Online Course ≠ Remote Learning
Community College
- Financial/Managerial

Undergrad
- Financial for Accounting/Finance Majors
- Accounting for Non-Business Majors

MBA
- Financial

Designed by Instructional Designers
“Thank you for making accounting exciting and easy to learn... even during these hard times.”
OUTCOMES
- Backward design
- Course roadmap for students

COMMUNICATION
- LMS Tools: Announcements (active course links), Orientation Video, Discussion Boards, Calendar, Message Students Who, Assignment Feedback
- Social media

ENGAGEMENT
- Student: Content
- Student: Instructor
- Student: Peers

ASSESSMENT
- Proctoring technology
- Assessment design to maintain integrity
- Alternate forms of assessment

NAVIGATION
- Cognitive load theory
- Program control vs. Learner control
- Modules
Outcomes

Drive the course design & provide a road map for students
Learning Outcomes

BACKWARD DESIGN
Let the outcomes drive the course design

COURSE ROADMAP FOR STUDENTS
Let the outcomes guide the students
INSTRUCTIONAL ACTIVITIES
are selected to foster student learning towards meeting the objectives

LEARNING OUTCOMES
articulate the knowledge and skills you want students to acquire by the end of the course

ASSESSMENTS
allow the instructor to check the degree to which the students are meeting the learning objectives
Communication

Connects you to your students
“Here at the beginning of the semester, if you can begin to establish student faith, you open up the potential for a truly great semester.”

- Professor Joe Hoyle
Course Orientation Video

“The pretraining principle is relevant in situations when trying to process the essential material in the lesson would overwhelm the learner’s cognitive system.”

(Clark & Mayer 2016)
“The key is sufficient repetition. Accounting is a class learned by doing, not by listening.”

“Familiarize yourself with the material *before* class. Having an idea of what the chapter is about and then learning it in class *AGAIN* will really help you understand. Always acquaint yourself with the concepts, definitions and formulas. Make use of the tools and resources provided to you (e.g. WileyPlus & Adaptive Learning) they really help you apply the concepts which will really deepen your understanding.”
Communication Tools

1. Announcements with links
2. Calendar
3. Discussion Board
4. “Message those who…”
5. Feedback

Set your homepage to your SYLLABUS to add Course Summary here!
Announcements

- Show three most recent announcements on home page (update this via Settings).
- Use Delay Posting to plan ahead.
- Use Allow users to comment with caution.
Calendar & Course Summary

- Use due dates and times for assignments.
- Create calendar items for
  - Weekly headings
  - “Nudges” (when you need to encourage students to complete an activity)
- Encourage students to download calendar feed to their devices
- **Weekly Announcements**: Copy/Paste items directly from the Course Summary

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18, 2020</td>
<td>First week of Summer 2020 &amp; Week 1</td>
<td>8am to 8:01am</td>
</tr>
<tr>
<td></td>
<td>Week 1</td>
<td>8am</td>
</tr>
<tr>
<td></td>
<td>Complete the “Start Here” Module</td>
<td>8:02am to 8:30am</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
<td>Due by 5:59pm</td>
</tr>
<tr>
<td></td>
<td>Sign Syllabus Contract</td>
<td>Due by 5:59pm</td>
</tr>
<tr>
<td></td>
<td>Unit 1-Ch 24 Tutorials/Videos</td>
<td>Due by 5:59pm</td>
</tr>
<tr>
<td></td>
<td>Unit 2-Ch 14 Video Quiz</td>
<td>Due by 5:59pm</td>
</tr>
<tr>
<td></td>
<td>Class Meeting Topic: Welcome &amp; Ch 14</td>
<td>6pm to 9:30pm</td>
</tr>
<tr>
<td>May 19, 2020</td>
<td>15 Tutorials/Videos</td>
<td>Due by 5:59pm</td>
</tr>
<tr>
<td></td>
<td>15 Video Quiz</td>
<td>Due by 5:59pm</td>
</tr>
<tr>
<td></td>
<td>16 Tutorials/Videos</td>
<td>Due by 5:59pm</td>
</tr>
<tr>
<td></td>
<td>16 Video Quiz</td>
<td>Due by 5:59pm</td>
</tr>
<tr>
<td></td>
<td>Class Meeting Topic: Ch 15, 16, Group Project</td>
<td>Due by 5:59pm</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>6pm to 9:30pm</td>
</tr>
<tr>
<td></td>
<td>Ch 14 Homework (NOVA)</td>
<td>Due by 5:59pm</td>
</tr>
</tbody>
</table>

Course assignments are not weighted.
End of Week 2 Announcement

Hi Students!

