

## Introduction

Universal Design for Learning (UDL) is an approach that aims to provide greater educational opportunities for all learners. There are very few publications on this concept in the nursing literature.

## Purpose

The purpose of this study is to conduct a concept analysis of the phrase “*universal design for learning in higher education*” to understand more clearly how this concept applies to education in nursing academic settings.

## Methods

### Rodgers’ Evolutionary Concept Analysis

1. Identify the concept of interest
2. Identify surrogate terms and relevant use
3. Select a sample for data collection
4. Recognize attributes of the concept
5. Determine the examples, antecedents, and consequences of the concept
6. Generate a model case of the concept

Forty-six journal articles from ERIC, Academic Search Premier, and CINAHL were reviewed. Evidence tables were developed and analyzed.

## Results

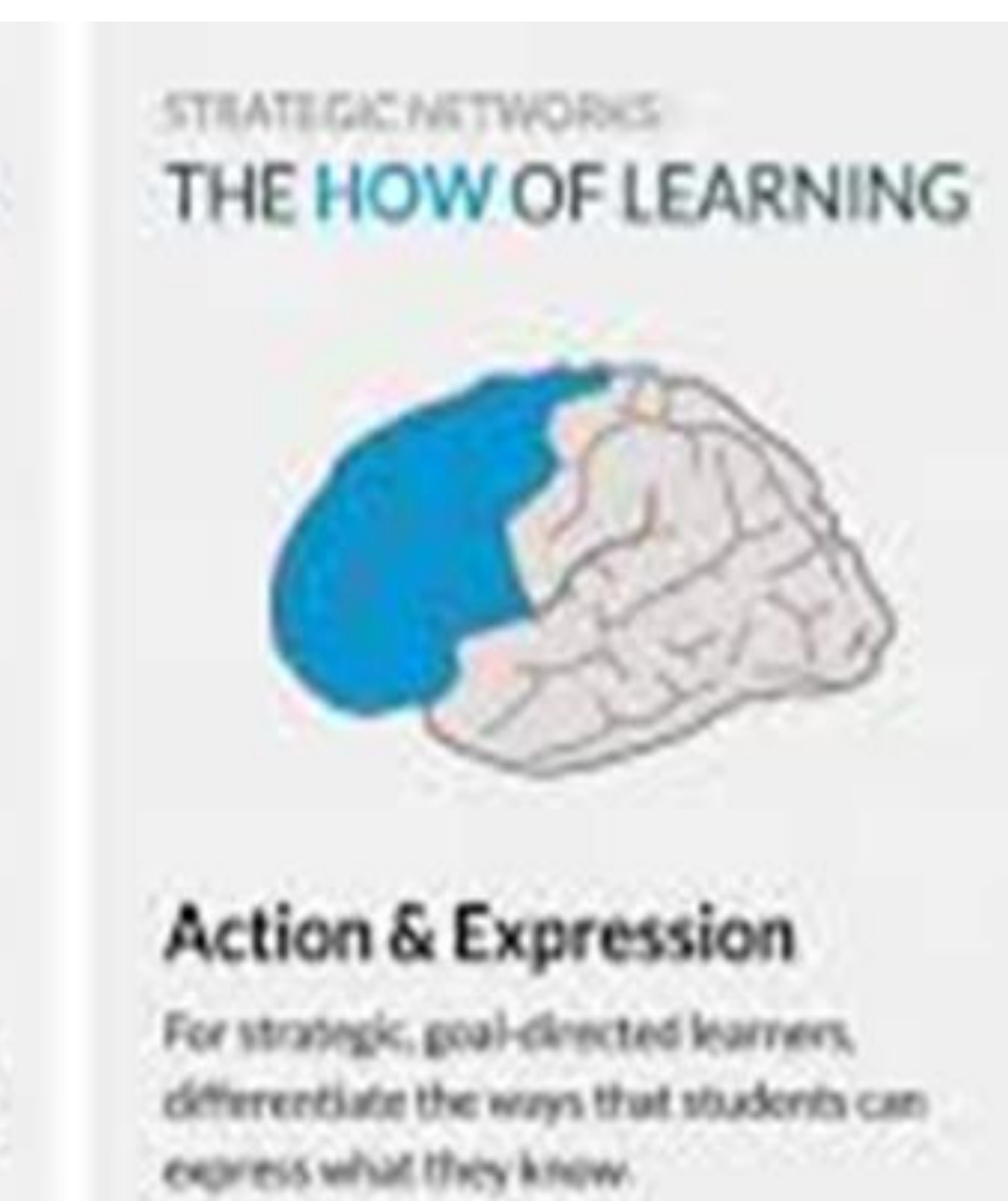
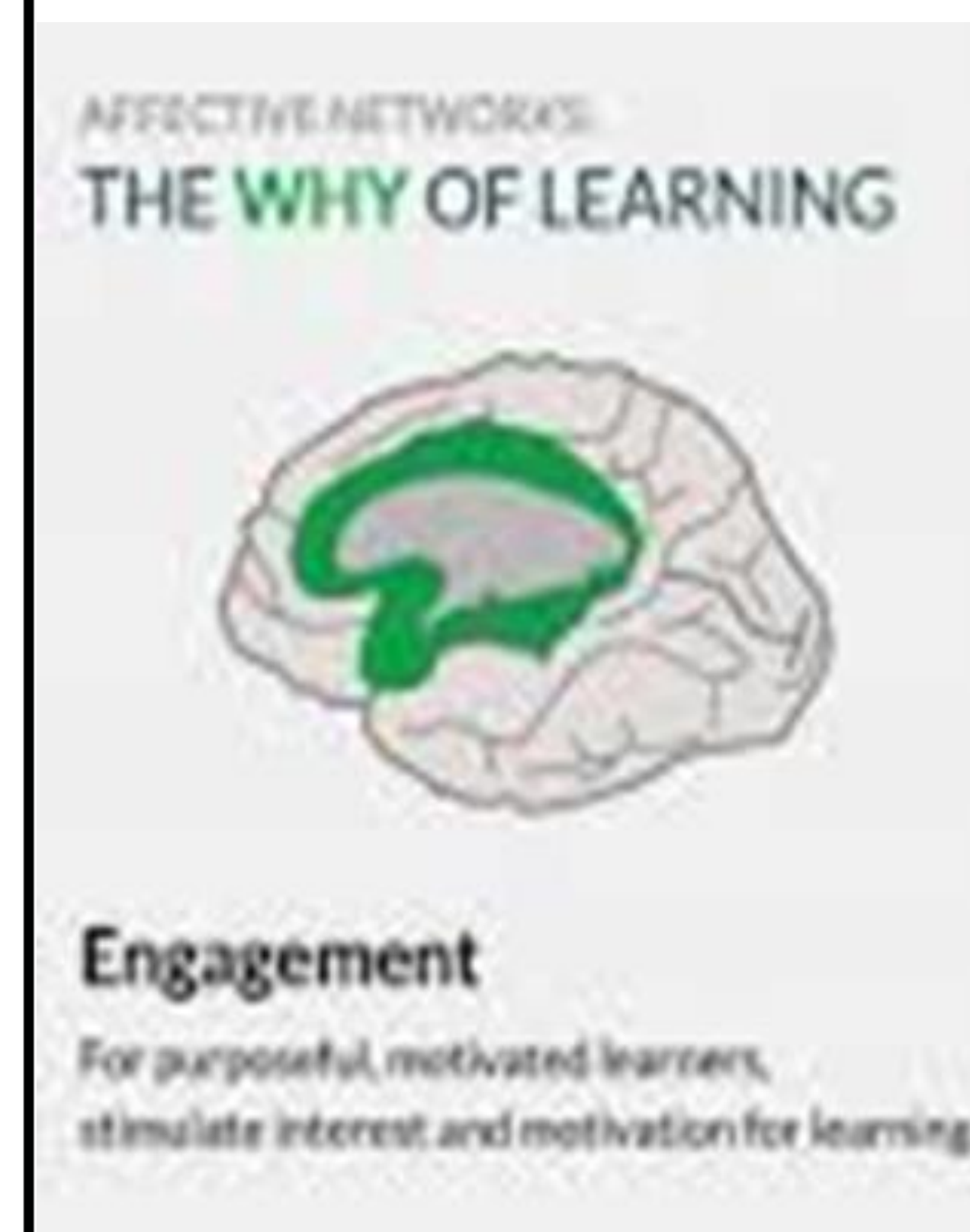
### Antecedents

