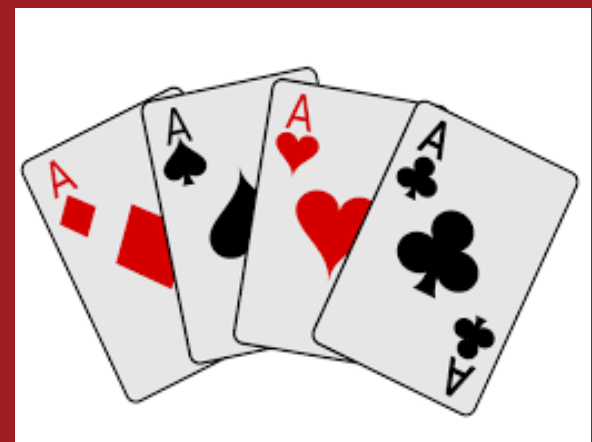# Accounting Has Game !

Veronica Paz, Indiana University of Pennsylvania
Christina Olear, Penn State University
Timothy Creel, Lipscomb University
Abdulhadi Alajmi, Indiana University of Pennsylvania

Introduction

Students like games! And they learn more when they are **engaged.**

We introduce several tools and apps which are mostly free or low cost for educators and students.

We all have our share of shy students in the classroom. It's a challenge to draw them out and encourage them to ask questions.

We found some tools that do just that. Some of the tools allow for **anonymous class participation**. Others allow you to **gauge student comprehension** by allowing them to indicate they are confused, without the rest of the class knowing who indicated confusion.

Reports

Quizizz example individual student report.

Many of these tools have assessment reports, which make it easy to track performance per student per topic.

www.drvpaz.com/events

Video learning

https://flipgrid.com/

A social learning platform that students enjoy! The **professor makes videos** and the **students respond via videos** they make. It's very much **like a social media platform** as you can use emojis too. You can add to or change your existing videos. You can **moderate student videos** before they are posted for other students to view (to decrease inappropriate usage).

We use this tool in online courses to allow students to introduce themselves to help **create connections**. We also use it for some **course discussions boards**, in lieu of a traditional written discussion. This helps **reinforce oral communication skills.**
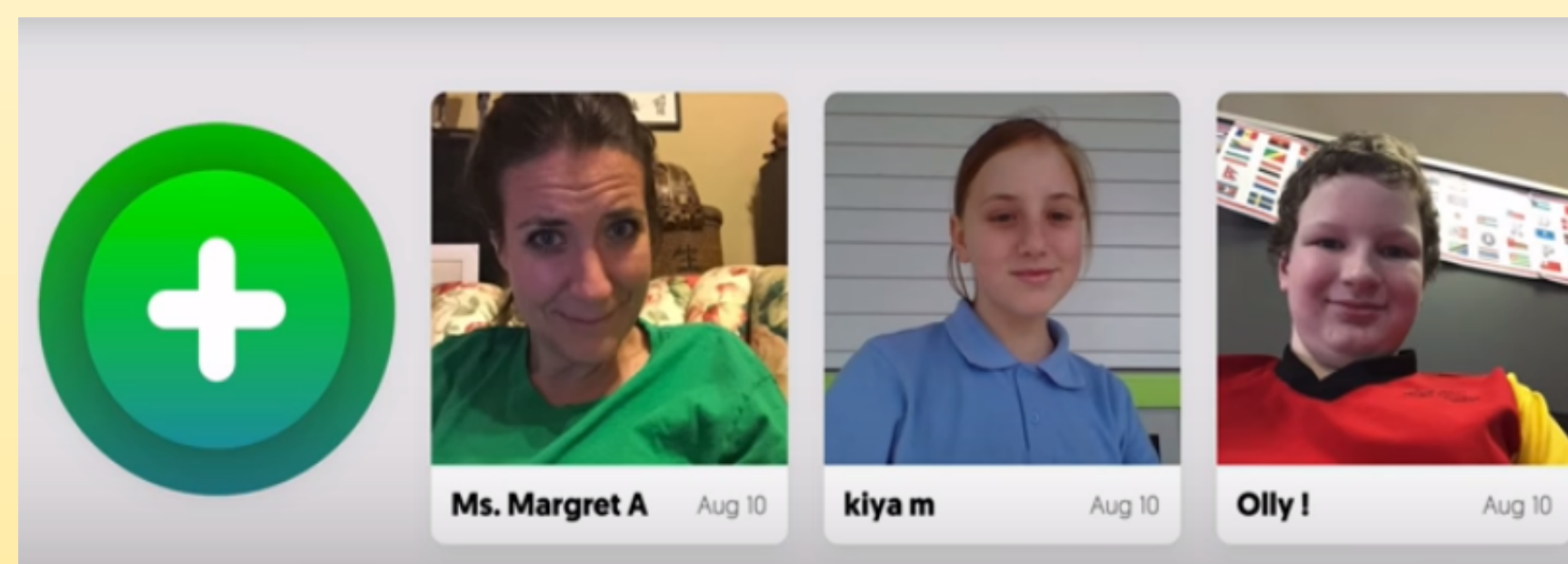
NearPod

