

# Flipping the Class: Motivating Preparation and Participation

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Slides will be posted at

[www.navigatingaccounting.com/presentation/presentations#Motivation](http://www.navigatingaccounting.com/presentation/presentations#Motivation)

# Flipping the Class: Motivating Students

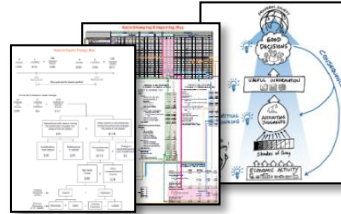
## Agenda

- Framing motivation
- Why aren't students motivated?
  - Multiple root causes
  - How to address them
- Wrap up

# Flipping the Class: Motivating Students

## Framing Motivation: Building Blocks

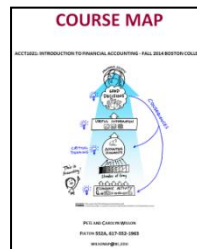
1. Robust concepts and frameworks



2. Rich applications



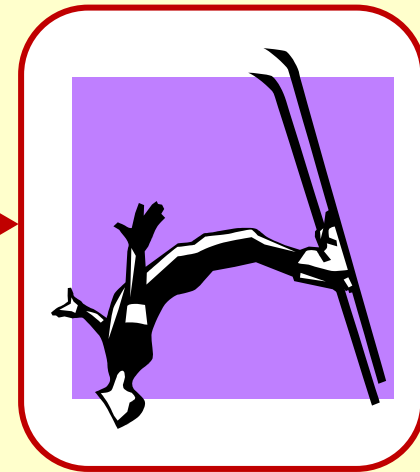
3. Detailed course maps



4. Enabling technology



5. Effective motivation



# Flipping the Class: Motivating Students

## Why aren't students motivated?



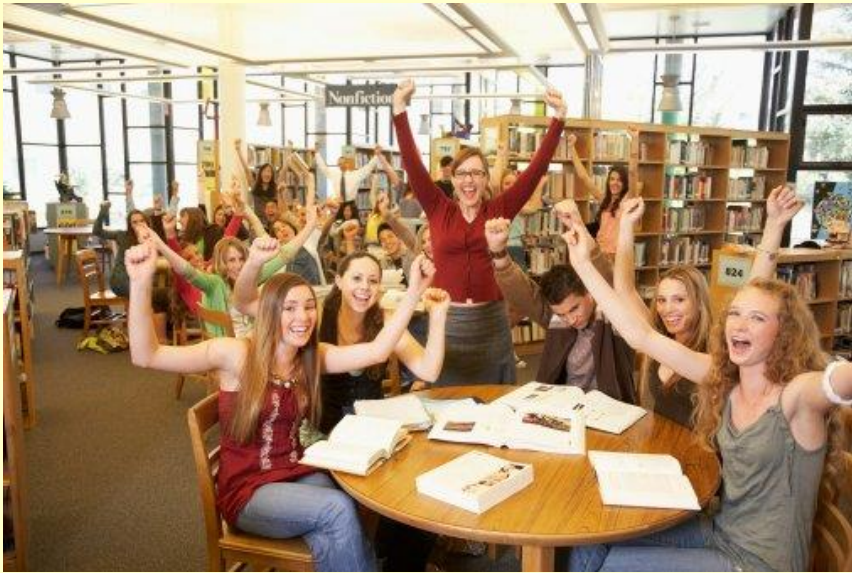
- Don't know what they are missing
- Don't know what to do
- Aren't interested in accounting
- Have competing interests
- Ineffective incentives
- Other

# Flipping the Class: Motivating Students

**DON'T KNOW  
WHAT THEY ARE MISSING**

# Flipping the Class: Motivating Students

Don't know what they are missing



During Course



During Career

# Flipping the Class: Motivating Students

Don't know what they are missing

## The problem



We have a marketing problem



Students' Perception



# Flipping the Class: Motivating Students

Don't know what they are missing

Change perceptions



Costs



Benefits



# Flipping the Class: Motivating Students

Don't know what they are missing

**Set relevant goals**



Click link below for example of how we communicate the relevance of our goals

[www.navigatingaccounting.com/video/course-goals-and-relevance](http://www.navigatingaccounting.com/video/course-goals-and-relevance)

