

Does Utilizing the CANVAS Discussion Tool in Synchronous Setting Help Student's Learning?

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The study has a two-fold purpose. First, it documents an experience of post and reply-graded discussions in the synchronous online teaching environment of an upper-level undergraduate intermediate accounting course. Then, it examines some skills-set of the students attended to the course. The CANVAS Discussion Tool of the course management system is utilized for the experience that is planned to support the efficiency of teaching and learning in the college level accounting education. Three different short cases are provided in different periods of time then students first posted their responses without accessing others' posts, later they make comments on two peers' posts, and finally they provide their feedback about the processes of the study they are involved. Students' posts and feedback are statistically analyzed thru qualitative and quantitative research methods. The results are interesting, and they encourage to continue utilizing the CANVAS Discussion Tool for increasing the learning efficiency. The paper could argue that the experience would even be a component of face-to-face teaching environment of accounting education.

Keywords: synchronous learning, distance learning, online discussions, learning efficiency

INTRODUCTION

There have been many teaching methods in accounting education for years. Lecturing, demonstration, collaborating, classroom discussion, debriefing, etc. have been just some of those. However, online education was almost compulsory due to COVID-19 pandemics during the fall 2020. Two options have existed to deliver online courses: synchronous and asynchronous models (Cohn and Seltzer, 2020). These options are realized through certain learning management systems that one of those has been the CANVAS. On the other hand, there have been major challenges of online education for years (Bacow, et al. 2012). One of those would be how to make students engaged and motivated in a virtual environment. Whereas

teaching accounting might be perceived as difficult by students, keeping those playfully engaged and motivated in an upper-level intermediate accounting course would be also challenging. On the other hand, while both parties as students and instructors for such courses were engaging in the classrooms, they were not ready to pursue online environment in many higher education institutions during outbreak of COVID - 19 (Lederman, 2020). These issues added some more difficulties and created certain struggles for both students and instructors since everything was originally designed and planned for face-to-face delivery in the classrooms (Hodges, et al. 2020). Online discussion assignments can benefit distance learning and can strengthen the learning experience (Baker, 2011). In such synchronous online teaching environment of an upper-level undergraduate intermediate accounting course, post and reply graded discussions were planned and implemented in fall 2020. As main objectives of the experience, the study addresses the questions raised:

- Could post and reply graded discussions help students more engaged and motivated?
- Could post and reply graded discussion facilitate and help students effectively convey information and ideas they have gained during their college education?
- Could post and reply help students develop critical thinking skills so that they can be able to evaluate alternatives and understand the ramifications of those alternatives within a given business context?
- Could post and reply help students develop judgment skills needed to consider the effects of accounting policy making decisions for social responsibility standpoint?

Institutional Environment of the Experience

The experience that is documented in this paper is realized at a College of Business Administration (CBA) of a public university located in the Midwest of the United States. The CBA has had a mission statement of “*Foster Academic Excellence, Career Success, and Community Engagement through Enriching, Interactive Experiences.*” The CBA’s undergraduate program learning outcomes (abbreviated) are following:

- **Communication:** *the ability to convey information and ideas effectively*
- **Decision Making and Critical Thinking:** *the ability to evaluate alternatives and understand the ramifications of those alternatives within a given business context*
- **Global Context of Business:** *the ability to integrate global perspectives in business decisions*
- **Major Competency:** *proficiency in the primary functional area of study*
- **Social Responsibility:** *the ability to consider the effects of business decisions on the entire social system*

The CBA has nine major undergrad programs: *accountancy, economics, finance, health information management and technology, information systems, international business, management, and marketing.* Besides these major undergrad programs, the CBA has nine minor undergrad programs such as *accountancy, business administration, business analytics, economics, health information systems management, healthcare analytics management, information systems, international business, and sustainable business.* In the CBA, the intermediate accounting education has been recently structured into three courses within the accountancy major as Intermediate Accounting I, Intermediate Accounting II, and Intermediate Accounting III. All of those have adopted the same textbook of Kieso, Weygandt, and Warfield, *Intermediate Accounting*, 17th Edition. Post and reply graded online discussions are realized in the last course of intermediate accounting course series. So, it is a continuation of Intermediate Accounting I and Intermediate Accounting II. The course is taken most likely senior level accounting major students because it is a core one in the curriculum of accounting major. It has an emphasis on more complex intermediate financial accounting topics including a review of investments, derivatives, revenue recognition, pensions and post-retirement benefits, accounting changes, accounting errors, full disclosure principles, and the financial reporting implications of taxes. As a continuation of the previous intermediate courses, students are required to use concepts that they learned in those courses.

Learning Objectives of Intermediate Accounting III

One could argue that any activity in the college education should have learning goals and objectives that ideally describe such directions for the learners who gain knowledge and improve skills and professional attitudes. Thus, establishing goals and writing learning objectives are very important for college educators teaching in any manner undergraduate and graduate courses. Most of instructors in higher education institutes agree that good and effective learning goals and objectives should be clear, concise, specific, measurable, realistic, and doable statements stating at the end what the learners will be able to do. Considering these basic concepts and principles, learning objectives of Intermediate Accounting III are established in two categories:

With respect to financial accounting theory, students will be able to

- *Discuss the conceptual framework as the basis for the US Generally Accepted Accounting Principles (US GAAP) addressed in this course.*
- *Apply the US GAAP of measurement, asset and liability recognition, revenue and expense recognition, and full disclosure.*
- *Compare/contrast select elements of US GAAP with International Financial Reporting Standards (IFRS).*

With respect to financial statements and their various elements, students will be able to

