

Accounting Majors Learn By Teaching

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On April 30, 2008, Delgado Community College West Bank accounting students joined the LCPA and Junior Achievement (JA) to present the first annual Financial Literacy Day at Fischer Elementary Charter School in New Orleans.

Nineteen students trained with JA Education Manager Susie Dudis to teach concepts of work readiness, entrepreneurship and financial literacy. All instruction included interactive projects and games which made the learning a positive and fun experience for the elementary students and their one-time instructors.

These night students gave up a full day of work to volunteer for this worthwhile project during the week of final exams. Students were required to complete all course work and take all tests in order to qualify to participate in the project.

Recruitment and planning began for the event early in the semester. Students formed groups of two to present five sessions to each classroom. Several students prepared for other classes to provide for unexpected and unavoidable absences by fellow classmates. Students were graded on the project based on a rubric which covered everything from dress and timeliness to presentation of instruction outline to fellow classmates. Primary points were assigned for classroom presentation and a reflection paper of the experience.

Financial Literacy Day was a capstone experience which provided the opportunity to present concepts students have learned including economics, management, marketing, and accounting while using their presentation skills

Observation of the participating accounting students revealed qualities not readily apparent in the classroom setting. Demonstrated student abilities included time management, organization skills, teamwork, the desire to contribute, leadership, negotiation, flexibility, and the ability to improvise.

Feedback for the project was uniformly positive. Student presenters were amazed at the enthusiastic participation by the Fischer students. Two accounting students expressed an interest in revisiting their original plan to teach. Several Fischer

classroom teachers commented that the Junior Achievement sessions included items on the LEAP test and suggested including the Junior Achievement projects earlier in the school year to provide reinforcement before the LEAP tests. Every student who committed to the project completed all the items required by their commitment. Not one student found this a negative experience, and most students are anxious to repeat the project next year.

To learn more about how Professor Grose incorporated the LCPA-JA project into her curriculum, contact her at lgrose@dcc.edu.

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