

RESEARCHPOP: ID# 102109

Title:

Universal Design for Learning: A Concept Analysis

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ACCEPTED

Session Title: Meet the Poster Authors Session

Slot: PST: Friday, March 27, 2020: 2:30 PM-3:15 PM

Abstract Describes: Ongoing Work/Project

Applicable Category: Clinical, Academic, Students, Researchers

Keywords: differential instruction, non-traditional education and universal design for learning

Abstract Summary:

Universal Design for Learning (UDL) is an approach that aims to provide greater educational opportunities for diverse learners. This project describes a concept analysis of the term "universal design for learning" following Rodgers method. An interdisciplinary team will conduct the analysis.

References:

- Meyer, A., Rose, D., & Gordon, D. (2014). Universal design for learning: Theory and practice. Wakefield, MA: CAST Professional Publishing.
- Foley, A., & Davis, A. (2017). A guide to concept analysis. *Clinical Nurse Specialist: The Journal for Advanced Nursing Practice*, 31(2), p. 70-73.
- Coffman, S. (2019). Universal design for learning: A framework for education in nursing. *Archives in Women Health and Care*, 2(3), p. 1-2.
- LoBiondo-Wood, G., & Haber. (2014). Nursing research: Methods and critical appraisal for evidence-based practice. St. Louis, MO: Elsevier Mosby.
- Kennedy, J., Missiuna, C., Pollock, N., Wu, S., Yost, J., & Campbell, W. (2018). A scoping review to explore how universal design for learning is described and implemented by rehabilitation health professionals in school settings. *Child: Care, Health & Development*, 44(5), 670–688. <https://doi-org.ozone.nsc.edu/10.1111/cch.12576>

Abstract Text:

Universal Design for Learning (UDL) is an approach that aims to provide greater educational opportunities for all learners. This teaching/learning approach originated in the 1980's as new computer technologies were used to teach children with developmental delays (Meyer, Rose & Gordon, 2014). It became evident that new approaches were beneficial to a much wider variety of learners. Three core principles of UDL emerged: (a) Provide learners with multiple means of engagement. Stimulate interest in students and motivate them to learn. (b) Provide multiple means of representation. Present content using multiple modalities, such as audio, visual, and kinesthetic. (c) Provide multiple means of expression. Create a variety of activities by which students can demonstrate their learning.

Purpose:

While UDL is well-known and utilized by educators in K-12 and some areas of higher education, there are few publications on the use of this framework in academic nursing, staff development, or patient education. Nevertheless, the UDL framework appears to have great potential for nurse educators in a variety of settings, with diverse learners. We intend to conduct a concept analysis of the phrase "universal design for learning" to understand more clearly how this concept applies to education in nursing. The concept analysis method is used to dissect a concept into simpler elements, providing clarity and understanding.

Methods:

Rodgers' Evolutionary Concept Analysis is a research method that can provide guidance when a concept of interest is not sufficiently addressed in the literature or is not understood clearly by members of the discipline. Foley and Davis (2017, p. 71) describe Rodgers' approach to concept analysis. These phases include:

1. Identify and name the concept of interest
2. Identify the surrogate terms and relevant used of the concept
3. Select an approach sample for data collection
4. Recognize attributes of the concept
5. Determine the references, antecedents, and consequences of the concept
6. Identify concepts related to the concept of interest
7. Generate a model case of the concept

An interdisciplinary research team will conduct the concept analysis.

Results:

Findings of the concept analysis will be presented in the poster.

Conclusion:

The study is an initial step in a plan of research on how educational approaches, following the UDL framework, can improve nursing students', nurses, and patients' learning outcomes.