- *Apply research processes to select financial accounting issues, use the research findings to determine proper accounting treatments, and communicate the results.*
- *Apply GAAP to reporting investments in financial assets including derivatives.*
- *Apply the five-step revenue recognition framework in various business situations including franchises.*
- *Apply GAAP to reporting income taxes including deferred taxes.*
- *Apply GAAP to reporting pensions.*
- *Report elements of comprehensive income.*
- *Account for errors and changes in accounting principles.*
- *Describe reporting issues related to the full disclosure principle. Apply GAAP to reporting post-balance sheet events, segment reporting, and interim reporting.*

Post – Reply Online Discussions on Three Short Cases

All course materials are provided through the Canvas learning management system before the semester starts due to synchronous online model of delivery. Classes are combination of lectures and working on exercises and problems. The course has four grading components: exams, individual homework assignments, group study and presentation, and graded discussions. Each discussion has 2% of the whole grade of the course. There are totally five discussions for the course; however, three of those are included for this study. There were two sections of the Intermediate Accounting III course for this study. Mostly senior level students take the course. In one section there were 30 students, in another 25. All graded discussions are featured as post and reply model that students must post first then they can read and evaluate their peers' posts and make comments. Cases are following:

- *Introductory Discussion: Impacts of COVID-19 on financial reporting (Appendix B-Case 1)*
- *Discussion on the International Financial Reporting: Philips Annual Report 2019 (Appendix B- Case 2)*
- *Discussion on Ethical Dilemma: Your judgment is important; what would you think? (Appendix B-Case 3)*

CASE STUDIES AND FINDINGS

Impacts of COVID – 19 on Financial Reporting (Appendix B-Case 1)

For this graded discussion, students are reminded the accounting and financial reporting knowledge they have gained thru the courses they have taken previously. Then students are asked to focus on financial

accounting and financial reporting that students were directed to take such a role of financial controller as following:

Assume that you are financial controller of a food distribution company that is like Reinhart (you may remember that Reinhart was of one presenters of Fall 2019) Fiscal year ends March 31 of every year.

Additionally, the circumstances of the pandemics around March 31, 2020 were reminded. Here are the instructions:

Please post your responses in this platform of CANVAS.

- *All financial statements are to be prepared as of March 31s, 2020. You have 70 days prepare and publish those. What items of financial statements would be impacted by COVID-19 and why? Provide your comments. You can discuss some items only you have studied in ACC 311 and ACC 312.*
- *Make comments on two of your peers' responses.*

Through these instructions, there are no specific expectations from the students. The goal is to see how students could *approach* to the matter and what they could *identify* for the impacts of COVID-19 on the financial reporting. Students' posts are analyzed into two perspectives:

- How could the students think or perceive impacts of the subject on financial reporting; *positively or negatively?*
- What *areas or fields* could the students think or perceive impacts of the subject on financial reporting; *activity based, or valuation based?*

Students' posts of two sections are summarized as about 85% of the students in one section provided thoughts of negative activity-based impacts of the pandemics on the financials, about 65% in other section. In both sections only one percent of students provided positive activity-based impacts. In both sections, about 50% of the students provided negative valuation-based impacts.

The study could argue that most of students have had pessimistic thoughts that many of those have focused on activity-based impacts such as supply chain issues, cash flow problems, and challenges and struggles of human resources, etc. Also, it can be argued that half of students have raised some valuation-based impacts such as bad debt expenses, depreciation and amortization charges, inventory obsolescence, and loss contingencies.

The study shows that students' replies on their peers' posts for the Case 1 are interesting; in one section, half of those are *affirming*, 30% of those are *supporting*, and 20% of those are *arguing* to the thoughts and ideas raised by others. Only one student asked a further question to another one. In the other section, 60% of those are *affirming*, 20% of those are *arguing*, and 20% of those *supporting*. It seems all students engaged and enjoyed while they make comments on their peers' comments for the Case 1.

Discussion on the International Financial Reporting: Philips Annual Report 2019 (Appendix B-Case 2)

The main purpose of this discussion is to make students be *aware of* the International Financial Reporting Standards (IFRS) developed and issued by the International Accounting Standards Board (IASB). It can be argued that the IFRSs have been widely adopted by many jurisdictions outside of the U.S. Thus, students of accounting major who would be pursuing their careers in the public accounting firms or corporates would better be aware of the international environment of financial reporting since the world has been becoming smaller continuously.

There have been two global financial reporting standards setters in the world: IASB and FASB. IASB develops and issues International Financial Reporting Standards (IASB, 2020) and FASB Financial Accounting Standards Board develops and issues Financial

Accounting Standards. FASB is for the U.S.; IASB is for rest of the world. They had a joint meeting in Norwalk, Connecticut, USA on September 18, 2002; each acknowledged their commitment to the development of high-quality, compatible accounting standards that could be used for both domestic and cross-border financial reporting. At that meeting, both the FASB and IASB pledged to use their best efforts to (a) make their existing financial reporting standards fully compatible as soon as is practicable and (b) to coordinate their future work programs to ensure that once achieved, compatibility is maintained (FASB, 2002). Since then, they together have had progress in many areas towards the ultimate target of the agreement. However, as an output of the accounting process balance sheet format has been entirely different.

Thru this case, it is aimed that the students should identify such important differences existing for about two decades. For this purpose, an annual report of Philips that is an international Netherland base company is provided. Then students are instructed to make a comparison and identify the obvious differences of two global standard setters thru only balance sheet formats. Students have been accustomed the FASB format of balance sheet that has been following the liquidity approach to list and classify the items. However, the IASB's format for listing and classifying the items of balance sheet has been entirely different. Students were not expecting to see in classifying and listing the items that 85% of those in one section and 80% in the other section were able to identify the obvious differences. Rest of those have put some differences of valuation of assets.

