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LEARN & LEAD STUDY LOG: INNOVATIVE PEDAGOGIES IN MANAGEMENT ACCOUNTING

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ABSTRACT

Today's students learn and engage differently than in the past; they're more accustomed to quick-paced content like YouTube video tutorials and memes rather than traditional academic content, making lecture formats seem outdated. This phenomenon has led to an ongoing dilemma about how educators can curate learning experiences that impart technical competence and foster critical thinking, engagement and adaptability. Learn & Lead is a study log whose main objective is to compile and showcase some innovative teaching methodologies practiced in the management accounting and control courses. These methods deepen conceptual understanding, enhance student engagement, and bridge the gap between theory and practice. It is everyone's collective commitment when it comes to creating a joyful and engaging learning experience, even though students may have diverse perspectives and preferences. By collaborating, we can make learning a more engaging and fulfilling educational experience for everyone involved. Learn & Lead study log includes project-based learning, team teaching, technology-enhanced learning, peer review, collaborative teaching with industry professionals, and a digital flipbook. The array of teaching modalities contributes to improving student engagement and critical thinking, enhancing knowledge retention, and supporting effective collaborative teaching methods in addressing today's generation's expectations in the evolving world of AI. The innovative approaches mentioned above, integrated with technology, revolutionise accounting education. It is worth noting that various teaching and learning methods are crucial in preparing future accounting professionals to thrive in a modern and dynamic work environment.

Keywords: *Technology-enhanced learning, Project-based learning, Team teaching, Collaborative teaching, Digital flipbook*

INTRODUCTION

Learn & Lead Study Log is an educational innovation designed to enhance teaching and learning experiences in management accounting through a structured compilation of progressive pedagogical approaches. It serves as both a reflective and practical tool that documents innovative strategies such as project-based learning, team teaching, technology-enhanced instruction, peer feedback, and industry collaboration aimed to foster deeper conceptual understanding, student engagement, and real-world application. By bridging theory with practice and integrating digital, Learn & Lead promotes a dynamic, student-centred learning environment aligned with the expectations of today's learners and the demands of a rapidly evolving professional landscape.

BACKGROUND OF EDUCATIONAL INNOVATION

For the past few years, many students on the Management Accounting and Control (MAF551) course have found it difficult to achieve excellent results. Although most students understood the topics taught, they struggled to apply their knowledge effectively during assessments. One common problem was that students did not know how to structure their answers in a way that would help them score high marks.

This challenge highlighted the need to improve how the course is being taught. Traditional lectures were no longer enough to fully engage students or help them think critically and apply what they learned. Thus, we created the Learn & Lead Study Log which is an educational project that brings together several innovative teaching methods. These include team teaching, project-based learning, peer review, digital tools, and collaboration with industry professionals. By using a variety of approaches, this innovation aims to make learning more effective, engaging, and relevant for students, while also preparing them for real-world challenges in the accounting field.

The Learn & Lead Study Log educational innovation project was developed to address persistent challenges in student performance and engagement in the MAF551 Management Accounting and Control course. At its core, the initiative aims to enhance students' ability to apply theoretical knowledge in real-world contexts by integrating project-based learning and case studies, thereby strengthening their critical thinking, problem-solving, and professional communication skills. To boost motivation and engagement, the project incorporates dynamic teaching strategies such as team teaching, peer review, and flipped classroom models that encourage interactive and participatory learning aligned with students' digital learning habits. Furthermore, the project seeks to bridge the gap between academic theory and industry practice by involving industry professionals in collaborative teaching sessions, allowing students to contextualise abstract accounting concepts through real-world examples and develop industry-relevant competencies. It also promotes collaborative teaching and continuous professional development among educators through the team-teaching model, which fosters reflective practice, knowledge sharing, and pedagogical co-creation. In addition, the development of a digital flipbook introduces a flexible, accessible, and sustainable learning tool that supports timely content updates and interactive engagement beyond printed materials. Finally, by embedding structured peer review and feedback mechanisms, the project fosters student autonomy and encourages reflective

learning, empowering students to monitor their progress and contribute meaningfully to their peers' understanding.

TEACHING AND LEARNING PEDAGOGIES

The Project-based Learning (PBL)

The PBL component, implemented through student case study analysis, is a core activity each semester aimed at deepening engagement and practical comprehension. Students are provided with a case study approximately 10 pages long to assess their problem-solving skills, application of relevant theories, written communication, and originality. This exercise moves beyond basic scenario analysis and calculations, challenging students to produce corporate-style memos, email drafts, and presentation notes like those expected in professional consultancy settings. The approach is designed to cultivate a professional mindset and better equip students for real-world workplace demands.

Team Teaching/Collaborative Teaching

Team teaching has been widely recognised for its pedagogical value, allowing educators to combine their expertise to introduce varied perspectives and innovative teaching methods (Malak & Gambescia, 2023). Such collaboration enriches course delivery and content while fostering professional growth through ongoing feedback and reflective dialogue (Ito & Lim, 2025). Reflecting this approach, lecturers from UiTM Puncak Alam conducted five online collaborative teaching sessions in the previous semester, which engaged close to two hundred students. These sessions significantly supported students' comprehension of management accounting and control. At the conclusion of each session, students completed a feedback form and a short quiz, with the most offering positive evaluations and demonstrating strong understanding through their quiz responses.