# Flipping the Class: Motivating Students

Don't know what they are missing

## Benefits of excellent preparation

What they've experienced



Poor preparation

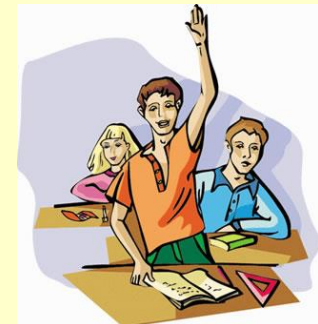


Shallow discussions

What they're missing



Excellent preparation



Exceptional discussions

# Flipping the Class: Motivating Students

Don't know what they are missing

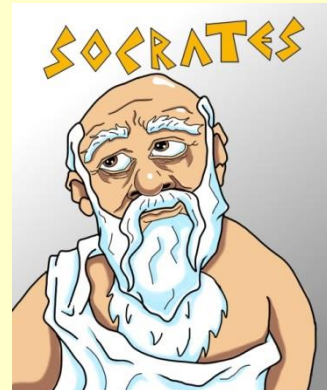
## Benefits of probing deeply

What they've  
experienced



Lectures or shallow discussions

What they're  
missing



Probing deeply

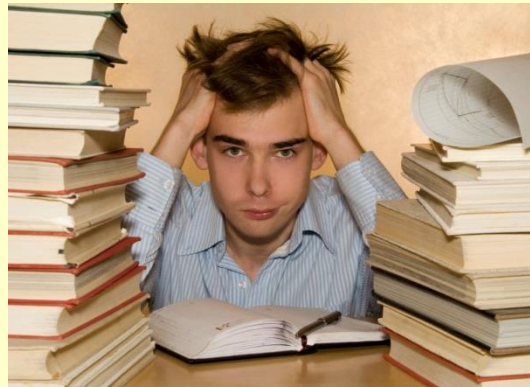
# Flipping the Class: Motivating Students

**DON'T KNOW WHAT TO DO**

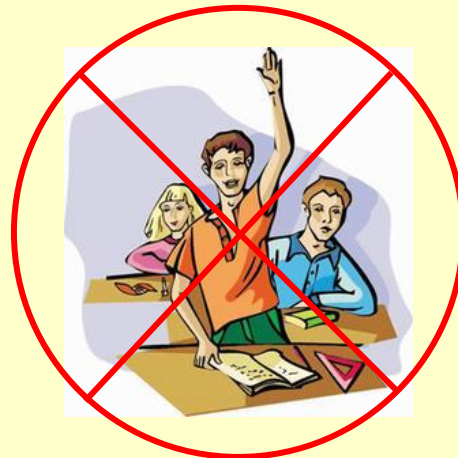
# Flipping the Class: Motivating Students

