

APPENDIX

Exploring the Implications of Student Characteristics

American Accounting Association

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Listening to Student Voices

Resources on Students' Experiences in College

- Chickering, A. W. and Gamson, Z. F. (1994). Seven principles for good practice in undergraduate education. In Feldman, K. and Paulson, M. B. (Eds.) *Teaching and Learning in the College Classroom*, Needham Heights, MA: Simon & Schuster, 255-262.
- Cooperative Institutional Research Project (CIRP) - <http://www.gseis.ucla.edu/heri/cirp.htm>
 - The CIRP is the nation's largest and oldest empirical study of higher education, involving data on some 1,800 institutions and over 11 million students. It is regarded as the most comprehensive source of information on college students. The annual report of the CIRP Freshman Survey provides normative data on each year's entering college students. The CIRP project is administered by the Higher Education Research Institute (HERI)
- Hansen, E. J. (1998). Essential demographics of today's college students. *AAHE Bulletin*, November, 1998. Published by the American Association for Higher Education.
 - Addresses increases in student numbers; changes in demographics; indices of preparedness; changes in attitudes; family income and time; divorce and single-parent families; and drug use.
- Light, R. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.
- National Survey on Student Engagement – the College Student Report -- <http://www.iub.edu/~nsse/>
 - Now in its third year, the NSSE (pronounced "nessie") is an annual survey of undergraduates at four-year colleges and universities that provides reliable, credible information about the quality of the undergraduate experience. The NSSE questionnaire, The College Student Report, was designed by experts to be a versatile research-based tool. It asks students about their college experiences-how they spend their time, what they feel they've gained from their classes, their assessment of the quality of their interactions with faculty and friends, and about other important activities.
- Pascarella, E. T. (1991). *How College Affects Students*. San Francisco: Jossey-Bass.
 - Findings and insights from a meta-analysis of twenty years of research on college students. Addresses theories and models of change in college; verbal, quantitative and subject matter competence; cognitive skills and intellectual growth; attitudes and values; psychosocial changes; moral development; educational attainment; career choice; and the quality of life after college.

Resources on Learning Styles

- VARK: Fleming, Neil, D. and Bonwell, Charles, C., 2001, *VARK – How do I learn best: A student's guide to improved learning*, Christchurch, NZ: Digital Print and Copy. Describes the VARK framework and provides a process for student self-analysis of learning preferences as well as information to help students become more self-directed and successful learners.
 - More on VARK, including the questionnaire, at <http://www.active-learning-site.com/vark.htm>
- David Kolb's Dimensions: Kolb, D., 1981, Learning styles and disciplinary differences. In A. W. Chickering and Associates, *The modern American college: Responding to the new realities of diverse students and a changing society*. San Francisco: Jossey-Bass.
 - Kolb's Learning Styles Inventory (LSI) has generated a great deal of interest. It is a self-descriptive inventory comprising four types of learning preferences aligned along two dimensions – from concrete to abstract learning and from active to reflective learning.
- Field-Dependence/Field independence: Witkin, H. A. (1949). The nature and importance of individual differences in perception. *Journal of Personality*, 18, 145-170.
 - Witkin, H. A. (1950). Individual differences in ease of perception of embedded figures. *Journal of Personality*, 19, 1-15.
 - Witkin, H. A. (1976). Cognitive style in academic performance and in teacher-student relations. In S. Messick & Associates (Eds.), *Individuality in learning* (pp. 38-72). San Francisco: Jossey-Bass.
 - Witkin's work employs a test of visual perception – the Grounded Embedded Figures Test (GEFT) – to determine how learners can distinguish figures from the background in which they are represented. The framework identifies learners on a continuum ranging from *field independent* to *field dependent*. Field-independent learners tend to be more analytical, inner-directed and individualistic. Field-dependent learners are more extrinsically oriented, understand context, and benefit from working with others.
- The Myers Briggs Type Indicator: Briggs Myers, I. (1980). *Gifts differing*. Palo Alto, CA: Consulting Psychologists Press.
- Briggs Myers, I. and McCaulley, Quenk, N, and Hammer, A. (1998). *MBTI Manual: A guide to the development and use of the Myers-Briggs Type Indicator* (3rd Ed.). Palo Alto: Consulting Psychologists Press.
 - Lawrence, G. (1982). *People types and tiger stripes: A practical guide to learning styles* (2nd Ed.). Gainesville, FL: Center for Applications of Psychological Type.
- Marchese, T. J. The new conversations about learning: Insights from Neuroscience and Anthropology, Cognitive Science and Work-Place Studies." In *Assessing Impact: Evidence and Action*, (pp. 79-95). Washington, DC: American Association for Higher Education.
- Svinicki, M. D. and Dixon, M. N. (1994). The Kolb model modified for classroom activities. In Feldman, K. and Paulson, M. B. (Eds.) *Teaching and Learning in the College Classroom*, Needham Heights, MA: Simon & Schuster, p. 308-309.

