

Impact of a Student Engaged Learning Project for Undergraduate and Graduate Introductory Financial/Managerial Accounting Courses

**ABSTRACT**

A student engaged Project was examined in introductory financial/managerial accounting for a midwest undergraduate course [MW]) and a southwest graduate course [SW]. This Project included many of the Pathways Commission (2015) Learning Objectives, the CGMA Framework (2019) knowledge skill areas, and AICPA Framework Core Competencies (2019/1999). The Project involved teamwork, written reports, oral presentations, and peer evaluation. The students' exam scores appeared to have significantly increased at both universities ( $p = .01$  [MW] and  $p = .05$  [SW]) as a result of this Project. This Project exposed the students to desirable soft skills (e.g., communication, people/leadership). The students "strongly agreed/agreed" (mean scores of 4.750 [MW] and 4.890 [SW]) that this Project increased their understanding of selected financial/managerial accounting topics. It appears that this Project can be successfully used for teaching these topics in undergraduate and graduate accounting courses.

**KEYWORDS:** Engaged project, Introductory financial/managerial accounting, Alternative teaching method