HIGH POINT UNIVERSITY
THE PREMIER LIFE SKILLS UNIVERSITY
Earl N. Phillips School of Business

Active Learning hands-on-application

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October 31, 2025

"Tell me and I forget, teach me and I may remember, involve me and I learn." — *Benjamin Franklin*

Ice Breaker Question:

Think back to when you were in college, taking the same class or subject you now teach at HPU.

Tell us your name, discipline, and the first activity or moment that pops into your head from that time?

What made this experience memorable?

What emotions did this activity make you feel?

My answer...

- When I took Audit in college, we were tasked with memorizing the Audit Report verbatim and reciting from memory in front of the class.
- **Why?**
  - So students could understand the language of an auditor in context and to see firsthand that every word is intentional.
  - The standardized audit letter went away with Sarbanes Oxley Act, yet much of the language remains the same.
  - I realized then how important it is to make learning interactive. I remember my emotions from that day (fearful, courageous, determined)

Instructions: Making a Cup

Instructions summary:

- Start with a square paper.
- Fold diagonally into a triangle.
- Fold one corner across, then the other, to make a diamond shape.
- Fold down top flaps.
- Open the pocket into a cup shape.

Bringing Accounting to Life: Turning Concepts into Experiences

- Making Accounting Engaging and Emotional
- Students connect best when they *feel* the relevance of what they're learning — transforming accounting from numbers on a page into real decisions and consequences.
- The goal: spark curiosity, emotion, and ownership in the learning process.
- Accounting builds on *practical, tangible skills* — measurement, documentation, and decision-making — not just abstract theory.
- Students often report that concepts like *debits and credits* or *internal controls* "click" only once they see how they drive real business outcomes.

Use of Imagery and Visualization

- I invite students to imagine the *classroom as a factory floor*: every student has a role in the production and reporting process.
- This visualization transforms routine journal entries into living business operations, linking cause and effect in financial flows.

Interactive Learning in Action

- Inventory Demonstration: Use *tennis balls* to model FIFO and LIFO — students physically move "inventory" to see how valuation changes affect cost of goods sold and income.
- Role-Play Activities: Students act out business activities such as processing transactions, approving expenditures, or performing audits: evoking emotions tied to responsibility, ethics, and teamwork.
- These activities create *memorable moments* that help students retain knowledge long after class ends.

Hands On Activity: The Picture Factory

- First, what are Internal Controls?
- I can teach students the definition of Internal Controls. IC are developed to safeguard assets and protect the integrity of the financial statements. But what does that mean?
- In this exercise, each student is assigned to a working group one would find in a real organization. There were eight groups.
- For example, Customer Payments (group 3) initiate checks and keep track of accounts payable ledger. The students in this group compare a sales invoices (received from group 4 – sales invoicing) with customer order form (received from group 2 – order processing) with receiving report (received from group 2 – order processing before initiating a payment (checks).

Benefits of the Picture Factory Activity:

(a) helping students to gain a hands-on perspective and understanding of how transaction cycles function and what documentation is generated;

(b) helping students appreciate the need for internal controls to address everyday threats to financial reporting;

(c) helping students think about documentary evidence they could look for when performing audit procedures to test the financial statements; and

(d) gaining a holistic vision of the financial reporting process.

Post-Activity Assignment:

After completing the exercise, students:

A. Create a process flowchart using Excel, Visio, or another flowcharting tool.

B. Upload their process flow description to the AI tool *Whimsical* to evaluate the tool's accuracy.

Learning Outcomes:

