

## 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.

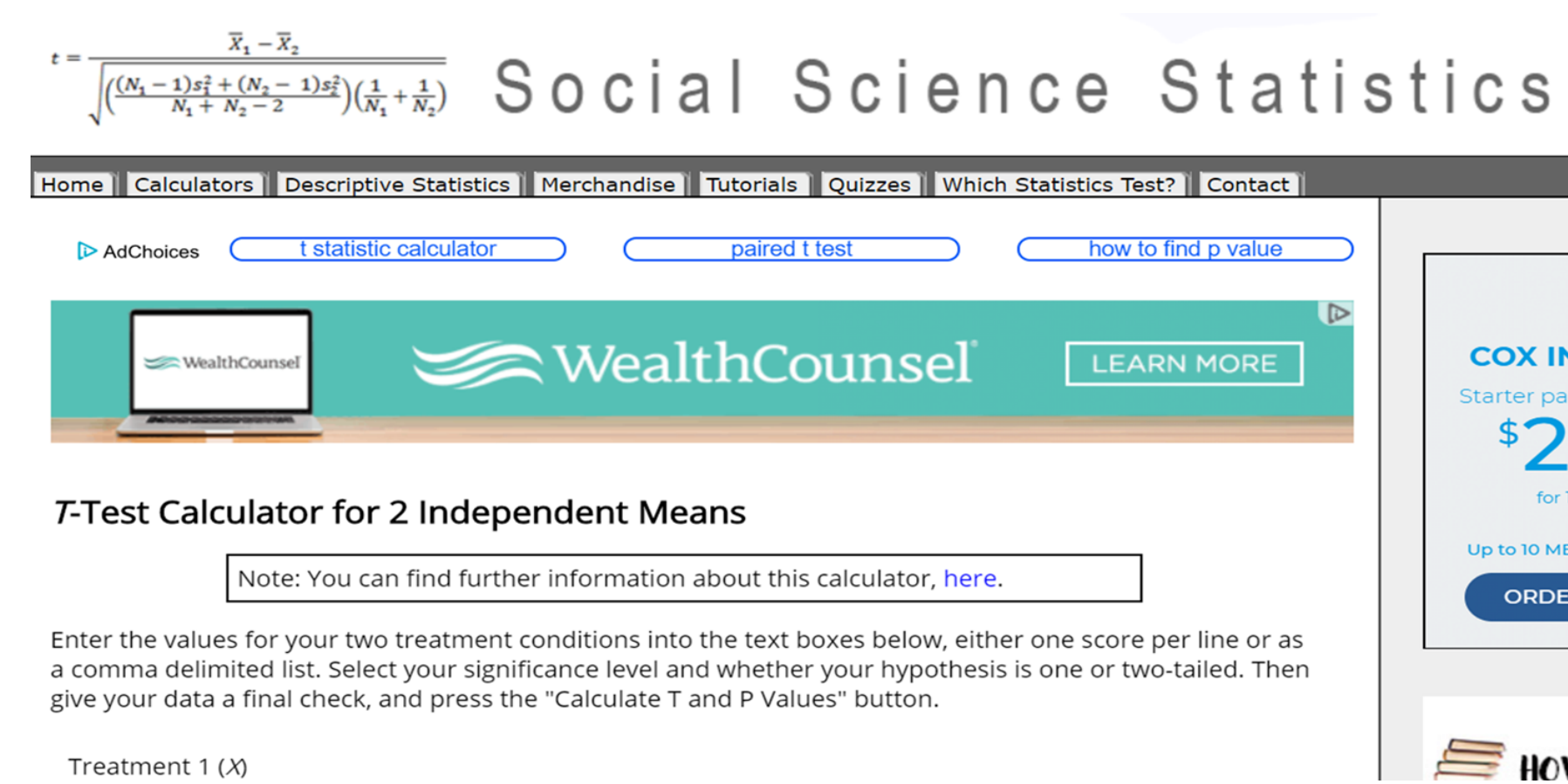
## Purpose

This presentation describes the UDL framework and how UDL principles were applied in a nursing research/evidence-based practice course for BSN students.

## Methods

The activity "Tea Test Time in NURS 420" was designed for the face-to-face Research / EBP course. The classroom was set up with a table serving iced tea and cookies. Students counted the number of chips in two types of cookies and entered this data into an internet program that calculated a t-test. This activity was linked to the use of t-tests in research studies, through review of journal articles and group discussion.

## Results



Principles of the UDL framework were met in the following ways:

--Principle 1: Provide learners with multiple means of engagement. Serving tea and cookies to students caught their interest.

Principle 2: Provide multiple means of representation. Information on the statistical t-test was provided through cognitive, kinesthetic, social and technological means.

--Principle 3: Provide multiple means of expression. Students demonstrated their learning through participation in the data collection, review and analysis of journal articles, and participation in discussion.



## Conclusions

Tea Test Time involved both learning and fun. It was particularly engaging for students, and provided students with a variety of ways to give meaning to their learning.



## References

- Meyer, A., Rose, D., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.
- Coffman, S., & Draper, C. (in press). Universal design for learning in higher education: A concept analysis. *Teaching and Learning in Nursing*.