We also found tools that get all students engaged by **playing games** and **taking fake quizzes individually** or **in teams**. A little **competition** can instill healthy energy into the classroom.

With nearpod, you can turn your existing slides into an interactive presentation by adding **quizzes, polls, draw-its, open ended questions, 3D objects** and even **virtual reality "field trips".**

We use this tool to **assess student understanding during class** with **short quizzes** after lessons.

We use **"draw it's"** – to **assess understanding**.

https://nearpod.com/

More Quizzes

https://quizizz.com/
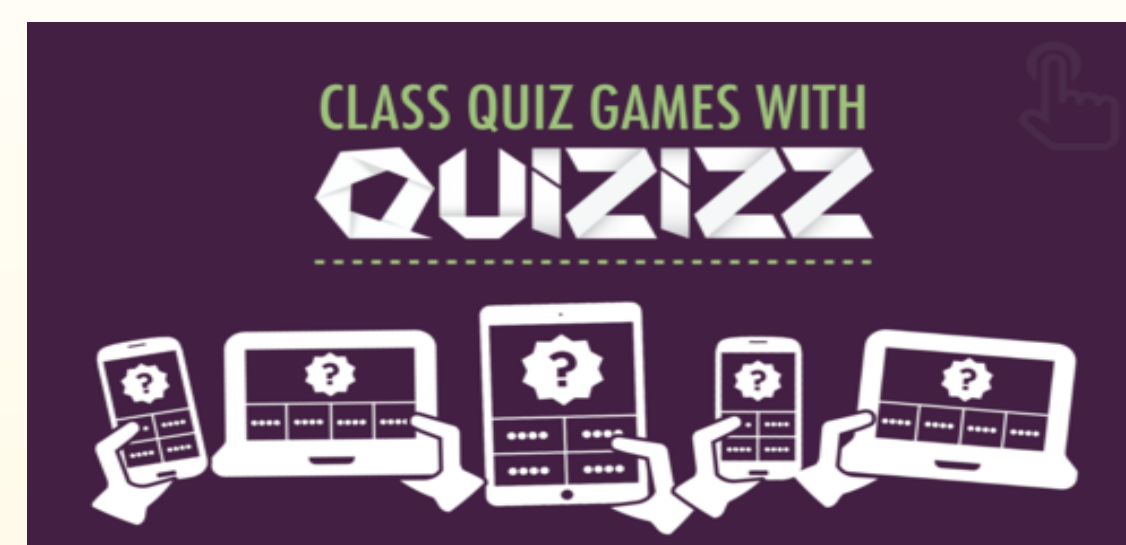
Player paced Quizizz. No projector needed. You can teleport any question into your own quiz. All author created quizzes are accessible via sharable link at https://www.drvpaz.com/accounting-teaching-tools.

