

OCEAN:

Designing an Online Accounting Course

Examples in Canvas and Blackboard

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Northern Virginia Community College
George Mason University (adjunct)

Tom Marsh, MS, CPA, Associate Professor
Northern Virginia Community College



Online Course



≠

Remote Learning



NOVA

Northern Virginia
Community College

Community College

- Financial/Managerial

Bb with WileyPLUS

Bb with Connect

Canvas with WileyPLUS

Canvas with Connect

GEORGE
MASON
UNIVERSITY

Undergrad

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

Bb with WileyPLUS

Bb with Connect

MBA

- Financial

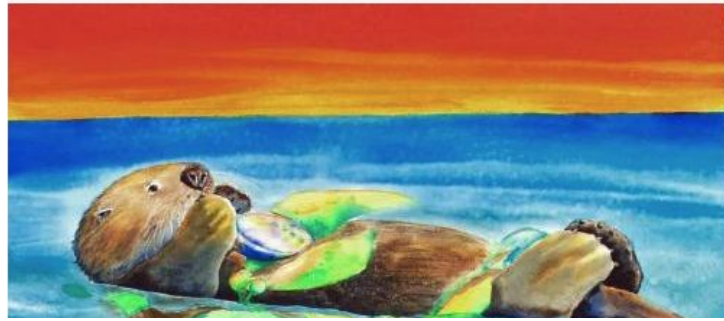
Bb with Connect

Designed by
Instructional
Designers



“

*“Thank you for making accounting exciting and easy to learn...
even during these hard times.”*



O

OUTCOMES

- Backward design
- Course roadmap for students

C

COMMUNICATION

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

E

ENGAGEMENT

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

A

ASSESSMENT

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

N

NAVIGATION

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



Outcomes

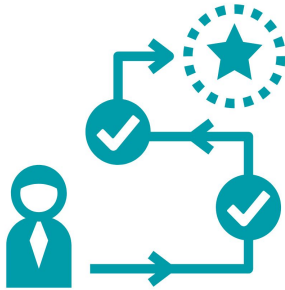
Drive the course design & provide a
road map for students

Learning Outcomes



BACKWARD DESIGN

Let the outcomes drive the course design



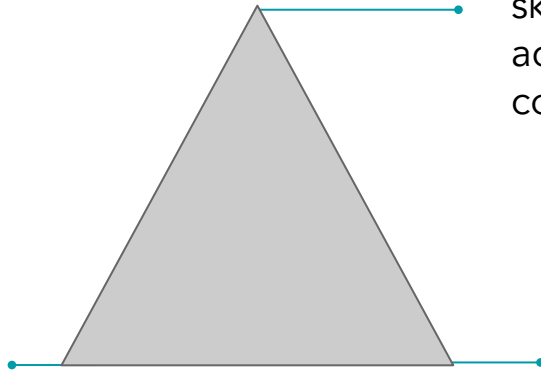
COURSE ROADMAP FOR STUDENTS

Let the outcomes guide the students

Alignment

INSTRUCTIONAL ACTIVITIES

are selected to foster student learning towards meeting the objectives

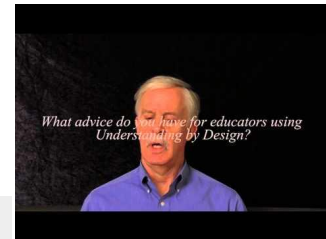


LEARNING OUTCOMES

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



C

Communication

Connects you to your students



Week 0 Welcome Email

“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

TECH TOOLS

ScreenCast-O-Matic

QuickTimePlayer (Mac)

ExplainEverything

Canvas Studio

Kaltura

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

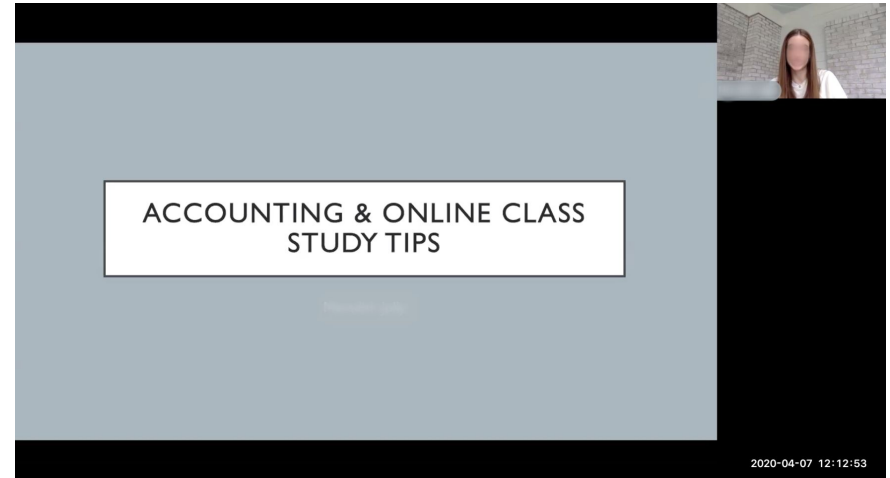
(Clark & Mayer 2016)



Share Advice from Former Students

“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.”