## Don't know what to do

### The problem



Don't know how to prepare



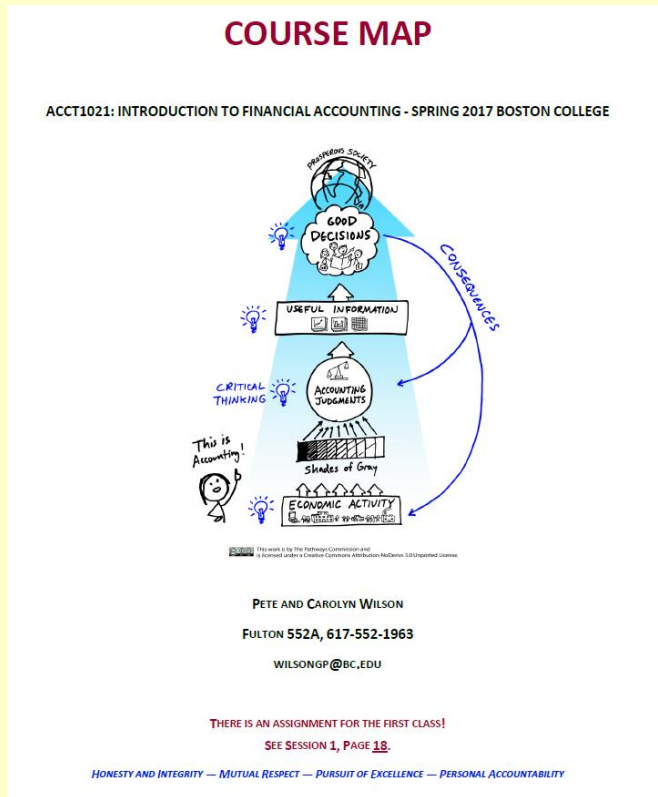
Don't know how to participate



# Flipping the Class: Motivating Students

## Don't know what to do

### Give guidance



Provide detailed map

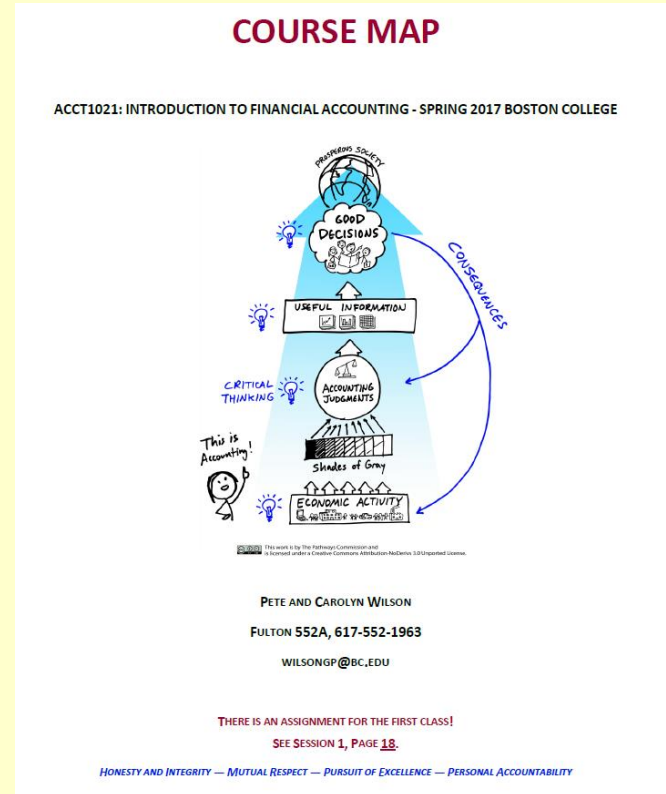
Coach in and out of class



# Flipping the Class: Motivating Students

## Don't know what to do

### Provide detailed map

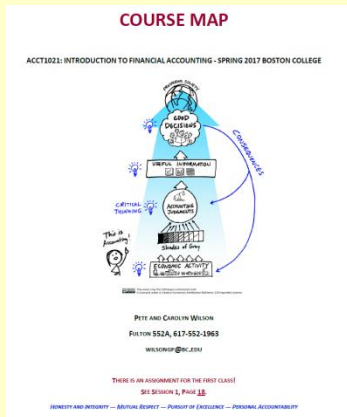


### Provide detailed map

# Flipping the Class: Motivating Students

Don't know what to do

## Set clear expectations



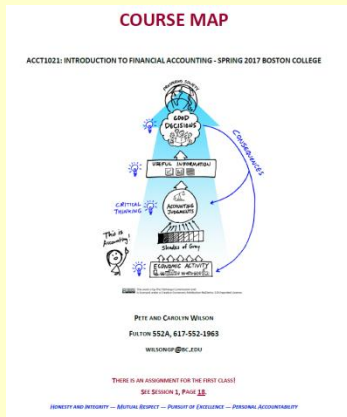
Our class is quite challenging and may differ from other courses you have encountered in at least three ways:

1. Flipped Classroom
2. Group Work
3. Friday Night Exams

# Flipping the Class: Motivating Students

## Don't know what to do

### Share your principles

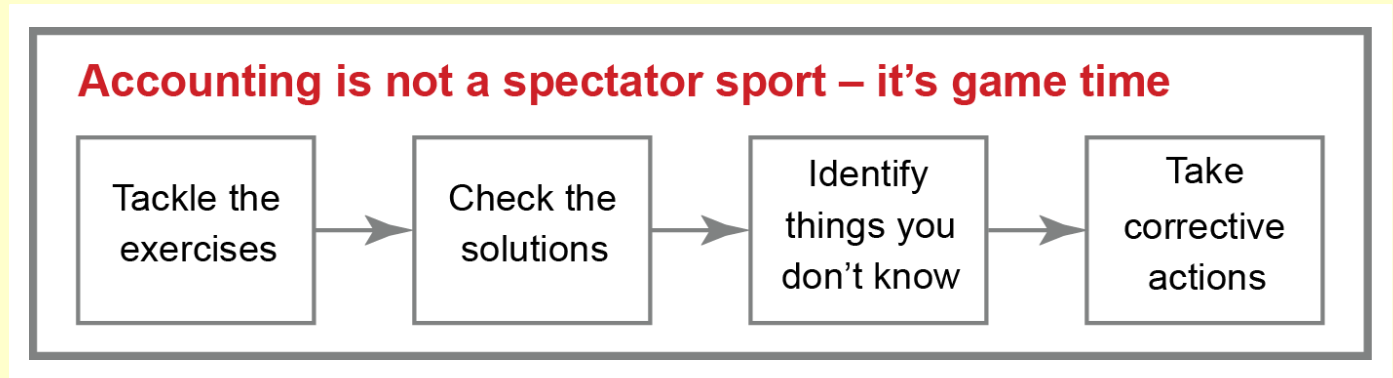


- Preparation and attitude are the two biggest success factors to creating a great learning experience.
- If you spend several hours preparing and the class environment is intellectually vibrant, but not intimidating, you will want to participate.
- Confusion often precedes enlightenment.

# Flipping the Class: Motivating Students

Don't know what to do

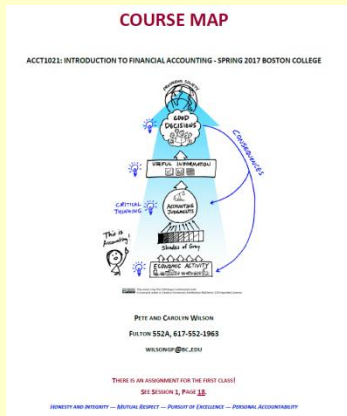
**Provide a learning strategy**



# Flipping the Class: Motivating Students

Don't know what to do

**Provide detailed guidance for every class**

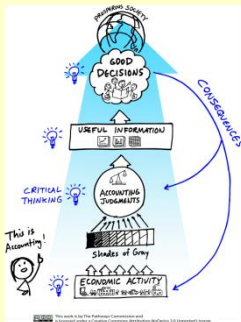


1. What to do before class
2. What to expect during class
3. What to do after class

# Flipping the Class: Motivating Students

## Don't know what to do

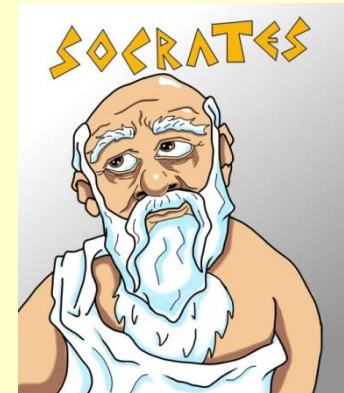
### Provide coaching



What did you learn today?



