

The flipped classroom material that was developed under this project was deployed in one Flex mode section of an MBA core course, ACCT 5111 (Corporate Financial Reporting). The material was developed with the following workflow expected on the part of students.

Before face-to-face classroom meetings, students complete assigned readings to learn new concepts. The readings present the concepts in a streamlined manner along with stylized numerical examples. To ensure conscientious and timely completion of the readings, students take a weekly graded online quiz consisting of 10 multiple-choice questions which are entirely based on the readings. The quizzes are designed to be completed within 20 minutes, in one sitting, and with no repeat attempts allowed. This helps avoid excessive burden on the students when they are in self-study mode. The quizzes are administered using Blackboard's online functionalities, which provide immediate feedback as soon as students submit their answers.

The initial part of each classroom meetings is spent on reviewing the concepts from the readings, clarifying any uncertainty, and illustrating with examples taken from short case studies and from recent news events. The class then proceeds with more advanced examples and in-class exercises. Students are tasked with an additional review of the readings on their own one more time after class, along with class notes and supplementary materials, such as news clippings, corporate filings, regulatory pronouncements, etc.

Every three weeks, students work on a graded group assignment consisting of an in-depth case study. The case studies illustrate real-life applications of several of the concepts learned to date. Students complete the case assignment in teams. This mode of study encourages discussion among students within their groups, not only about the case assignment, but also more generally about the topics covered in the course. Following submission of students' case write-ups, there is an in-depth class discussion which highlights the application of concepts learned.

Students adapted well to the flipped approach. Accounting is sometimes considered to be a technical and "dry" subject. The flipped approach kept much of the basic learning about fundamental concepts (which is the part considered "dry") outside the classroom, with the benefit that class time could then be devoted to more engaging and interesting discussion of practical and relevant real-world and real-time issues.