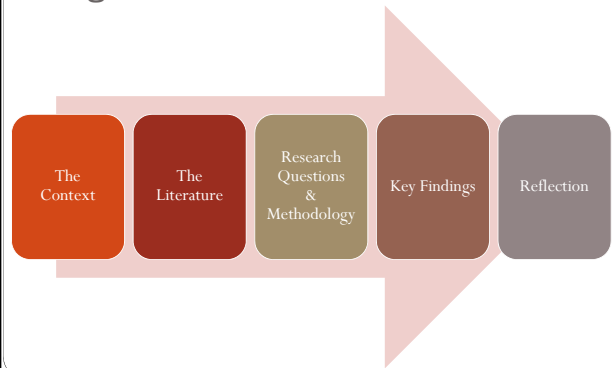


Digital Lectures to Support a Flipped Classroom

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Opportunities and New Directions Conference
Thursday, April 30, 2015

Agenda



The Context

- Second year honours financial & managerial accounting course
- 23 sections of the course, approximately 1,600 students
- Self-learning required and expected
- Classroom focus – application through case methodology
- Current supports
 - Text readings
 - PPT summary slides (“Topic Slides”)

The Context

- Accounting anxiety (Buckhaults & Fisher, 2011)
 - Negative perception by some students
 - 50% Medium to Low level of enthusiasm
 - “As difficult as learning to speak a foreign language”
 - Can be reduced by incorporating new methods for teaching

The Literature



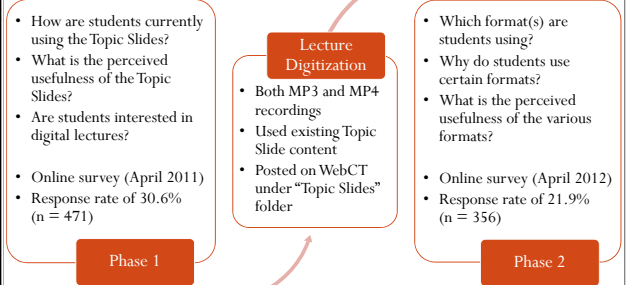
The Literature – Learning Styles

- Mestre (2010) {
- VARK questionnaire found that 63.8% of students exhibited a multimodal learning style
 - Students want a variety of tools available and multiple pathways to information
- Taylor et al. (2012) {
- Students prefer to learn on their own time

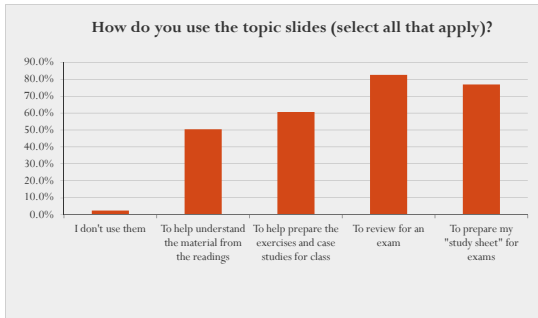
The Literature – Outcomes

- Robinson & Ritzko (2009) {
- Supports a broad range of learning styles (particularly listener learners)
 - Can be accessed multiple times
- Taylor et al. (2012) {
- Serves multiple purposes: pre-class /reading preparation, post-class review, assignment preparation
- Mestre (2010) {
- Available at point of need
- Watson (2004) {
- Decreases cognitive load
- Paladino (2008) {
- Helpful for those who have a disability or who are ESL students