We are approaching the end of Week 2. By now, you should be close to completing the following assignments due on Sunday evening.

- Module 2.1: Ch.02 - Interactive Presentations due by 11:59pm
- Module 2.1: Ch.02 Homework due by 11:59pm
- Module 2.1: Ch.02 SmartBook due by 11:59pm
- Module 2.2: Ch.03 - Interactive Presentations due by 11:59pm
- Module 2.2: Ch.03 Homework due by 11:59pm
- Module 2.2: Ch.03 SmartBook due by 11:59pm
- Module 2.1: Reading and Understanding Chapter 2 due by 11:59pm
- Module 2.2: Reading and Understanding Chapter 3 due by 11:59pm
- Module 2.3: SLO Assessment 1 due by 11:59pm
- Module 2.4: SLO Assessment 2 due by 11:59pm

Please review Additional Resources" for the memory trick for the rules of debits and credits and walkthrough videos related to journalizing and adjusting entries.

If you have any questions, please post them in the Q&A Discussion Board. You're doing a great job in this course so far! Have a great weekend!

Take care,

Professor Mitchell
As we work together this semester, please use this forum to ask course-related questions as they arise. You may also use this forum to share relevant tips and resources that you think will be beneficial to your classmates. As your instructor, I will respond to course-related questions or concerns within 24 hours. Meanwhile, I encourage you to respond to your classmates’ posts if you know the answer or have a tip/resource to share. I recommend that you subscribe to this forum so that you will receive notification each time someone in the course posts to the forum.

Discussion Board: Q&A
- Students to post all course questions here.
- Other students may answer before instructor!
- Students can subscribe to forum.
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

- **Message Students Who**
Message Students for Ch 14: Homework (NOVA)

Message students who...

for Ch 14: Homework (NOVA)

- Haven't submitted yet
- Haven't been graded
- Scored less than
- Scored more than

No submission for Ch 14: Homework (NOVA)

Message:

Cancel  Send Message
Welcome Announcement (Week 1)
Posted on: Monday, August 27, 2018 8:05:00 AM EDT

Welcome to Accounting in a Global Economy!

Hi Students! My name is Professor Mitchell (mjitch@umich.edu), and I will be your instructor for MBUS 300. The class officially begins on AUGUST 27.

This is an online class. Each week begins on Monday and ends on Sundays at 11:45PM. We will not "meet" online at any specific times, but you have weekly assignments, quizzes, and exams due online on Sunday evenings. LATE WORK IS NOT ACCEPTED. You are expected to spend at least eight hours per week to be successful in the class. Everything we cover in this class is already known to the average business person. Learning accounting is like learning a new language, and we will focus on the fundamentals of accounting. If you’d like an overview of what you are about to study, please review this tutorial: [http://www.investopedia.com/university/accounting/](http://www.investopedia.com/university/accounting/)

Please watch this brief orientation video to help you learn about the Blackboard Course set up:

[Watch Video](https://example.com)

(The link to the video is available.)

Important Notes

1. **Due Dates**: All weekly assignments are due at 11:45PM on Sundays (EDT).
2. **ONLINE Exams**: You will take exams using Respondus Lockdown Browser and Monitor. You will be recorded while taking your exam. Please review the syllabus for specific technology requirements, including webcams.
3. **Check Blackboard & e-mail Daily**: I will post weekly announcements in Blackboard (sometimes more frequently). Also, please check your GNU email account daily. All correspondence MUST be via your GNU email address only for privacy reasons.
4. **Be Involved**: Contact me if you need support. Please always notify me SOONER rather than later if you encounter ANY issues regarding this course.
5. **Discussion Board**: Use the QUESTIONS forum in the Discussion Board to ask me and your classmates questions. This will ensure we all benefit from the answers.

**How to Get Started in the Course**: Go to Weekly Assignments in the Course Menu. Go to the Week 1 Folder. You will click through a series of screens with steps and activities for Week 1.

I really want you to do well, and I'm here to support you! Please use me as a resource. If you have any questions concerning the class, please let me know. I look forward to meeting you soon!

WELCOME TO ACCOUNTING!