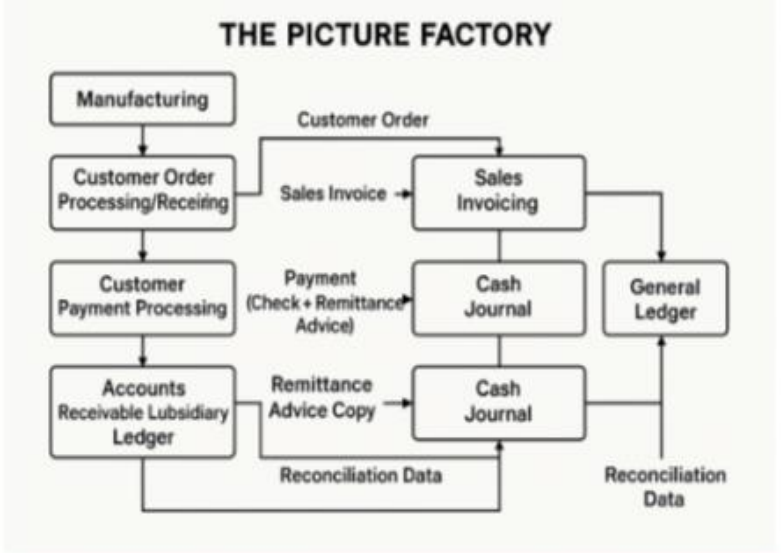
A. Apply active learning principles to understand internal controls.

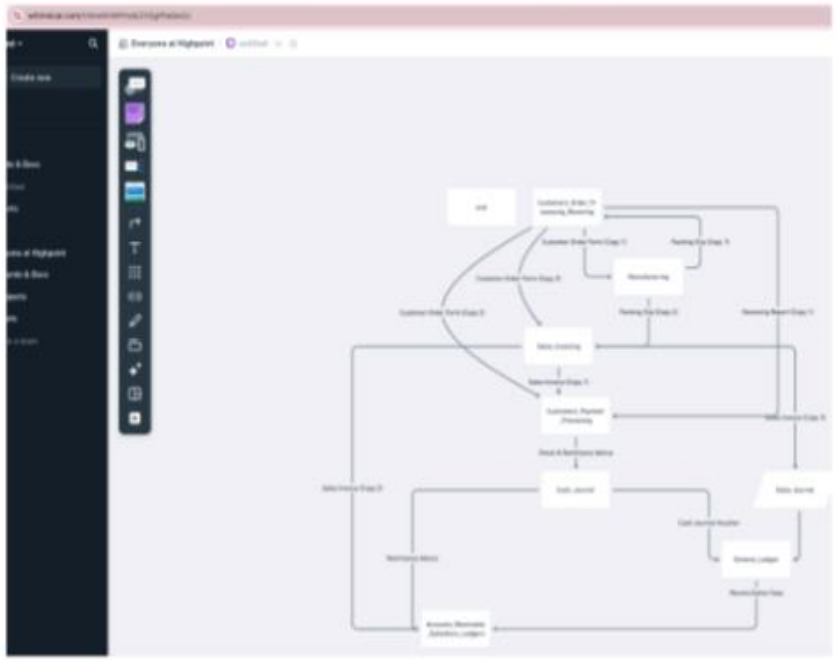
B. Test and analyze AI accuracy, reflecting real-world responsibilities of external auditors which is where many of our accounting majors begin their careers.

AI Whimsical Creation...

- Students were charged with creating the flowchart of all eight groups and then comparing their creation with an AI generated flowchart.

- Flowcharting is used often in auditing Internal Controls for a clients and students will be charged with analyzing AI generated results and find where AI got it right or wrong.





(whimsical ai)

Student Comments…

- “This exercise gave a much better and more realistic look into the world of internal controls. It showcases how many different moving pieces are involved in a company’s internal controls. It also showcased the segregation of duties within a company and how much each department relies on one another.”
- “The activity gave us a real sense of internal controls and how they protect not only the company's information but also the people doing the work by keeping all responsibilities transparent”
- “We gained hands-on experience with the business process, reinforcing the importance of checks, balances, and documentation.”
- “Overall, the activity made internal controls feel more practical and real, rather than just something we read about in textbooks.”