Similar to Kahoot, except you can also **assign a quiz for homework.** You can share the link through social media outlets if you want to. You can kick students out of the quiz if they joined with an inappropriate name. You **can add pictures and memes** to show after student responses. This makes it entertaining.
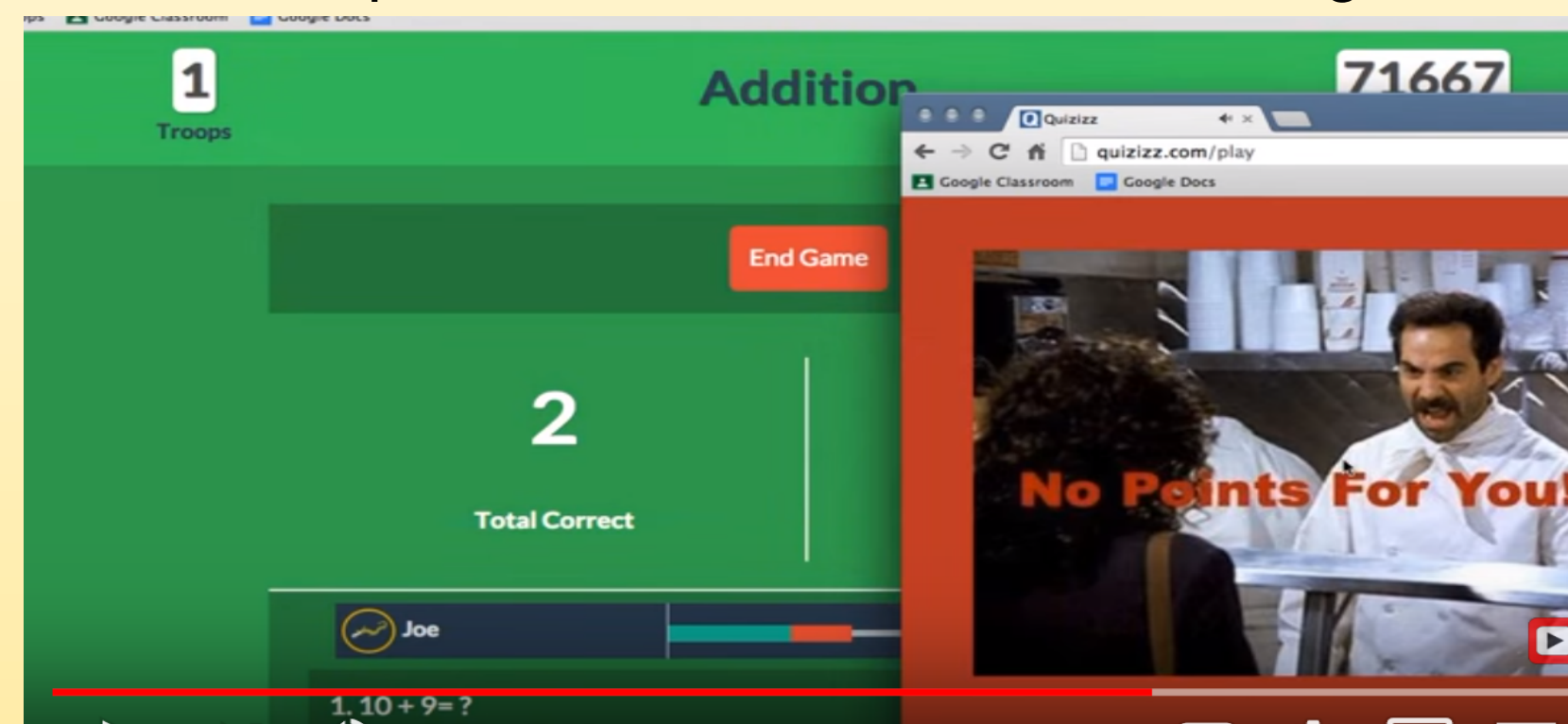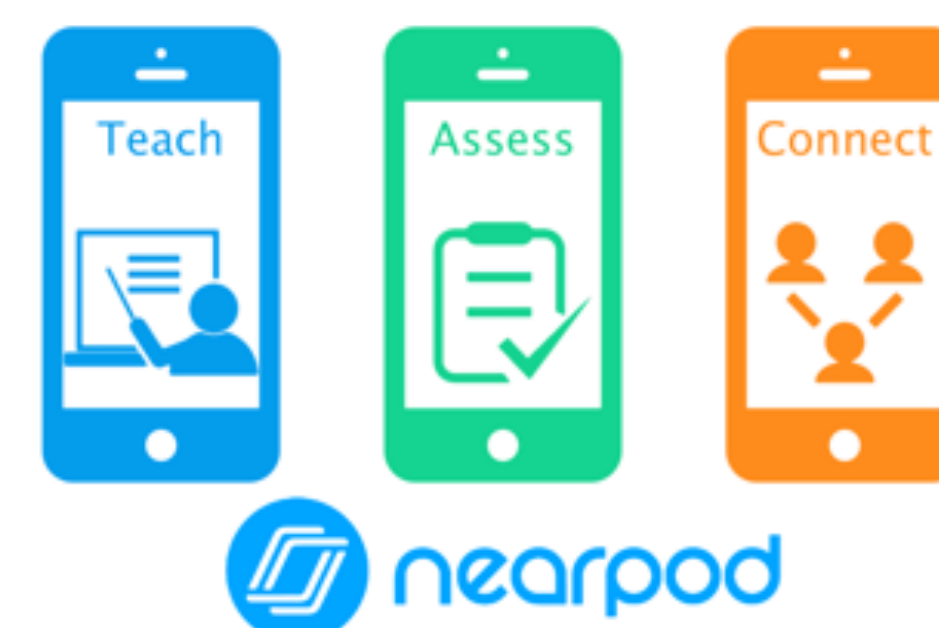
We give students a list of accounts with numbers and ask them to indicate the total dollar amount of assets. They simply input a number. **Only the faculty member sees the student responses.**

