MFRS 102 IN FRAMES: AN INTERACTIVE NOTES FOR EFFECTIVE REVISION

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ABSTRACT
Teaching topics like MFRS 102 Inventories, as part of the financial reporting subject, poses a great difficulty for accounting diploma students, as they tend to have problems with understanding concepts and applying them in examinations. This engagement and comprehension challenge motivates the creation of a novel project, which aims to design comic templates that will be used in revision slides specifically related to discussing past exam questions. By combining visual narratives with logical procedures, we hope to develop an engaging and interactive educational experience that aligns with students' visual cognitive abilities and modern educational approaches. The goal is to create a set of presentation slides that integrate essential theoretical components of the chosen topic with comprehensive solutions to past examination questions. To enhance interactivity, these slides will include a quiz component created through Quizizz.com. These presentation slides will be piloted with students who will be invited to participate in discussion and problem-solving sessions, promoting active learning alongside collaborative learning. The initial results show that enhanced learning materials help with knowledge retention and cognitive overload mitigation while increasing accessibility to complex accounting topics for students. The study argues that comic-based revision slides in accounting education enhances student engagement and performance, supporting cognitive scientists' research on learners' retention and visual aids effectiveness. This innovation may also be applied to other financial reporting topics, furthering the goal of making accounting education more interactive and user-friendly while preparing learners for real-life situations in the financial industry.

KEYWORDS: *MFRS102 Inventories, comic-infused innovation, effective revision*

INTRODUCTION
Teaching of complicated MFRS 102 Inventories is a major difficulty accounting students at diploma level as they often find abstract conceptualisation and exam application difficult (Al-Htaybat et al., 2021). Traditional pedagogical methods are relatively, and most importantly, rely on text dense lectures and rote memorisation, and help to explain low engagement and poor knowledge retention (Watty et al., 2020). There are studies (Beattie & Smith, 2023) that show how visual and interactive learning techniques are useful to enhance understanding in the technical disciplines such as accounting. In response to these difficulties, this initiative focuses on increasing engagement, lowering cognitive load, and improving test performance by working gamified quizzes (Quizizz.com) and comic storytelling-based stories in revision materials (Sweller, 2020).

DESIGN DESCRIPTION
The contributions of this study are based on an innovative usage of interactive comic style review slides to visually explain past exam questions by using problem solving techniques (Mayer, 2021) that include humour, relatable scenarios and character driven explanation to simplify past exam

questions that relate back to accounting standards (Trundle & Bell, 2022). The gamified learning through Quizizz.com real time assessments (Zainuddin et al., 2020) and collaborative learning via peer discussions (Johnson et al., 2021) is integrated into the design to specifically help diploma level accounting students struggling with MFRS 102. Dual coding theory application (Clark & Paivio, 2020), exam focused micro learning strategies (Kapp, 2022), automated performance tracking (Wang et al., 2021) via Quizizz.com analytics provides a full and engaging learning approach for technical accounting concepts.

VISUALS

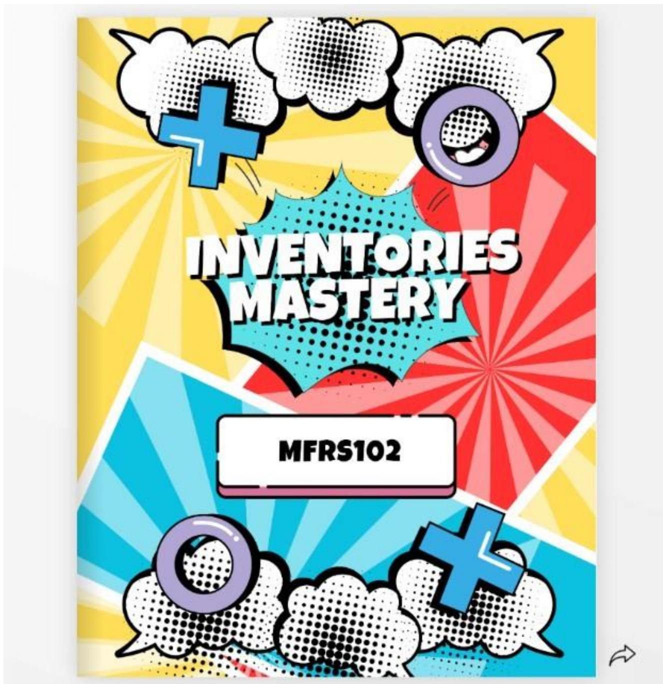

Figure 1: The Cover Page of Revision Kit

NOVELTY AND UNIQUENESS

Infographics and animated videos are sometimes used within the accounting education (Dellaportas et al., 2021), but there is no existing solution to apply systematically comic storytelling to exam revision. This design is unique in translating IFRS/MFRS technical language to student friendly visual narratives (Bicen & Beheshti, 2022). In addition to this, this revision kits also uses spaced repetition through the Quizizz to overcome the Ebbinghaus forgetting curve (Kang, 2020). Finally, it ties to cognitive load theory in that by segmenting complex problems into digestible visual chunks it reduces cognitive load (Sweller, 2020).

THE BENEFITS TO MANKIND

Through allowing many students including students with limited financial literacy to access to the technical standards in accounting instruction, this design democratises accounting instruction (Al-Htaybat et al., 2021). Better pass rates and conceptual understanding prepare students to meet actual financial reporting responsibilities in the business world (Beattie & Smith, 2023). In addition, the interactive element encourages critical thinking and teamwork in line with the two 21st century competencies as stated by OECD, 2023.

COMMERCIAL POTENTIALIZATION

Innovative accounting education tools in the global e-learning market of $399 billion in 2024 have great potential to be monetized on a scale through a B2B model (Grand View Research, 2024). For example, a licensing comic-based slide packs to universities and a B2C model of subscription based Quizizz integration for tutors.

CONCLUSION

By integrating the comic-based learning materials and gamified assessments, it is shown that this approach significantly improves financial reporting education outcomes. Future research should look at (i) AI driven personalization of comic content (Kapp, 2022), (ii) cross cultural adaptability for global IFRS learners (OECD, 2023) and (iii) longitudinal effects on professional certification exam performance (Beattie & Smith, 2023). This innovative approach has the potential to transform accounting education globally by effectively bridging the gap between theoretical concepts and practical application, providing a captivating and effective pedagogical solution that meets the current learning requirements.

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