who start a reflective journey aimed at changing the way they teach. It is quite often the case that pupils' viewpoints uncover certain areas of a classroom and aspects of teaching that are not obvious to teachers. This may even result in teaching becoming more effective and more inclusive (Cook-Sather, 2006; Fielding, 2011).

One problem in the literature is that the student's voice of the students with special educational needs can be overemphasized. While it is important to give voice to that group, one cannot just limit the discussion to them because it might even unintentionally strengthen the categories of difference and exclusion. A truly inclusive education recognizes that all students have voices and that it is necessary to listen to them rather than singling out certain groups as 'different' (Messiou, 2006; Messiou, 2017).

When students are given the chance to get involved in the processes of educational decision-making not only are they assisted in their academic accomplishment but also they are psychologically empowered. Students feel a sense of belonging to the school community when their voices are heard and they are given an opportunity to participate in the decision-making processes. What's more, they become more confident and are aware of their abilities (Mitra, 2018; Cook-Sather, 2020).

Adding to that, students' participation may be seen as one of the pillars for the formation and development of democratic school cultures. Trust, dialogue, mutual understanding and shared commitment to the educational cause are the elements that constitute the relationships among students, teachers, and the school's administration within inclusive schools (Rudduck & Fielding, 2006; Robinson & Taylor, 2007; Ainscow, 2020).

Dialoguing is the most powerful and maybe the only way to make students participate. Students and teachers get to talk out their problems and join forces to come up with solutions through structured sessions and reflective group work (Cook-Sather, 2006; Fielding, 2011). Students have been shown to be capable of reviewing their educational settings and giving valuable feedback on teaching practices. They see the way classes are conducted and how learning happens from points of view that are different from those of teachers simply because of their daily experiences in school (Mitra, 2018).

If student voices are regularly and systematically integrated into educational practices, schools will be led to create a learning environment that is more responsive to students' diverse needs. Teachers who take students' voices seriously are more open to adopting inclusive practices that allow for varied student participation and limiting exclusion (Florian, 2014; Ainscow, 2020). In addition, student voice is a great help in building school communities based on cooperation. When students and faculties collaborate, it becomes more likely that the schools will go beyond one-time reforms and attain the sustainability of educational innovations (Robinson & Taylor, 2007; Mitra, 2018).

Student voice can be a catalyst for educational reform because students are the ones who experience educational policies and practices first-hand. Any perspective on education students give can point the way to both good and bad points in the educational system. Hence, the student voice can also serve as a basis for evidence-based school improvement (Messiou, 2004; Messiou, 2017).

In the end, giving importance to student voice amounts to the creation of an inclusive school where every child is acknowledged as an active member of the learning community. Thus we can say that inclusive education is a continuous process which requires us, educators and teachers, to keep working at creating a safe environment where students feel confident to share their views as well as those in which their perspectives are taken seriously.

4. Student Voices in the Digital Age

Rapid advances in digital technologies have changed contemporary educational settings and brought about new opportunities for students to participate and engage (Livingstone, 2019; Passey, 2019; Veletsianos, 2020; Simos, 2025d; Drigas & Mitsea, 2021). Digital technologies have broadened the modes of student expression and have allowed students to contribute to educational processes through new channels of communication with teachers. Consequently, the idea of student voice has been expanded from merely face-to-face classroom discussions to include digital mode of participation and expression (Selwyn, 2016; Redecker, 2017; Holmes et al., 2022).

Through digital learning environments, students are able to express their viewpoints in different ways such as providing written feedback, participating in online discussions, using collaborative platforms, and creating digital portfolios (Drigas&Mitsea, 2022; Mitsea et al., 2022). Such types of participation give students alternative opportunities to express their thoughts and experiences, especially those students who may be hesitant to speak in traditional classroom settings (Al-Azawei et al., 2016; Kimmons & Veletsianos, 2018).

