Is it Time to Flip the Classroom?

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May 9, 2014

Slides posted at
www.navigatingaccounting.com/presentation/presentations
Is it Time to Flip the Classroom?

Agenda

- Framing flipping
- What is flipping?
- Easier said than done
- Demonstrations
  - Allowance for bad debts
  - Judgments
  - Connecting financials
  - Analysis
- Wrap up
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Framing Flipping: Our Biggest Challenges

- How do we accommodate students’ differences?

- How do we put 20 pounds of sugar into a 5 pound bag?

- How do we respond to MOOC threats?
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Framing Flipping: Levers We Use to Address Challenges

1. Robust concepts and frameworks
2. Technology
3. Incentives to motivate preparation and participation
4. Flipping
“Students gain first exposure to new material outside of class … and then use class time to do the harder work of assimilating that knowledge…”

http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/
"I thought I was a good teacher until I discovered my students were just memorizing information rather than learning to understand the material. .... It was my teaching that caused students to fail!"

http://www.youtube.com/watch?v=WwsI8Pq8Ggl
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What is Flipping: New Roles

- Students’ roles
  - Move up the thinking hierarchy before class.
  - Move further up during class.

- Faculty’s roles
  - Facilitate activities to move students up the hierarchy.
  - Develop ways to assess higher-level thinking.
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What is Flipping: The Flip Continuum

Keep learning new flips

- The boundary between what can and can’t be learned effectively through electronic media will continue to evolve.


http://gymnastics.about.com/od/famousgymnasts/ig/Shawn-Johnson-Gallery/Shawn-Johnson-Flip-.htm
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Easier Said Than Done

Motivation and Resources

- Students must be motivated to assume additional responsibilities and have resources to succeed.
- Faculty must be motivated to flip and have resources needed to succeed.

Motivation and Resources are Both Key for Success
Knowledge and Skills

- Faculty must identify knowledge and skills to be learned prior to class.
- Faculty must have the skills to facilitate higher-level in-class activities.
- Students must learn how to learn prior to class and to participate in higher-level activities during class.
As educators, our goal is to shift the perception towards the reality.
Step 1
What do I see on the surface?

Step 2
What’s behind what I see?

Step 3
How do I use what I see and my understanding of what’s behind what I see?
What are the challenges you hope flipping will address?

What are your goals and objectives for this workshop?
Federal regulators have warned banks to be careful about padding their profits with money set aside to cover bad loans. But some of the nation's biggest banks did more of it in the third quarter than earlier this year.

The banks justify the releases. They cite improvements in credit quality and economic conditions—which make it less necessary for them to hold large amounts of reserves as a cushion against loans that go sour—and they say they are following accounting rules that require them to release funds as losses ease.

A Bank of America spokesman said "the significant impact in credit quality we've seen in the last 12 months" has driven the reserve releases. J.P. Morgan, Wells Fargo and Citigroup all pointed to previous comments their top executives recently made indicating that reserve releases were merited because of factors like improving credit quality and the recent increase in housing prices.

But the Office of the Comptroller of the Currency, which regulates nationally chartered banks and federal savings associations, is reiterating warnings to banks about overdoing it.

Wall Street Journal, October 25, 2013
Big Banks Are Padding Profits With 'Reserve' Cash
As Revenue Slows, Some Banks Increasingly Use Loan-Loss Reserves to Boost Income

By MICHAEL RAPPOPORT
Updated Oct. 25, 2013 7:22 p.m. ET

Federal regulators have warned banks to be careful about padding their profits with money set aside to cover bad loans. But some of the nation’s biggest banks did more of it in the third quarter than earlier this year.

J.P. Morgan Chase & Co., Wells Fargo & Co., Bank of America Corp. and Citigroup Inc., the nation’s largest banks by assets, tapped a total of $4.9 billion in loan-loss reserves in the third quarter, up by about a third from both the second quarter and the year-ago quarter after adjustments. All the banks except Citigroup showed significant increases compared with the second quarter.

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Pre-class work

**17th Session**

**Demonstrations: Allowance for Bad Debts**

**Read**
We have yet to create videos for customer-related allowances. However, these topics are covered in a written document, *Revenue and Customer-Related Balance Sheet Concepts*, along with other topics we will not be covering in this course.


