

Feedback Sheets: One Step Closer to Meta-Cognition

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ABSTRACT

Strong higher-order skills including critical thinking, problem solving, and analytical ability are essential for future accountants. The increasing importance placed on these skills highlights the need to provide tools and opportunities in undergraduate accounting programs for students to learn, practice, and master these fundamental skills. In response, a SOTL project was designed to evaluate the effectiveness of feedback sheets in strengthening students higher order skills, and subsequently raising exam scores.

Objectives

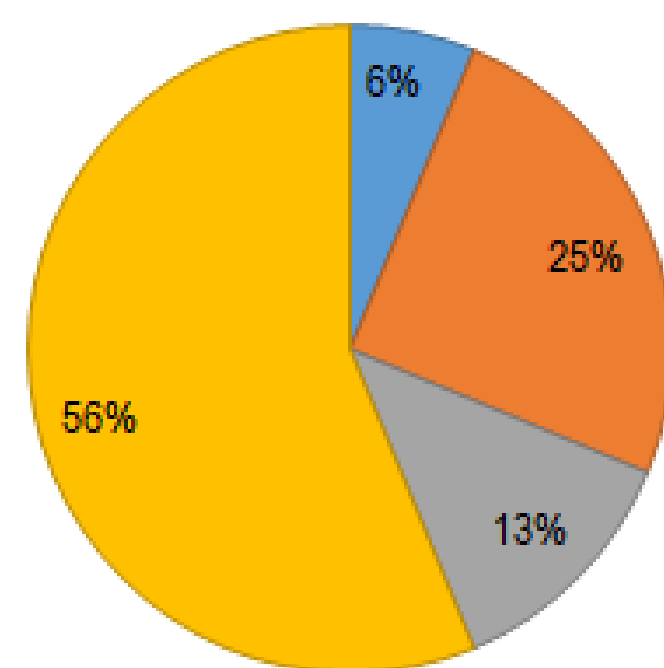
1. Creating awareness of Individual problem solving processes
2. Evaluating how well these processes are working
3. Developing new strategies to strengthen their problem solving abilities

Demographics

This project was implemented in an undergraduate Intermediate Accounting course.

- Class of 16 students
- Five Juniors and eleven seniors
- Seeking Bachelor of Science in Accounting

STUDENT MAJORS



6% Accounting/Mathematics
13% Post Baccalaureate/Accounting
25% Accounting/Finance
56% Accounting

METHODOLOGY

This project required students to complete a feedback sheet containing seven questions related to a specific homework problem in each assignment. These questions were designed to meet three objectives. Students would then submit their sheets to dropbox. After working with the feedback sheets throughout the semester, students completed a post-survey with a 5 point Likert scale where (1) – strongly disagree / (5) – strongly agree.

Efficacy Measurement

The efficacy of this project was evaluated using a post project survey completed by all students.

FINDINGS

1. Students agreed feedback sheets made them focus more on all elements of the homework problem.
2. Students agreed feedback sheets made them more aware of their personal problem solving process.
3. Students were neutral as to whether feedback sheets resulted in their applying what they learned to strengthen their higher order skills in future homework.
4. Students agreed feedback sheets strengthened their skills related to analysis.

FURTHER RESEARCH

Feedback sheets will continue to be included in courses. When using this tool, students exhibited a much stronger understanding of the concepts. In response to student comments, the sheets themselves will be modified to eliminate any perceived redundancies. There will also be increased emphasis on meta-cognition as the goal of these sheets rather than on merely answering questions.

FEEDBACK SHEET

Purpose:

- Strengthen higher order reasoning skills
- Earn higher scores on exams
- Practice written communication
- Provide the opportunity to earn additional points toward your final grade.

Instructions:

I will select one problem that you will use to complete a feedback sheet. Immediately following completion of the problem, answer the following seven questions and submit the word document to the appropriate drop box. The name of the document should include the problem number and your name. The answers to these seven questions should be well thought-out and concise. This exercise should take a minimum of 20 minutes. Your grade will be based on how well you have evaluated your own learning process. You can earn up to five points per feedback sheet dependent upon quality of submission.

1. Describe the problem you needed to solve?
2. What were the facts of this problem?
3. Identify the relevant principles or concepts of this problem?
4. Describe how you solved this problem.
5. How many attempts did it take to get this problem 100% correct?
6. What did you learn from previous attempts that helped you solve this problem?
7. What did you learn doing this problem that you can use to help solve future problems?



POST SURVEY

Circle the number (1-5) which best describes your response to each question.

- | | | | | | |
|--|----------|---------|-------|----------------|---|
| 1. Using a FS helped me to better focus on what the problem was asking? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 2. Using a FS required me to be more aware of the facts related to the problem? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 3. Using a FS helped me better identify the relevant principles or concepts of the problem? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 4. Using a FS made me more aware of my problem solving process? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 5. Using a FS helped me see how well my problem solving process was working? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 6. Using a FS helped me develop new strategies which strengthened my problem solving process? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 7. Using a FS helped me reduce the number of attempts required to get 100% on the problem? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 8. Using a FS encouraged me to apply what I learned to future assignments? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 9. Using a FS helped strengthen my problem solving skills? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 10. Using a FS helped strengthen my critical thinking skills? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 11. Using a FS helped strengthen my skills related to analysis? | 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | |
| 12. How could the feedback sheet be changed to make it more effective/efficient/relevant/useful? | | | | | |

Acknowledgements:

Many thanks to UW-Superior, WTFS, OPID, CETL, Cyndi Kernahan and David Voelker. Special thanks to SBE Director Dr. Mei Cao, and mentor Dr. Richard Stewart.