Welcome to Today’s Webinar!

Using voiceover PowerPoints for online teaching and research webinars

Prof. Gary Spraakman

May 4, 2020
Going Remote

COVID-19 has brought about the need for a rapid shift to remote learning, and while this kind of delivery is new to many and brings about new challenges, remember that you control the process.

This site has been designed to provide teaching support based on the kind of needs you have for your courses, your circumstances, and the needs of your students.

https://bold.info.yorku.ca/
Drop In Support

Teaching Commons
Monday – Friday 10am-3pm
https://yorku.zoom.us/j/7467955013

Learning Technology Services (LTS)
Tuesday & Thursday 2-3:30pm
https://yorku.zoom.us/j/138249971
Upcoming Offerings

• Engaging Students Online Through Short Videos and Instagram, a webinar by Prof. Michael Longford, May 11, 1:00 pm – 2:30 pm
• Facilitating an Oral/Practical Exam using Zoom, a webinar by Prof. Michael Boni, May 21, 2:00 pm - 3:30 pm
• The Art of Online Conversation: Designing, Facilitating, and Teaching with Online Discussion Forums (fully online course), June 1 thru to June 30, 2020

See https://teachingcommons.yorku.ca/calendar/ for more information and more webinars to come soon...
LTS Webinars

Learning Technology Services will be offering webinars to take you through the basics of Moodle. More information is available at:

https://lthelp.yorku.ca/learn-more/webinars
Online Community of Practice

The Teaching Commons has created an eCommunity of Practice: Going Remote. We hope that this Microsoft Teams community will be a place where we share tips and resources based on our collective experience with eLearning, ask questions and get answers from colleagues, define together promising practices, and create a sense of community through this challenging time.

To join the group, visit or share this link

*Note: these slides will be emailed so you can access all links
Using voiceover PowerPoints for online teaching and research webinars

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Motivation and session’s coverage

Online teaching is a way of leveraging instructors without decreasing quality or the learning experience of students

Coverage for today
1. Management accounting course with Smith Tech
2. Graduate course with Zoom
3. Research webinar with Webex (Zoom)
1. My online Management Accounting course

• Experience has been with second year management accounting
  - Multi-section course
  - Common examinations
  - Tutorials
• Textbook based
• Online learning must fit in a learning context
• Online learning has not been detrimental to student marks
Components

• PowerPoint Slides prepared in advance
• Smith Tech studio recording (a good mike is essential)
• Record over the slides
• Install voice-recorded slides on to moodle
What did I learn

• Online learning is not merely putting a live class online

• Fundamental requirements
  • What will I teach – Management accounting techniques
  • Management accounting textbook based – yes
  • Synchronous or asynchronous – asynchronous
  • Conceptual framework for teaching (learning) management accounting – based on a mathematical theory
  • Focus: knowledge exchange, lecture, or participation – knowledge exchange

• Voice-over PowerPoint slides work well for asynchronous, knowledge exchange
Course context is crucial; fit is needed

• Common course outline for a multi-section course
• Common examinations
• Common weekend tutorials
• Individual contact with students in online class
• Role of instructor – online coach
What is seen on the moodle page by week

Part 1: introduce the topics for the week, chapter coverage, management accounting techniques, resources

Part 2: lecture on management accounting techniques

Part 3: numerical examples to reinforce the learning of management accounting techniques.

11 weeks, plus the 12th week which is a review
Resources (reinforcements)

• Textbook
• Publisher’s slides,
• Solutions for even-numbered exercises and problems for practice,
• Two tests from publisher for most weeks: multiple choice and assignments – 20 in total
• Tutorials on Saturdays
• Quick response from the instructor on any difficulties
<table>
<thead>
<tr>
<th>Grade breakdown</th>
<th></th>
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<tbody>
<tr>
<td>First midterm examination</td>
<td>25%</td>
</tr>
<tr>
<td>Second midterm examination</td>
<td>25</td>
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<tr>
<td>Connect – MCQs</td>
<td>5</td>
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<tr>
<td>Algorithmic assignments</td>
<td>10</td>
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</tbody>
</table>
| Final examination               | 35    | 100%
Final examination with covid-19

- Used the Connect online assignment function to develop the final examination
- Students of all sections wrote their examinations at home
- Mostly quantitative questions (machine marked); some narrative questions (marked by instructors)
- Each of the five questions was time limited; after the time expired for a question, students were not allowed to return to it.
- Turnitin detected that 4% of the students could have “cheated”
- As the marks were relatively low, they were all increased to meet the averages from previous terms
- The online students did as well or better than other sections
- Bi-modal distribution: online students were over represented in A, A+ group and in E,F group
2. Zoom experience with ITEC 6320 due to Covid-19

- ITEC 6320 – IT and Organizational Strategy
- 16 first and second year graduate students; many were part-time
- Participation intensive
- Synchronous
## Grade Breakdown

<table>
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<tr>
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<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly journals, 15</td>
<td>20</td>
</tr>
<tr>
<td>Organization study (paper)</td>
<td>30</td>
</tr>
<tr>
<td>Industry study (final examination substitute, paper)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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Accommodating adjustments

• Weeks 1 to 9 had been live
• In the week 9 class, we discussed the high probability that future classes would not be live
• Students wanted weeks 10, 11, and 12 to be Zoom based
• This allowed classes to continue largely as done in the first 9 weeks.
• Some of the journals and industry studies were late in arriving
• The Zoom option was very much appreciated
• The chat option should be disabled
3. Research Webinar (1)

- I am a member of the American Accounting Association, specifically the section called, Academy of Accounting Historians
- We have an annual research conference in the summer
- We have had live mid-year research conferences
- In 2019 and 2020 we switched from live mid-year conferences to webinars (Webex)
- 2019, two two-hour webinars, 30 participants
- 2020, two three-hour webinars, 40 participants
- Participants came from many parts of the world, US, Canada, Europe, UK
- All papers are double-blind reviewed
Research Webinar (2)

• Presenter talks to PowerPoint slides
• Audience consists of panel (unmuted) and participants (muted)
• Regular format for presentations:
  • Presentation by speaker
  • Discussant
  • Questions and comments from the audience
• In 2019, we used video; in 2020 audio only was used
• Moderator followed the chat; participants were unmuted
• Moderator planted questions as needed
Research Webinar (3)

Advantages
• Clear presentation
• Recorded and made available to all members
• More participants than live research conferences
• Maximum of three hours a day – not disruptive
• Travel costs eliminated; pollution reduced
• Free to members

Disadvantages
• No opportunity to informally talk to colleagues
• Professional delivery cost $1000 per hour
Research Webinar (4)

**Additional Advantages**

- The Research Webinar is a major feeder for our journal, the Accounting Historians Journal
- The webinar seeks papers at an early stage of development, in order to improve “quality”
- The editor of our journal participates in all presentations
- The reviewers tend to be leading researchers
Thank you

• (if there is anything positive to say about Covid-19, it would be that we have been forced to do online teaching.)