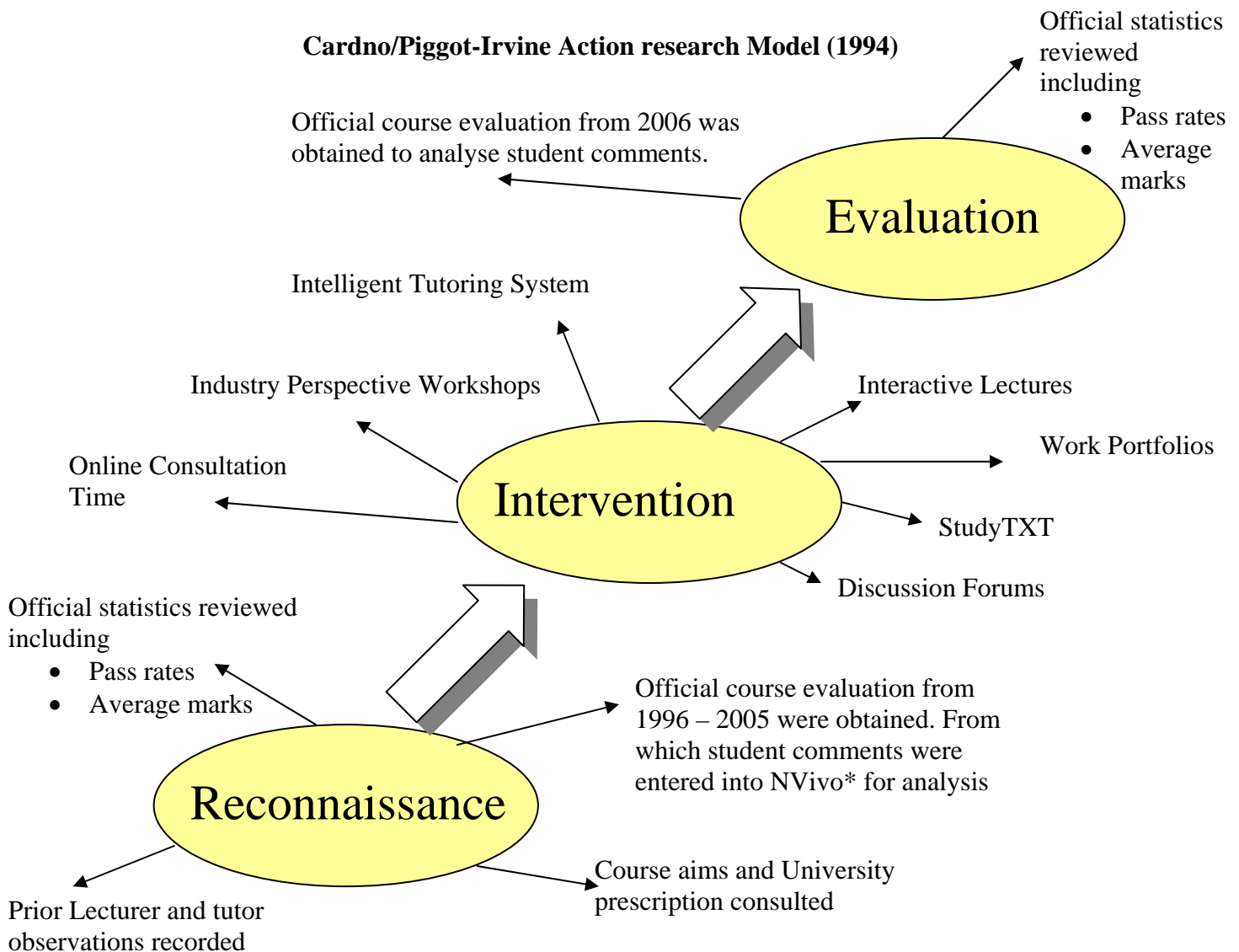


What turns you on? An action research approach to identifying first year students' perspectives on engagement



Action Research Useful Sources:

- Brown, T. and Jones, L. (2001). *Action Research and Postmodernism: Congruence and Critique*, United Kingdom: Open University Press.
- McNiff, J. (2002). *Action Research: Principles and Practices*, United Kingdom: RoutledgeFalmer
- Stringer, E.T. (1999). *Action Research*, California: Sage Publications.
- <http://www.jeanmcniff.com/>

* NVivo is a computer software package allowing you to manage, shape and make sense of qualitative research data in an efficient manner.

