



# **MONTGOMERY COLLEGE SCHOLARSHIP OF EXCELLENCE IN TEACHING (SET) FELLOWSHIP**

**CO-HORTS 2024**

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## **BLOOM'S TAXONOMY IN ACCOUNTING: LEARNING HOW TO LEARN**

**Presented By**

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# ACCOUNTING COURSES: ACCT 221 & ACCT 222

Accounting is ***a rigorous discipline*** requiring great diligence on the part of the student. ***Passive learning***, while sometimes effective in other disciplines, simply ***will not suffice in any accounting course***. ***Active learning***, including significant independent problem solving, ***is the key to success in an accounting class***. To excel in Accounting, you must do the following:

Attend class,  
Study independently,  
Collaborate collectively and,  
most importantly, Ask Questions.

***Success comes with much preparation.***

# CHALLENGES OF LEARNING HOW TO LEARN

- **CHALLENGE 1**

Students struggle to grasp the core concepts in general and therefore, ineffectively apply them to their studies.

- **CHALLENGE 2**

Students do not consistently transition from understanding academic strategies and concepts to using them effectively in real-life learning situations.

- **CHALLENGE 3**

Many students may lack the self-awareness skill to reflect critically on their own learning processes, thereby hindering improvement.

- **CHALLENGE 4**

Students do not consistently use higher-order thinking or create an effective approach to learning

# SOLUTIONS OF LEARNING HOW TO LEARN

**Overall Strategy -  
Students  
Learning How To  
Learn**

- SOLUTION to CHALLENGE 1

**Scaffolding**

- SOLUTION to CHALLENGE 3

**Critical Thinking**

- SOLUTION to CHALLENGE 2

**Reflection and  
Self-Feedback**

- SOLUTION to CHALLENGE 4

**Analysis and  
Synthesis**

# ROADMAP

## THE STRATEGY AND FLOW OF TOOLS USED IN FALL 2024 ACCOUNTING CLASS – ACCT 221 & ACCT 222

### Culturally Responsive Questionnaire:

- Questionnaire given at the start of semester.



### Student Survey 1 -

How does one read and study Course Material?

- Survey given after EXAM 1



Discussion held after Survey 1 is completed

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### Student Survey 2 –

What is Students' learning style preference questionnaire

- Survey given after EXAM 2



### Student Survey 3 –

Are the study and how to learn techniques working?

- Survey given after EXAM 3

### Measurement Results

- Tracking of EXAM, ASSIGNMENT and QUIZ scores



### Student Survey 4 –

How did you benefit from the Bloom's Taxonomy?

- Post Final Exam survey

# INSTRUCTOR'S RESPONSE CON'T: USING STUDENT RESPONSES TO CULTURAL QUESTIONNAIRE TO CONDUCT A LEARNING SESSION IN CLASS

## 5 Things you may not know about Nigeria...

**28%**

Of Forbes' 40 richest African entrepreneurs are from Nigeria

**3rd**

largest English speaking nation in the world after India and the USA

**33%**

of Nigeria's territory is arable

**8th**

most populous country in the world

**3rd**

largest movie industry after Bollywood and Hollywood

## Currency

1 United States Dollar equals \$451.84 Nigeria Naira



## Cultural / Industry

Fela Aníkúlápó Kuti, also known as Abami Eda, He was a well-known, if not world renowned, Nigerian musician, bandleader, composer, political activist, and Pan-Africanist. He is regarded as the pioneer of Afrobeat, a Nigerian music genre that combines West African music with American funk and jazz.

# POST EXAM 1 FIRST DISCUSSION: STUDY TECHNIQUES

## Strategies For Success In An Accounting CLASS

### Studying a Chapter

- 1. PREview** (15% of total chapter study time),
- 2. Study** (60%), and
- 3. REview** (25%).

- Studying Techniques served as the introduction of teaching students how to use Analysis and Synthesis solution. This solution continued to be taught to students after Survey #3 results.

