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TS21VC19he Evolution of Introductory Financial Accounting Labs Using Monopoly® and Excel—Is Learning Improved?

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Abstract

This paper examined the use of Monopoly® accompanied by Microsoft Excel to assess whether an active learning activity has an impact on the DFW rates in an introductory financial accounting course. (The DFW rate is the percentage of students who earn and D or F or withdraw (W) from the course.) The lab is designed to enhance introductory business students' understanding of difficult accounting concepts by providing a means to record transactions and prepare financial statements. The objective is to engage students and link together the foundational aspects of accounting in a more realistic, understandable manner. The paper examined the DFW rates of the course over a ten-year period. Results of the study revealed a consistent and maintained lower DFW rate after the introduction of Monopoly® as compared to previous labs without the use of Monopoly®.

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