

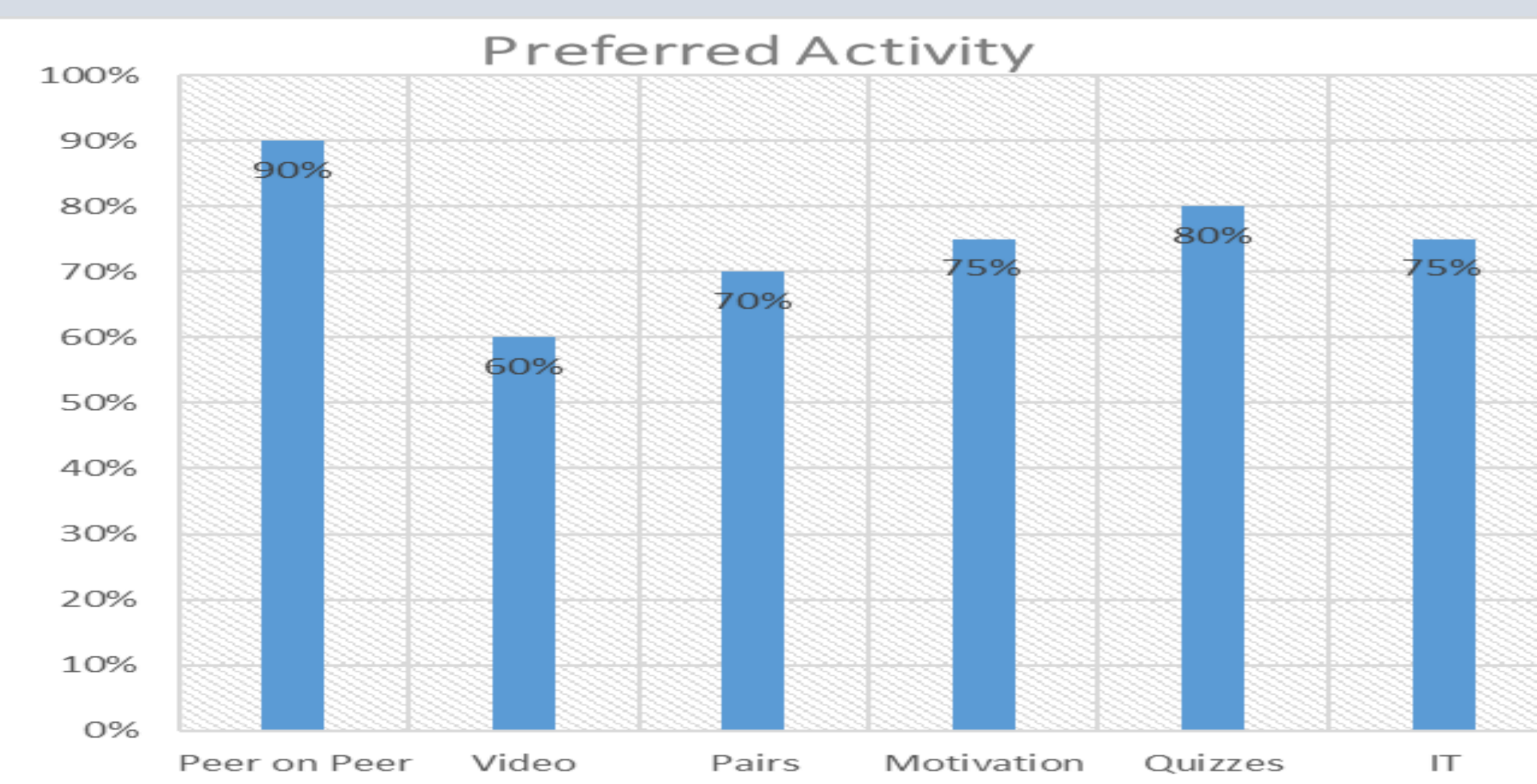
Sharing Practice Ayodeji Olaoshun Student Number: 21425301

Abstract

This report will explain how active learning was introduced into classroom activities to improve students' engagement and performance at Level 4 of Accounting and Finance. Biggs (2003) states that active learning improves students' engagement and performance, if the appropriate activity based on the course objective is introduced. Therefore, based on this research, I introduced activities such as peer learning, group /pair working, and the use of information technology. The peer learning came out as the preferred activity. (See data) This is where the students work together and learn from each other in class, the students who are seen to be more adept in the subject provide support to the rest of the group, the students are comfortable to learn from each other, they enjoy the interactions, they became be leaders of their own learning. The students became more engaged, they developed a deeper approach to their learning, attendance was higher and performance was higher. These findings conclude that active works when appropriate activity is introduced.