Technology-Enhanced Learning

Technology-enhanced learning through digital platforms plays a key role in supporting assessment within collaborative activities. It also enables flipped classroom models, allowing students to engage with materials in advance and arrive better prepared to apply accounting concepts in class (Zheng et al., 2020). Digital tools such as virtual campuses and Web 4.0 technologies have significantly reshaped accounting education by increasing student engagement and supporting continuous learning (Fernández Araya, S. Ortiz-Vidal et al., 2024; Immonen & Kinnunen, 2015; Venter et al., 2022). Moreover, blended learning which combines in-person teaching with digital instruction aids the development of practical, skills-based competencies (Hernández & Buitrago, 2018). For the Management Accounting and Control course, educators employ platforms like Google Classroom, Padlet, and UFuture to share materials. These platforms offer robust features, including content delivery, storage, online assessments, discussion forums, and tracking tools to enhance teaching and learning.

Gamification is also integrated into the learning process through platforms such as Kahoot! And Slido. By incorporating elements like points, badges, leaderboards, and challenges, lessons become more

engaging and immersive. These game-based features enhance student motivation by making learning goal-oriented and enjoyable, while also promoting active learning through interactive tasks such as quizzes and simulations. This approach encourages participation and improves knowledge retention.

Peer Review

Peer review processes, where students evaluate one another's work, enhance information literacy, social interaction, and critical evaluation skills (Pollock et al., 2023). At the campus level, this method ensures comprehensive group learning by accommodating diverse learning styles and problem-solving approaches. Through knowledge exchange and collaborative discussions, students gain a deeper understanding of course content. Additionally, evaluating tutorial sessions and providing feedback fosters reflection and improves learning outcomes by clarifying misconceptions and broadening perspectives.

Future plans to be incorporated

Digital Flipbook

The educators of the MAF551 course propose launching a digital flipbook as a practical learning toolkit, integrating interactive elements to enhance student engagement, comprehension, and the overall benefits of e-learning (Vonti et al., 2023). In previous semesters, a hardcopy study guide prepared by UiTM Puncak Alam lecturers helped students organise key information from textbooks, lectures, and notes. It includes summaries, definitions of key terms, and practice questions to promote active learning and conceptual clarity. However, the pandemic and the need for timely content updates highlighted the limitations of printed materials. A digital flipbook addresses these concerns by allowing continuous revisions and easy distribution across platforms such as email and social media. Accessible on various devices without the need for specialised software, it also offers a more sustainable and cost-effective alternative to traditional printed guides.

Collaborative Teaching Featuring Industry Professionals

To enhance classroom relevance, collaborative teaching can incorporate industry professionals to share their expertise and real-world experiences. Research shows that both students and educators respond positively to this approach, as it enriches classroom learning and deepens understanding of complex accounting concepts (Lehmann & Schwarzkopf, 2022). This highlights the need for interdisciplinary collaboration in accounting education to meet the evolving demands of the global business landscape. In line with this, a new initiative has been introduced for the upcoming semester to connect academic content with industry practices, specifically focusing on transfer pricing principles and applications. As part of this initiative, professionals from audit firms will be invited to engage students through talks and discussions on current topics in Management Accounting and Control (MAF551). These sessions aim to clarify challenging course content through real-world examples and offer students the opportunity to ask targeted questions, ultimately supporting more meaningful learning outcomes.

PRACTICAL CONTRIBUTIONS

The Learn & Lead Study Log has shown improvements in both student learning outcomes and teaching practices. Students have shown clearer understanding and stronger application of management accounting concepts in assessments, with more structured and higher-quality responses observed in their coursework. The use of project-based learning, peer review, and industry collaboration has not only deepened conceptual understanding but also improved students' professional communication and problem-solving skills.

Interactive and technology-enhanced teaching methods have increased student engagement, making learning more motivating and participatory. At the same time, the collaborative teaching approach specifically through team teaching and expert-led sessions has enriched lecturers' instructional delivery by breaking down teaching silos and fostering knowledge sharing.

Importantly, the project addresses the evolving learning preferences of today's digital-native students by integrating digital tools such as a flexible, accessible flipbook. This shift towards student-centred, tech-enabled instruction ensures that the curriculum remains relevant, dynamic, and aligned with industry needs, ultimately preparing accounting graduates for the demands of a modern and fast changing professional environment.

CONCLUSION

In conclusion, the diverse teaching approaches enhance student engagement, foster critical thinking, improve knowledge retention, and promote effective collaboration. This is imperative to align well with the expectations of today's learners in an AI-driven era. These innovative and technology-integrated strategies are transforming accounting education, equipping future professionals with the skills needed to succeed in a rapidly evolving business environment.

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