

**COLLABORATIVE LEARNING APPROACH TO  
ENHANCING COLLEGE STUDENTS'  
CONTEXTUAL KNOWLEDGE OF THE  
FUNDAMENTALS OF ACCOUNTING**

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**By  
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## **ABSTRACT**

This study highlighted the perceptions of students had when taught Fundamentals of Accounting using the collaborative approach. Little attention had been given to whether students perceived these strategies as effective and are able to apply them to help them in learning the accounting course. The study focuses on 27 college students who are pursuing a diploma in accounting. The results from the study indicated that students positive perceptions determine the effectiveness of the collaborative activities for them and there were references in their results to contextual learning. The implications from the study suggest that the effectiveness of collaborative learning could be adopted more broadly to enhance contextual knowledge of the Fundamentals of Accounting among students.

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## **Chapter 1: Introduction**

### **1.0 Background of the Study**

Based on my observation as an accounting lecturer, I found that my students had difficulties adapting to my current teaching style which is teacher centered. This has lead students to focus on content knowledge as well as becoming dependent on me to provide them with answers. Therefore, I am interested to find a new collaborative learning approach that could change students' perceptions of learning accounting. Prior research, to my knowledge have focused on other situations like the effectiveness of collaborative learning styles on team learning performance (Yazici, 2005) and use of technology in enhancing collaborative learning (Wasonga, 2007). A recent study by Hall, Ramsay and Raven, 2004 had used group activities in their study to enhance student's engagement in class to improve critical thinking skills and it was positively proven.

Therefore, in this study I had analysed the perception of the accounting students towards a collaborative learning approach in enhancing contextual knowledge. Further to this, the study could provide some suggestions on enhancing student's contextual knowledge to be implemented in my future classes.

### **1.1 Research Questions**

The two research questions (RQ) that underpin this study are:

RQ 1 How do students perceive the effectiveness of the collaborative learning approach used during tutorial classes?

RQ 2 Are students' contextual learning reflected in the results?

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internal user  
only



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