ACCOUNTING & ONLINE CLASS
STUDY TIPS

2020-04-07 12:12:53

The image shows a presentation slide with a light blue background. A white rectangular box in the center contains the text "ACCOUNTING & ONLINE CLASS STUDY TIPS". In the top right corner, there is a small video inset showing a woman with long brown hair, wearing a white top, speaking. The bottom right corner of the slide displays the timestamp "2020-04-07 12:12:53".



Recent Announcements

View Course Stream

Home

Zoom

Announcements

Syllabus

Modules

Discussions

Assignments

Grades

Tutor.com: 24/7 On-
line TutoringWileyPLUS
eTextbook

WileyPLUS Support

Course Evaluations

NOVA Policies

(Summer 2020) ACC 212 (040N) - Principles of Accounting

How to Get Started in this Course

Go to the [START HERE! Module](#). You must click through each item in the module in order for the assignments to become available. *The links below will not work until you complete the START HERE Module!*

Unit Modules	Videos and Study Guides	Syllabus ^e
Canvas Resource Document ^e		
Twitter and Instagram!		

Course Summary:

Date	Details
Mon May 18, 2020	First week of Summer 2020 6WK1 8am to 9:04am
	Week 1 8am
	Complete the "Start Here" Module 8:02am to 8:03am
Tue May 19, 2020	Introductions due by 5:59pm
	Sign Syllabus Contract due by 5:59pm
	Unit 1: Ch. 14 Tutorials/Videos due by 5:59pm
	Unit 1: Ch. 14 Video Quiz due by 5:59pm
Thu May 21, 2020	Class Meeting Topic: Welcome & Ch. 14 6pm to 9:30pm
	15 Tutorials/Videos due by 5:59pm
	15 Video Quiz due by 5:59pm
	16 Tutorials/Videos due by 5:59pm
	16 Video Quiz due by 5:59pm
Mon May 25, 2020	Class Meeting Topic: Ch. 15, 16, Group Project 6pm to 9:30pm
	Week 2 12am
	Ch 14: Homework (NOVA) due by 11:59pm
	Ch 15: Homework (NOVA) due by 11:59pm

Communication Tools

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

To Do

- Welcome Announcement! x
Apr 30 at 8:57pm |
- First week of Summer 202... x
May 18 at 8am |
- Week 1 x
May 18 at 8am |
- Complete the "Start Here"... x
May 18 at 8:02am |
- Introductions x
10 points |
May 19 at 5:59pm |
- Sign Syllabus Contract x
5 points |
May 19 at 5:59pm |
- Unit 1: Ch. 14 Tutorials/Vid... x
1 points |
May 19 at 5:59pm |

May 2020						
<	26	27	28	29	30	1 2
	3	4	5	6	7	8 9
	10	11	12	13	14	15 16
	17	18	19	20	21	22 23
	24	25	26	27	28	29 30
	31	1	2	3	4	5 6

Course assignments are not weighted.

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



NOVA Northern Virginia Community College

ACC.212 > Syllabus

Recent Announcements

Welcome Announcement!
Welcome to Principles of Accounting III! This is an 8-week remote learning class. Traditionally, the majority of your time spent on th...
Posted: [unreadable]
Avg. 20 [unreadable] 8:57pm

(Summer 2020) ACC 212 (040N) - Principles of Accounting II

Jump to Today

To Do

- View Course Stream
- New Analytics
- View Course Calendar
- View Course Notifications

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.

NVCC Summer 2020

NV280.ACC.212.040N.SU20 > Announcements > Create new

Topic Title

HTML Editor

0 words

Post to

All Sections x

Attachment Choose File | No file chosen

Options

- Delay posting
- Allow users to comment
 - Users must post before seeing replies
- Enable podcast feed
- Allow linking

Cancel Save

ACC 212 (040N) - Principles of Accounting II (Summer 2020)

Sign Syllabus Contract

Unit 1: Ch. 14 Tutorials/Videos

Unit 1: Ch. 14 Video Quiz

Class Meeting Topic: Welcome

15 Tutorials/Videos

15 Video Quiz

16 Tutorials/Videos

16 Video Quiz

Class Meeting Topic: Ch. 15

Week 2

Ch 14: Homework (NOVA) due by 11:59pm

Ch 15: Homework (NOVA) due by 11:59pm



- Account
- Dashboard
- Calendar**
- Inbox
- Studio
- Help

- Home
- Zoom
- Announcements
- Syllabus
- Modules
- Discussions
- Assignments
- Grades
- Tutor.com: 24/7
line Tutoring
- WileyPLUS
eTextbook
- WileyPLUS Supp
- Course Evaluatio
- NOVA Policies

