

Effective Strategies for Teaching Intermediate Accounting to Adult Learners

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ABSTRACT

Effective strategies for teaching intermediate accounting to adult learners at Metropolitan State University (Metro State) were identified and supported by evidence. This paper focuses on the effectiveness of a strategy that featured multiple take home exams. Evidence supports the approach is effective by comparing the performance of two adult student groups (average age of 32) during their only required intermediate accounting course. The control group was required to complete four independent in-class exams during the fall semester, while the treatment group was allowed a week to work collaboratively to complete the four exams in the spring semester. The groups were evaluated based on their performance on a 35 question comprehensive multiple choice, CPA type exam. The treatment group's average score increased by 14% suggesting the use of multiple take home exams improved the learning of adult students. An explanation for the success is discussed along with additional effective strategies.

Statistical Quality Control: Using M&M's to Develop Attribute Control Charts

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ABSTRACT

An experienced-based mini-demonstration can be used to facilitate student learning of attribute control charting. The mini-demonstration offers an inclusive, participatory experience that involves everyone in the class while effectively using minimal classroom time. The statistical quality control charting M&M's mini-demonstration, which may be used in academic and non-academic settings, has been very well received by 808 graduate and undergraduate students at an AACSB-accredited college with 94.95% favoring the experience. The mini-demonstration, which focuses on statistical quality control tool development, may be extended to include computer integration, involves little instructor preparation, and can be used with small or large class sizes.

Course-Specific Online Demonstrations Add Layer of Richness to Instruction

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ABSTRACT

Often students leave the classroom without grasping all the concepts presented, especially in a technical business course. When the students attempt to complete homework assignments, they need to review examples from class, but often the textbook does not have the same examples as the instructor used. Online demonstrations can be created to replicate in-class examples. This paper will describe how online demonstrations have been used in a business software course using Adobe Captivate and offer suggestions for use in other business courses.

Incorporating Industrial Kaizen Projects into Undergraduate Team-Based Business Internships

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ABSTRACT

Interdisciplinary team internships have the potential to support development of student leadership, hone teamwork skills, reinforce the application of theory, and overcome many of the limitations of traditional student projects and internships. In this article, the authors present the results of a semester-long university/industry pilot project in which a self-directed interdisciplinary teams of business interns managed and executed a Kaizen quality improvement project. For both employer and teams, the results were overwhelmingly positive. To date, recommendations made by the interdisciplinary business internship teams have reduced the operational costs of sponsoring organizations by \$500,000. Recommendations for the development and management of successful interdisciplinary team internships are presented.