

Intentional Learning: A Process for Learning to Learn in the Accounting Curriculum

Chapter 4 - Teaching and the Process of Learning

To help students learn, faculty need knowledge of the subject matter—its organization, methods of inquiry, principles and theories; knowledge of students—who they are and how they think; and knowledge of effective teaching strategies and skills. We assume that accounting professors know their subject. Knowledge about students and how this knowledge may be acquired has been discussed in Chapter 3. We turn here to knowledge about teaching and learning, and suggest how faculty can prepare their students to become lifelong, independent learners.

We assume that our readers have tried a number of the strategies and techniques we discuss here, but they may not always be sure why or how these strategies do or do not work. This chapter will offer a variety of choices that can lead to effective learning for accounting students. We do not claim that all of these choices will work for all faculty and all kinds of students, but we believe that most accounting faculty will find here some ideas they can adapt for use in their own classes.

We will address teaching and learning processes that can promote the attributes of intentional learning described in Chapter 2. This chapter includes the following sections: (1) the integration of learning to learn into the accounting curriculum as a whole; (2) planning a course to include learning to learn; (3) teaching strategies and roles that encourage the attributes of intentional learning; (4) the effect of the learning context or climate on the quality of learning; (5) the results and evaluation of successful student learning; (6) recommendations for teaching and learning.