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Methods of Intervention

Interactive Lectures

Acct 102: Accounting and Finance for Business is delivered through a mixture of interactive lectures, workshops and assigned readings, all of which support the course content. Interactive lectures are presented three times a week to provide a structure to student learning, covering key concepts and issues, encouraging class discussion and conducting in-class group activities. In this way, lectures serve more as “lectorials” than as a more traditional lecture presentation (Race, 1994).

Activities Include:

- Brainstorming
- Joint-problem solving
- Structured group learning
- Buzz groups
- Snowballing
- Written questions
- Debates
- Concept mapping

Some useful resources are:

Biggs, J. (1999) *Teaching for Quality Learning at University*, Buckingham, UK: Open University Press.

Bonwell, C. C. & Eison,

J. (1991). *Active learning: Creating excitement in the classroom*. Washington D.C.: ASHE-ERIC Higher education Report No. 1.

Faust, J. L. and Paulson, D. R. (1998). Active learning for the college classroom, *Journal on Excellence in College Teaching*, 9(2), pp. 3-24.

Race, P and Brown, S. (2005). *500 Tips for Tutors*, United Kingdom: Routledge.

Ramsden, P. (2003). *Learning to teach in Higher Education*, United Kingdom: Routledge.

Work Portfolios

The course assessment supports an integrative teaching philosophy, providing students with the opportunity to build on their knowledge of course material through the completion of a work portfolio during the semester. Students' are required to complete four pieces of assessment (each contributing 5% of their final grade). Each piece of work covers three weeks of course material, comprising a portfolio of work.



Activities Include:

- Brainstorms
- Mind-maps
- Quizzes
- Short-answers
- Business memos
- Business proposals/ reports
- Calculations
- Budgets
- Readings

Students' receive constant feedback throughout the semester, in relation to their performance (Jackson, 1997).

This evidence portfolio acts as a means of formative assessment which is integrated into summative forms of assessment through the application of work completed, to the case study, term test and final examination.

StudyTXT



StudyTXT is a teaching resource that delivers a didactic means of mobile learning through SMS text messaging using a cellphone as a platform of delivery (Mellow, 2005).

SMS messaging is currently being used within education as a means to communicate, adding further support to the learning material and as a means of gaining interaction amongst learners (Cheung, 2004; Horstmannshof, 2004 and Jamieson, 2004).

StudyTXT enables students to send a coded text message via a cellphone to a server in order to obtain course-specific information.

In order to illustrate this teaching resource an outlined example is presented below:

Students who are interested in a course topic 'Accrual versus Cash Accounting' may be interested to know 'why net profit and cashflow

from operations may differ in value'. Students are able to select the code 'acctH3' from the StudyTXT menu in which they will text to 396 and will be presented with the following text message in reply:

"Why net profit & cash b dif? Cash paid 4 pymt or rcive not eventuate, in adv for G&S, relate to non-manufacturing item. Profit inc non-cash trnsction"

This enables students to 'snack on study' during periods of downtime, such as waiting for transport, breaks between lectures or work, sideline of sports games or travelling to university (Mellow, 2005).