Regards,

Professor Mitchell
LinkedIn

- Private LinkedIn group of current and former students
- Share ideas and opportunities
- Alumni help and give back

Instagram

- Share posts from professional organizations
- Use “Stories” to interact with students and ask them questions
- “Accounting in Real Life”
Engagement

Creates community through student interaction with the content, peers, and instructor
Student Centered Engagement

Instructor
- ZOOM Lecture
- Office Hours
- ONLINE Discussion
- Email/Text
- Timely feedback in LMS

Student
- ZOOM Polls
- Kahoot
- Padlet
- Reflections

Peers
- ZOOM Breakout Rooms
- Think-Pair-Share
- Group Quiz
- Peer Instruction
- ONLINE Discussion
- Board
- Blogs
- VoiceThread
- Study Groups

Content
- ONLINE AICPA Virtual Field Trips
- CAQ Discover Audit Videos
- MyPath to CPA Videos
- Pre-Class Executive Summary Writing
- Micro-lecture

Tie each activity to a learning outcome
11AM Accounting in Real Life: 10-Ks
Exploring financial statements

Instructions
1. Go to www.sec.gov
2. Select Filings/Company Filings Search
3. Select a company
4. Locate the most recent 10-K
5. Create a post - See Walmart example

EXAMPLE - Wal Mart
https://www.sec.gov/Archives/edgar/data/104169/0000104169019000016/wmtform10-kx1312019.htm
Fiscal Year End: Jan. 31, 2019
Total Assets: $219,295,000,000
Total Liabilities: $139,661,000,000
Net income/(Loss): $7,179,000,000

Target
Fiscal Year End: Feb 2nd, 2019
Total Assets: 41,290,000,000

Apple INC
Fiscal Year End: Sept. 29, 2018
Total Assets: $365,720,000,000
Total Liabilities: $258,578,000,000
Net Income/(Loss): $590,531,000,000

Tesla.
Total Assets: $29,739,614
Total Liabilities: $23,426,010
Net Loss: ($1,062,582)

Target
Fiscal Year End: Feb 2nd, 2019
Total Assets: 41,290,000,000

Nike
Fiscal Year: May 31st 2019
Total Assets: $23,717,000,000

MCDONALDS
Fiscal year end: Dec. 31, 2018
Total assets: 32,811.2 Mill.
Total liability:

United Airlines
Fiscal Year End: December 31 2017
Total Assets: $42,346,000,000
Groups

- Use Groups tools to organize students into groups
- Students have dedicated space to work
  - Discussion board
  - File Share
  - Wiki (Bb)
## Groups

You can use the Course Groups tool to create an interactive online environment. [More Help](#)

### Create

<table>
<thead>
<tr>
<th>Name</th>
<th>Group Set</th>
<th>Enrolled Members</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2 - Group 1</td>
<td>D2 - Group</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>D2 - Group 2</td>
<td>D2 - Group</td>
<td>5</td>
<td>Yes</td>
</tr>
<tr>
<td>D2 - Group 3</td>
<td>D2 - Group</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>D2 - Group 4</td>
<td>D2 - Group</td>
<td>5</td>
<td>Yes</td>
</tr>
<tr>
<td>D2 - Group 5</td>
<td>D2 - Group</td>
<td>5</td>
<td>Yes</td>
</tr>
</tbody>
</table>

[Select Self-Enroll](#)
Assessment

Provide students the opportunity to demonstrate their learning
Online Exams (proctored)

For privacy purposes, use the software your institution provides

- ProctorU
- Respondus Monitor
- Zoom
Online Exams (unproctored)

Use Design Features to Maintain Integrity

✓ Question Pools by Learning Outcome: Creates a unique exam for each student

✓ Time Limit & Limited Range of Availability: Limits ability to google questions

✓ Unique, Algorithmic Questions: Change company names/dollar amounts if using publishers’ test banks

✓ Delayed Feedback: Limits access to correct answers until all students have completed exam

✓ Honor Pledge: “I have neither given nor received help on this exam.”
Alternate Forms of Assessment

- Review learning outcomes
- Creative assessment design
- More frequent, low stakes assessments
- Higher level skills

USE RUBRICS to communicate expectations for students and to assist with feedback & grading
Navigation
Guides students through the learning journey
Cognitive Load

- Working memory is limited; people can only think about a few items at any given time (Miller, 1956)
- Separate channels for processing visual material and auditory material (Clark & Mayer, 2016)
- Schemas organize elements to help process multiple elements as a single element
- New material is first processed by working memory, then through active processing the material is organized into a structure and integrated with prior knowledge
When designing, consider the limitations of working memory to prevent cognitive load and deterioration of learning (Sweller, 2005)
Cognitive Load & Course Design

<table>
<thead>
<tr>
<th>PROGRAM CONTROL</th>
<th>LEARNER CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor led</td>
<td>Learners select topics</td>
</tr>
<tr>
<td>Linear sequence</td>
<td>Learners control pace</td>
</tr>
<tr>
<td></td>
<td>Learners bypass elements</td>
</tr>
</tbody>
</table>

When to use?