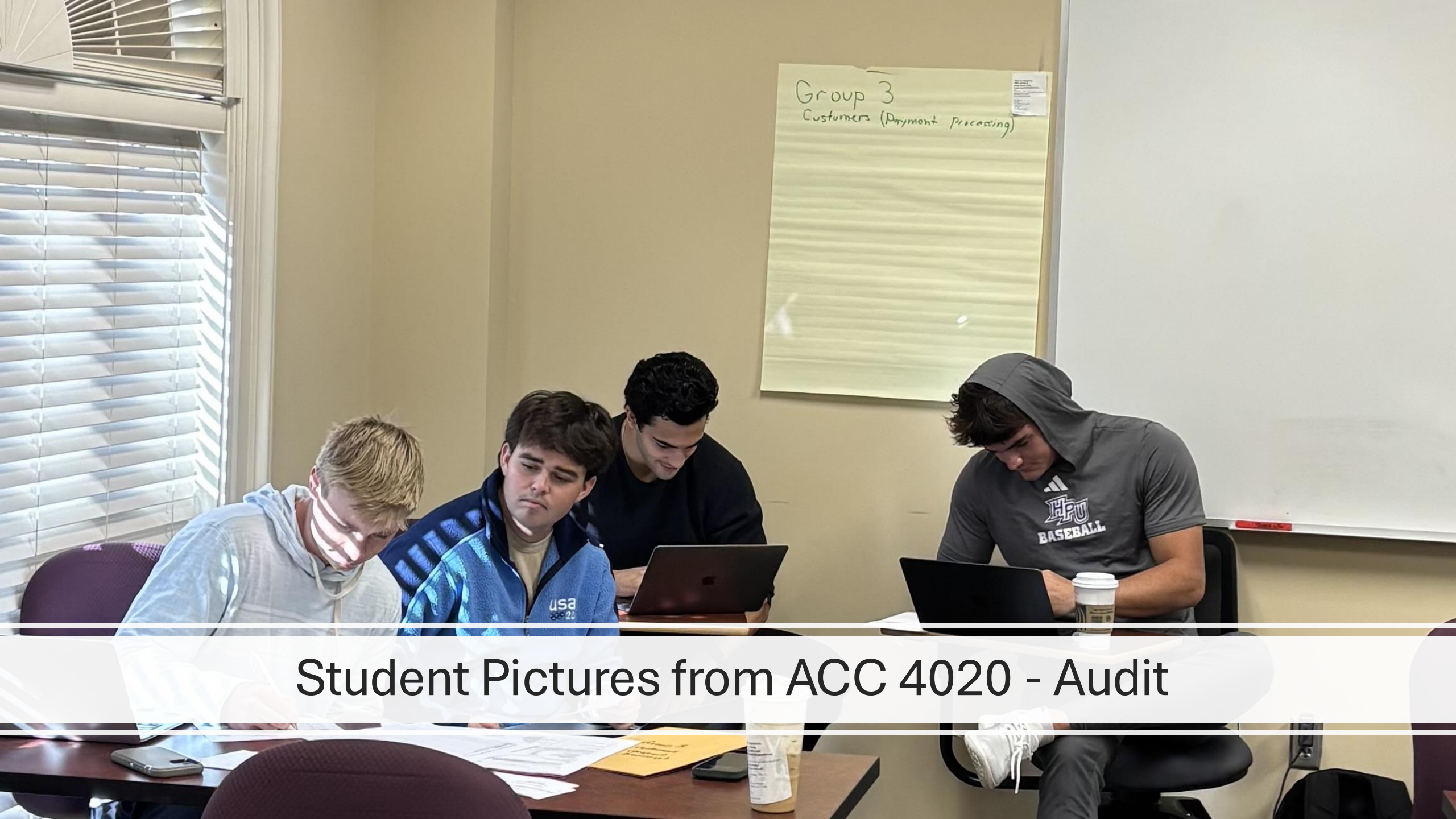
Exercise in What Could Go Wrong (WCGW)

The auditing standards include an enforced mindset of WCGW.

Students were able to see the design of Internal Controls and how the execution in some cases failed (human error), creating a memory.

When students go into the field of audit, they will be charged with understanding the design of the internal controls and where errors or intentional violation of the internal controls could happen for their own future clients.