Listening



Probing



Good wrong answers



Curiosity



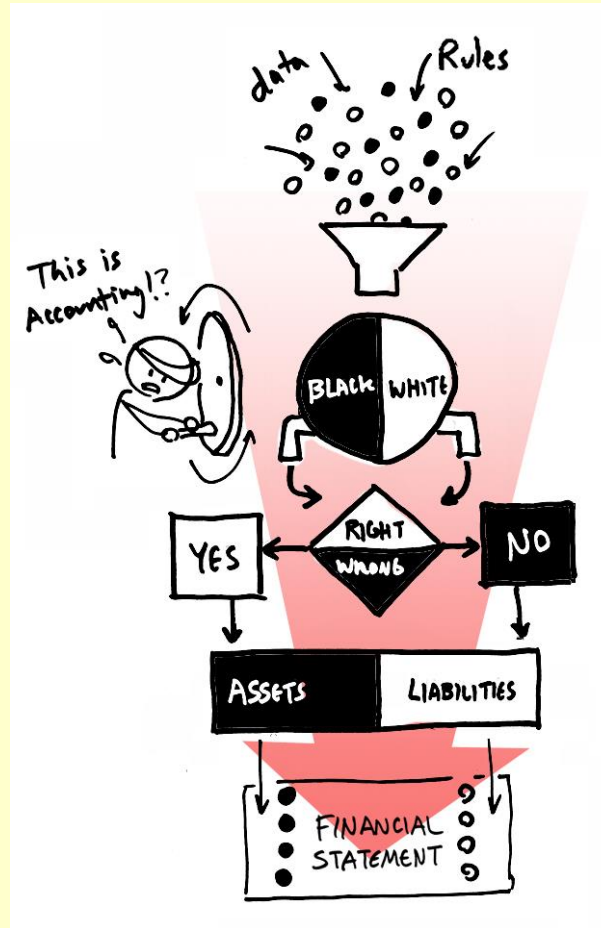
# Flipping the Class: Motivating Students

**AREN'T INTERESTED  
IN ACCOUNTING**

# Flipping the Class: Motivating Students

Aren't interested in accounting

## The problem

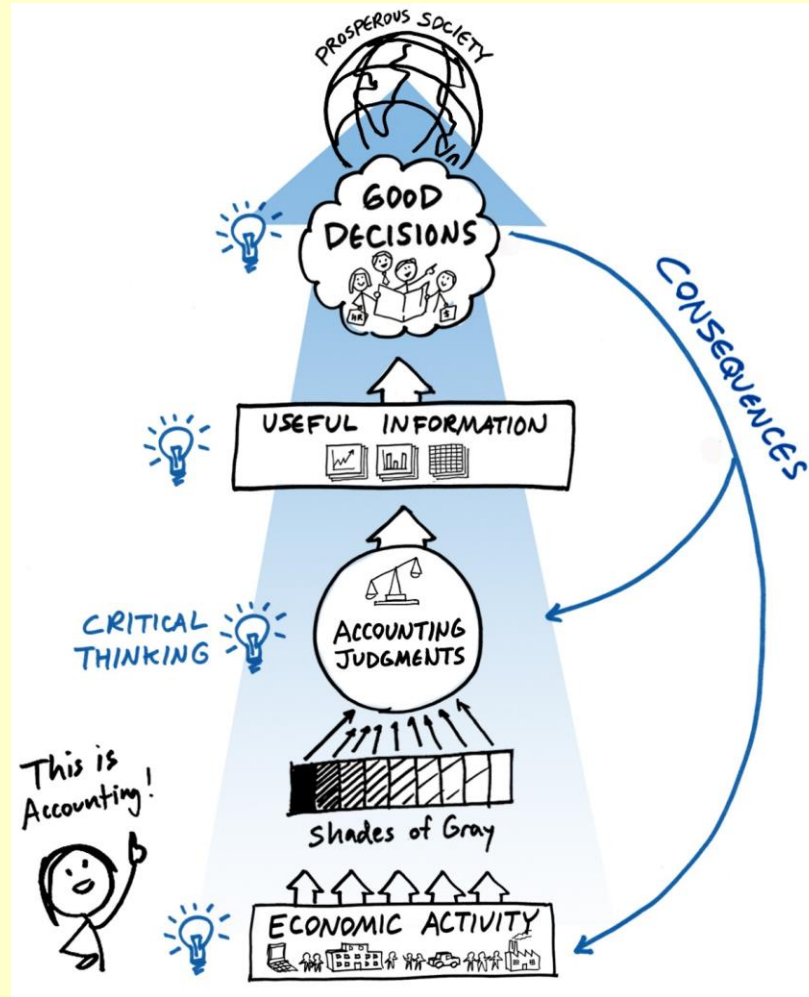


Students' perception

# Flipping the Class: Motivating Students

Aren't interested in accounting

The bigger picture



Reality

# Flipping the Class: Motivating Students

**HAVE COMPETING  
INTERESTS**

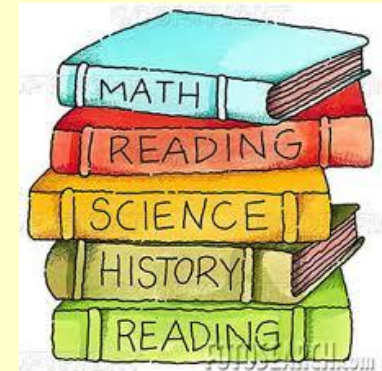
# Flipping the Class: Motivating Students