- Learners are novices and a high level of proficiency is required
- Content is linear and skipping topics risks degrading learning
- Topics are not interdependent
- Course is advanced and therefore learners have prior knowledge

(Clark & Mayer, 2016)
• Start Here!
• Unit Modules or Weekly Modules
• Pre-requisites (Canvas)
• Sequential Learning (Blackboard)
Include a start here module or page that provides students with instructions on how to get started in the course.

Create a calendar item to remind students to complete the task. This will also appear in their “To Do” list.
<table>
<thead>
<tr>
<th>START HERE!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
</tr>
<tr>
<td>Orientation Video</td>
</tr>
<tr>
<td>Syllabus &amp; Course Calendar</td>
</tr>
<tr>
<td>Sign Syllabus Contract</td>
</tr>
<tr>
<td>WileyPLUS Course Materials</td>
</tr>
<tr>
<td>WileyPLUS eTextbook Access</td>
</tr>
<tr>
<td>WileyPLUS Content Begins with a WP, a Number &amp; Learning Outcome (ex: WP: 14.1 Managerial Accounting Basics)</td>
</tr>
<tr>
<td>WileyPLUS Help and Tips</td>
</tr>
<tr>
<td>Learning Process for Each Unit</td>
</tr>
<tr>
<td>How to Study</td>
</tr>
<tr>
<td>Introductions</td>
</tr>
<tr>
<td>View</td>
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<td>View</td>
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<tr>
<td>View</td>
</tr>
</tbody>
</table>
Edit Module Settings

START HERE!

[ ] Lock until

Requirements

- Students must complete all of these requirements
  - Students must move through requirements in sequential order
- Student must complete one of these requirements

- Welcome view the item
- Syllabus & Course Calen view the item
- Sign Syllabus Contract view the item
- WileyPLUS Course Mate view the item
- WileyPLUS eTextbook Ai view the item

Score at least 5.0 / 5

[ ] Cancel
[ ] Update Module
Orientation Video

You may pause the video at any point and comment/ask a question. Please use this feature so I can answer your questions that arise while you're watching this orientation video. Thanks!

Comments During Video
Students can post comments at any point in the video.

Video Quiz
- Canvas Studio allows instructor to insert questions at any point in an uploaded video
- Kaltura permits similar function in Bb

During Video
Students can post comments at any point in the video.
"I admit I had a preconceived notion, which I believe the majority of others share, that accountants sat in a cubicle all day toiling away at numbers. Knowing that accountants do so many different things and cover so much ground definitely gave me a whole new view on that job as a future career possibility."
Unit 1: Learning Outcomes

UNIT 1

OUTCOME #1 MANAGERIAL ACCOUNTING (CH. 14)
1.1 Explain the purpose and nature of managerial accounting (to include differences between financial and managerial accounting).
1.2 Define product and period costs and explain how they impact financial statements.
1.3 Prepare a cost of goods manufactured schedule.

OUTCOME #2: JOB ORDER COSTING (CH. 15)
2.1 Describe important features of job order cost accounting.
2.2 Describe and record the flow of costs in a job order cost system.
2.3 Calculate predetermined overhead rates and over and under applied overhead.

OUTCOME #3: PROCESS COSTING (CH. 16)
3.1 Explain the similarities and differences between job order and process cost systems.
3.2 Explain the flow of costs in a process cost system.
3.3 Make the journal entries to assign manufacturing costs in a process cost system.
# Learning Process for Each Unit

This course has four units. All of these activities/assessments are located in each of the Unit Modules.

## 1 | Interactive Tutorials and Applied Skills Videos

- Complete the Interactive Tutorial.
- Watch the Applied Skills Videos.
- Take notes using your Study Guide or as an outline.
- Prepare questions to ask during our online class meeting.
- Post question in the “Ask the Prof” discussion board.

**Benefit:** This is your first introduction to the content. By actively completing the tutorials and taking your own notes, you are beginning to make connections with the content. You will be ready to learn deeply and interact with your classmates during our time together in Zoom.

## 2 | Video Quiz

- Watch the Wiley Managerial Accounting video.
- Take a brief quiz about the video.