You can also share a website that also shows up on the devices of students. We use this in our **intermediate accounting** courses to **teach FASB codification research**. After we show them how to navigate the FASB database and perform research, we then use a **"draw it"** to **test their understanding**. We give them a scenario and they are given time to **do their own research** in class and then provide an answer.

## Polling

https://www.gosoapbox.com/

Great for **polling, quizzes, and discussions**. We require students to read a chapter or article **in advance** and ask 3 questions electronically **before** the class. It helps reinforce learning by ensuring students do some studying before class.
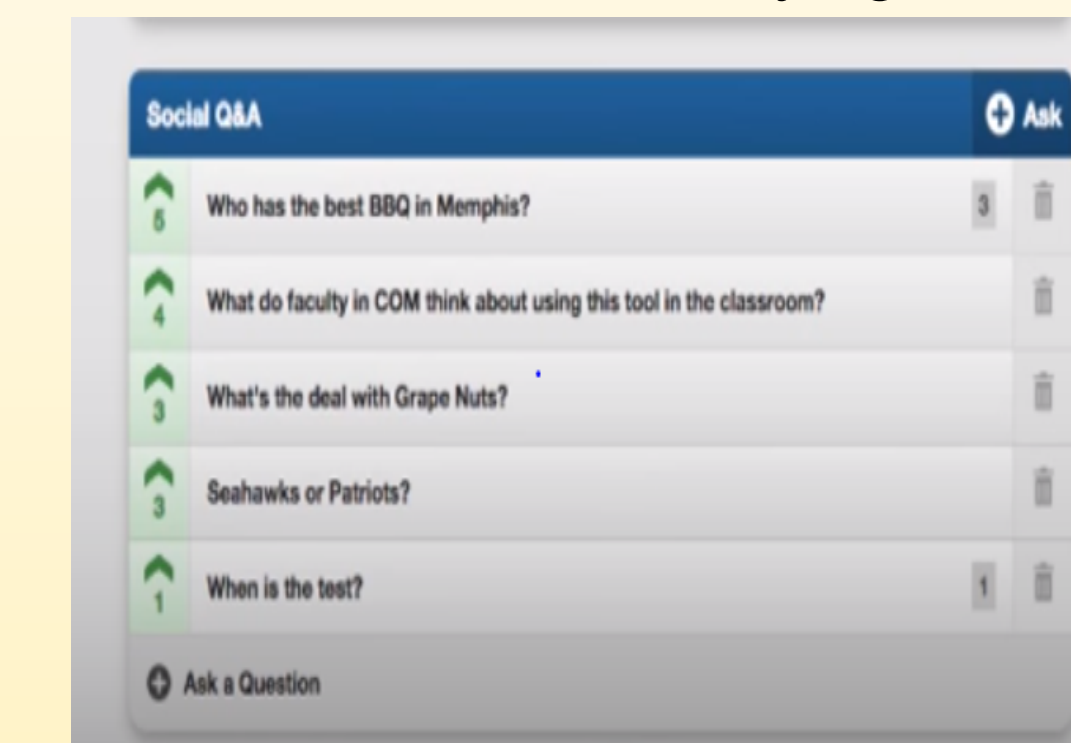
Social Q&A – One of the best features of this tool! **Students post a question during class.** Professor OR another student can respond.

