Universal Design Instruction & Learning Strategies in Doctor of Nursing Practice Education

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Objectives

» Discern the uniqueness of each individual doctoral student learner

» Evaluate the key principles and benefits of UDL/UDI

» Contemplate the integration of UDL/UDI into doctoral nursing curriculum & courses

» Create three action steps to begin the integration of UDL/UDI strategies

The Typical Doctoral Nursing Student?

» Background

» Experiences

» Education

» Employment

» Interests

» Generation

» Location

» Academic abilities

» Course content

» Learning styles and preferences

Universal Design for Learning (UDL)

Individual variability is the norm, not the exception

Universal Design for Learning Guidelines

Provide Multiple Means of
Engagement
Purposeful, motivated learners

Provide Multiple Means of
Representation
Resourceful, knowledgeable learners

Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

(CAST, 2011)

Dan Burden

Examples

Push/Pull Doors Sliding   Automatic Doors

Universal Design

The design of products and the environment to be usable to the greatest extent possible by people of all ages and abilities (Story, Mueller & Mace, 1998)

Universal Design for Learning & Instruction

UD Learning

Focused on the **Learner**: Neurobiology of learning informs curricular design

UD Instruction

Focused on **Accessibility**: Design of the curriculum for the broadest range of learners

Universal Design for Instruction (UDI)

Model for teaching on the post-secondary level that is intentionally inclusive of a wide range of learners including those with disabilities

Equitable Use	Perceptible Information	Size & Space for Approach & Use
Flexibility in Use	Tolerance for Error	A Community of Learners
Simple and Intuitive	Low Physical Effort	Instructional Climate

(Scott, McGuire & Shaw, 2003)

Background Literature

» Utilized the principles of UDL/UDI as a framework (n=15)

– Qualitative study, university students, with/without disabilities

– Discern strategies conducive to their learning (Black, Weinberg, & Brodwin, 2015)

» Examined UDL principles in two large business classes (n=1285)

– Four instructional tools including PowerPoint, lecture notes, clickers, and MindTap

– Evaluated for impact on perceived learning, actual learning, and learner satisfaction (Dean, Lee-Post & Hapke, 2017)

» Positive inquiry in the health field (n=25 faculty)

– Including nursing, medicine and physiotherapy

– Evaluate the application of UDL for the clinical learning environment (Heelan, Halligan & Quirke, 2015)

Implementation of UD for Learning and Instruction in a DNP Program

Hybrid DNP Courses

- Translational Research
- Communication and Collaboration in Health Care Systems
- Organizational Theory and Behavior

ONLINE

HYBRID

HYBRID COURSES COMBINE ONLINE & FACE-TO-FACE FORMATS

ON CAMPUS

Translational Research Course

- Assessed learner baseline knowledge

- Reformatted objectives into statements

  - Used Likert scale 1 = strong disagreement to 4 = strong agreement

  - "I can formulate a compelling clinical question using the PICOT format"

- Variety of Assignments

  - Different strengths

- Tolerance for Errors

  - Scholarly project development
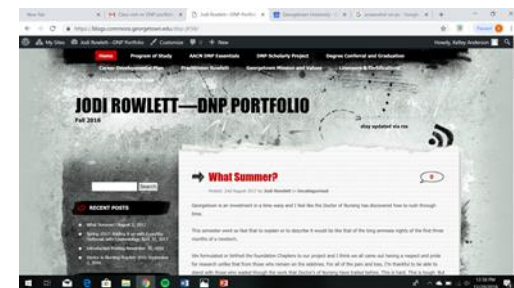
Communication and Collaboration

- Assessed learning styles and knowledge prior to course start

- Learners select content delivery
  - Read articles OR Watched videos

Organizational Theory & Behavior

- Multimodal learning – print/electronic – listen, watch, read, view

- Podcasts, video, text, case studies, reflective exercises, webcasts

- Synched to computers, tablets and mobile devices

Blending with Purpose – The Multimodal Model
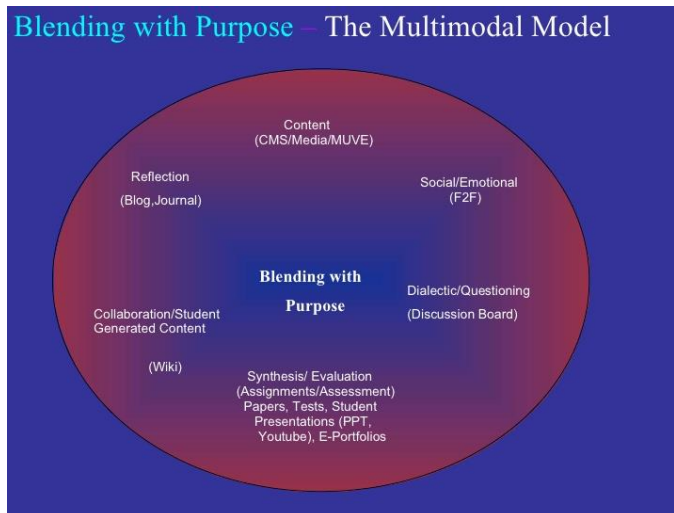
Ideas for Change

- If you know the objectives or standards – variety pathways to accomplish them?
- Can you bring in different resources?
- Class set-up, outside of traditional
- Collaboration and co-teaching
- What options would intrigue your students? Have you asked them?

Benefits & Challenges

» Benefits

– Proactive

– Student choice and voice, demonstrates value and respect for learner/s

– Andragogy = Adult Learning

• Learners are self-directed & autonomous, the role of the teacher is facilitator (Knowles, 1968)
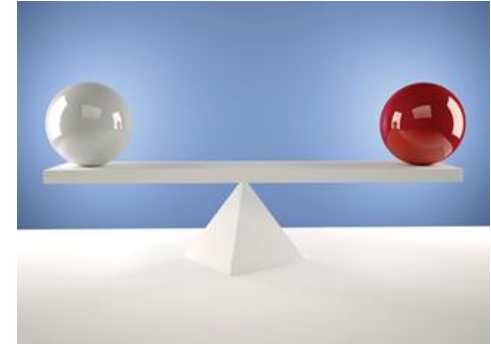
» Challenges

– Difficulty knowing when objectives met

– Metacognition

Learning for the Future

- Technology fundamentally changing education
- Exposure to experiences and opportunities
- Operationalize a classroom for all types of learners by respecting inherent diversity and styles
- From delivering information to what to do with knowledge – rethink how students are evaluated or what it means to be in a class
- Institutional support for a more inclusive learning environment

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Thank You!