

MyAccountingLab®

EDUCATOR TESTIMONIAL UNIVERSITY OF GREENWICH

COURSE:	ACCO 1116 Financial and Management Accounting FINA 1074 Financial Management MBA
TEXT IN USE:	• <i>Accounting an Introduction, 4e</i> , Atrill and McLaney • <i>Corporate Finance, 1e</i> , Berk and DeMarzo
USED SINCE:	2009
SUMMARY:	This University of Greenwich lecturer introduced MyAccountingLab for summative assessment, increasing the percentage credit given in their second year of use, and she has seen significant improvement in course results.
SUBMITTED BY:	Agnieszka Herdan , Accounting and Finance Department

in MyAccountingLab, 15% in-class test and 65% written exam. In 2010, we returned to delivering the 3 hour interactive workshop and changed the assessment to: 35% online quizzes (numerical exercises) and a test (theory only) in MyAccountingLab, alongside a 65% written exam.

FINA 1074

In 2008 the Financial Management Module comprised a 3 hour interactive workshop (lecture with practical implementation) for which we developed new teaching materials.

In 2009 the number of students doubled and was divided into 2 cohorts for the 3 hour interactive workshops which continued as usual. We introduced a custom textbook that combined accounting and finance chapters to reflect the teaching sessions and we introduced MyAccountingLab. The assessment was changed to: 20% online quizzes in MyAccountingLab; 30% in-class test and 50% written exam. In 2010 we introduced the Pearson Portal that combines access to MyAccountingLab and MyFinanceLab.

Course design (background)

ACCO 1116 is a compulsory module for the International Business MA and International Business MBA. There are two intakes per year: one in September and one in January, with 200 students in each intake.

FINA 1074 is a compulsory module for the International MBA and Maritime MBA. Around 100 students take the module.

ACCO1116

Between 2005 and 2007 the course had around 70 students and was taught as a weekly 3 hour interactive workshop (lecture with practical implementation). There was no dedicated textbook, but we used chapters from a variety of textbooks and academic journals. Assessment was 50% coursework and 50% exam.

In 2008, the number of students doubled and a 3 hour lecture and 1 hour tutorial were introduced. By 2009 the number of students had increased to 200 per term. At this point we introduced the custom textbook with MyAccountingLab, so that each chapter in the textbook reflected the order of the scheduled teaching sessions. We also changed the assessment to: 20% online quizzes



MyAccountingLab is a fantastic source of additional examples and practise for students.



Implementation

Reasons for introducing MyAccountingLab:

- As part of far reaching course changes, including the introduction of a custom textbook
- Increasing numbers of students meant it was impossible to provide enough support to everyone taking the course
- To accommodate different students with different learning speeds
- To achieve consistency in teaching and assessing students in the UK and on our overseas collaborations

We decided to set bi-weekly quizzes as a part of the summative assessment of all three modules. Students were introduced to the topic during the interactive workshop, and advised to read the relevant chapters from the custom book (or eBook in



MyAccountingLab) and practise the related exercises in the “Study Plan”. The students then had to complete the appropriate quiz in MyAccountingLab before the due date (usually in 2 weeks). They had unlimited practice in the “Study Plan”, but only one attempt at each quiz. 5 quizzes made up 20% of the final mark for the module.

Course results

2009–10

The introduction of compulsory assessment (quizzes) forced the students to study and practise on a regular basis and helped them to steadily build their knowledge and prepare for the final exam. Furthermore, the introduction of MyAccountingLab increased the pass rate across all courses.

2010–11

It became evident that, since using MyAccountingLab, there has been significant improvement in students' performance across all modules and a higher pass rate across all forms of assessment.

Conclusions

MyAccountingLab is a fantastic source of additional examples and practise for students. It helps them learn persistently and in a very structured way. It is also very useful for assessing overseas collaboration work. In the future, I am interested in finding out more about the possibilities of how best to use MyAccountingLab, possibly offering encouragement to students for using the technology.



The introduction of MyAccountingLab increased the pass rate across all courses.