Resources on Cognitive Development

Summaries/Reviews of Cognitive Development Models:

- Hofer, B. J., & Pintrich, P. R. (1997, Spring). The development of epistemological theories: Beliefs about knowledge and knowing and their relation to learning. *Review of Educational Research*, 88-140. Critiques epistemological models.
- Kurfiss, J. G. (1988). *Critical Thinking: Theory, Research, Practice and Possibilities* (ASHE-ERIC Higher Education Report No. 2). Washington, DC: Association for the Study of Higher Education. Includes an overview of cognitive development models.
- Pascarella, E. T. & P. T. Terenzini. 1991. *How College Affects Students: Findings and Insights from Twenty Years of Research*. San Francisco: Jossey-Bass. Chapter 4 provides an overview of theories and research related to cognitive skills and intellectual growth.

Descriptions of Individual Models:

- Belenky, M. F., B. M. Clinchy, N. R. Goldberger, and J. M. Tarule. 1986. *Women's Ways of Knowing: The Development of Self, Voice, and Mind*. New York: BasicBooks.
- Bloom, B. S., Englehart, M. B., Furst, E. J., Hill, W. H., and D. R. Krathwohl. 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. New York: Longman Green.
- Inhelder, B., and J. Piaget. 1958. *The Growth of Logical Thinking from Childhood to Adolescence*. New York: BasicBooks.
- King, P. M., & Kitchener, K. S. 1994. *Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults*. San Francisco: Jossey-Bass.
- Perry, W. G. 1970. *Forms of Intellectual and Ethical Development in the College Years: A Scheme*. New York: Holt, Rinehart & Winston.
- Perry, W. G. 1981. Cognitive and ethical growth. In A. Chickering & Associates, *The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society*. San Francisco: Jossey Bass.

Steps for Better Thinking:

- Lynch, C. L. and S. K. Wolcott. 2001. *Helping Your Students Develop Critical Thinking Skills* (IDEA Paper #37). Manhattan, KS: The IDEA Center. [Available at http://www.idea.ksu.edu/papers/pdf/Idea_Paper_37.pdf]. Describes Steps for Better Thinking.
- Wolcott, S. K. and C. L. Lynch. 2002, forthcoming. *Developing Critical Thinking Skills: The Key to Professional Competencies*. A tool kit. Sarasota, FL, American Accounting Association.
- WolcottLynch Associates. 2001. *Educator Resources, Conference Handouts, and Working Papers* [On-line]. Available: <http://www.WolcottLynch.com>.
- WolcottLynch Associates. 2002, forthcoming. Guidance documents prepared for the AICPA Core Competency Framework Educational Competency Assessment Web Site. New York: AICPA:
 - Competency Levels
 - Designing Your Own Competency Elements
 - Establishing Desired Learning Outcomes
 - Introduction to Performance Assessment
 - Advanced Performance Assessment
 - Achieving Competencies in a Program
 - Coursework Design for Competencies

[INSERT COPY: “The Kolb Model Modified”]

[INSERT COPY: Essential Demographics]

[INSERT COPY: Seven Principles]

[INSERT COPY: Lynch & Wolcott IDEA Paper]