Industry perspective workshops

Industry Perspective Workshops are conducted on a weekly basis to support the teaching programme by offering a smaller group meeting, (approximately 20 students) in which discussion focuses on an industry perspective case

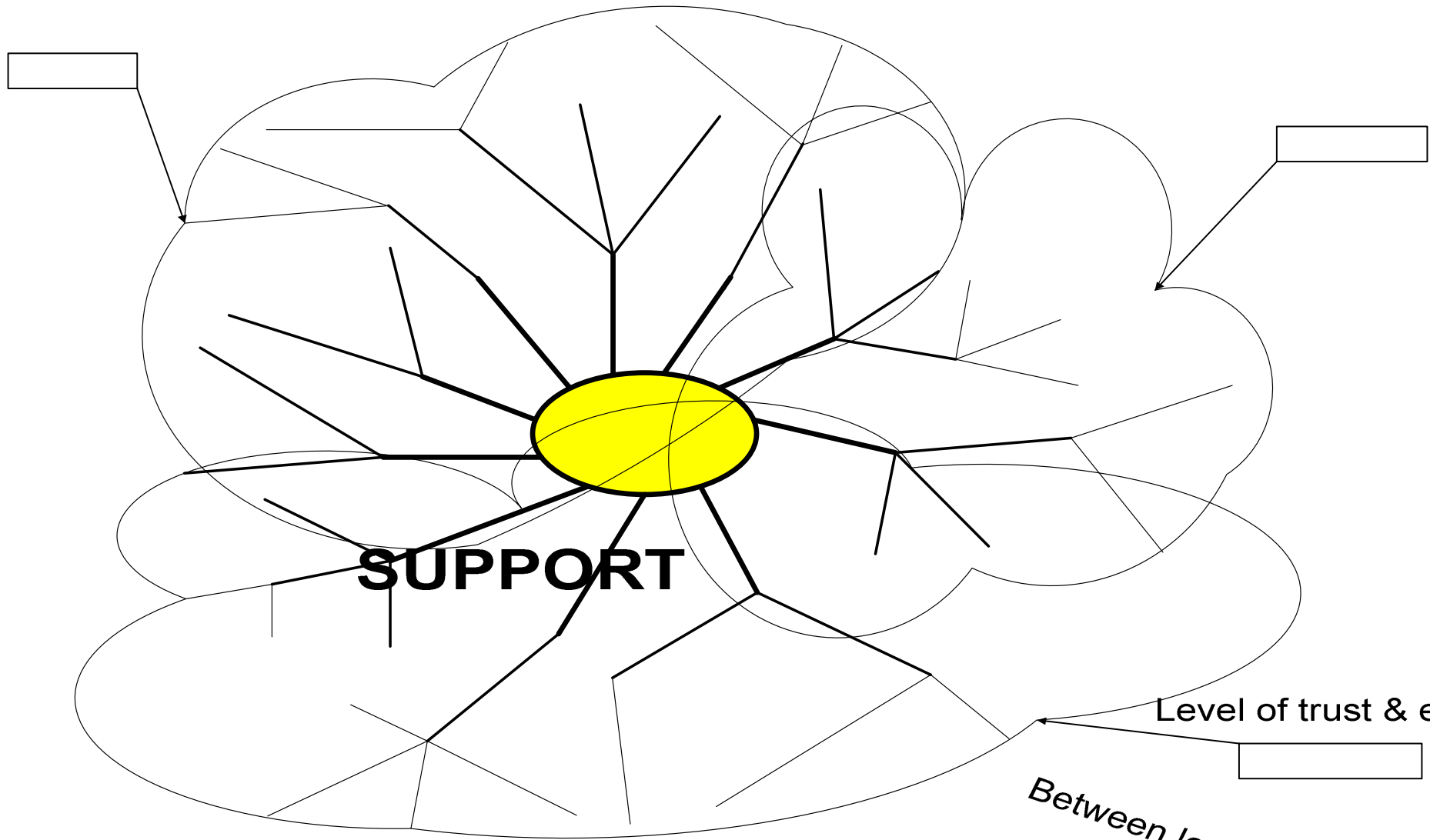
study relevant to the prior week's learning material.

- Redesigned traditional tutorial system to incorporate a more active environment
- Case-based
- Group work – students required to work with each other to solve the case problem
- Tutor facilitated

Topics of interest include:

- Service industry
- Information presentation and summarization
- Cash Flow is Shareholders' Silver Lining
- Cost-Volume-Profit Analysis
- Applications of Time Value of Money
- Financial Management
- Capital Investment Decision Making





SUPPORT

Level of trust & engagem

Between lecturers & tutors

Of learning resources

Co