Critical Incident

I noticed that that there was a surface approach in my class. A surface approach is when students complete the task by just scrambling the information, makes no distinction between new ideas and existing knowledge and treat the task as externally imposed, they tend to prioritize non-academic work over academic, students appears to be unmotivated and turn up to class late. A surface approach in teaching is where teaching focusses is more on the content than the process (Trigwell, et, al, 1999). My key area for development is to find a teaching approach that is student focused and encourages a deep approach to learning. The deep approach engages students in a more meaningful way, so the student tries to use the most appropriate cognitive activities (Biggs, 2003). Cognitive activities are those activities that encourages the students to think about what are doing allow and develop their cognitive skills (Prince, 2004)



Personal reflection

The intervention has been very effective and I can confirm that active learning when used appropriately does improve students' performance and engagement. Peer to peer activity is a very useful activity to use at level4. The students enjoy the social interaction and the support they get from each other, they are more relaxed in each other's company and if use effectively places the responsibility of learning on the learner and the teacher becomes a facilitator. Another benefit of peer on peer is the students have a sense of belonging, they are not lonely and they can work together in class and keep each other informed. I will definitely be using more interventions to support student's learning, the more engaged they are, the better their performance. In one of my classes, when I asked one of my students if he needs my help, he said "Am working with my friend and will come to you if we cannot work it out". I only need to facilitate their learning, that was a good outcome for me.

References

- Biggs, J and Moore, P (1993). The process of Learning, Sydney: Prentice Hall
 Faust, J.L. and Paulson, D.R. (1998) 'Active learning in the college classroom', *Journal on Excellence in College Teaching*, 9(2), pp.3-24. Byron
 Gould, Jim., (2012) Learning Theory and Classroom Practice in the Lifelong Learning Sector., null SAGE Publications, pp56-77
 Machemer, P.L. and Crawford, P. (2007). 'Student perceptions of active learning in a large cross-disciplinary classroom', *Active learning in higher education*, 8(1), pp.9-30.
 Sugahara S., & Dellaportas, S. (2018). Bringing active learning into the accounting classroom. *Meditari Accountancy Research*, 26(4), 576-597. <http://dx.doi.org/10.1108/MEDAR-01-2017-0109>
 Trigwell, K., Prosser, M. and Waterhouse, F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. *Higher education*, 37(1), pp.57-70

Literature review

The techniques of active learning are those activities which require students to do meaningful learning activities and think about what they are doing (Gould, 2012). The choice of activity must be such that it can encourage cognitive learning, hence, the activity design must be challenging, achievable, relevant and interesting for the student. Active learning is *student-centred* not teacher centred (Machemer and Crawford, 2007). There are many types of activities that constitute active learning, such as peer/peer, fish bowl, clarification pause, question and answer, wait time, quiz/test, note comparison, sharing, games. Biggs (2003) states that some activities are more relevant to some courses than others, therefore, activities must be chosen carefully and must be relevant to the discipline. Prince (2004) states that this form of learning has also been found to promote greater productivity, generate new ideas or creative solutions, and increase student ability of social perspective taking. Machemer and Crawford, (2007) state that some of the advantages of active learning are that it enables students to develop a positive attitude towards the subject and learning. Other outcomes include higher academic achievement, increased comprehension, retention, and transference of learning, and development of **higher** level thinking (Cherney,2008).

Intervention

Based on the literature review, I chose some activities which were relevant to my discipline. Students tend to have to do a lot problem solving and other technical work, so I sought to use activities to motivate the students to build up their confidence. The intervention involved a range of active learning activities such peer learning(Gould,2012). Peer learning is where students learn from each other in class, it builds up their confidence and it also encourages social interaction and improve engagement. Information technology activities such as online teaching, polls everywhere, blackboard and videos were also introduced. Various activities were tried out, over the sixteen-week period. At the end I asked the students, the activities they enjoyed the most. Further data was collected through a mentor observation and through a colleague observation of my teaching and through my reflection on active learning approaches.

