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Teaching strategies in accounting ethics: A students assessment of preferred teaching styles

(2018) *Proceedings of the 31st International Business Information Management Association Conference, IBIMA 2018: Innovation Management and Education Excellence through Vision 2020*, pp. 5751-5757.

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Abstract

Accounting ethics training is pivotal for future accountants as this has served as a rationale for its inclusion in the curriculum of accounting undergraduates. Different teaching methods which may either be passive or active are adopted in teaching accounting ethics. Students are not usually required to assess the most effective teaching methods that help them make better ethical decisions. This study assesses the students' preferences of teaching methods that aid their ethical decision-making process. The opinions of a cohort comprising 287 final year accounting undergraduates were examined after being taught an accounting ethics module using both active and passive teaching strategies. The students are required to rank their preferences of the various teaching methods adopted during the ethics instruction. It is observed active teaching strategies ranked better which implies that the students preferred the active teaching strategies to the passive ones. Educators should therefore ensure that active learning strategies are adopted in teaching ethics because they provide the best medium for communicating ethical instructions and enhancing ethical decision making. © 2018 Elsevier Ltd. All rights reserved.

Author Keywords

Accounting ethics; Active teaching methods; Ethical decision making; Passive teaching methods; Teaching methods

Index Keywords

Curricula, Decision making, Information management, Philosophical aspects, Teaching; Active learning strategies, Active teachings, Effective teaching methods, Ethical decision making, Ethics instruction, Teaching methods, Teaching strategy, Teaching styles; Students

2-s2.0-85060778968

Document Type: Conference Paper

Publication Stage: Final

Source: Scopus