**Benefit:** These videos show you real-life applications of the concepts we are learning through companies you are familiar with (like Starbucks, Southwest Airlines, etc.).

## 3 | Class Meeting (online via Zoom)

- Go to Canvas Calendar or Course Summary in Syllabus to access link to for Zoom meeting.
- Listen to professor and follow along with Google Slides.
- Interact! Share your video! Chat with classmates! Ask questions!

**Benefit:** During class, I will reinforce the what you have been introduced to via the Interactive Tutorials, Applied Skills Videos, and Videos. Then, we will engage in breakout group discussions and activities to further enhance your learning. In class, you are taking your understanding to a deeper level and also practicing communication skills (which are SO critical to succeed in business).

## 4 | Homework

- Complete your homework in WileyPLUS.
- You have three attempts.
- Click “Send to Gradebook” frequently.
- Use the Resources to help you, like Solution Walk through videos.

**Benefit:** This assessment helps you apply what you learned and identify any gaps in your knowledge.

## 5 | Practice/Prepare for Exam

- Use the “ADAPTIVE PRACTICE” to practice multiple choice questions.
- Use the Practice Exam for additional practice.

**Benefit:** Practicing helps you solidify your knowledge so that then you can demonstrate what you have learned!
## Weekly Assignments

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Due 9/2 at 11:45PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Due 9/9 at 11:45PM</td>
</tr>
<tr>
<td>Week 3</td>
<td>Due 9/16 at 11:45PM</td>
</tr>
<tr>
<td>Week 4 &amp; Week 5</td>
<td>You have two weeks to complete Chapter 4 Homework and Quiz 1. Due 9/30 at 11:45PM</td>
</tr>
<tr>
<td>Week 6</td>
<td>Complete Exam 1 by 10/7 at 11:59PM</td>
</tr>
</tbody>
</table>
Introductions

If this item does not open automatically you can open Introductions here

Click to Launch

Post your introduction blog.
Edit Learning Module

A Learning Module is a collection of Content Items focused on a specific subject that students can navigate at their own pace. For example, a Learning Module about the solar system can include lecture notes, links to websites with pictures of all the planets, and assignments. Instructions can create a structured path for progressing through the items. The path can be set so that students must view content sequentially, or set to permit users to view the content in any order. More Info

LEARNING MODULE INFORMATION

- Name: Week 1
- Color of Name: Black
- Text: Due 3/2 at 11:45PM.

DEFAULT CONTENT VIEW

Changing the Default Content View affects new Content Areas only. To change the Default Content View for all new and existing Content Areas, select the check box.

Content View
- Icon Only
- Text Only
- Icon and Text
- Change Default Content View for All New and Existing Sub-folders and Items

LEARNING MODULE OPTIONS

Select Yes to force users to progress through the content in the order that is set by the number next to each Content Item. Users are unable to advance to a page within the Learning Module without viewing the previous page.

Enforce Sequential Viewing of the Learning Module? Yes No

Open in New Window Yes No
Edit Learning Module

A Learning Module is a collection of Content items focused on a specific subject that students can navigate at their own pace. For example, a Learning Module about the solar system can include content sections, links to websites with pictures of all the planets, and assignments. Instructors can create a structured path for progressing through the items. The path can be set so that students must view content sequentially, or set to permit users to view the content in any order. More help...

STANDARD OPTIONS

**Permit Users to View this Content**
- Yes
- No

**Track Number of Views**
- Yes
- No

**Select Date and Time Restrictions**
- Display After
  - Enter dates as <mm/dd/yyyy>, Time may be entered in any increment.
- Display Until
  - Enter dates as <mm/dd/yyyy>, Time may be entered in any increment.

TABLE OF CONTENTS

Select Yes to show a structured view of the Learning Module. Users can choose to display the Table of Contents on the bottom or on the side of the Learning Module.

**Show Table of Contents to Users**
- Yes
- No

**Hierarchy Display**
- Numbers

Click Submit to proceed.
Introductions

Blog Instructions

To get started click on "Create Blog Entry" above. Using the INSERT PHOTO TOOL (see photo icon, NOT paper clip icon), post a photo of yourself along with the following information.

