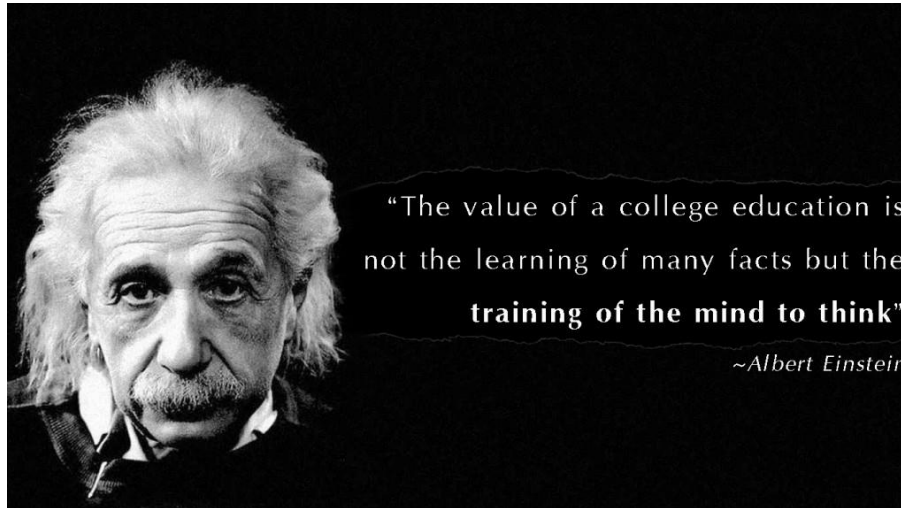




**American
Accounting
Association**

**Management
Accounting**

**The 2017 MAS Teaching Colloquium
“The Art of Learning”
Saturday, January 7, 2017**



As part of the Management Accounting Section (MAS) Mid-Year Meeting, the Teaching Symposium is presenting a series of education-focused sessions designed to complement the meeting's research-focused concurrent sessions. You can sign up in two ways: (1) register for the Mid-Year Meeting, or (2) register for the one day Symposium only (fee of \$100). We have designed the Teaching Symposium to allow you to attend some or (hopefully) all of our sessions. However, we recognize that attendees need to balance their research and teaching interests, so you are encouraged to join us for the Symposium sessions that fit your needs while also maintaining the flexibility to attend any concurrent research session that might also appeal to you. Bottom line: The choice is not “either/or.” We welcome you to join us at any point during the Teaching Symposium.

In a sense, the Teaching Symposium has been turned on its head this year. The focus is not teaching-driven but learning-driven. We look to address the fundamental question: How do accounting students learn? As educators, we give a great deal of thought to how we deliver our course content. However, we probably spend a great deal less time considering how students learn. In other words, how do students “connect the dots” among a wide variety of technical topics and how do they organize their learning process for a career that demands ongoing change in an environment full of uncertainty. The Teaching Symposium looks to focus on learning with an emphasis on how we can better engage students in the learning process. How can we better prepare them for life after college?

The Symposium opens with breakfast and sessions begin at 8:30. Our opening speaker, Professor Robert Duke from the Butler School of Music at the University of Texas – Austin. Professor Duke is a wonderfully engaging speaker whose expertise includes not only music but human learning. Who better to kick-off a day focused on the Art of Learning? Registration for the MAS Teaching Symposium, as well as for the full MAS Mid-Year Meeting, will open in September at <http://aaahq.org/mas/meetings/2015/information.cfm>

Program in Brief

General Sessions:

The Art of Learning. Robert Duke, a professor in the Butler School of Music at the University of Texas we discuss the elements of human learning. He will focus on improving student learning. As Peter Drucker pointed out, “We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is teaching people how to learn.” Professor Duke will bring his expertise in motor skill learning, cognitive psychology, and neuroscience to the discussion how we meet Peter Drucker’s challenge.

Integrating Research and Teaching in your Classroom. Original research represents a tangible product of learning and can in turn lead to further learning. However, for most students, understanding original research and the systematic process involved can be daunting. As teachers, we face the ongoing challenge of the Curse of Knowledge – remembering what it was like to not know something. As researchers, we sometimes struggle to share our findings in the classroom. We face the very practical challenge of balancing our research and teaching responsibilities. We have two recently tenured faculty who can offer suggestions for this balancing act: Professors Margaret Christ, University of Georgia, and Professor Lorenzo Patelli, University of Denver.

Mini-Classrooms. Instead of poster sessions, we have included two mini-classroom sessions where expert teachers will actually conduct short classroom experiences where the audience will serve as the students. You will experience techniques designed to elevate student learning. Our goal is to provide a series of tools you could take back to your classrooms and implement in the upcoming semester.

Learning After College. Ultimately, faculty provide students technical content, but perhaps more importantly, we teach students how to learn. We hope that students recognize the importance of life-long learning. During this session, our speaker will focus on how their accounting education and work background prepared them to learn new skills and adapt to the rapidly changing business environment in which they work. Too often, the stereotype of an accountant fails to match the dynamic reality of the opportunities available after graduation. Let’s hear about one person’s path.

Classroom Engagement. The critical factors in raising student achievement involve motivation and our expectations of our students themselves. A key aspect is classroom engagement. As the 2016 Cook Prize winner for outstanding teaching at a two-year college, Markus Ahrens must engage a very diverse set of students each semester in an effort to push them toward academic achievement they might never have thought possible. As four-year schools and graduate programs become increasingly dependent on two-year institutions to provide transfer students, it has become essential to engage an increasingly diverse student population. In addition, session attendees will be provided with student exercise examples and technology tips that can bring student learning to the higher levels of Bloom’s Taxonomy.

Panel: Teaching Students to Examine how they Learn (Metacognition). The panel will discuss their ideas about how students learn and techniques they have used to improve learning outcomes. The session also provides a forum for the audience to ask questions and share their own experiences. The goal of the session is to provide attendees with ideas they can use to improve their students’ learning process and outcomes. The panel will include: Professors Robert Duke and Professor Markus Ahrens.