# POST EXAM 1 SECOND DISCUSSION: INTRODUCE BLOOMS TAXONOMY TO STUDENTS

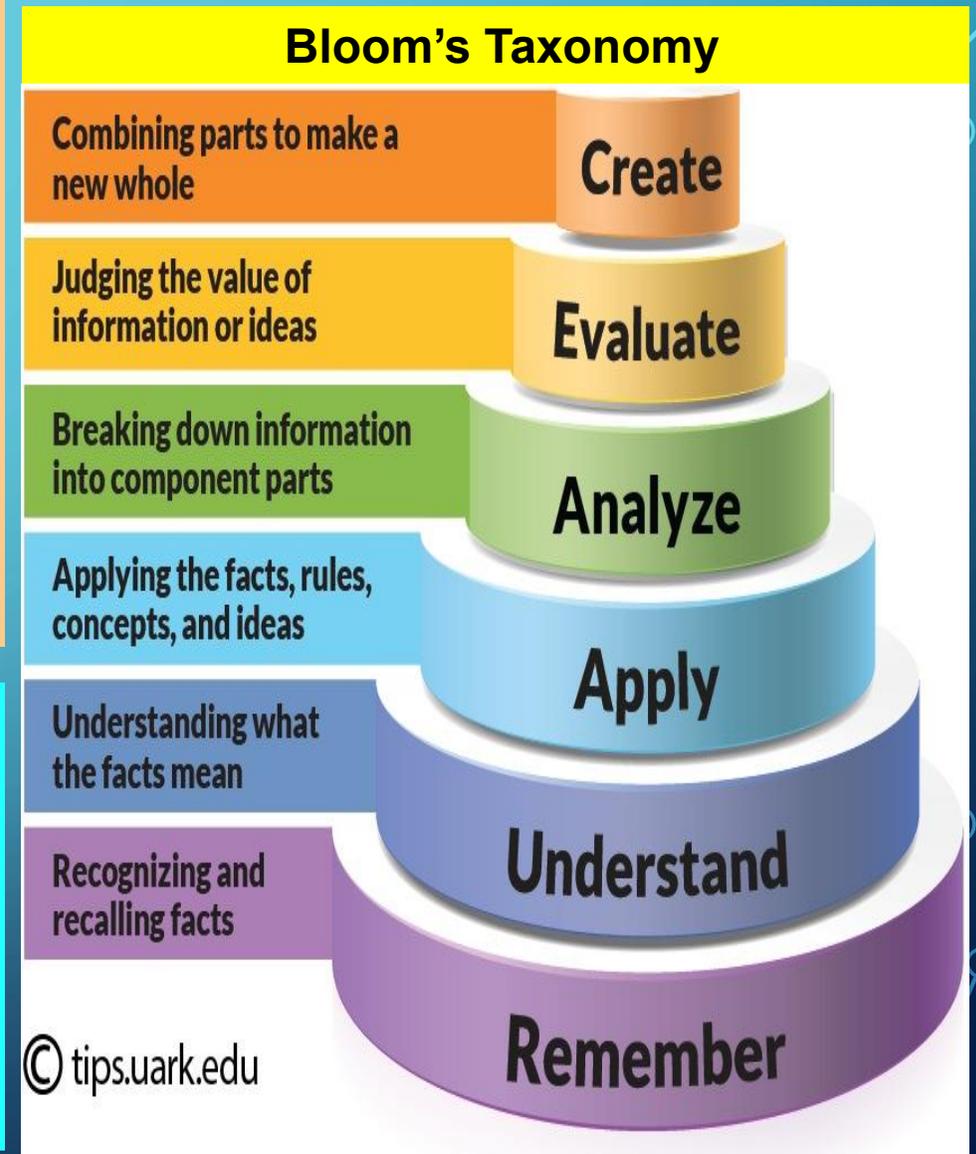
**ASK:**

**What's the difference between studying and learning?**

**Would you study harder to make an "A" grade on a test OR teach the material to the class?**

**At what level of Bloom's Taxonomy have you been operating?**

**At what level do you need to be operating after your EXAM 1 results?**



# STUDENT SURVEYS

## Survey #2:

### Learning Style Preference

- VISUAL
- AUDITORY
- KINESTHETIC (TACTILE)

Majority of Students were Visual Learners.

Based on results of student replies begin using Scaffolding solution in class discussions and walkthrough of Homework; Taught students value of Self Reflection and Feedback solution to enhance studying

## Survey #3:

### Understanding Problem-Solving Techniques

- Part 1:  
Perceptions of Problem-Solving
- Part 2:  
Strategies and Approaches
- Part 3:  
Reflections and Feedback
- Part 4:  
Skills and Learning

Based Survey Feedback, Introduced students to Blooms Taxonomy and how to use Critical Thinking solution in solving Homework problems

## FINAL SURVEY:

### Assessing the Impact of Bloom's Taxonomy on Learning

1. Understanding & Knowledge
2. Application of Knowledge -
3. Analysis Skills
4. Evaluation Skills
5. Creation / Innovation
6. Critical Thinking
7. Problem-Solving Abilities
8. Reflection on Learning
9. Bloom's Taxonomy
10. Benefit - Overall

# QUANTITATIVE ASSESSMENT OF EXAM SCORE

ACCT 221	Exam 1	Exam 2	Exam 3	Exam 4	Class Size
Spring Semester 2024 AVERAGE SCORE	"C" 79%	"D" 62%	"F" 59%	"C" 79%	29 students
Fall Semester 2024 AVERAGE SCORE	"B" 86%	"C" 74%	"C" 77%	"B" 86%	27 students

