Peer Learning of Key Accounting Concepts through Student-Generated Screencasts

A study of student-centred learning using new technologies

Research Design
1) Data capture and analysis of problem areas of the accounting curriculum
2) Design screencasting assignment based on data capture and analysis
3) Student teams create accounting screencasts
4) Evaluation of students’ learning
5) Peer learning through student-generated screencast library

Evaluation
1) Pre & post-assignment student surveys
3) Student focus groups
4) Assessment of student-generated screencasts by subject experts

Outcomes
1) 54 student screencasts created, 18% of which will form a library of resources for the peer learning of key accounting concepts
2) Some screencasts were assessed as faulty in their discipline specific knowledge
3) Students appreciated the student directed nature of the assignment, found it fun & interesting, and enjoyed learning multimedia skills.
4) Some students experienced technical problems in recording their screencasts

Student comments
We get to learn knowledge in a more fun way, it is more understandable to just listen in the lecture. Since we experience the process to produce it we get a deeper understanding of the topics that we choose.

Learning about a new medium to portray a message/ information. Having a idea brief which allowed for creativity and challenged us to really think as opposed to being told what/how to think and what conclusions to present.

That I had to know the topic well enough to break it down and explain it to others made me understand it so much more than what I get from class. My groupmate and I spend hours just going over it in the book again and again explaining it to each other in a very simple way which made us all the more knowledgeable about our topic.

Post-assignment survey
I enjoyed learning multimedia skills

Total student participants: 125

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