## Competing interests

### The problem



Leisure activities



Other courses



Job obligations



Family obligations



# Flipping the Class: Motivating Students

## Competing interests



**Elevate accounting**



**Seek synergies**



**Coach time management**



**Strengthen incentives**



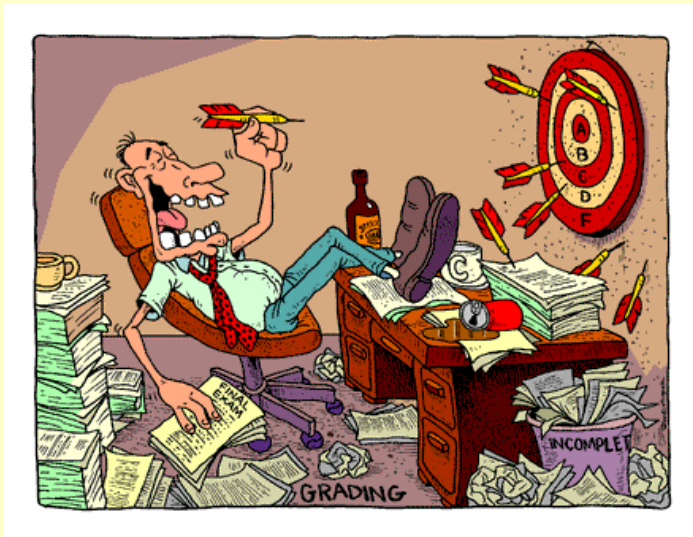
# Flipping the Class: Motivating Students

