

The Academy for Teaching Excellence



An Overview of Class Activity/Simulation

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LT&ITC

Middle Tennessee State University

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What is the Academy for Teaching Excellence?



The Academy for Teaching Excellence is a year-long program that allows a faculty member to:

- Participate in a semester-long teaching mentoring program.
- Integrate what is learned from that teaching mentoring process into his or her classroom teaching.
- Conduct a Scholarship of Teaching and Learning (SOTL) research project to assess the effectiveness of such changes on improving student learning.
- Generate a journal publication, and possibly a conference presentation, reporting the results of the SOTL research project.

How Can I Participate?



Complete an Application/Interest form.

Return it to:

Tana McDonald

LT&ITC

First Semester (Spring)

Meet with
Mentor



Mentor
observes at
least 4 class
sessions



Discuss
feedback with
mentor



Begin development
of SOTL research
project



Identify areas
for
improvement

Summer Session

Conduct literature review for project



Develop new teaching methodologies & classroom activities



Develop SOTL research materials for assessing impact on student learning

Second Semester (Fall)

Implement
new teaching
technique



Continue
meetings with
mentor to
discuss
progress



Work with
mentor to
analyze data



Present a
learning
summary at
an LT & ITC
event



Work with
mentor to
prepare paper

Mom & Pop Candy Shop

Sugar Daddy Candy Distributors



RECORDING BUSINESS TRANSACTIONS

Prepared by Mary Phillips and Tim Graeff



Prior Research



- **Deep versus surface learning**
 - Deep learning – “actively engage in the learning process, ...apply knowledge beyond the educational context; alive to alternative viewpoints.” (Healy, 2008)
 - Surface learning – “understand learning as something that is external; ...passive recipient of knowledge.” (Healy, 2008)



- **Intervention: active learning**
 - To increase student engagement with the subject material; improve analytical and conceptual thinking skills (Hall, Ramsey & Raven, 2004)
 - “Repeated realistic experiences” as a means of developing expertise ((Johnstone & Biggs, 1998)
 - From knowing to thinking; higher order critical thinking; simulations being used currently by Deloitte and KPMG to train accountants (Springer & Borthick, 2004)
 - “Threshold concept” – to help students to see something a different way (Meyer & Land, 2003)

Generation Y: Born 1970 through 2002



- Expect state of the art technology
 - Expect instant gratification
 - Need to be challenged
 - Need continuous feedback
 - Expect immediate results
 - Multi-task
 - Seek careers that are socially meaningful
 - Want a balanced lifestyle
 - Are goal-oriented
 - Respect those who are intelligent and innovative
 - Do not automatically respect someone in authority
 - Sometimes not aware of proper basic etiquette
- (Polimeni, Burke & Benyaminy, 2009)

Our Class Activity



Identify who in your group will serve as :
Mom & Pop Candy Shop

- Inventory Clerk
- Accountant
- Treasurer
- Runner

Sugar Daddy Candy Distributor

- Inventory Clerk
- Accountant
- Treasurer
- Runner



- You are to collaborate and work as a team.
- Write your role on your name tag and sign for your role.

Beginning Balances - Inventory



- Record beginning balances in your Inventory Log for each type of candy.
- Record beginning inventory balances in your T-account for Inventory (includes both types of candy).
 - One piece of gum = one case of gum
 - ✦ Sales price to Mom and Pop \$200
(cost to Sugar Daddy is \$100)
 - One sucker = one case of suckers
 - ✦ Sales price to Mom and Pop \$300
(cost to Sugar Daddy is \$200)



Reminder: Each company carries inventory at its respective cost.

Inventory Log



Inventory Purchased

Inventory Returned

Inventory Balance

Date	units	price	total
Beginning Balance			
1-Apr			
5-Apr			
6-Apr			

units	price	total

units	price	total
3	200	600

Beginning Balances - Cash



Record beginning cash balances in the check register and T-account for Cash:

- Mom and Pop Candy Shop \$10,000
- Sugar Daddy Candy Distributors \$5,000

For each transaction:



1. Write the journal entry (accountant) and/or check (treasurer) and/or invoice (runner).
2. Move the inventory, invoices and checks appropriately (runner).
3. Update the inventory log (inventory clerk) at the cost for each company.

April 1, 2009



Mom & Pop Candy Shop buys on account:

5 cases of gum, and
10 cases of suckers



from Sugar Daddy Candy Distributors

(Invoice #1)

INVOICE



Sugar Daddy Candy
Distributors
404 Decay Lane

Date _____

Terms: 2/10, net 30

Quantity	Item	Price/unit	Total
		Total Due =	

Thank you for your business. Have a CANDY DAY!

April 5, 2009



Mom & Pop Candy Shop returns:

2 cases of gum

To Sugar Daddy Candy Distributors

(Use Invoice #2 for the return.)



April 6, 2009



Mom & Pop Candy Shop buys on account:

2 cases of gum

4 cases of suckers

From Sugar Daddy Candy Distributors

(Invoice #3)



Payments



- Mom and Pop pay the amount due for the purchase on April 1.
- Mom and Pop pay the amount due for the purchase on April 6.



Checkbook



Mom & Pop Candy Shop

1001

**100 Sugar Drive
Candyland, TN**

Date _____

Pay to the order of _____

\$ _____ Dollars

Cavity Bank and Trust

For _____

Reconcile the accounts



- Post the journal entries to the T-accounts.
- Compute ending balances for:
 - T-accounts
 - Check register
 - Inventory log
- Reconcile the actual inventory quantity to the inventory log.
- Reconcile the inventory dollar amount on the inventory log to the T-account for Inventory.
- Reconcile the cash account to the check register.



Wrap-up



- Put all paperwork back into your envelope.
- You can have the candy!

- Thanks! I hope this has been a learning experience for everyone.

Surveys



- **Students were surveyed before and after the class activity**
- **Self-reported their perception of learning**
 - Likert scale of 1-7
- **Collected a limited amount of demographic data**
 - Accounting major?
 - Number of accounting classes taken?

Preliminary Results



- On 12 of the 17 questions surveyed, students report significantly greater learning after the class activity when compared to survey results before the class activity.
- This experiment was a “between subjects” study, since students remained anonymous.
- This fall, we changed this to a “within subjects” study to see if the results are different.
- Students generally enjoyed the activity and felt it helped them to learn better how to account for a merchandising business.
- We will analyze the results from this fall and then be ready to write the paper and submit for publication.
- Target journal is *Issues in Accounting Education*.