The study shows that students' replies on their peers' posts for the Case 2 are more interesting than the Case 1; in one section, 39% of those *arguing*, 24% of those *affirming*, 24% of those *raising questions*, and 13% of those *supporting* to the thoughts and ideas raised by others. In the other section, 31% of those *supporting*, 27% of those *arguing*, 27% of those *affirming*, and 15% of those *raising questions*. It seems all students engaged and enjoyed while they make comments on their peers' comments for the Case 2.

Discussion on Ethical Dilemma: Your Judgment Is Important; What Would You Think? (Appendix B-Case 3)

Discussions on the accounting ethics education has existed for more than five decades. First article in the fields was published by Loeb and Bedingfield (1972). Since then, the subject has been in front of accounting educators. Particularly at the beginning of the millennium, accrediting bodies required ethics interventions in accounting education. Afterwards, ethics education in the accounting curriculum entrenched (Blanthorne, Kovar, & Fisher, 2007; Dellaportas, Kanapathippillai, Khan, & Leung, 2014). Almost all accounting textbooks have started to cover ethics cases or problems in each chapter. The Case 3 (Appendix C) as discussion material on ethical dilemma was taken from the textbook.

The purpose of the third case is to introduce ethical dilemmas in financial reporting environment that financial statement preparers have certain options to comply with the current accounting and financial reporting standards. It is expected that the students should be able to identify the difference between legal violations and ethical violations. There have been many factors for fraudulent financial reporting for years. They would be existing forever since as human being preparers would be making decisions on accounting policies.

For this case, students are expected to show strong awareness on the ethical dilemma of that what is right or wrong. In both sessions, 15% of the students have exceeded expectations, 75% of those have met, and only 10% of those have not met expectations. The paper could argue that the results of Case 3 are satisfactory.

The study shows that students' replies on their peers' posts for the Case 3 are more interesting than the Case 1 and Case 2; in one section, 48% of those *supporting*, 28% of those *arguing*, 22% of those *affirming*, and only 2% of those *raising questions* to the thoughts and ideas raised by others. In the other section, 46% of those *supporting*, 34% of those *affirming*, and 20% of those *arguing*. It seems all students engaged and enjoyed while they make comments on their peers' comments for the Case 3.

TABLE 1
PERCENTAGES THE STUDENTS' REPLIES

		Students' Replies on Their Peers' Posts			
		Affirming	Supporting	Arguing	Questioning
CASE 1	Section 1	50%	30%	20%	0
	Section 2	60%	20%	20%	0
CASE 2	Section 1	24%	13%	39%	24%
	Section 2	27%	31%	27%	15%
CASE 3	Section 1	22%	48%	28%	2%
	Section 2	34%	46%	20%	0
Mean		36%	31%	26%	7%

QUALITATIVE AND QUANTITATIVE ANALYSES

Qualitative Research on the Students' Posts

A content analysis approach is applied; for this purpose, codes and themes are applied to understand the students' accounting knowledge competencies thru three independent case studies. The first case seeks the students' *communication skills* and the research question of this case: "Are the students able to convey accounting knowledge and ideas they gained during their college education?" The second case seeks the students' *analytical and critical thinking skills* and the research question of this case: "Are the students able to compare financial reporting of two global standard setters; IASB and FASB?" The third case seeks the students' *judgment ability and reflective skills* in ethical dilemma situations and the research question of this case: "Are the students able to make right decision when they are in the ethical dilemma?"

We created the code list independently among the authors and include the common ones to our analysis. Then we classified the codes two main themes for each case. Our findings are summarized in tables (1, 2, 3) and figures (1, 2, 3) in the Appendix - A.

Based upon our qualitative research, we summarized our findings as following:

- **Case - 1:** The responses of the students to the first case discussion requirement are categorized into two main themes: *Discretionary accruals (valuation-based impacts) * Non-discretionary accruals (activity-based impacts). Our findings for the first research question reveal that the students have *strong communication skills* while they are conveying their knowledge about activity-based impacts of an extra-ordinary event on financial statement. However, their ability to identify the valuation-based impacts of extra-ordinary event on financial statement is *weak* compare to activity-based ones.
- **Case – 2:** The responses of the students to the second case discussion requirement are categorized into two main themes: Differences on listing and classification of financial statements accounts and Differences on valuation (Differences on accounting policies). Our findings for the second research question reveal that the students are *good* at comparing US GAAP and IFRS in terms of listing and classification of financial statement accounts compare to in terms of valuation issues.
- **Case – 3:** The responses of the students to the third case discussion requirement are categorized into two main themes: Judgment ability in ethical dilemma situations - ethical awareness and reflective thinking. Our findings for the third research question reveal that the students are *aware of ethical issues* and can make *right decisions* when they are in the ethical dilemma.

Students' Feedback and Empirical Findings

After completing the post and reply processes of three discussion cases, a survey was conducted to understand students' perceptions. In the first part of the survey, students were asked to rate their perceptions

about three different graded discussions. Likert Scale of five point was used as 5 (strongly agree) through 1 (strongly disagree). Table 5, Table 6, and Table 7 present the descriptive statistics of the perceptions of each section of students. In addition, we wanted to find out whether any significant difference between perceptions of the sections about each case. And some tests are conducted to seek any significant difference between perceptions towards each case. The distributions of students' perceptions about Case 1, Case 2, and Case 3 are shown in Figure 4, Figure 5, and Figure 6.

By the descriptive statistics of the students' perceptions, students responded to the statements provided about the cases; 86% of those agreed or strongly agreed for the Case 1, 88% of those agreed or strongly agreed for the Case 2, and 82% of those agreed or strongly agreed for the Case 3. As a result of these descriptive statistics, we can say that post-reply online discussions worked well.