Incorporating digital technologies into education has reinforced student-centered learning by encouraging students' active involvement and communication with peers. Digital platforms offer possibilities for students to have a greater say in their educational experiences and pave the way for more inclusive educational practices (Luckin et al., 2016; Holmes et al., 2022). Studies indicate that engaging digitally may increase the student's sense of control and responsibility towards their learning. Students who are given chances to voice their opinions via digital tools tend to display more interest and participation in learning activities (Selwyn, 2016; Mitra, 2018; Simos et al., 2026).

Besides that, digital learning environments facilitate the creation of inclusive educational practices by providing accessible and flexible opportunities for learning. Students are allowed by digital technologies to learn at their own pace and according to their personal needs, which helps in lowering participation and learning barriers (Rose & Meyer, 2006; Al-Azawei et al., 2016). Teachers can utilize digital communication media like online surveys, discussion forums, and learning management systems to systematically gather students' input on the teaching and learning processes. With these tools, the teachers become more capable of meeting the students' requirements and experiences by adjusting their instruction accordingly (Redecker, 2017; Holmes et al., 2022).

Moreover, digital platforms enable students and teachers to maintain constant communication even outside the regular classroom. Such uninterrupted interaction can help in forming closer relations and thus, in developing inclusive learning environments where students are granted value and respect (Selwyn, 2016). The emergence of online student voice practices can be seen as a significant step towards the realization of educational systems that are more democratic and inclusive. Student participation through digital platforms is a vehicle for students to become engaged in the process of educational change and, at the same time, it fosters the development of collaboration in schools (Mitra, 2018; Cook-Sather, 2020).

4.1. Digital Inclusion and Student Participation

Digital inclusion is a major aspect of an overall strategy for inclusive education in today's schools. The availability of digital technology along with the competency in its usage has been increasingly considered as basic prerequisites for the educational participation of students. Students who are digitally disconnected or technologically challenged are likely to find themselves newly marginalized in the education system of the 21st century (Selwyn, 2016).

Inclusive digital education seeks to provide all students with opportunities to engage in digital learning environments on an equal footing regardless of their socio-economic status, disabilities, or other characteristics. Digital inclusion covers not only the provision of technology but also the development of learning environments that can accommodate a diverse range of learners (Al-Azawei et al., 2016). Digital technologies offer considerable potentials for accommodating the needs of students with a wide range of educational requirements. Therefore, by means of assistive technologies, multimedia learning environments, and adaptive learning systems students can be empowered to overcome their participation and learning barriers (Rose & Meyer, 2006; Florian, 2014).

For special needs learners, digital environments may act as a means of getting around their learning difficulties by offering alternative methods of communication and expression. Thus, students who find verbal communication challenging might be able to communicate their ideas through written or visual digital means (Al-Azawei et al., 2016; Holmes et al., 2022). Besides that, digital tools help teachers differentiate instruction in that they make it easy for teachers to present content in various ways and engage students in different types of learning activities. This degree of flexibility will not only increase student participation, but it will also facilitate the creation of inclusive learning environments (Florian, 2014). Studies have confirmed the positive impact of digital inclusion on the level of student participation and achievement when digital tools are utilized in manners that foster collaboration and communication (Holmes et al., 2022).

4.2. Artificial Intelligence and Student Voice

In the area of student participation and inclusive education, recent breakthroughs in artificial intelligence have brought about new opportunities. Artificial intelligence (AI) systems are being deployed in educational settings more and more with the aim of offering learning experiences tailored to individual needs and feedback mechanisms adjusted to students (Luckin et al., 2016; Holmes et al., 2022).

Through constant feedback loops, artificial intelligence systems could help students in having a say in their education by enabling them to show their learning preferences and tell their experiences. Using adaptive learning systems, students will get a personalized learning path that fits their specific needs and thus, their participation and engagement will be enhanced (Luckin et al., 2016).