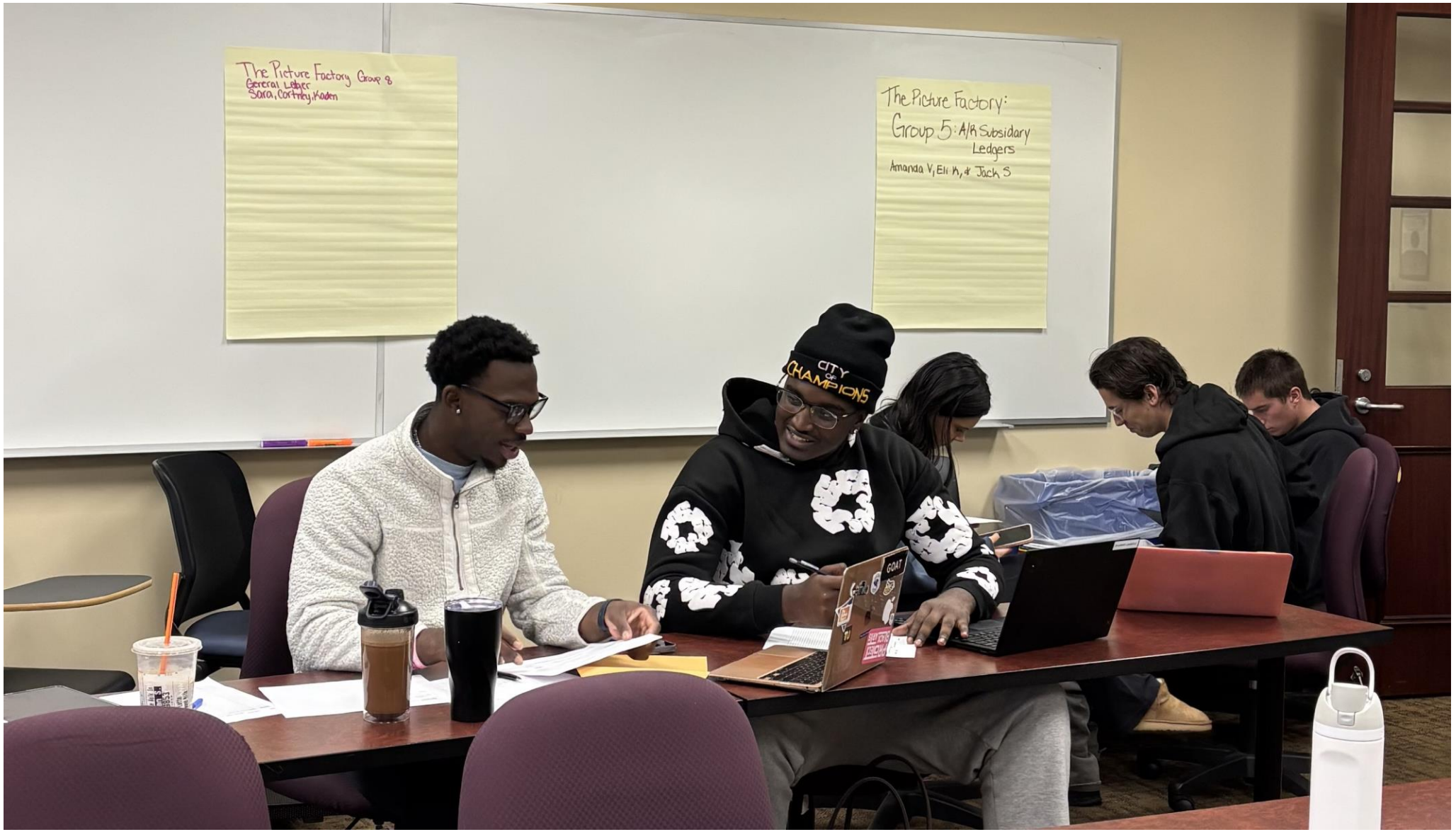
This activity allowed them to see firsthand design of IC, execution of IC, and their inherent limitations in real life.