When student indicates they **are confused, it shows up immediately** for the instructor, **without disclosing the student's name.**

**Confusion Barometer**

Team Fun

https://socrative.com/
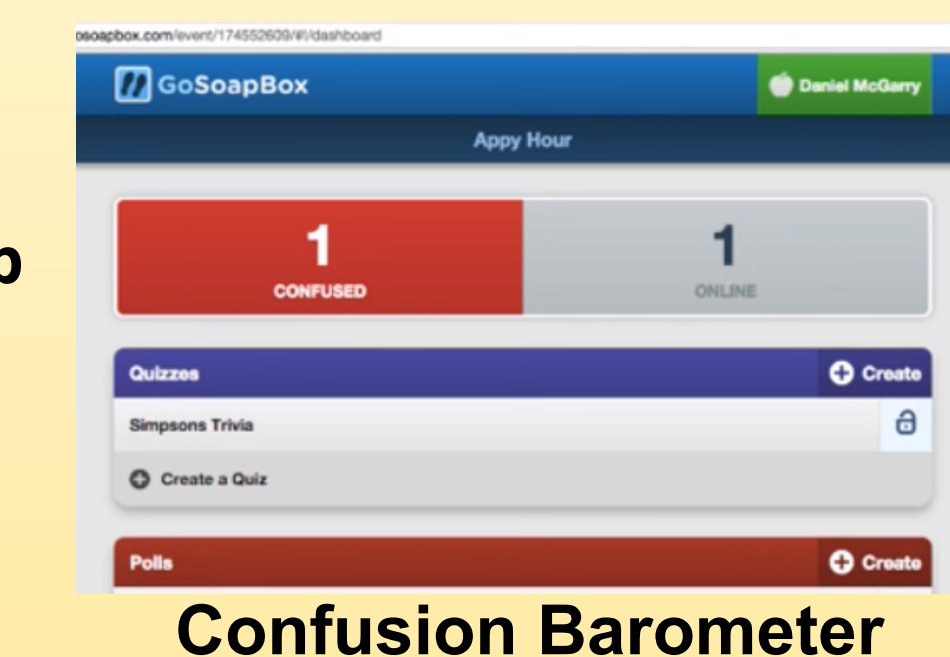
This is another quizzing tool, but we use it for **team quizzes** too (below) and for "exit" quizzes. You can create quizzes or import quizzes created in another platform.

At the end of class, we use the **"exit" quiz**, a short 3 question quiz to assess the learning level of the day's topic.