To figure out whether there is a significant difference between perceptions of the two sections about each case, Mann-Whitney U and Wilcoxon W tests were conducted. According to both Wilcoxon W and Mann Whitney U test results, there was no significant difference in 21 questions between the two sections as reported in the Table 7.

Since there is no significant difference in 21 questions between the two sections, further analysis is continued by taking two sections as a single sample. The affinities towards to the three cases are on average equal. So, there is no significant difference between them. This result was obtained by taking the average of the results of seven questions in each section.

There is no significant difference between cases at 95% confidence level. Table 11 presents the 4th, 5th... 10th in the sections. The questions were examined in detail separately, and again, no significant difference was found.

Open-Ended Questions

The questionnaire includes seven statements for students' perceptions. In addition, students were asked to respond two open-ended questions:

- *"If I were ACC313 professor, about the discussions I would do....."*
- *"If I were ACC313 professor, about the discussions I would NOT do....."*

In response to the open-ended questions, student responses to the discussion part of the course have been positive. Students generally perceive the case discussions to be useful in applying their knowledge to real life business world and critical thinking in accounting topics.

Sample of Open-Ended Responses to *"If I were ACC313 professor, about the discussions I would do....."* Provided by Students

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- *"I enjoyed the discussions they took me out of my usual mindset when working on accounting things!"*
 - *"I thought these discussions were a different way for us to apply our knowledge to real world situations."*
 - *"Discussions I view are a good opportunity for students to see other things that are going on in the accounting world that they would not usually get to see."*
 - *"I would continue the real-life discussion posts, so the students have the opportunity to apply what we learn in the classroom to real life."*
 - *"I do like the discussions. They challenge me to think critically and apply broader knowledge to topics."*
 - *"I think that the discussions are good too and so far, the topics we have discussed have been important and relevant to the class."*
 - *"I like the discussion posts that we have been doing and I would do more of them. I think it's a good way for us to discuss things that we learn in a deeper sense and I also enjoy seeing my classmate's opinions on the topics you provided."*
 - *"Continue to do the discussions to keep the class engaged and take real life scenarios and make them applicable to course materials."*
-

Sample of Open-Ended Responses to “If I were ACC313 professor, about the discussions I would NOT do.....” Provided by Students

- “In relation to the discussion posts I do not think there is anything you should not be doing.”
 - “I don’t think that you need to change anything about the discussions, I think you’re doing a great job with them and I find them interesting!”
 - “Remove discussions, it would make it more confusing”
-

LIMITATIONS OF THE PAPER

This is our first experience of post and reply graded discussions in a synchronous online teaching environment of an upper-level undergraduate intermediate accounting course. It can have weaknesses in designing, planning, and implementing phases of the study. Qualitative and quantitative methods applied in the study might be arguable to reach the objectives of the study. Overall, the study is still at the preliminary level that needs to be developed more particularly external validity standpoint.

SUMMARY AND CONCLUSION

The study has had a two-fold purpose of first documenting an experience of post and reply graded discussions in a synchronous online teaching environment of an upper-level undergraduate intermediate accounting course, and then, examining some skills-set of the students attended to the course.

We could conclude that the experience for this study supports the efficiency of teaching and learning in the college level accounting education thru three different small cases that the students first post their responses without accessing others’ posts, later they make comments on two peers’ posts, and finally they provide their feedback about the processes of the study they are involved. According to our findings we could conclude that

- Post and reply graded discussions can help students more engaged and motivated,
- Post and reply graded discussions can facilitate and help students effectively convey information and ideas they have gained during their college education,
- Post and reply graded discussions can help students develop critical thinking skills so that they can be able to evaluate alternatives and understand the ramifications of those alternatives within a given business context.
- Post and reply graded discussions help students develop judgment skills needed to consider the effects of accounting policy making decisions for social responsibility standpoint.