## **INEFFECTIVE INCENTIVES**

# Flipping the Class: Motivating Students

## Ineffective incentives

### The problems



Ineffective grading

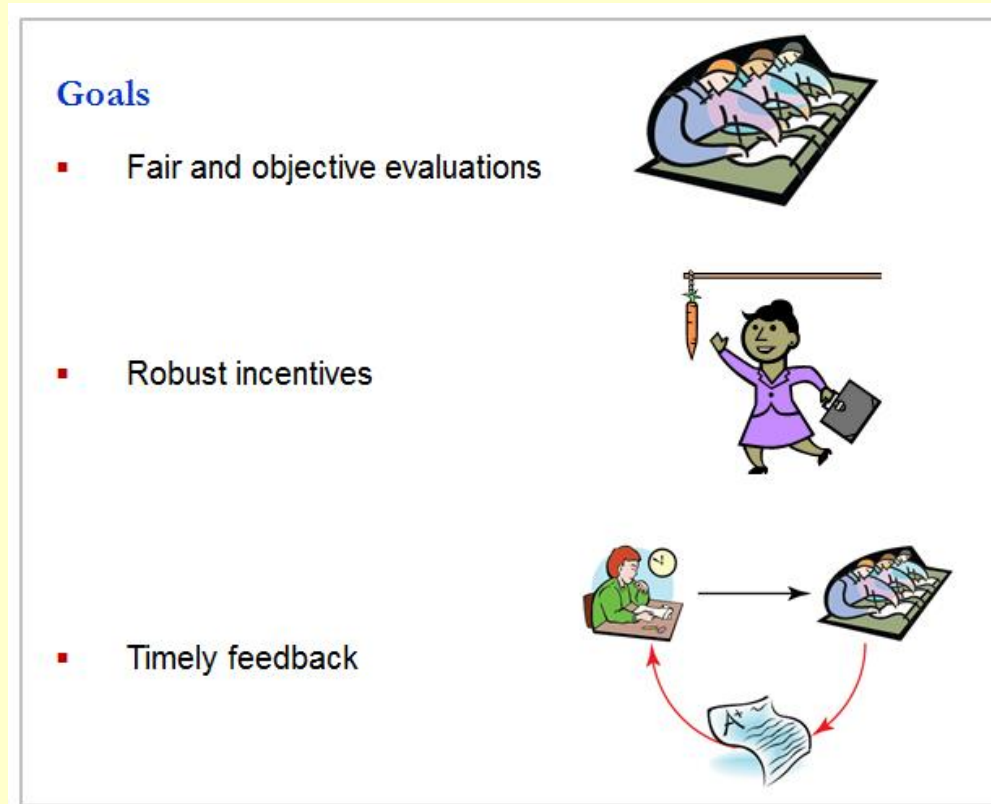


No shared responsibility

# Flipping the Class: Motivating Students

## Ineffective incentives

### Share grading philosophy



# Flipping the Class: Motivating Students

## Ineffective incentives

### Grade preparation and participation

Exam 1	15
Exam 2	20
Exam 3	15
Final exam	25
Group projects	20
Clicker questions	5
	<hr/>
	100

# Flipping the Class: Motivating Students

## Ineffective incentives

**Create shared responsibility**



**“We” Make Great Learning Experiences**

# Flipping the Class: Motivating Students

**WRAP UP**



# Flipping the Class: Motivating Students

## Wrap Up

### Tip 1

**Focus on 3 key success factors for a great learning experience: preparation, shared responsibility, and a positive attitude.**



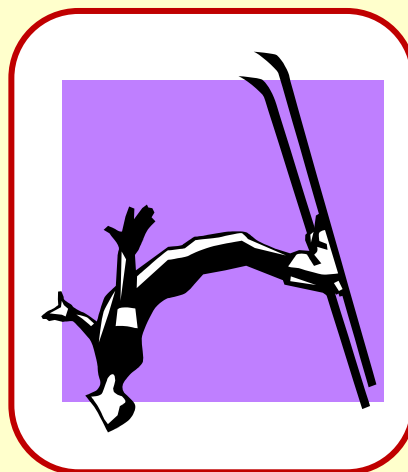
www.shutterstock.com - 99799271

# Flipping the Class: Motivating Students

## Wrap Up

### Tip 2

**Continually sell the benefits of flipping.**



# Flipping the Class: Motivating Students

## Wrap Up

### Tip 3

**Help students internalize the benefits of preparation and participation.**



Costs



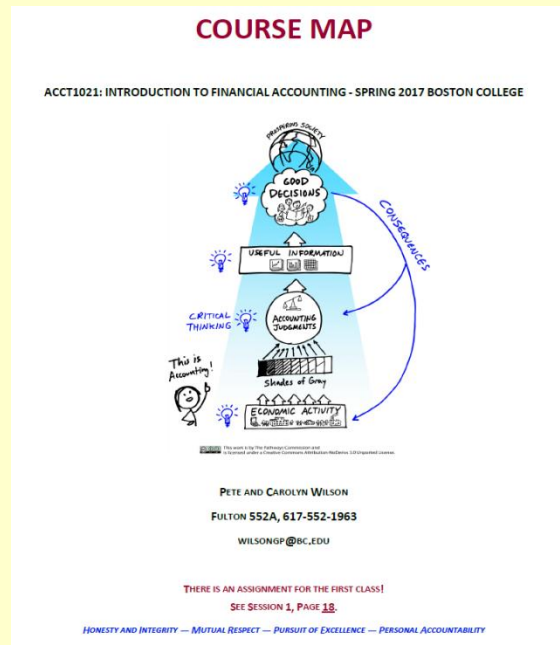
Benefits

# Flipping the Class: Motivating Students

## Wrap Up

### Tip 4

**Be organized: provide detailed guidance to help students know what to do, where they are going, and alternative resources to get there.**

