Best Practices in the Delivery of Online Accounting Education: An Evaluation of Learning Analytics

Mark Myring, Ph.D.
Jennifer P. Bott, Ph.D., SPHR
Richard Edwards, Ph.D.

BALL STATE UNIVERSITY.

Presentation Outline

- Purpose of grant

- Overview of Ball State and students

- Online education

- Learning analytics development and implementation

- Student outcomes

- Questions

Ball State University and Students

- Students are primarily traditional students; many are first generation college students.

- BSU admissions standards are moderately selective.

- Miller College of Business and Department of Accounting both hold AACSB accreditation.

- Committed to providing high quality education.

Online Accounting Education

- Online education continues to grow quickly.

- As of 2010:
  - 10% growth rate for online enrollments.
  - 2% growth rate for general college student population.

- As of 2012:
  - 14% of college students were enrolled in a fully online program.
  - 31% took at least one online course.

Online Accounting Education

- Online delivery of accounting courses is becoming more common among accredited colleges of business.

- Research investigating the relative effectiveness of online versus face-to-face delivery is limited.

The Role of Learning Analytics

- Learning analytics creates a personalized learning environment for students, increased student learning outcomes, and provides data to help target problem areas for online learners.

- The data-driven decision-making possibilities of learning analytics makes it a strong fit for quantitatively-based courses such as accounting.

Components of Learning Analytics

- Pretest – based on knowledge that should have already been mastered.
- Assessment of pretest results.
- Identification of additional activities designed to mitigate weaknesses identified in pretest.
- Assignment of new course material.

Development Process

- Software was developed with assistance of BSU's Integrated Learning Institute (ilearn).

- Two modules were developed: depreciation and long-term debt.

BALL STATE UNIVERSITY.

Implementation and Result

- Modules were used in classes in the spring 2013 semester.

- Student feedback was positive.

- Further analysis will be conducted to determine the effect affect of the modules on student performance.