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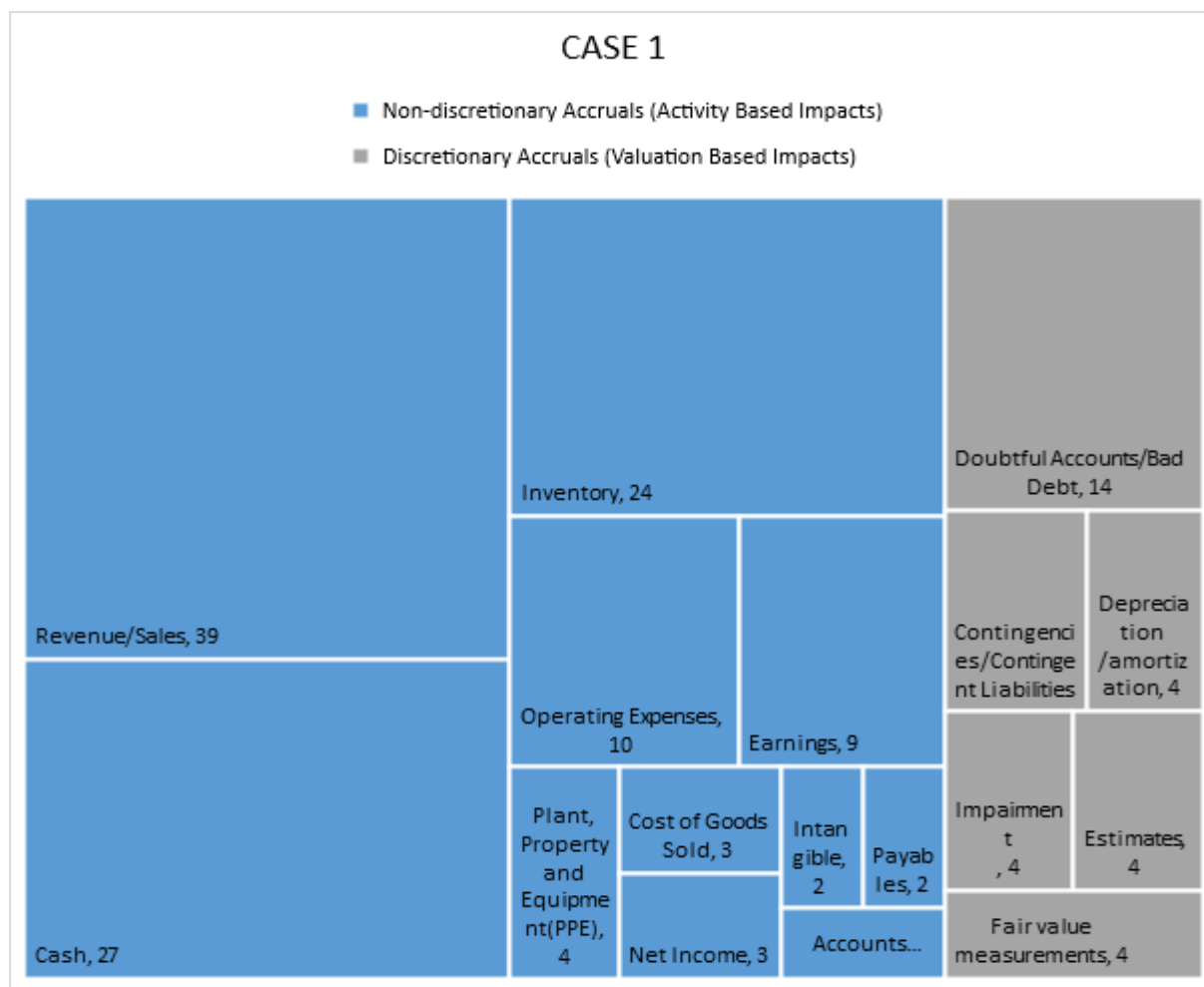
APPENDIX A: TABLES AND FIGURES

TABLE 2
FREQUENCY OF CODES CLASSIFICATION TO TWO THEMES FOR CASE 1

Themes	Codes	Frequency
Discretionary Accruals (Valuation Based Impacts)	Doubtful Accounts/Bad Debt	14
	Contingencies/Contingent Liabilities	5
	Depreciation /amortization	4
	Impairment	4
	Estimates	4
Non-discretionary Accruals (Activity Based Impacts)	Fair value measurements	4
	Revenue/Sales	39
	Cost of Goods Sold	3
	Inventory	24
	Operating Expenses	10
	Net Income / Earnings	9
	Cash	27
	Plant, Property and Equipment (PPE)	4

Intangible	2
Payables	2
Accounts Receivables	2

**FIGURE 1
MAP OF THE CODES BASED ON THEMES FOR CASE 1**



**TABLE 3
FREQUENCY OF CODES CLASSIFICATION TO TWO THEMES FOR CASE 2**

Themes	Codes	Frequency
Differences on listing and classification of financial statements accounts	Classification/Order/Liquid	15
	Current / Non-Current Assets	20
	Equity	32
	Current / Non-Current Liabilities	8
	IFRS	11
	GAAP	12

	Deferred Taxes	2
	Contingencies	2
	Allowances	1
Differences on valuation (Differences on accounting policies)	Provisions	1
	Fair value	6
	Principle/Rule based	4
	Comprehensive Income	1
	Inventory / LIFO	4
	Tangible/Intangible Assets valuation	2
	Liabilities valuation	2

