Feedback Sheets: One Step Closer to Meta-Cognition

Edie A. Wasyliszyn, School of Business & Economics, UW-Superior

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

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting/Finance</td>
<td>25%</td>
</tr>
<tr>
<td>Accounting/Information</td>
<td>13%</td>
</tr>
<tr>
<td>Accounting/Management</td>
<td>6%</td>
</tr>
</tbody>
</table>

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.

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

Efficacy Measurement

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

POST SURVEY

Acknowledgements:
Many thanks to UW-Superior, WFTS, CRIP, CETL, Cyndi Kernahan and David Voelker. Special thanks to SBE Director Dr. Mei Cao, and mentor Dr. Richard Stewart.

Cite this research tool to facilitate cross-institutional collaboration.