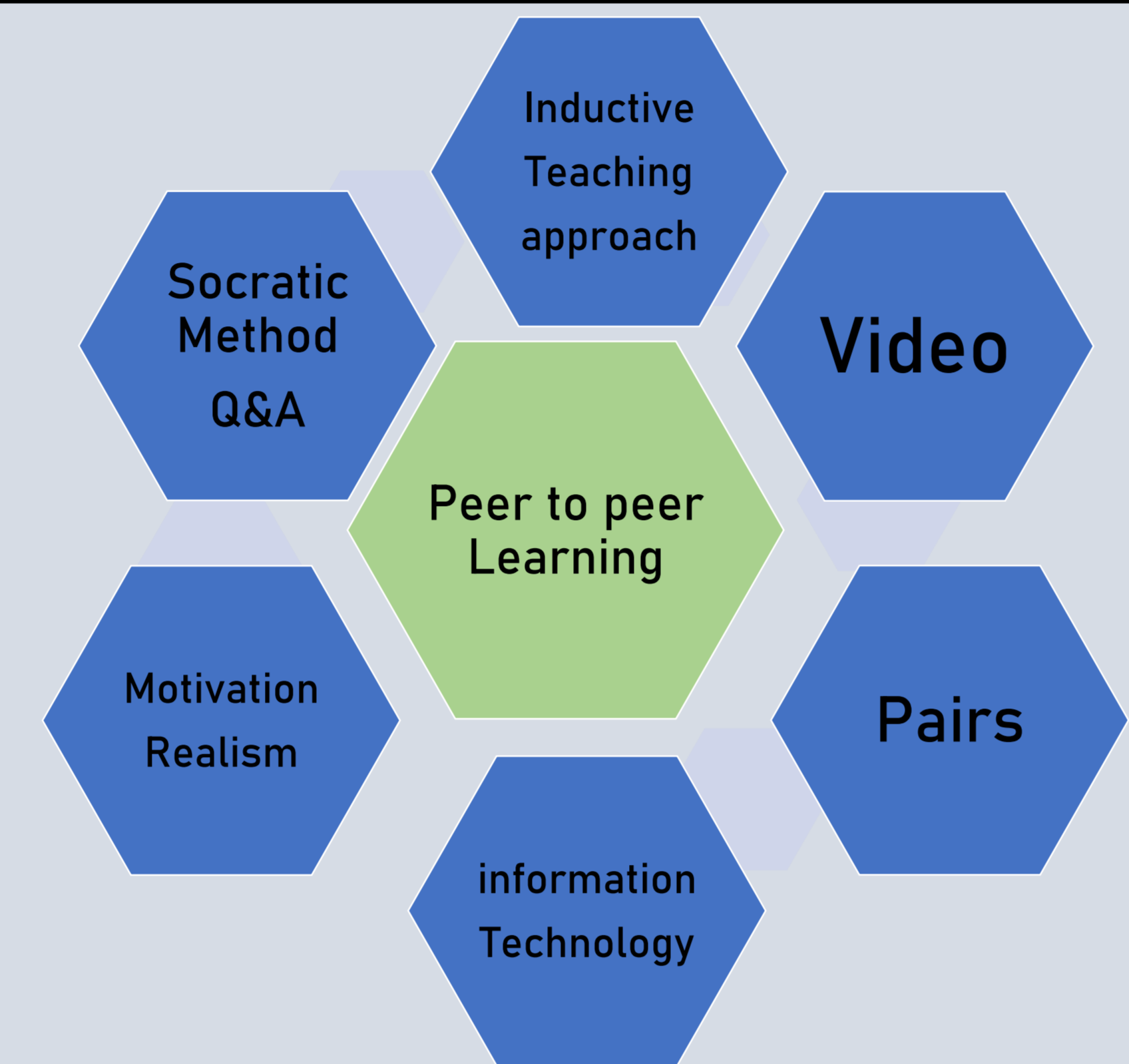
Active Learning in Accounting

Accounting as a discipline also embraces most of the activities mention above, however, motivation is considered to be the key element for active learning in undergraduate accounting (Sahara and Della post, 2018). The most appropriate way to motivate learners is by encouragement, this is linked to self-efficacy and a student focused teaching approach.

Conclusion

Peer to peer learning was reported as being the most popular of the learning activities. The students were able to interact with each and work together in class with a mutual goal. The outcome was outstanding: The surface approach was minimised, there was high engagement, high performance and low resits. Having tried a few activities, I can confirm that active learning does improve student's engagement, it gives students some control over their learning. More importantly is the support they provide for each other in their learning and the impact on their engagement and performance. This intervention can be used by all teaching staff, especially new teachers who are trying to decide on which activity to adopt. The first step is to get to know your students and then build in the relevant activity based on the subject and discipline. Teaching is evolving continuously, currently, we had to move to online teaching, this was not the case a few months ago. The two areas where further research can be done is online teaching and attendance on online, what can be done to ensure that students log on to the webinar sessions and innovative practices that can reduce surface approach in online learning.

Active learning activities



Mentor observation

Prepared

- Well prepared and structured to benefit all leaners
- Aims and objectives explained to students

Delivery and Presentation

- Delivery was good, tutor as facilitator, reasonable pace, appropriate strategy used
- Addressed learners' needs

Active Learning and Student engagement

- Workshop was student-focused, use of technology, pollseverywhere, research on Internet, Blackboard
- Learners worked in pairs, good interaction between learners and learners/tutors
- Learners were called by name

Colleague observation

Teaching methods observed

- Scaffolding- building on previous knowledge
- Inductive approach-Question-Concept

Student participation

- Fully engaged- they were answering question.
- Motivated and participated in the exercrise

Strengths

- Excellent class management
- Realism- Theory linked to read world
- Clarification pause
- Focus on process