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

- View Course Stream
- New Analytics
- View Course Calendar
- View Course Notifications

- To Do
- Welcome Announcement! ✕
Apr 30 at 8:57pm |
 - First week of Summer 202... ✕
May 18 at 8am |
 - Week 1 ✕
May 18 at 8am |
 - Complete the "Start Here"... ✕
May 18 at 8:02am |
 - Introductions ✕
10 points |
May 19 at 5:59pm |
 - Sign Syllabus Contract ✕
5 points |
May 19 at 5:59pm |
 - Unit 1: Ch. 14Tutorials/Vid... ✕
1 points |

[Twitter](#) and [Instagram!](#)

Course Summary:

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	First week of Summer 2020 6WK1	8am to 8:01am
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Thu May 21, 2020	16Tutorials/Videos	due by 5:59pm
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	Class Meeting Topic: Ch. 15, 16, Group Project	6pm to 9:30pm
	Week 2	12am
	Ch 14: Homework (NOVA)	due by 11:59pm

May 2020

<	26	27	28	29	30	1	2
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31	1	2	3	4	5	6	

course assignments are not weighted.



End of Week 2 Announcement

Jill Mitchell

All Sections

Links

- Add links to course components in your announcements (and throughout Canvas on pages, assignments, etc.)
- Embed videos

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.

Sun Jan 26, 2020

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.

Prepaid Insurance Example

Dr. Prepaid Insurance (Asset+) 24,000

Cr. Cash (Asset-) 24,000

NOT THE AJE!

[Minimize Video](#)

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



NVCC Summer 2020



Home



Zoom



Announcements



Syllabus



Modules



Discussions



Assignments



Grades

Tutor.com: 24/7 On-
line TutoringWileyPLUS
eTextbook

WileyPLUS Support

Course Evaluations

NOVA Policies



Published



Edit



Ask your questions here!

All Sections

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.

Search entries

Discussion Board: Q&A

- Students to post all course questions here.
- Other students may answer before instructor!
- Students can subscribe to forum.

← Reply



Subscribed

Gradebook ▾ View ▾ Actions ▾ WileyPLUS Homework ▾ Search...

Student Name	Ch 14: Homework (N... Out of 12	Ch 15: Homework (N... Out of 12	Ch 16: Homework (N... Out of 12	Ch 17: Homework (N... Out of 12	Ch 18 and 19: Hom Out of 12
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-

- Sort by >
- SpeedGrader
- Message Students Who**
- Curve Grades
- Set Default Grade
- No grades to post
- No grades to hide
- Enter Grades as >
- Grade Posting Policy

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



Paper View

www.linkedin.com/in/

Assessment

Grade out of

30

View Rubric

LinkedIn Rubric	
Criteria	Ratings
Photo <small>view longer description</small>	Full Marks
Headline <small>view longer description</small>	Full Marks Comments
Experience <small>view longer description</small>	No details Comments
Education/Organizations/Volunteer Experience <small>view longer description</small>	No details Comments
SKILLS & EXPERTISE <small>view longer description</small>	Full Marks Comments
COURSES <small>view longer description</small>	Full Marks Comments

Assignment Comments

-   ✕
Jill Mitchell, Apr 22 at 2:31pm
-   ✕
Apr 22 at 2:34pm
-   ✕
Jill Mitchell, May 2 at 4:02pm

Add a Comment



Submit

Download Submission Comments

Announcements
Home Page
Weekly Assignments

Syllabus
Blackboard Calendar
Discussion Board
Introductions

WileyPLUS Homepage
Tools
Library Subject Guide
Help
Tutoring
Practice Sheets

SLIDES

Quizzes & Exams
My Grades

MBUS 300-DL2 PROF MITCHELL

Institution Course

Announcements

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 (jmitche@gnu.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 end on Sundays at 11:45PM. We will not "meet" online at any specific times, but you have weekly assignments, quizzes and exams due 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/>.

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



Watch Media

(The [text](#) of 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 GMU email account daily. All correspondence MUST be via your GMU 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

Posted by: Jill Mitchell
Posted to:
MBUS-300-DL2

Social Media

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”

E

Engagement

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

Instructor



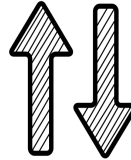
ZOOM
Lecture
Office Hours



Student



ONLINE
Discussion
Email/Text
Timely feedback in LMS



Content

ZOOM
Polls
[Kahoot](#)
[Padlet](#)
Reflections



Peers



ZOOM
Breakout Rooms
Think-Pair-Share
Group Quiz
Peer Instruction

ONLINE
Discussion
Board
Blogs
[VoiceThread](#)
Study Groups

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*

Jill Mitchell + 7 • 2h



11AM Accounting in Real Life: 10-Ks

Exploring financial statements

Jill Mitchell 2h

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



GRADE

0

Jill Mitchell 2h

EXAMPLE - Wal Mart

<https://www.sec.gov/Archives/edgar/data/104169/000010416919000016/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

GRADE

0

Anonymous 2h

Target

Fiscal Year End: Feb. 2, 2019

Total Assets: 41,290,000,000

Total Liabilities: 15,014,000,000

Net Income/(Loss): 2,937,000,000

GRADE

0

Anonymous 2h

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

GRADE

0

Anonymous 2h

Tesla.