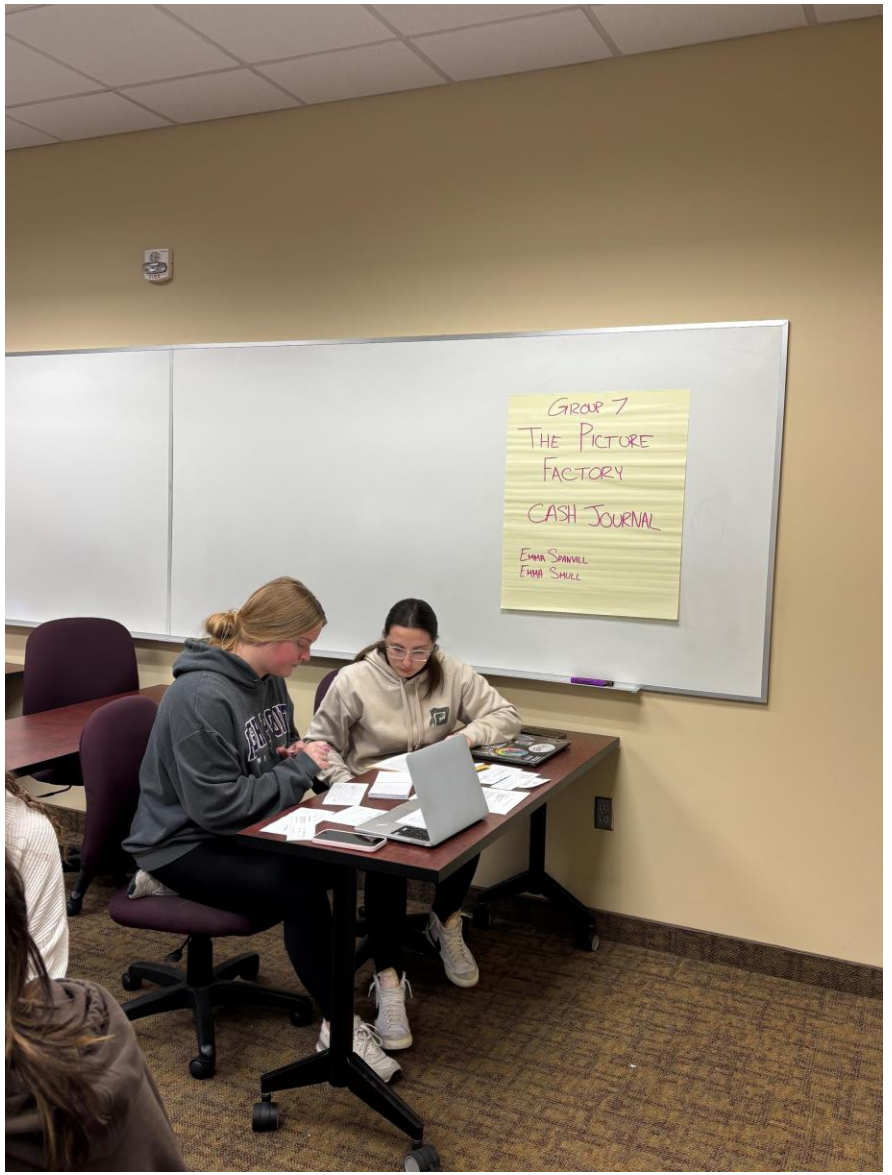
Student Pictures from ACC 4020 - Audit

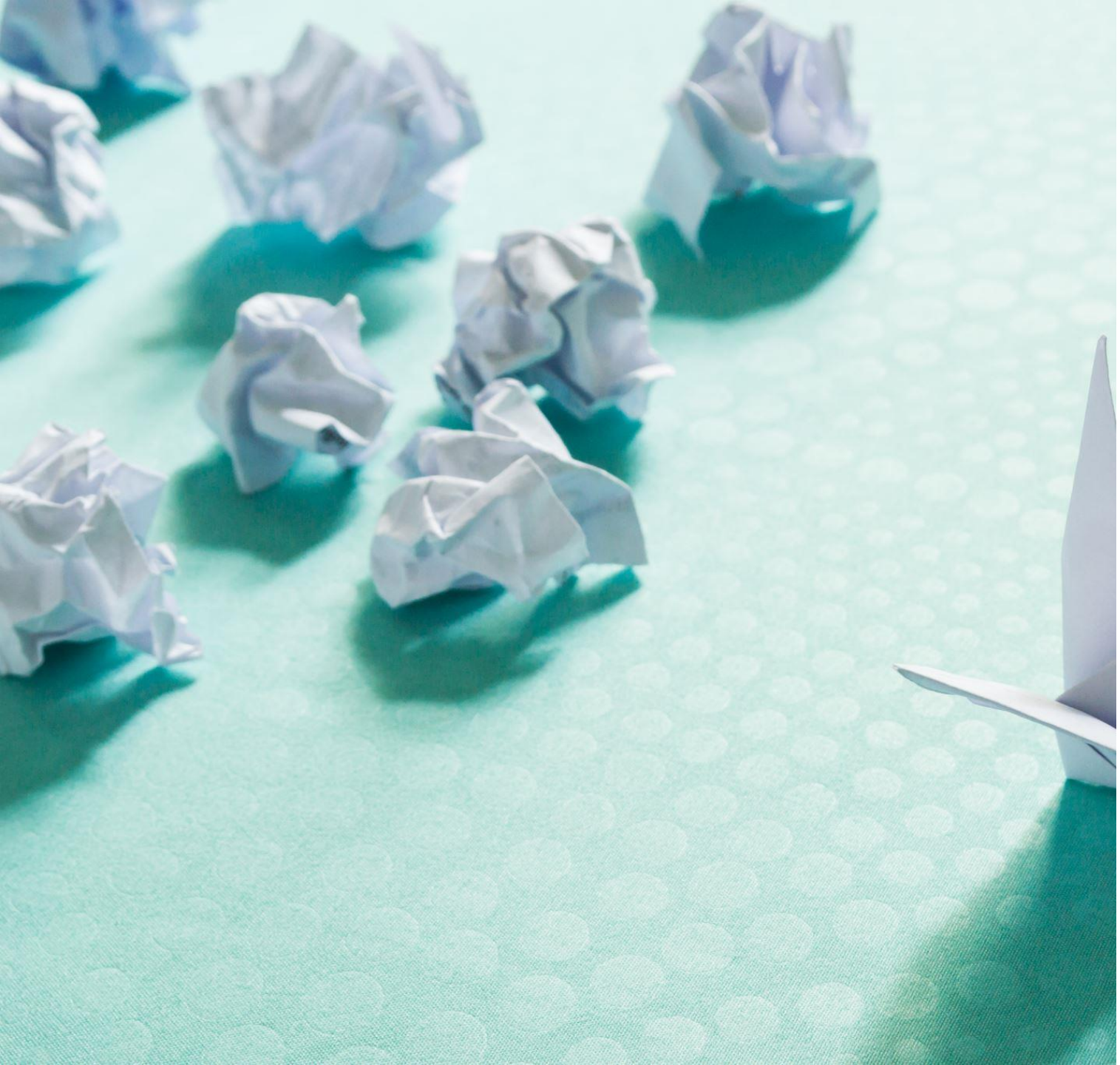

Allie, Avery, Zoe


The Picture Factory
Group 4 Sales Invoicing
Cindy C. Leslie S. Sydney


The Picture Factory Group 8
General Ledger
Sara, Cortney, Kaden
The Picture Factory:
Group 5: A/R Subsidary
Ledgers
Amanda V, Eli K, & Jack S
CITY OF CHAMPIONS
GOAT


Group 7
THE PICTURE
FACTORY
CASH JOURNAL
Group 6
The Picture
Factory
Sales Journal


GROUP 7
THE PICTURE
FACTORY
CASH JOURNAL
EMMA SPANGLE
EMMA SMULL



Origami Activity! Make your cup!

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