**FIGURE 2
MAP OF THE CODES BASED ON THEMES FOR CASE 2**

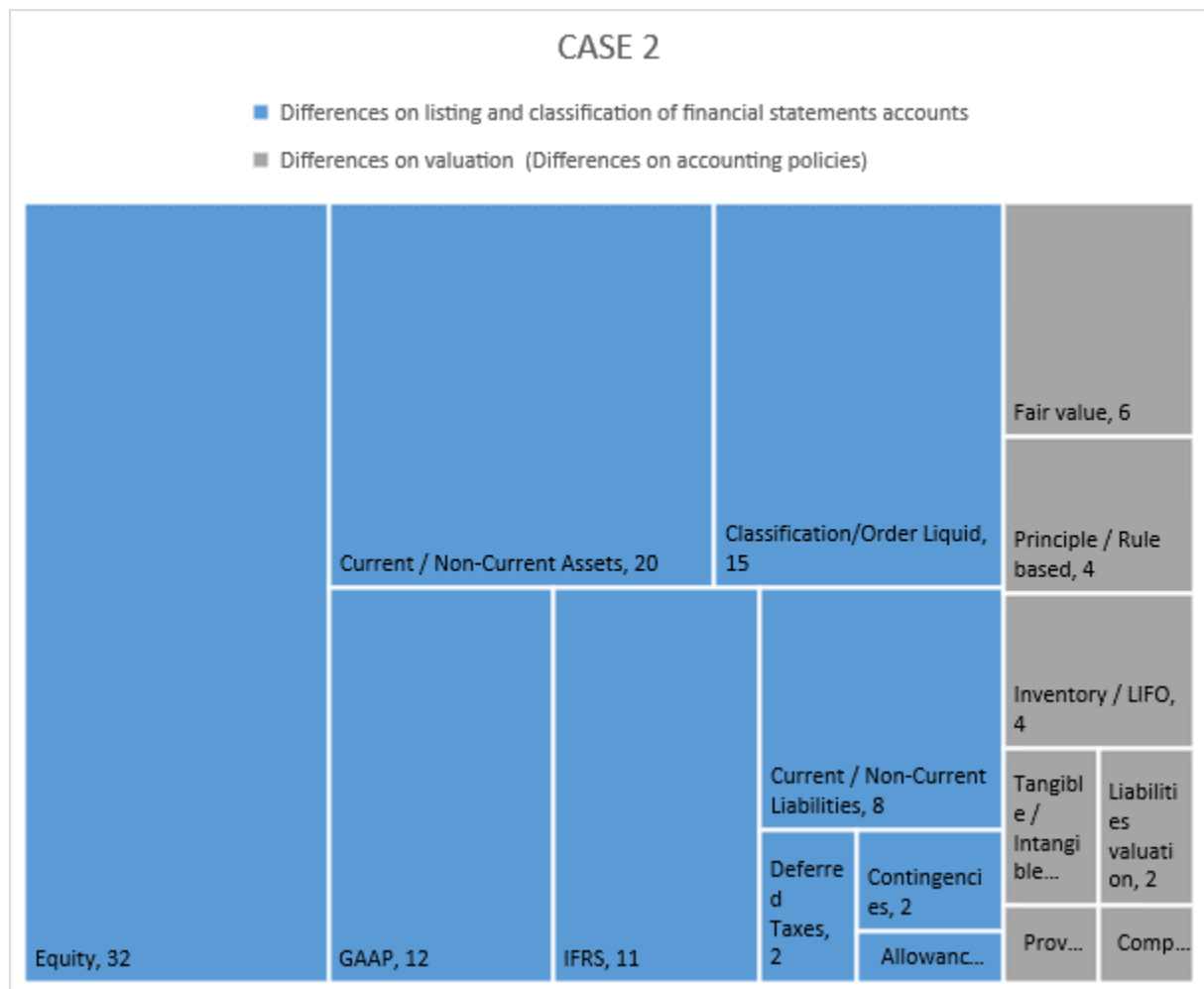


TABLE 4
FREQUENCY OF CODES CLASSIFICATION TO TWO THEMES FOR CASE 3

Themes	Codes	Frequency
Judgment ability in ethical dilemma situations and ethical awareness	Unethical	24
	Manipulation	2
	Mislead	8
	Investors	20
	Stockholders	4
	Employees	5
	Interest (Benefit)	7
	Impact/Effect on earnings/income	14
	Increase/Decrease in value	4
Reflective thinking	Classifying securities /classification	17
	Selling securities	3

FIGURE 3
MAP OF THE CODES BASED ON THEMES FOR CASE 3

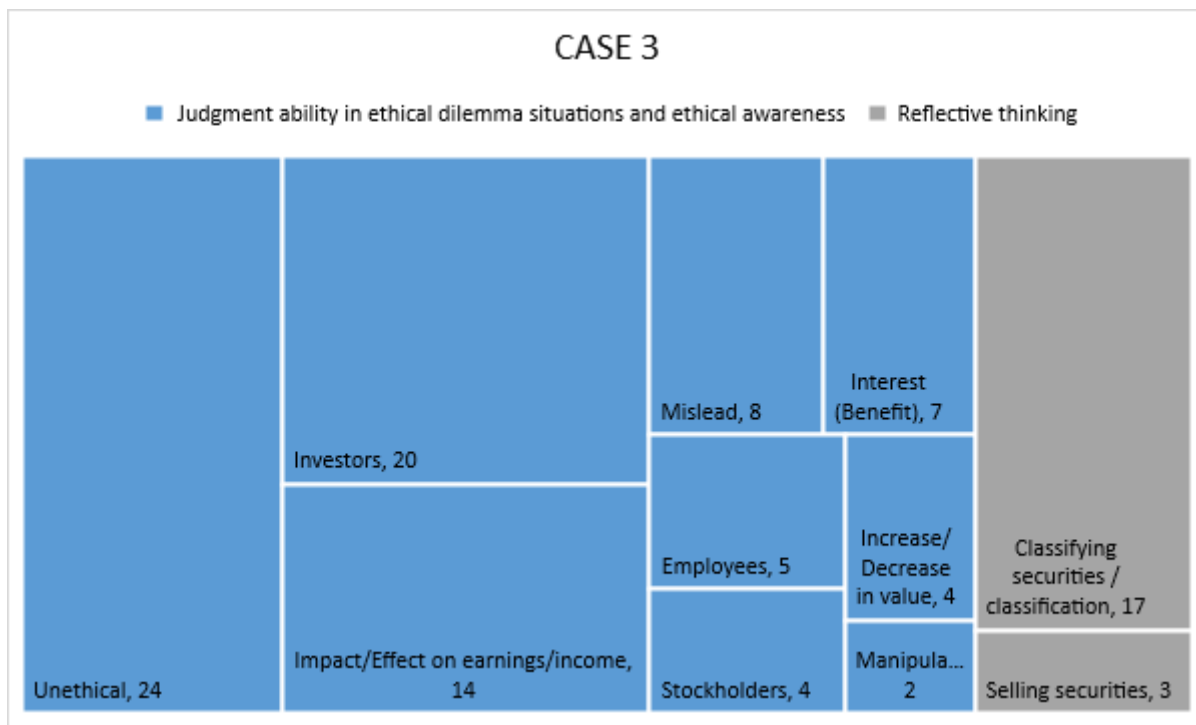


TABLE 5
DESCRIPTIVE STATISTICS OF SURVEY QUESTIONS- CASE 1

	Section 1 (n=23)		Section 2 (n=12)	
	Mean	S.D.	Mean	S.D.
Studying “Impacts of Covid – 19” was relevant to discuss for this course	4.17	0.72	4.25	0.62
Studying “Impacts of Covid – 19” was worthwhile for me to discuss	3.91	0.73	3.83	0.58
For “Impacts of Covid – 19”, I did not spend more time than expected	3.65	0.83	3.67	0.78
For “Impacts of Covid – 19” two step approach was suitable as posting first then discussing	4.04	0.56	4.17	0.83
For “Impacts of Covid – 19” I did not need to use materials for this discussion	3.26	0.92	3.17	1.11
Discussing “Impacts of Covid – 19” was fun and playful to discuss	3.43	0.90	3.75	0.75
Discussing on “Impacts of Covid – 19” was a good opportunity for me to apply my knowledge	4.04	0.71	4.17	0.72