- Skim: pages 4-8 (starting with Risks and Risk Sharing)
- Skim: pages 10-11 (starting with Accounting Implication of Risks)
- Skim: page 16 (through to the start of Discounts for Early Payments)
- Skim: pages 18-19 (return to the assumptions as needed to comprehend the examples)
- Grasp: pages 20-21 (parts (a) and (b) of the example – no collateral)
- Skim: pages 21-22 (parts (d) and (e) of the example – collateral)
- Master: page 22 (part (f) of the example – connection to credit risk)
- Skim: pages 22-23 (starting with Recovering Write-offs)
- Master: pages 23-26 (starting with Example)

**Do**
Practice exercises – Within course scope, but not discussed in class

- Exercise rv.wbn.rec.010 – Bischoff and Intel
  http://www.navigatingaccounting.com/exercise/exercise-rvwbngen010
- Exercise rv.wbn.rec.030 – Neal Company
  http://www.navigatingaccounting.com/exercise/exercise-rvwbngen030

**Read**
- Grasp: pages 27-30 (through Measuring and Calibrating Credit Risk)
- Skim: remainder of page 30 and page 31

**Do**
Assigned exercise – highest priority for class discussion

- Exercise rv.wbn.rec.020 – HP
  http://www.navigatingaccounting.com/exercise/exercise-rvwbngen020
17th Session

Typical Class Structure

- **Sample**: Basic assessment
- **“Know what you don’t know”**
- **Respond**: Mini-lectures
- **Concepts**
- **Homework problems**
- **Apply and Extend**: Problem solving
- **New context**
- **More complex context**
- **Discuss**: Related risks & judgments

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**Demonstrations: Allowance for Bad Debts**

Class OneNote Slides
Allowance for bad debts:

Revenue & Customer-related Balance Sheet Concepts

Assigned text

Assigned problem

Related materials
Class Structure:

- Discuss concepts using simple examples in settings students understand

- Illustrate how concepts apply to more complex real-world settings
Balance sheet elements and measures

Your Balance Sheet Exercise

http://www.navigatingaccounting.com/exercise/exercise-bswis050

PowerPoint and OneNote slides with teaching note video

http://navigatingaccounting.com/content/instructors-forum#part-2-asset-liability-and-owners-equity-measures-anchor
Would similar exercises be effective in other areas besides financial accounting?

Outline an exercise for a topic in another area where students face similar learning challenges.
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Demonstrations: Connecting Financials

Class Structure:

- Build the map piece by piece, perhaps over several classes
- Illustrate how map applies to real companies
- Use map throughout the remainder of the course
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Demonstrations: Connecting Financials

Intel and Owners’ Equity Change (OEC) Map

Intel Exercise

http://www.navigatingaccounting.com/exercise/exercise-iswisscoe022

 Owners’ Equity Change (OEC) Map


PowerPoint and OneNote slides with teaching note video

http://www.navigatingaccounting.com/content/instructors-forum#part-7-income-measures-anchor
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Demonstrations: Analysis

Class Structure:

- Toulmin Model of Argumentation and Analysis Considerations Map
- Survey groups’ initial claims
- Discuss supporting arguments, counterarguments and rebuttals
- Survey groups’ ending claims
- What did you learn?
Analysis: Toulmin Model of Argumentation

Income Statement Exercise

http://www.navigatingaccounting.com/exercise/exercise-cshunacf040

Toulmin Method of Argumentation Handout


Analysis Considerations Map

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Summary

- **Goal**
- **Shift the perception**
- **Levers**
  - Robust concepts and frameworks
  - Technology
  - Incentives
  - Flipping

As educators, our goal is to shift the perception towards the reality.
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Discussion

- How could you get started with flipping?
- Are you ready and willing to seriously consider flipping?
Gold medalist flippers

Marva Collins | Eric Mazur | Richard Feynman

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Resources

NavigatingAccounting.com

Instructors’ Forum: Course Maps (Syllabuses) and Teaching Videos
http://www.navigatingaccounting.com/content/instructors-forum

Critical Thinking Exercises Using Toulmin Model

Analyzing Financial Statements Across Time and Industries
http://www.navigatingaccounting.com/content/analyzing-financial-statements-across-time-and-industries

Students’ Materials: Videos and Exercises

Peer Instruction Network
http://blog.peerinstruction.net/

AAA Commons
http://commons.aaahq.org/

Pathways Commission
http://pathwayscommission.org