Fiscal Year End: Dec. 31, 2019.

Total Assets: \$29,739,614

Total Liabilities: \$23,426,010

Net Loss: (\$1,062,582)

GRADE

0

Anonymous 2h

Target

Fiscal Year End: Feb 2nd, 2019

Total Assets: 41,290,000,000

Anonymous 2h

Nike

Fiscal Year: May 31st 2019

Total Assets: \$23,717,000,000

Anonymous 2h

MCDONALDS

Fiscal year end: Dec. 31, 2018

Total assets: 32.811.2 Mill.
Total liability:

Anonymous 2h

United Airlines

Fiscal Year End: December 31 2017

Total Assets: \$42.346.000.000



<https://padlet.com/profmitchell/2II>



Groups

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



- Getting Started
- Announcements
- Syllabus
- Office Hours
- Course Schedule
- Groups
- Discussions
- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7
- Week 8

Groups

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

Create Import

Export Group Settings

Bulk Actions		View Options			
<input type="checkbox"/>	NAME	GROUP SET	ENROLLED MEMBERS	SELF-ENROLL	AVAILABLE
<input type="checkbox"/>	D2 - Group 1	D2 - Group	4	Yes	Yes
<input type="checkbox"/>	D2 - Group 2	D2 - Group	5	Yes	Yes
<input type="checkbox"/>	D2 - Group 3	D2 - Group	0	Yes	Yes
<input type="checkbox"/>	D2 - Group 4	D2 - Group	5	Yes	Yes
<input type="checkbox"/>	D2 - Group 5	D2 - Group	5	Yes	Yes

Displaying 1 to 5 of 5 items

Show All Edit Paging...



- Getting Started
- Announcements
- Syllabus
- Office Hours
- Course Schedule
- Groups

- Discussions

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7
- Week 8

- McGraw-Hill Connect

D2 - Group 1 ▼

[Add Course Module](#) [Add Group Module](#)

▼ Group Properties

Group Description

Group Members ▼

-
-
-
-

▼ Group Tools ✕

- [Collaborate](#)
- [File Exchange](#)
- [Group Discussion Board](#)
- [Group Tasks](#)
- [Group Wiki](#)
- [Send Email](#)

▼ Group Assignments

- [Week 5](#)
- [Week 6](#)

A

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

N

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

Cognitive Load Theory

When designing, consider the limitations of working memory to prevent cognitive load and deterioration of learning
(Sweller, 2005)

Cognitive Load & Course Design

PROGRAM CONTROL	LEARNER CONTROL
Instructor led Linear sequence	Learners select topics Learners control pace Learners bypass elements
When to use?	
<ul style="list-style-type: none">• Learners are novices and a high level of proficiency is required• Content is linear and skipping topics risks degrading learning	<ul style="list-style-type: none">• Topics are not interdependent• Course is advanced and therefore learners have prior knowledge

(Clark & Mayer, 2016)

Modules

- Start Here!
- Unit Modules or Weekly Modules
- Pre-requisites (Canvas)
- Sequential Learning (Blackboard)

NVCC Summer 2020

Home

Zoom

Announcements

Syllabus

Modules


Discussions

Assignments

Grades

Tutor.com: 24/7 On-
line TutoringWileyPLUS
eTextbook

Recent Announcements

-  **Welcome Announcement!**
Welcome to Principles of Accounting II! This is an 8-week remote learning c... Posted on:
Apr 30, 2020 at 8:57pm











(Summer 2020) ACC 212 (040N) - Principles of Accounting II Jump to Today

How to Get Started in this Course

Go to the [START HERE! Module](#). You must click through each item in the module in order for the items to become available. *The links below will not work until you complete the START HERE Module!*








[Unit Modules](#)[Slides and Study
Guides](#)[Syllabus e](#)[Canvas Resource Document e](#)[Twitter and Instagram!](#)

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	 Unit1: Ch. 14 VideoQuiz	due by 5:59pm
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	 16Tutorials/Videos	due by 5:59pm

[View Course Stream](#)[New Analytics](#)[View Course Calendar](#)[View Course Notifications](#)

To Do

-  Welcome Announcement! ×
Apr 30 at 8:57pm |
-  First week of Summer 202... ×
May 18 at 8am |
-  Week 1 ×
May 18 at 8am |
-  Complete the "Start Here" ... ×
May 18 at 8:02am |
-  Introductions ×
10 points |
May 19 at 5:59pm |
-  Sign Syllabus Contract ×
5 points |
May 19 at 5:59pm |
-  Unit 1: Ch. 14Tutorials/Vid... ×
1 points |
May 19 at 5:59pm |

May 2020			
<	26	27	28
	3	4	5
	10	11	
	17		

Course assignments are weighted.