FIGURE 4
DISTRIBUTION OF STUDENTS’ PERCEPTIONS ABOUT CASE 1

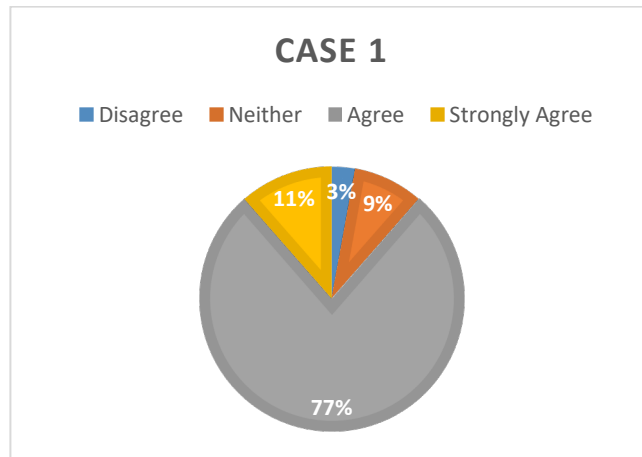


TABLE 6
DESCRIPTIVE STATISTICS OF SURVEY QUESTIONS- CASE 2

	Section 1 (n=23)		Section 2 (n=12)	
	Mean	S.D.	Mean	S.D.
Studying “International Financial Reporting Case” was relevant to discuss for this course	4.13	0.69	4.17	0.57
Studying “International Financial Reporting Case” was worthwhile for me to discuss	3.96	0.77	3.75	0.87
For “International Financial Reporting Case”, I did not spend more time than expected	3.43	0.99	3.67	0.78
For “International Financial Reporting Case” two step approach was suitable as posting first then discussing	3.89	0.34	3.92	0.79
For “International Financial Reporting Case” I did not need to use materials for this discussion	2.87	1.01	2.83	1.40
Discussing “International Financial Reporting Case” was fun and playful to discuss	3.09	0.90	3.42	0.67
Discussing on “International Financial Reporting Case” was a good opportunity for me to apply my knowledge	4.00	0.80	3.83	0.72

FIGURE 5
DISTRIBUTION OF STUDENTS’ PERCEPTIONS ABOUT CASE 2

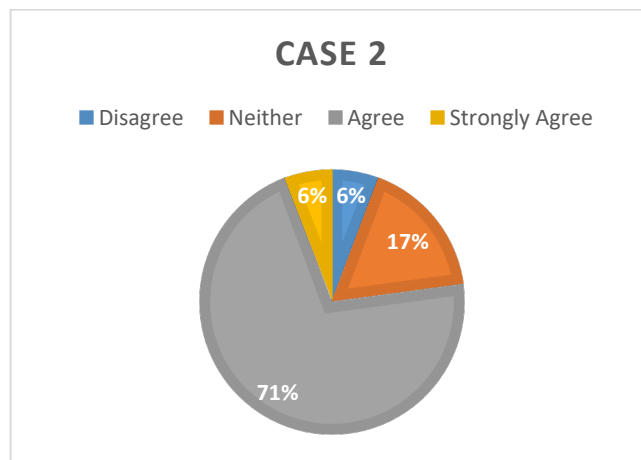


TABLE 7
DESCRIPTIVE STATISTICS OF SURVEY QUESTIONS- CASE 3

	Section 1 (n=23)		Section 2 (n=12)	
	Mean	S.D.	Mean	S.D.
Studying “Ethical Dilemma Case” was relevant to discuss for this course	4.18	0.66	4.00	0.45
Studying “Ethical Dilemma Case” was worthwhile for me to discuss	3.96	0.71	4.00	0.63
For “Ethical Dilemma Case”, I did not spend more time than expected	3.48	0.90	3.54	0.82
For “Ethical Dilemma Case” two step approach was suitable as posting first then discussing	4.05	0.65	3.91	0.70
For “Ethical Dilemma Case” I did not need to use materials for this discussion	3.17	1.03	3.36	1.03
Discussing “Ethical Dilemma Case” was fun and playful to discuss	3.52	0.79	3.45	0.52
Discussing on “Ethical Dilemma Case” was a good opportunity for me to apply my knowledge	4.09	0.73	4.09	0.54

FIGURE 6
DISTRIBUTION OF STUDENTS’ PERCEPTIONS ABOUT CASE 3

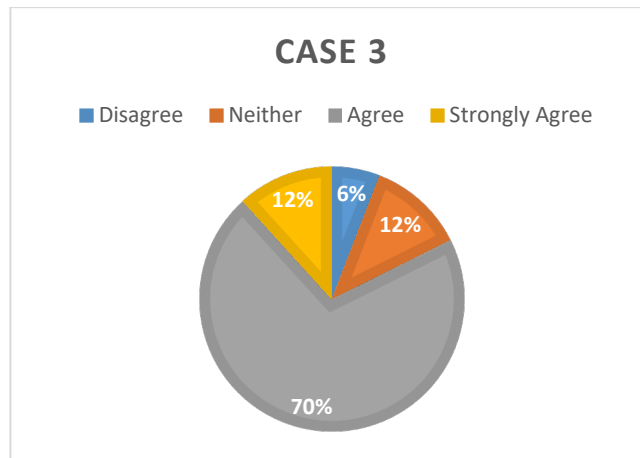


TABLE 8
MEAN DIFFERENCE BETWEEN THE TWO SECTIONS FOR EACH CASE

Case 1			
	Mann Whitney U Test Statistics	Wilcoxon W Test Statistics	Sig.
Cov1	142.50	220.50	0.878
Cov2	121.00	199.00	0.572
Cov3	130.00	208.00	0.797
Cov4	153.50	231.50	0.595
Cov5	132.50	210.50	0.851
Cov6	161.50	239.50	0.420
Cov7	149.00	227.00	0.719