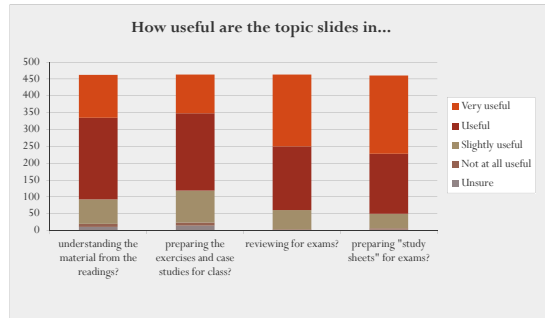
Research Questions & Methodology



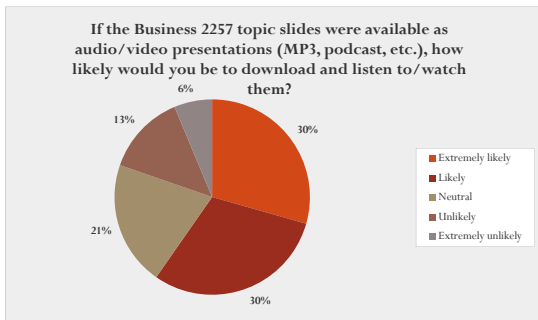
Key Findings – Phase 1



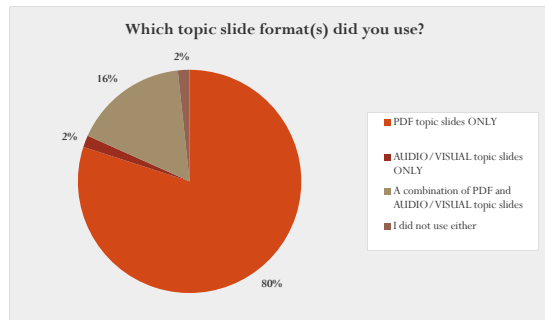
Key Findings – Phase 1



Key Findings – Phase 1

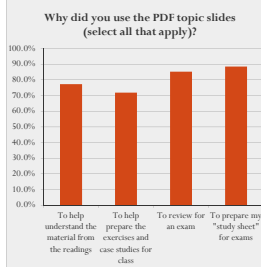


Key Findings – Phase 2

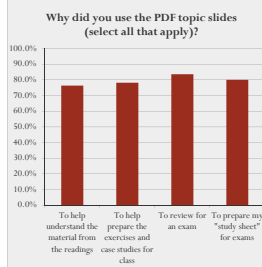


Key Findings – Phase 2

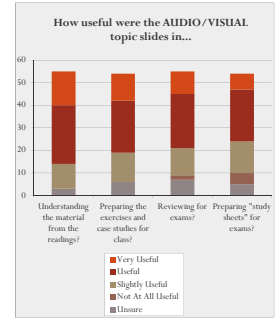
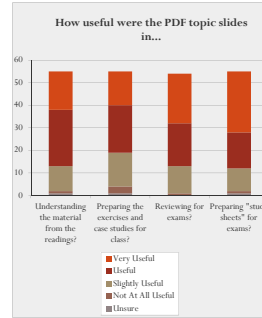
PDF topic slides ONLY



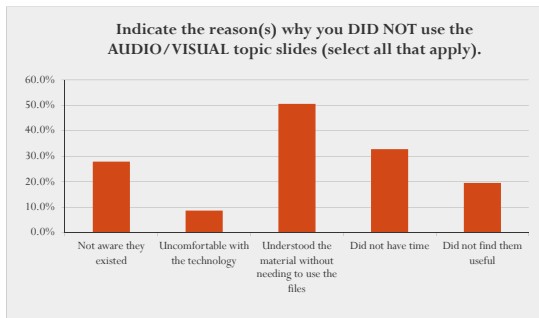
A combination of PDF and AUDIO/VISUAL topic slides



Key Findings – Phase 2

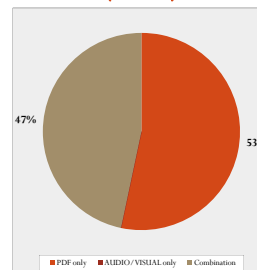


Key Findings – Phase 2

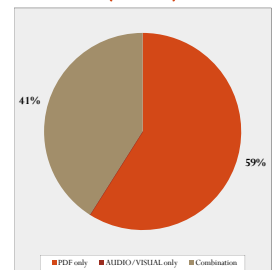


Key Findings – Phase 2 (By Campus)

Brescia University College (n = 15)

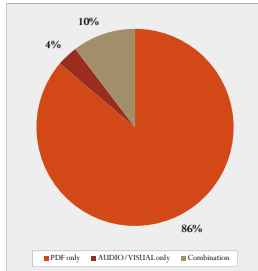


Huron University College (n = 39)

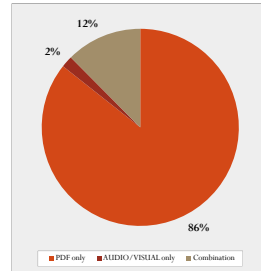


Key Findings – Phase 2 (By Campus)

King's University College
(n = 29)



Main Campus
(n = 265)



Reflection

- Challenge
- Instructor support & influence
 - Centrally managed website
- Learning
- Need to build awareness & visibility
 - Relatively new tool
 - Easy access needed

Reflection

- Challenge
- Voluntary nature
- Learning
- Integration required
 - Combine with an online quiz to further develop the vocabulary of accounting
 - Buckhaults & Fisher (2011)
 - Lo, Johnson, Tenorio (2011)

Reflection

- Challenge
- Technological & content limitations
- Learning
- Experiment with mode of delivery
 - Customized content
 - Chunk content into smaller parts
 - Betty (2008)

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