REMINDER

Create a calendar item to remind students to complete the task. This will also appear in their "To Do" list.

START HERE
Module

Include a start here module or page that provides students with instructions on how to get started in the course.



NVCC Summer 2020

Home

Zoom

Announcements

Syllabus

Modules

Discussions

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Grades

Tutor.com: 24/7 On-
line TutoringWileyPLUS
eTextbook

WileyPLUS Support

Course Evaluations

NOVA Policies

▼ START HERE!		Complete All Items
	Welcome Viewed	
	Orientation Video	
	Syllabus & Course Calendar View	<input type="radio"/>
	Sign Syllabus Contract May 19 5 pts Score at least 2.0	<input type="radio"/>
	WileyPLUS Course Materials View	<input type="radio"/>
	WileyPLUS eTextbook Access View	<input type="radio"/>
	WileyPLUS Content Begins with a WP, a Number & Learning Outcome (ex: WP: 14.1 Managerial Accounting Basics)	
	WileyPLUS Help and Tips	
	Learning Process for Each Unit	
	How to Study View	<input type="radio"/>
	Introductions May 19 10 pts Submit	<input type="radio"/>



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	score at least 5.0 / 5	✕
WileyPLUS Course Mate	view the item	✕
WileyPLUS eTextbook Ar	view the item	✕

Cancel Update Module

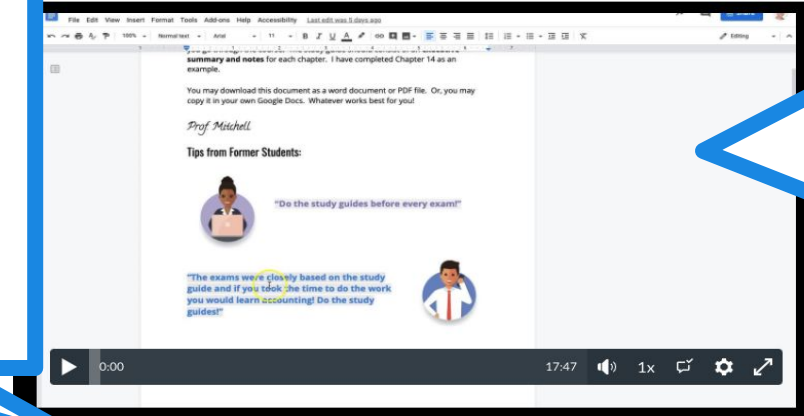


Orientation Video

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

Details **Comments**

No Comments

Add a comment...



There are no comments yet.
Let's start a discussion!



This is a graded discussion: 5 points possible

due Sep 8, 2019 at 11:45pm

Discover Audit! and Introductions

35 / 35

You are about to embark on learning a new language! ACCOUNTING IS THE LANGUAGE OF BUSINESS! You may have heard that this course is hard. Or, you may think you're not good at math! Don't worry! First, I'd like you to learn a little about the accounting profession to help you relate and connect to this exciting profession!



Instructions:

1. Watch the Discover Audit video.
2. Reply below with one thing that surprised you about the accountants you saw in the video. (Note, you won't see your classmates' replies until you post your reply.)
3. In your reply, introduce yourself by sharing the following information:
 1. Your reason(s) for taking this course.
 2. Your work history.
 3. Your educational history (including degrees).
 4. Your career objectives, near- and long-term.
 5. What chapters you feel will be most interesting to you and why.
 6. Add your photo. (Please use the PHOTO icon to embed a photo.)

Please feel free to reply to your classmates and welcome them to the class!

Search entries or author

Unread



Introductory Accounting Student Discussion Board Post

"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: Ch. 14 Tutorials/Videos
May 19 | 1 pts | [View](#)

Unit 1: Ch. 14 VideoQuiz
May 19 | 3 pts

WP: 14.1 Managerial Accounting Basics

14.2 Managerial Cost Concepts

14.3 Manufacturing Costs in Financial Statement

15 Tutorials/Videos
May 21 | 1 pts

15 VideoQuiz
May 21 | 3 pts

15.1 Cost Accounting Systems

15.2 Assigning Manufacturing Costs

15.3 Predetermined Overhead Rates

15.4 Entries for Jobs Completed and Sold

15.5 Applied Manufacturing Overhead

16 Tutorials/Videos
May 21 | 1 pts

16 VideoQuiz
May 21 | 3 pts

16.1 Overview of Process Cost Systems

16.2 Process Cost Flow and Assigning Costs

Ch 14: Homework (NOVA)
May 25 | 12 pts

Ch 15: Homework (NOVA)
May 25 | 12 pts

Ch 16: Homework (NOVA)
May 25 | 12 pts

Ch 14: Adaptive
May 26 | 0 pts

Ch 15: Adaptive
May 26 | 0 pts

Ch 16: Adaptive
May 26 | 0 pts

Exam 1 (Ch. 14, 15, 16) ONLINE
May 26 | 200 pts

Unit 1: Learning Outcomes

UNIT 1

- [ACC 212 Study Guide](#)
- [Slides: Chapters 14, 15, 16](#)

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.