Case 2			
	Mann Whitney U Test Statistics	Wilcoxon W Test Statistics	Sig.
Fin1	137.50	215.50	0.986
Fin2	119.50	197.50	0.526
Fin3	150.00	228.00	0.694
Fin4	140.00	218.00	0.959
Fin5	132.00	210.00	0.851
Fin6	164.50	242.50	0.362
Fin7	122.50	200.50	0.595

Case 3			
	Mann Whitney U Test Statistics	Wilcoxon W Test Statistics	Sig.
Eth1	101.00	167.00	0.462
Eth2	127.50	193.50	0.971
Eth3	126.00	192.00	1.000
Eth4	104.50	170.50	0.534
Eth5	144.00	210.00	0.537
Eth6	119.00	185.00	0.800
Eth7	122.00	188.00	0.885

TABLE 9
THE AVERAGE OF CASES

	n=35	
	Mean	S. D.
Case 1	3.97	0.57
Case 2	3.77	0.65
Case 3	3.88	0.69

TABLE 10
MEAN DIFFERENCES BETWEEN CASES

	Kruskal Wallis Test Statistics	Sig.
Case1 & Case2 & Case3	1.970	0.373

TABLE 11
MEAN DIFFERENCES BETWEEN SUB CASES

	Kruskal Wallis Test Statistics	Sig.
Cov1&Fin1&Eth1	0.536	0.765
Cov2&Fin2&Eth2	0.239	0.887
Cov3&Fin3&Eth3	0.375	0.829
Cov4&Fin4&Eth4	2.065	0.356
Cov5&Fin5&Eth5	2.720	0.257
Cov6&Fin6&Eth6	2.656	0.265
Cov7&Fin7&Eth7	0.817	0.665

APPENDIX B: CASES

CASE 1

Introductory Discussion: Impacts of COVID – 19 on Financial Reporting

Hope you have had a safe summer and are doing well.

This semester we are going to be together in the Intermediate Accounting III (ACC 313) Course. I hope you will enjoy from our gatherings.

Let me remind you two aspects first for this welcoming discussion:

- As prerequisites you have studied and passed Intermediate Accounting I and II (ACC 311 and ACC 313), otherwise you cannot take this ACC 313 Course.
- And you have had Novel COVID-19 that is unprecedented and historic times.

Now we will be talking again financial accounting and financial reporting. I am sure it will be a good and valuable start to think of my discussion topic below:

Assume that you are financial controller of a food distribution company that is similar to Reinhart (you may remember that Reinhart was of one presenters of Fall 2019) Fiscal year ends March 31 of every year.

I am sure you can agree with me that March 31st, 2020 was one of the peak dates of COVID-19.

Required: Please post your responses in this platform of CANVAS.

- All financial statements are to be prepared as of March 31s, 2020. You have 70 days prepare and publish those. What items of financial statements would be impacted by COVID-19 and why? Provide your comments. You can discuss some items only you have studied in ACC 311 and ACC 312. (5 Marks)
- Make comments on two of your peers' responses. (5 Marks)

Good luck and best wishes.

CASE 2

International Company Annual Report - Philips

Hope you are enjoying our course of ACC 313.

You will kindly find an annual report of an international company of Philips. I strongly recommend you certainly look at that.

Required: Please post your responses in this platform of CANVAS.

- In page 161, you will find Balance Sheets of Philips. Thru that make a comparison and identify the differences between FASB and IASB standards. (Only balance sheet standpoint) (5 Marks)
- Make comments on two of your peers' responses. (5 Marks)

Good luck and best wishes.

CASE 3

Your judgment is important; what would you think? (CA17.6 p.17-68 Textbook)

Addison Manufacturing holds a large portfolio of debt securities as an investment. The fair value of the portfolio is greater than its original cost, even though some debt securities have decreased in value. Sam Beresford, the financial vice president, and Angie Nielson, the controller, are near year-end in the process of classifying for the first time this securities portfolio in accordance with the GAAP. Beresford wants to classify those securities that have increased in value during the period as trading securities to increase net income this year. He wants to classify all the securities that have decreased in value as held-to-maturity.

Nielson disagrees. She wants to classify those debt securities that have decreased in value as trading securities and those that have increased in value as held-to-maturity. She contends that the company is having a good earnings year and that recognizing the losses will help to smooth the income this year. As a result, the company will have built-in gains for the future periods when the company may not be as profitable.

What would you think about the questions below?

- Will classifying the portfolio as each proposes actually have the effect on earnings that each says it will?
- *Ethically, what effect will each of the proposals have on each of the stakeholders?*
- *Assume that Beresford and Nielson properly classify the entire portfolio into trading, available-for-sale, and held-to-maturity categories. But then each proposes to sell just before year-end the securities with gains or with losses, as the case may be, to accomplish their effect on earnings. What ramifications might these proposals have in the future?*

Required:

- Post your comments for the questions provided (5 Marks total)
- Make comments on two of your peers' responses (5 Marks total)