AI-supported educational platforms have the potential to mine data concerning students' interaction and in this manner offer teachers useful information about students' learning experiences (Holmes et al., 2022; Pergantis et al., 2025). Teachers can use this information to identify students who might be struggling and then come up with support measures that cater to the needs of such students thus facilitating inclusion (Holmes et al., 2022).

Furthermore, artificial intelligence has the potential of facilitating inclusive education by offering learning settings that are accessible to everyone. Technologies such as speech recognition, text-to-speech, and intelligent tutoring systems can assist learners with diverse needs and enable them to participate more fully in the educational processes (Luckin et al., 2016; Holmes et al., 2022). Besides that, AI makes it possible for students to have real-time corrections on their work thus allowing them to practice self-regulation and autonomous learning. This form of feedback helps learners to take charge of their learning processes (Holmes et al., 2022; Sahlberg, 2011).

While these prospects are great, the use of artificial intelligence in education also brings with it ethical challenges that must not be overlooked. Matters like privacy of data, algorithmic biases, and unequal distribution of technology should be dealt with properly to ensure that AI is a friend not a foe to inclusive education (Selwyn, 2016; Holmes et al., 2022).

5. Discussion

The present article calls attention to the importance of student voices as a key factor in nurturing inclusiveness in education and improving the school environment (Drigas&Mitsea, 2023). Research, whether it is classical or recent has shown that substantial student engagement results in the formation of inclusive school cultures as well as efficient teaching practices (Messiou, 2017; Ainscow, 2020; Mitra, 2018; Simos, 2025c).

The conceptual model in this work supports the idea that student voice coincides with the core values of inclusive education such as participation, fairness, and social justice. For inclusive education to take hold, schools need to change from the typical teacher-centered approach to one in which students are encouraged to be active participants not only in their learning but also in the decisions that affect their education (Florian, 2014; Slee, 2018).

One major insight gained from the literature is that students hold experiential knowledge that is unique to them (Schwab, 2018; Hehir, 2016; Westwood, 2018). Their continuous engagement in the school setting has resulted in them being privy to certain aspects of the classroom, teachers' practices, and school culture that may be unknown to other stakeholders like teachers and administrators. Seeking student's views is, therefore, an important step in removing obstacles to participation and learning as well as in finding new teaching methodologies that are inclusive of everyone (Messiou, 2006; Mitra, 2018).

Students' participation also helps to foster democratic school environments, a fact which the study points to. The hallmark of inclusive schools is the presence of a community where teachers and students are in collaborative

relationships. Such relationships come about through dialogue, respecting each other, and sharing the responsibility for learning (Cook-Sather, 2020; Fielding, 2011). In addition to strengthening students' sense of belonging to the school, these relationships also influence students to have a positive attitude towards school (Pantic & Florian, 2015; Passey, 2019).

However, the analysis shows that practical application of student voice initiatives is not consistent in educational systems. Even though student voice is widely recognized as a valid educational principle, there are still schools that operate under authoritarian systems which do not allow students space to participate (Mitra, 2018; Slee, 2018). Consequently, student voice projects might end up being tokenistic rather than serving as a means of radical change. Many student participation possibilities were created by the development of digital technology on top of the traditional classroom when communication and expression were greatly facilitated with the use of digital platforms (Selwyn, 2016; Redecker, 2017).

Students can participate and share their views online through various channels such as online discussions, writing feedback, as well as working on collaborative digital projects. Such types of involvement can be used as tools for the promotion of inclusive education through offering alternative modes of communication that meet different learning preferences (Al-Azawei et al., 2016; Holmes et al., 2022).

Especially significant is the part the digital world plays in aiding students who, for whatever reason, cannot learn effectively in a physical classroom. Students' engagement can be greatly enhanced and barriers to learning can be lowered, if digital tools are used for flexible learning and communication in ways other than through talking (Rose & Meyer, 2006; Florian, 2014; Chaidi & Drigas, 2022). AI also opens up new opportunities for student participation in digital education (Drigas et al., 2022). Through AI technologies, students' learning can be personalized, and they, in turn, can receive continued feedback which will help them become more active players in their education (Luckin et al., 2016; Holmes et al., 2022).