1. Name
2. Major
3. Career Goals
4. Fun fact about yourself

Saturday, August 18, 2018

Jill Mitchell (EXAMPLE)

Posted by Jill Mitchell on Saturday, August 18, 2018 1:01:30 PM
Last Edited Monday, August 20, 2018 8:07:49 AM

Name: Jill Mitchell

Major: Accounting

Career Goals: Help students achieve their educational and professional goals

Fun Fact: I'm a huge UGA Football, NASCAR, and tennis fan (because my 12 year old plays competitively, so I love supporting him)!
<table>
<thead>
<tr>
<th>OCEAN</th>
<th>OUTCOMES</th>
<th>COMMUNICATION</th>
<th>ENGAGEMENT</th>
<th>ASSESSMENT</th>
<th>NAVIGATION</th>
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<tr>
<td></td>
<td>• Backward design</td>
<td>• LMS Tools: Announcements (active course links), Orientation Video, Discussion Boards, Calendar, Message Students Who, Assignment Feedback</td>
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<td></td>
<td></td>
<td></td>
<td>• Student: Peers</td>
<td>• Alternate forms of assessment</td>
<td>• Modules</td>
</tr>
</tbody>
</table>
Recommended Reading


Accounting Videos for Discussions

- Discover Audit (Center for Audit Quality)
  https://www.discoveraudit.org/
- AICPA Virtual Field Trips
  https://www.startheregoplaces.com/students/games-tools/virtual-field-trips/
- My Path to CPA Videos
  https://www.vscpa.com/my-path-cpa-videos
Resources for you AND your students!
Jill Mitchell, MS, MEd, CIA
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Northern Virginia Community College
jmitche111@nvcc.edu  |  www.bitly.com/profmitche111

@profmitche111  profjillmitche111  jillmunzmitchell

Tom Marsh, MS, CPA
Associate Professor of Accounting
Northern Virginia Community College
tmarsh@nvcc.edu

@proftmarsh  proftmarshcpa
References


My home set up

Just for Susan Crosson

👉 One large monitor
• iPad with Apple pencil for demonstrating problems in Zoom & recording walk through videos
• Lighting from behind camera
• Quality microphone
• Airpods
Q&A Follow-up

5.7.2020: In the Q&A during the webinar, there were some questions about hybrid courses. I am including some additional resources on the next slides for those interested.

- Jill
BEST OF BOTH WORLDS
Design a hybrid course to spark excitement and foster student success in accounting courses

Jill E. Mitchell¹, DeAnna Martin²
¹ Northern Virginia Community College, Annandale, Virginia
² Santiago Canyon College, California

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“Students in the hybrid sections did as well as students in the traditional sections in terms of pass rates and assessment scores—a finding that held across disciplines and subgroups of students. We found no evidence supporting the worry that disadvantaged or academically underprepared students were harmed by taking hybrid-format courses” (Chingos, Griffiths, Mulhern, & Spies, 2017, 214-215).

New to Hybrid Course Design?

What is a hybrid course?
- Combines face-to-face & online instruction in one course
- Traditional hybrid meets 50% of time onsite and 50% online (synchronous and/or asynchronous)
- Flexible, except for the in-class meeting

Why blend?
- Today’s students have many responsibilities including family and work commitments which can lead to distractions in the classroom
- Colleges often look for opportunities to offer flexible course schedules to help students manage all of their commitments
- Hybrid courses provide some of this flexibility needed for students

How to blend?
- Design onsite or face-to-face (F2F) activities and online activities
- Consider the lead time necessary to design the course
- Develop your own online teaching skills
- Rethink learning activities to consider which activities are best completed together onsite or online (in group or individually)

Tech Tools and Tips

Sharing with Screen Capture
Screencast-o-matic
QuickTime Player Screen Recording
Explain Everything

Connecting with Students
Remind
Twitter / LinkedIn
UBerconference
Voicethread
Padlet
Kahoot
IClicker
Poll Everywhere
Socrative
TopHat
Turning technologies

Staying Organized
Google Docs
Slides for active presentations
Sheets for course calendar
Trello

Execution (Design)

PROGRAM CONTROL
LEARNER CONTROL

Communication:
Detailed course calendar
Weekly announcements

Ready to Teach Hybrids?
The Three Es of Hybrids

Expectations (Outcomes)

Time Commitment: Communicate the time commitment expected of the students.
Orientation: Welcome the students with a personalized orientation video.
Learning Outcomes: Using backward design, let the outcomes drive the course design. Communicate the learning outcomes with the students so they have a roadmap of the course. Using learning outcomes also enhances student metacognition.
Former Students: Post statements or videos from former students sharing advice.

Engagement (Meaningful Learning)

Tie each activity to a learning outcome

References

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