<h2 style="text-align: center;">Learning Process for Each Unit</h2> <p style="text-align: center;"><i>This course has four units. All of these activities/assignments are located in each of the Unit Modules.</i></p>	
	<h3>1 Interactive Tutorials and Applied Skills Videos</h3> <ul style="list-style-type: none"> • Complete the Interactive Tutorial. • Watch the Applied Skills Videos. • Take notes using your Study Guide as an outline. • Prepare questions to ask during our online class meeting. • Post question in the "Ask the Prof" discussion board. <p>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.</p>
	<h3>2 Video Quiz</h3> <ul style="list-style-type: none"> • Watch the Wiley Managerial Accounting video. • Take a brief quiz about the video. <p>Benefit: These videos show you real-life applications of the concepts we are learning through companies are you are familiar with (like Starbucks, Southwest Airlines, etc.).</p>
	<h3>3 Class Meeting (online via Zoom)</h3> <ul style="list-style-type: none"> • 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! <p>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!).</p>
	<h3>4 Homework</h3> <ul style="list-style-type: none"> • Complete your homework in WileyPLUS. • You have three attempts. • Click "Send to Gradebook" frequently. • Use the Resources to help you, like Solution Walkthrough videos. <p>Benefit: This assessment helps you apply and what you learned and identify any gaps in your knowledge.</p>
	<h3>5 Practice/Prepare for Exam</h3> <ul style="list-style-type: none"> • Use the "ADAPTIVE PRACTICE" to practice multiple choice questions. • Use the Practice Exam for additional practice. <p>Benefit: Practicing helps you solidify your knowledge so that then you can demonstrate what you have learned!</p>

Weekly Assignments



Week 1

Due 9/2 at 11:45PM.



Week 2

Due 9/9 at 11:45PM



Week 3

Due 9/16 at 11:45PM



Week 4 & Week 5

You have two weeks to complete Chapter 4 Homework and Quiz 1.

Due 9/30 at 11:45PM



Week 6

Complete Exam 1 by 10/7 at 11:59PM.

Announcements

Home Page

Weekly Assignments

Syllabus

Blackboard Calendar

Discussion Board

Introductions

WileyPLUS Homepage

Tools

Library Subject Guide

Help

Tutoring

Practice Sheets

SLIDES

Quizzes & Exams

My Grades



- Announcements
- Home Page
- Weekly Assignments

- Syllabus
- Blackboard Calendar
- Discussion Board
- Introductions

- WileyPLUS Homepage
- Tools
- Library Subject Guide
- Help
- Tutoring
- Practice Sheets

- SLIDES

- Quizzes & Exams
- My Grades

Table of Contents

Page 3 of 8

- 1. Read Syllabus
- 2. Check Technology Requir
- 3. Introductions**
- 4. Purchase Materials
- 5. Purchasing Options (thro
- 6. Chapter 1. Financial Acco
- 7. Ch01-Homework
- 8. WileyPLUS Read, Study &

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. 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](#)

* Indicates a required field.

LEARNING MODULE INFORMATION

* Name

Color of Name █ Black

Text

Due 9/2 at 11:45PM.

Path: p

Words:4

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

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WileyPLUS

Faculty Notes

Course Management

Control Panel

Content Collection

Course Tools

Evaluation

Grade Center

Users and Groups

Customization

Packages and Utilities

Help

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. 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](#)

* Indicates a required field.

LEARNING MODULE INFORMATION

Name

Color of Name

Text

Rich text editor toolbar with options for Bold, Italic, Underline, Paragraph, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, and Mashups.

Due 9/2 at 11:45PM.

Path: p

DEFAULT CONTENT VIEW

Changing the Default Content View of a Learning Module

Content View

Change Default Content View for

LEARNING MODULE OPTIONS

Select Yes to force users to progress through the Learning Module without viewing the

Enforce Sequential Viewing of the Learning Module?

Open in New Window

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

Click **Submit** to proceed.

Cancel

Submit

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Introductions

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- My Grades

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 at Saturday, August 18, 2018 1:01:30 PM
Last Edited: Monday, August 27, 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!)

