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CETL Certificate Project
My Classroom? (click on video to view)
Five Minute Semester?

- Father Guido’s Five Minute University not so far fetched?
  - Students fail to realize that Accounting subject matter is presented in a framework, and that concepts learned must be remembered and applied later in the course.

All too often I have observed that students seem to remember material only until it is tested. Once tested it appears that material is not retained for future application.
Motivation to Be Better Teacher

Large Class Sections
• Due to constrained resources, class sections will increase to greater than one hundred students

Difficult Subject Matter
• Traditionally Accounting subject matter is difficult for students to comprehend concepts, and students exhibit difficulty in applying concepts to solving accounting problems.

AACSB Accreditation
• Assurance of Learning required for accreditation purposes.
Addressing the United States Learning Problem (click on video to view)
My Objectives for CETL

- Learn how to be a more effective teacher.
  - What teaching methods are most effective?
  - How can I learn and better utilize available technology?
  - How can I better understand how students learn?
  - What learning outcomes are appropriate for each course?
- Collect, analyze and utilize student feedback to assure and enhance student learning
Three Prong Approach

- CETL Faculty Teaching Certificate Program
- CETL Teaching With Technology Certificate Program
- CETL Teaching Large Classes Faculty Learning Community
CETL FTCP Topics

- Active Learning
- Teaching Goals Inventory
- Diversity
- Rubrics
- Service Learning
Active Learning

I see Active Learning as the foundation of becoming a better more effective teacher.

The “Voodoo Economics” clip, unfortunately, too often seems to represent student response in my classroom.

The other Ben Stein clip brings to the forefront that today’s student is very different from past students. Today’s student has a limited subject knowledge base, but are incredibly skilled in the use of communication technology.
Active Learning

- Active Lectures
- Think-Pair Share
- Classroom Assessment Techniques
- Brainstorming
- Games
- Debates
- Role Play
- Case Studies
- Team Based Learning
- Writing Assignments
- Service Learning
- Immediate Feedback – Assessment Technique
Active Lectures

- Drawing from the Teaching Large Classes Faculty Community, I have learned to abandon the podium and circulate throughout the classroom.
- Certain classrooms are more conducive to this, while a few are not conducive at all.
- My challenge is to learn how to more actively involve the students in the lecture by utilizing available technology, and shifting to a more interactive problem-solving approach, rather than the traditional lecture.
Think-Pair Share

• Although I have not yet incorporated this technique into my class presentations, I hope to introduce the technique beginning Summer Session II.

• My idea is to utilize D2L and/or Excel worksheets to administer the quizzes, rather than the scratch-offs.
Classroom Assessment Techniques

- This is another technique that I have yet to incorporate into my classroom activities.

- My idea is to adapt it to a survey form, which can be completed on D2L to speed assessment for the very large class sections.
Debates

- Again, I cannot see this technique viable in the lower level courses. Debatable accounting issues are too advanced for the 200 level.
Games

- CENGAGENow, an on-line homework platform, offers a “Jeopardy-like” game, which I have used on occasion. Shortfalls of the game include inability to select, or add questions to the game. Also, the CENGAGENow server is not very dependable, and tends to lock up both my computer and those of the students.
Brainstorming

- At present, I do not see an application of this learning technique, at least with the lower-level courses. The students do not have the knowledge base (framework) to be able to arrive at a solution in this manner.

- I will continue to examine this technique, and determine if there exists a practical application.
Role Play

- This technique is also not very relative. Students have no prior knowledge to “model” any behavior.
Case Studies

- This is a technique that I plan on utilizing more in the future. The problem is that test cases are not very good. I am searching to find more relevant cases elsewhere, or I will endeavor to create my own. I want to be able to incorporate Excel spreadsheets in the case solution.
Team Based Learning

- The incorporation of this technique will depend on whether I can find or develop good case studies. I need to find good methods for forming groups.
- Also, I would like to develop a decision tree problem format, to help the groups arrive at the correct answers, a sort of “guided” problem solving.
Writing Assignments

- I plan on modifying this techniques to use in conjunction with Case Studies and Team Based Learning.
Service Learning

- This technique is intriguing, but I see it as a real challenge to implement. Financial Accounting is highly regulated, and Managerial Accounting involves a very high degree of confidentiality.
- I plan on surveying AICPA, Minnesota Society of CPAs and the American Accounting Association to see if there have been any successful Service Learning applications, and its feasibility in the future.
Immediate Feedback Assessment Technique

- I plan on merging this technique with Classroom Assessment Techniques.
Teaching Goals Inventory

I completed the teaching goals inventory. I discovered that content was very important to me. I am now challenged to deliver my courses in a way that helps the students learn the required content, in an “active learning” manner. I need to concentrate on keeping the students involved and engaged.
Diversity in the Classroom

- It is important that all students feel comfortable and “at ease” in a safe enriching environment. All students should feel that they are valued and appreciated.
Rubrics

- At present I do assign written assignments. I do plan on requiring the students to write, but not in the traditional sense.

- A Rubric may help me to develop written assignments on D2L and Excel, so that I can guide the students in the directions I want them to go. I really want to develop a “guided” or “programmed learning” approach to problem solving.
CETL Teaching with Technology Certificate Program - Summary

- I have learned to implement the following into my classroom activities:
  - LectureTools – a lecture and classroom management system [Lecture Tools Web Site](#)
  - Jing – to create and capture video to incorporate into the Lecture Tools Lecture.
  - D2L – class management platform
  - CENGAGENow – a homework management platform
  - Skype – for face-to-face contact
  - Social Internet Sites – Twitter, MySpace and FaceBook to better relate to students.
Peer Teaching Consultant and SCOT Program

- I participated in the PTC and SCOT programs, because I am very interested in receiving as much feedback as possible from my students and faculty.

- I was grateful for the feedback provided by both programs. The feedback helped me to identify what I was doing well, and what needed to be changed or eliminated. I hope to be able to maintain a constant system of feedback to continually improve my courses.
And last but not least ...

The Gumby Pledge

Be humble. Be lovable. But above all, be flexible.