Fun feature – "space race" – **groups** of **students take quizzes** and **compete** against each other. The screen shows a rocket moving across the screen to show the group in the lead. Students love this.
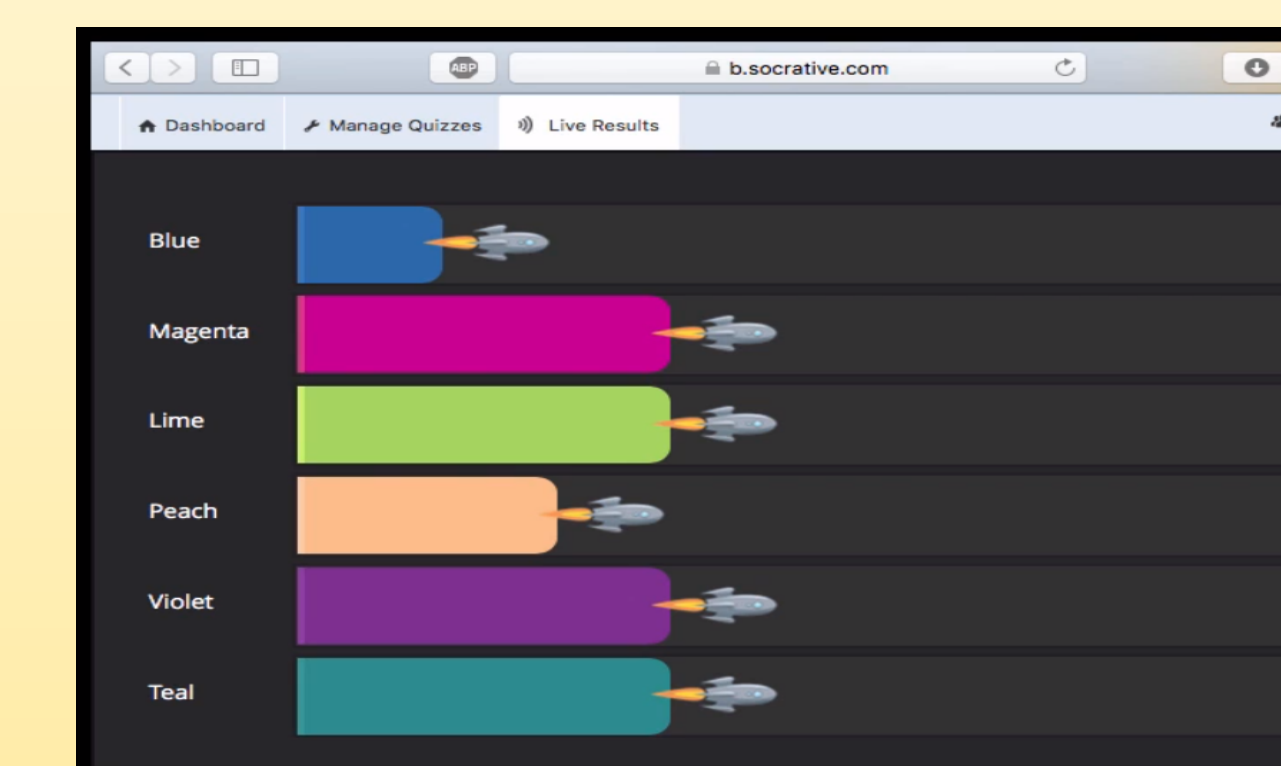
Space Race Leaderboard

References

Calabor, M. S., Mora, A., & Moya, S. (2019). The future of 'serious games' in accounting education: A Delphi study. *Journal of Accounting Education*, 46, 43-52.

Kompar, F. (2018). " Mile Deep" Digital tools. *Teacher Librarian*, 45(3), 66-71.

Park, Y. H., Paik, T. Y., & Koo, J. H. (2019). Effect of Student Activity Participation on Accounting Education. *Journal of Open Innovation: Technology, Market, and Complexity*, 5(3), 40.

ORCID QR Code
Paz

Olear