

2017 Citation for Outstanding Contributions to Student Learning which

often leads to lower gra

(ento 2016) In 2012, students attended a 2-hour traditional didactic lecture and students may have been physically present at classes they were often unprepared for subject content. The inability to apply core concepts and foundation skills was the main reason the class cohort failed the overall assessment. This subject has a diverse student cohort of students, on average 59%, who are First in Family (FIF) and 2% of students, on average, as low socio-economic status (LSES). FIF and LSES are linked to the academic challenges students bring to their first university experience. Students from these backgrounds are often less confident and are frequently unsure of university expectations (Ovlin, 2013). My challenge was a successful transition to university. The challenge I faced was how could I improve the learning outcomes of a diverse cohort of first year university students? I have used a constructive pedagogical approach and curriculum redesign of this subject to create a supportive learning environment that promotes learning and engagement. This has been achieved within expectations and is evident from the subject results and student feedback at JCU.

CRITERION 2: DEVELOPMENT OF CURRICULA, RESOURCES AND SERVICES THAT REFLECT A COMMAND OF THE FIELD

My challenge — how could I engage the unengaged to improve student learning outcomes?

FLIPPED CLASSROOM

In 2013, the Bachelor of Business moved to an online/external offering. While new technology and pedagogy requirements of teaching in an online environment challenged me, it also

bonding and the creation of networks between fellow students in the field" (Unsolicited Student Feedback, 2016).

SUPPORTIVE DIGITAL LEARNING OBJECTS

With a diverse cohort of students new to university, how do you orient them to an innovative style of classroom teaching? Invite them into the structures! I created Study Plans for each topic t

interactive learning were featured in two video presentations² in the JCU Learning Spaces SNAPSHOT Project in 2013-2014. My subject LMS, flipped classroom approach, and montages of my video and digital resources have been used to promote blended learning by the JCU Teaching and Learning Development Unit and for the promotion of the Bachelor of Business Online Program. I have also showcased these resources at staff induction training seminars and at the 2016 Australian Business Deans Council Conference, where I was invited to present my innovations in teaching at the University of Melbourne for the purpose of 'inspiring' staff. My subject LMS and curriculum development have also been presented to other universities, for example, Professor Phil Hancock, Associate Dean (Teaching and Learning, University of WA) and project leader on 'Achievement Matters'; Associate Professor John Medlin, Associate Head of School, UniSA; and Associate Professor Jonathan Tyler, Deputy Head of Accounting and First Year Transition Coordinator. All of the academics who have reviewed my LMS have commented on how impressed they were with the site development. Jonathan Tyler, in particular wrote, "*I was particularly enthralled with your 'map' for students in your subject and how it links to all the online material and your videos. You have obviously put a lot of time, thought and creativity into creating an inspirational learning environment for your students*" (2016).

In late May and August 2014, I presented my 'Flipped Classroom', and designed simulated workshops, for the Guidance Officer National Conference and the national Blackboard Conference. One conference participant commented, "*Your session on Flipping the classroom at the Blackboard conference last week . . . was streets ahead of any other presentations I saw in terms of relevance and actual content. Very engaging and enjoyable!*" (2014). Due to my focus on student engagement, Wiley Publishing invited me to give the keynote address at their Wiley Faculty Network 'Insights into delivering digital learning experience in accounting' in early May 2014. Attendees were from USQ, University of Queensland, QUT, University of Sunshine Coast, Bond University, and JCU. This forum provided the first opportunity to discuss the use of my flipped classroom, the overall success, and hints and tips for creating and developing digital learning resources. Wiley Publishing also invited me to be one of the co-authors on Financial Accounting 9th Edition, one of their leading first year accounting university textbooks, prescribed at Universities in Australia, New Zealand, and Asia. This text is currently in production for the 10th edition and is due to be released later this year. Mark Levings from Wiley described my work and value in the following statement: "*Jodie is an invaluable partner in informing Wiley Australia's development of an online practice set, and in advising how we could optimise the student experience in terms of the on-screen work area. You have also made a substantial contribution in terms of the development of the educational content for the forthcoming Hoggett et al Accounting Learning Space project*". My contribution to the Hoggett et al Learning Space project provides an opportunity to further improve teaching methods in accounting for all educators.

CONCLUSION

The success of my curriculum redesign over the 4-year period is evident not only in my student results but also in the student satisfaction surveys. I applied innovative classroom techniques and created a unique suite of enabling tools and habits that provide the foundation mindset needed for their entire degree. My curriculum, resources and services demonstrate a command of the field as reinforced by presentations to academic colleagues at JCU, the wider academic community, and through my collaborative work with Wiley Publishing. My curriculum design and innovations in digital learning increase student participation and ultimately improve student retention; this opens a brave new world in teaching accounting.

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² JCU Learning Spaces – The Snapshots: [Using technology in a Collaborative Theatre](#) and [Blending for interactive learning](#)