On the downside, however, incorporating digital technologies into education for inclusiveness has a few drawbacks. Digital disparities are still a major issue, which is to say that not all students have equal access to digital tools and resources (Selwyn, 2016). Unplanned digital education may turn out to be a perpetuator of existing inequalities rather than their reducer. Also, ethical issues linked with the use of digital technologies and AI in education are another major concern which have to be dealt with responsibly. The questions surrounding data privacy, security, and the fairness of algorithms need to be answered in a proper manner for digital technologies to become a major support in inclusive education while being at the same time responsible and equitable (Holmes et al., 2022; Simos et al., 2026).

To sum up, the research findings indicate that student voices, when incorporated in both traditional and digital learning settings, are a crucial element in the formation of inclusive schools. A school that regularly seeks the students' opinions is more likely to design teaching methods aimed at a wider range of learners and to foster engagement that is genuine (Zhu & Liu, 2020).

6. Conclusion

Among the study's purposes was assessing student voices as a core pillar of inclusive education as well as a determining factor in the enhancement of today's school environment. Processing the data revealed that student engagement is not only a key feature of inclusive teaching practice but also an equal, democratic learning environment.

Based on the tenets of inclusive education, each and every child in school is entitled to take an active part in the learning processes and to have their say on the matters that have a bearing on their academic and school life. Through giving the students an equal chance to voice their opinions, educators are able to figure out what their students' needs are and reveal the obstacles that stand in the way of their participation and learning. A constructive exchange of views between teachers and students can lead to teachers' adopting methods of instruction that are more responsive to variations in students' learning needs (Messiou, 2017; Ainscow, 2020).

What has been established is that projects aimed at promoting the student voice contribute to the modification of teaching methods and the rise in school friendly cultures for everyone (Simos & Katsinis, 2026). Students strengthen their ties with the communities of which their schools are parts when they are given the chance to voice their opinions and to take part in putting the decisions into practice even though it is from the learning activities that they get most satisfaction (Mitra, 2018; Cook-Sather, 2020).

The research also exposed the evolving of the student voice pattern due to the digital age (). Through digital technology students were given the possibility of taking part was not only expanded but also of doing it in a way that is new and different as it is now possible for them to get their message through and to work together in a digital learning environment, students can let their voices be heard via different formats and are given the opportunity to have more flexible and accessible learning.

Great importance was also attributed to the role that digital technologies play in facilitating an inclusive education. Digital devices can break down the barriers to students who, by virtue of the condition of the traditional classroom environment, are seeing their participation rights limited. Devices that aid the handicapped, communication platforms that are internet-based, and learning systems that are adaptable to individual needs can all do their bit to facilitate participation and make it possible for various categories of learners to be educated (Florian, 2014; Holmes et al., 2022).

The use of artificial intelligence technologies in teaching and learning processes is said to represent an unparalleled opportunity for inclusive education. AI-powered applications lead to personalized learning and continuous feedback and thus they have a positive impact on student participation. On the other hand, the adoption of AI in the field of education should be a matter of concern as well, and we should not forget about the ethical issues such as the violation of privacy, the inequality of access to digital resources, the prejudices in algorithms, and so on (Holmes et al., 2022).

To sum up, student voice inclusion in educational practices ranks among the best ways of achieving inclusive schooling in today's societies (Drigas&Sideraki, 2024). Student involvement must be seen as an essential element of the inclusive teaching method and not as a kind of optional handy tool.

Education going forward should emphasize not only intensify the conventional ones but also the digital ones as the means of student participation in school life and in the decision-making process in order to bring about a change in the school environment making it more inclusive and democratic. Schools that are effectively responsive to the needs of learners at all levels are, hence, turning to the integration of the student voice in the educational process as an indispensable part of their practice.

Compliance with ethical standards

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The Authors proclaim no conflict of interest.

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