Comment

Blog Details ^

Jill Mitchell (1)

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O

OUTCOMES

- Backward design
- Course roadmap for students

C

COMMUNICATION

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

E

ENGAGEMENT

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

A

ASSESSMENT

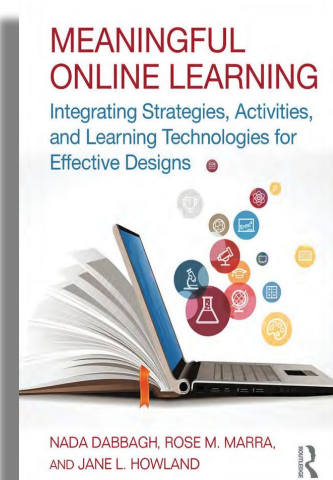
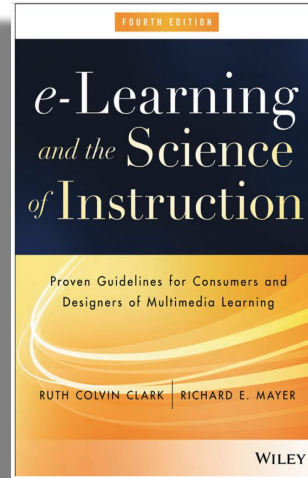
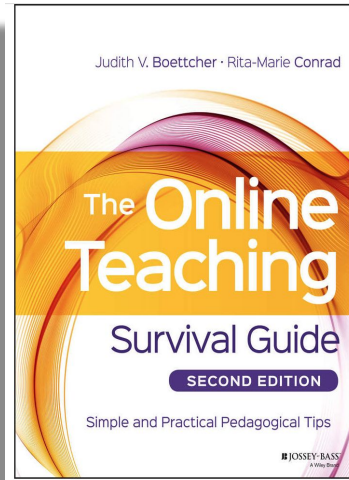
- Proctoring technology
- Assessment design to maintain integrity
- Alternate forms of assessment

N

NAVIGATION

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

Recommended Reading



Boettcher, J.V., & Conrad, R. (2016). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. San Francisco, CA: Jossey-Bass.

Clark, R. C., & Mayer, R. E. (2016). *E-Learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Hoboken, NJ: Wiley.

Dabbagh, N., Marra, R. M., & Howland, J. L. (2019). *Meaningful online learning: Integrating strategies, activities, and learning technologies for effective designs*. New York, NY: Routledge.

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>



My Path to CPA: Video 6

112 views • Feb 20, 2019

0 0 SHARE SAVE ...



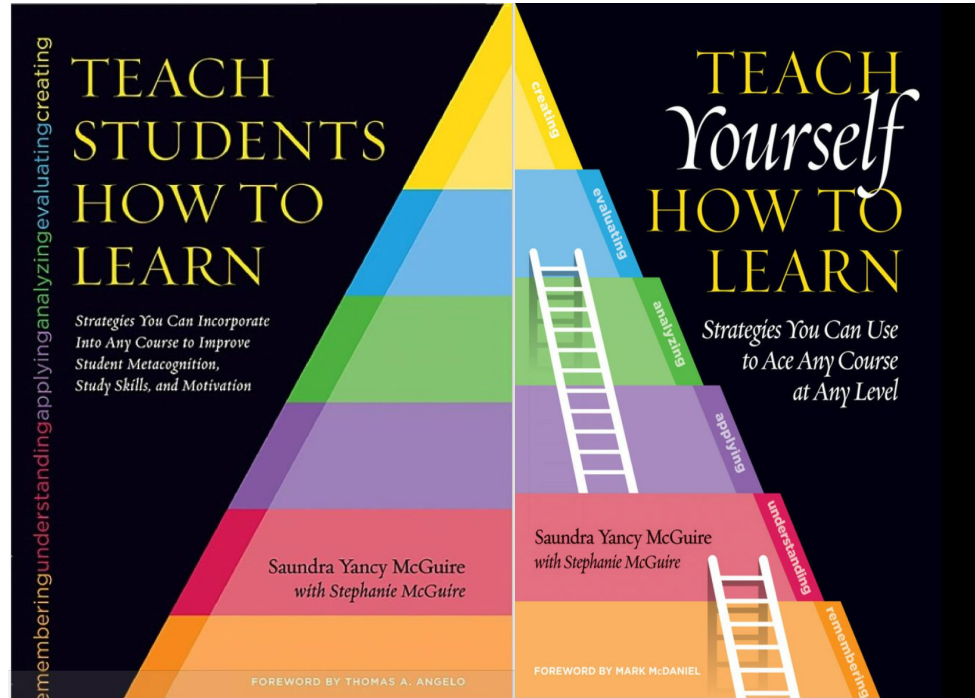
VSCPAVideos
68 subscribers

SUBSCRIBE

Wanna learn about different career paths in accounting? A Northern Virginia Community College student interviews a Senior Accountant at CDM Smith to learn about his path to CPA.

SHOW MORE

Resources for you AND your students!



Questions?