- Universal design in architecture
- Legislation for persons with disabilities (1997-2008)
- Assistive Technology Act, 1998
- Culturally responsive pedagogy
- Learner variability

### Attributes

#### MULTIPLE MEANS OF ENGAGEMENT

(The WHY of learning)  
--Motivation & engagement.



#### MULTIPLE MEANS OF REPRESENTATION

(The WHAT of learning)

--How students acquire course content. Learning activities.

#### MULTIPLE MEANS OF ACTION & EXPRESSION

(The HOW of learning)

--How students demonstrate their knowledge of course content. Course assignments.

### Characteristics

- Flexible curriculum design
- Open-mindedness by faculty
- Multiple teaching modalities
- Supportive communication
- Technology-enhanced instruction

## Conclusions

As a result of UDL-designed curriculum:

STUDENTS are:

- More positive about learning
- Increased growth mindset
- More engaged
- More control of learning
- Increased academic growth
- May be overwhelmed by variety of teaching activities

FACULTY can:

- Better address learner variability
- More willing to accept errors
- Share decision-making
- Improve relationships with students
- Teaching may be more time consuming to clearly design rubrics and assignments

## References

- Foley, A., & Davis, A. (2017). A guide to concept analysis. *Clinical Nurse Specialist: The Journal for Advanced Nursing Practice*, 31(2), p. 70-73.
- Meyer, A., Rose, D., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.