

Using the Lemonade Stand Game to Teach the Data Process Chain

Methodology

Action research: improving practice. The project will inform my teaching and students' learning within the context of an accounting course through the following iterative stages: observe, reflect, act, evaluate, and modify.

Quasi-experimental design collecting pre- and post-assessments of students' understanding of Geertz's *Data Process Chain* with *The Lemonade Stand* acting as my intervention. I additionally used classroom observations and individual interactions with students as a source of feedback.

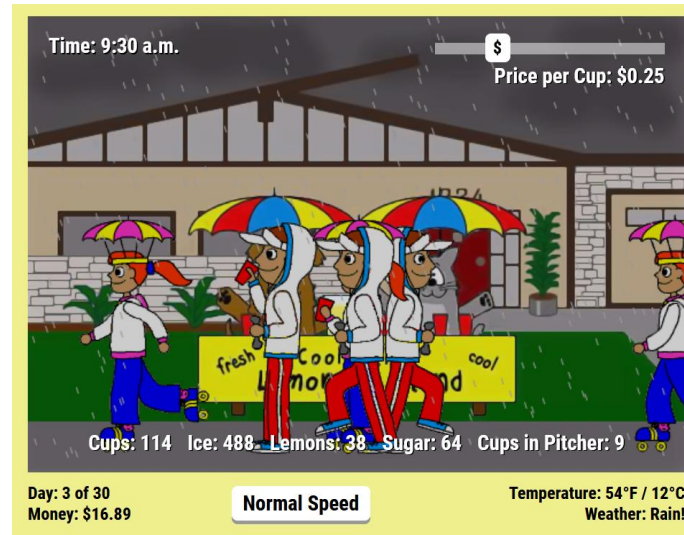
Context

With limited faculty and room within the curriculum, Linfield does not have the capacity to offer a stand-alone accounting information systems or accounting analytics course. Therefore, we embedded data analytics into existing courses.

Four Class Periods

1. First week – introduce game, assign data collection
2. Week 6 – use collected data to explain data cleaning and information modeling
3. Week 11 – use cleaned data to demonstrate analytics
4. Finals Week – student presentations

As we embrace
CPA Evolution
recommendations, we need
to think creatively to
efficiently and effectively
prepare the next the
generations of CPAs.



<https://www.coolmathgames.com/0-lemonade-stand>

Results

Identify data process chain steps

Mean score increased 135%

t Stat = 2.42, 95% confidence level

Identify what occurs in each step

Mean score increased 207%

t Stat = 5.27, 95% confidence level

Identify how each step is used in the work setting

Mean score increased 270%

t Stat = 3.91, 95% confidence level

Ending cash increased 21%
from the beginning

Reflections

Spring 2022 – Version 2.0

*Have students reflect on each of the stages and require inclusion of these reflections in final presentation

*Ask additional questions in the post-assessment specifically related to the playing of the game