O	OUTCOMES	<ul style="list-style-type: none">• Backward design• Course roadmap for students
C	COMMUNICATION	<ul style="list-style-type: none">• LMS Tools: Announcements (active course links), Orientation Video, Discussion Boards, Calendar, Message Students Who, Assignment Feedback• Social media
E	ENGAGEMENT	<ul style="list-style-type: none">• Student: Content• Student: Instructor• Student: Peers
A	ASSESSMENT	<ul style="list-style-type: none">• Proctoring technology• Assessment design to maintain integrity• Alternate forms of assessment
N	NAVIGATION	<ul style="list-style-type: none">• Cognitive load theory• Program control vs. Learner control• Modules

Technology Tools Shared

[QR Code Generator](#)

Professional Associations' Videos

[AICPA Virtual Field Trips](#)

[CAO Discover Audit Videos](#)

[MyPath to CPA Videos](#)

Synchronous Meetings

[Zoom](#)

[Blackboard Collaborate](#)

Video Creation/Editing

[Canvas Studio](#)

[Kaltura](#)

Engagement

[Kahoot](#)

[Padlet](#)

[Voice Thread](#)

Screen Capture

[Explain Everything](#)

[Screen-Cast-o-Matic](#)

Proctoring Tools

[ProctorU](#)

[Respondus Monitor](#)

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References

- AICPA. Take a Virtual Field Trip. (2018) Retrieved from <https://www.startheregoplaces.com/students/games-tools/virtual-field-trips/previous-destinations/chris-cobb/>
- Clark, R. C., & Mayer, R. E. (2016). *E-Learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Hoboken, NJ: Wiley.
- Dabbagh, N., Marra, R. M., & Howland, J. L. (2019). *Meaningful online learning: Integrating strategies, activities, and learning technologies for effective designs*. New York, NY: Routledge.
- Design and Teach a Course. Retrieved from <https://www.cmu.edu/teaching//designteach/design/learningobjectives.html>,
<https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Objectives/CourseLearningObjectivesValue.pdf>
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- Flavell, J. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34, 906–911.
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- McGuire, S.Y. (2015). *Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation*. Sterling, VA: Stylus.
- McTighe, J. Understanding by design. Retrieved from <http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx>
- Wiggins, G. P., & McTighe, J. (2008). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

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 are 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

Correspondence: jmittchell@nvcc.edu, martin_deanna@college.edu



<http://bit.ly/hybridposter>

"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?

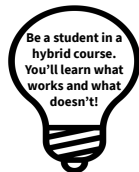
- Combines face-to-face & online instruction in one course
- Traditional hybrid meets 50% of time onsite and 50% online (synchronous and/or asynchronous)
- Flexible, except for the in-class meeting

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	iClicker
Twitter / LinkedIn	Poll Everywhere
Uberconference	Socrative
Voicethread	TopHat
Padlet	Turning technologies
Kahoot	

Staying Organized

Google Docs
Slides for active presentations
Sheets for course calendar
Trello

Ready to Teach Hybrids?

The Three Es of Hybrids

Expectations (Outcomes)

Time Commitment: Communicate the time commitment expected of the students.

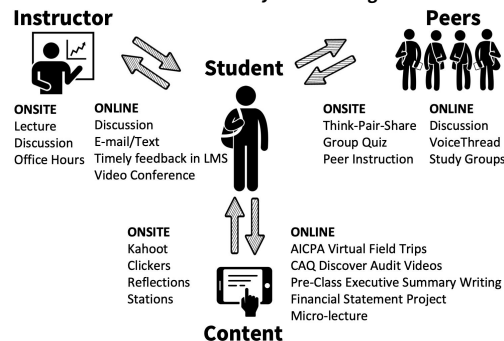
Orientation: Welcome the students with a personalized orientation video.

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



Execution (Design)

PROGRAM CONTROL	LEARNER CONTROL
Instructor led Linear sequence	Learners select topics Learners control pace Learners bypass elements
When to use?	
<ul style="list-style-type: none"> • Learners are novices and a high level of proficiency is required • Content is linear and skipping topics risks degrading learning 	<ul style="list-style-type: none"> • Topics are not interdependent • Course is advanced and therefore learners have prior knowledge

COMMUNICATION:
Detailed course calendar
Weekly announcements

Recommended Resources
 Jabbari, N., Marra, R. M., & Howland, J. L. (2019). *Meaningful online learning: Integrating strategies, activities, and learning technologies for effective designs*. New York, NY: Routledge.
 Stein, J., & Graham, C. R. (2014). *Essentials for blended learning: A standards-based guide*. New York, NY: Routledge.

References
 Chingos, M. M., Griffiths, R. J., Mulhern, C., & Spies, R. R. (2017). Interactive online learning on campus: Comparing students' outcomes in hybrid and traditional courses in the University System of Maryland. *Journal Of Higher Education*, 88(2), 210-233. doi:10.1080/00221546.2016.1244409
 Clark, R. C., & Mayer, R. E. (2016). *E-Learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Hoboken, NJ: Wiley.

Stein, J., & Graham, C. R. (2014). *Essentials for blended learning: A standards-based guide*. New York, NY: Routledge.