ACCT 222	Exam 1	Exam 2	Exam 3	Exam 4	Class Size
Spring Semester 2024 AVERAGE SCORE	"A" 91%	"A" 90%	"A" 91%	"B" 81%	13 students
Fall Semester 2024 AVERAGE SCORE	"B" 85%	"B" 85%	"B" 85%	"B" 86%	17 students

# SCHOLARSHIP SOURCES THAT SUPPORT THE STRATEGY

## TEACH STUDENTS HOW TO LEARN

by Sandra Yancy McGuire

Chapter 3: Metacognition. What it is and How it Helps Students Become Independent Learners, pps. 25 - 26: *"It is a basic learning principle that whenever the brain is trying to absorb something new, it tries to relate new information to something it already knows (Gregory & Perry, 2006). If we do not take the time to discover what our students already know and help them relate what they are learning to their prior knowledge, then they cannot learn in the most efficient ways."*

## Creating Wicked Students

by Paul Hanstedt

- **Pg 4.** *"We need educated citizens who have a sense of the world around them and of their ability to interact in that world in meaningful ways"*
- **Pg 60** *" The project-based learning approach . . . is similar to the case study approach in the constant emphasis on the connection between course concepts and the world beyond the classroom"*
- **Pg 103** *". . . the teaching practices begin the semester by giving students the sorts of problems they'll have to address in their field"*

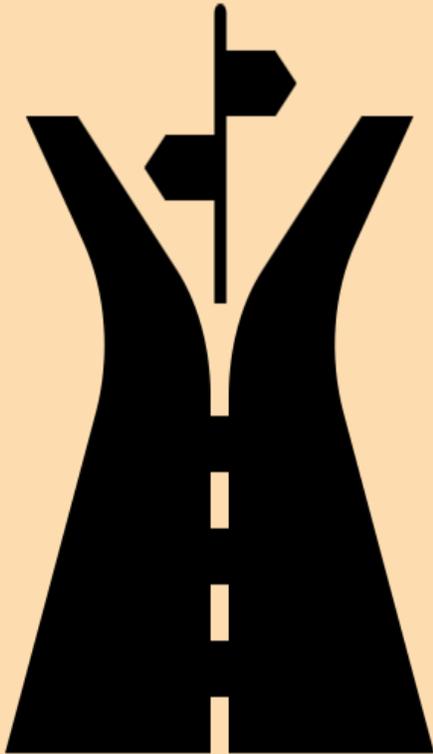
## Thinking Critically in College: The Essential Handbook for Student Success

by Louis Newman

Chapter 5 - Reading 2.0: How to Read the Words That Aren't on the Page and Really Understand the Ones That Are, pps 133 - 157: *Reading difficult material requires more mental energy and more focused attention to move from a superficial understanding to a deeper and more critical grasp of the information being read. This skill requires the reader to think about the context of the material, and to notice what's implied but not stated.*

# REFLECTIONS

**What should or should not be changed?**



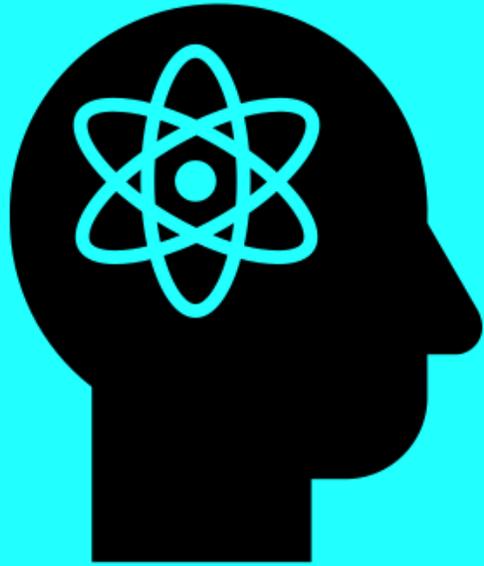
**Introduce Bloom's Taxonomy at the very onset of the semester for ACCT 221 Course**

**Increase usage of assigning more collaborative tasks, especially courses with large student body**

**Increase in-class activities like visualizing financial data for better interpretation.**

**Teach students' how to break down complex problems into smaller, manageable parts.**

# CONCLUSIONS



**Structured  
Learning**

**Improved Retention  
& Application**

**Higher-Order  
Thinking**

**Effective  
Assessment**

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Accounting

Combining parts to make a new whole



**Create**

Judging the value of information or ideas



**Evaluate**

Breaking down information into component parts



**Analyze**

Applying the facts, rules, concepts, and ideas



**Apply**

Understanding what the facts mean



**Understand**

Recognizing and recalling facts



**Remember**