

INTRODUCTION

As an accounting professor for the past 30 years, I have had many students trying to earn a BBA. To do this, they need to begin with Accounting I. Some students walk into the classroom full of confidence, whereas others seem uncomfortable in the classroom. They lack confidence and the assurance that they don't belong in a college level accounting class.

The purpose of this study is to find a way to increase a student's feeling of belonging in my classroom and to see if this matters as far as the successful completion of the course.

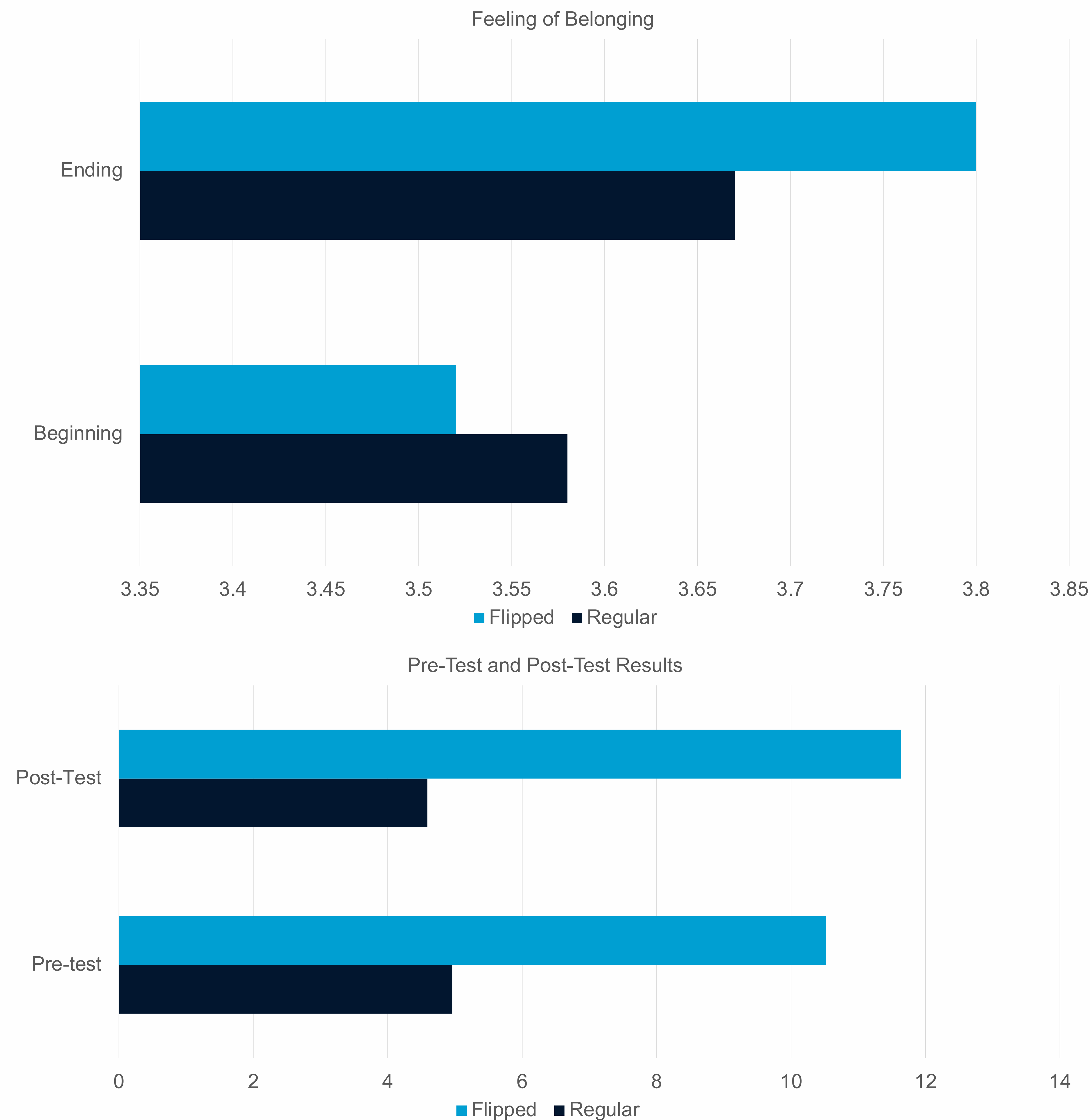
METHODS

I taught two sections of the same course; one taught the same way that I have always taught Accounting 1. (I use a traditional lecture-based method of teaching accounting.) The students are expected to do the assigned reading and the homework outside of class. During class, I present the material mostly by lecturing. Quizzes and tests are given in class.

The other section was taught by "flipping the classroom." The lectures will be recorded, and the students will be instructed to listen to them outside of class. Reading the book outside of class and taking quizzes and tests in the classroom will remain the same. Students will work on homework problems during class. The class will be divided into five-person teams.

I will pre-test and post-test all the students in both groups to determine their beginning accounting knowledge and their ending accounting knowledge. I will pre-test and post-test all the students who consent to determine their sense of belonging. These test results will be the data that I will use to determine the effects of belonging on the understanding of accounting knowledge.

RESULTS



DISCUSSION

What I am attempting to determine is what works in delivering accounting information to the students when I take the time to learn "What is where" and "what's your story" as opposed to being more focused on simply delivering the material.

- The goal is to get accounting educators to consider the importance of connecting with the students beyond the mere study of debits and credits.
- My work will contribute to the larger conversation on equity-minded SoTL by adding to the body of work in the study of accounting education pertaining to social-behavioral studies of accounting students
- My project relates to SoTL through an equity-minded approach because I am attempting to find out whether a feeling of belonging in class can make all students feel like they have an equal opportunity to learn. If you are considering social justice, a sense of belonging might make students from marginalized groups perform better in class

CONCLUSIONS & RECOMMENDATIONS

One of the best ways to increase a sense of belonging in an accounting classroom is to spend some time getting to know the students as more than just students. While more work needs to be done, I believe that the data does show the importance of connection.

- Students become more committed to success when they believe that you sincerely want that for them.
- Group activities and "flipping the classroom" are effective, but you must make watching the lecture videos necessary for the course.
- Active engagement with the students in their groups is fundamental to creating a sense of belonging.

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