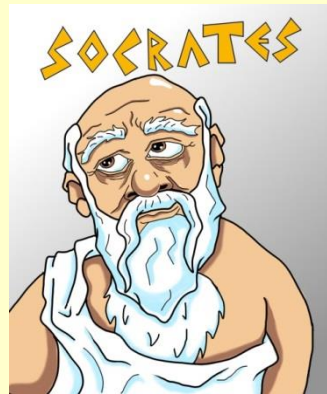


# Flipping the Class: Motivating Students

## Wrap Up

### Tip 5

**Be intentional: What you do in class today will affect future preparation and participation.**



**Probing**

# Flipping the Class: Motivating Students

## Wrap Up

### Tip 6

**Coach ways to participate more effectively.**



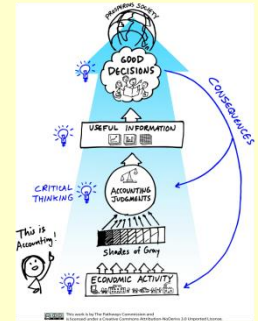
**Active listening**



**Celebrate good wrong answers**



**Be curious**



**Ask “What did you learn today?”**

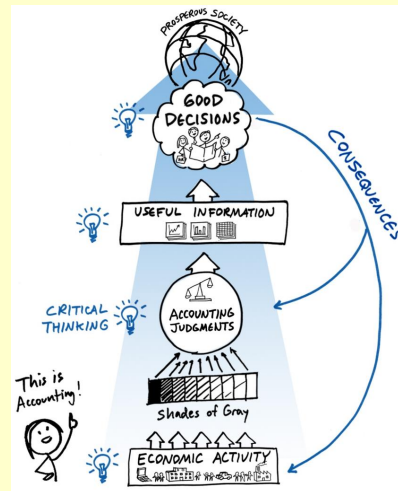
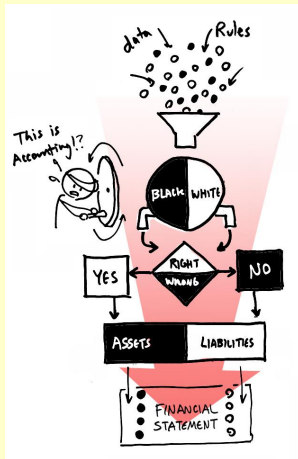


# Flipping the Class: Motivating Students

## Wrap Up

### Tip 7

**Continually motivate relevance of your course content.**



# Flipping the Class: Motivating Students

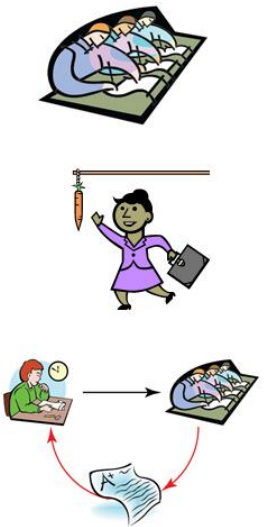
## Wrap Up

### Tip 8

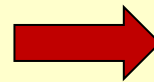
**Align grading policies with course goals to more profoundly affect student behavior.**

**Goals**

- Fair and objective evaluations
- Robust incentives
- Timely feedback



The illustrations show a stack of papers, a teacher holding a carrot as an incentive, and a student at a desk with a clock and a paper, representing the cycle of evaluation, incentive, and feedback.



# Flipping the Class: Motivating Students

## Wrap Up

### Tip 9

**Seek role models and aim high, but be patient.**

**Marva Collins**



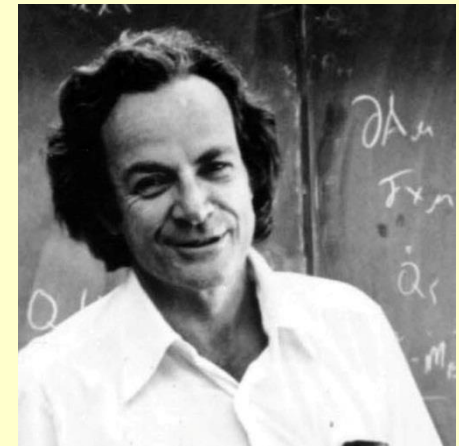
<http://www.marvacollins.com/biography.html>

**Eric Mazur**



<http://www.youtube.com/watch?v=WwsIBPj8GgI>

**Richard Feynman**



<http://uweanimation.blogspot.com/2011/03/interesting-scientist-richard-feynman.html>

# Flipping the Class: Motivating Students

## Wrap Up

### Tip 10

**Make beautiful music with your students.**



**“We” Make Great Learning Experiences**