At TRU, two introductory level accounting courses are mandatory requirements for all students in the Bachelor of Business Administration ("BBA") Accounting program.

In these courses, pre-exam review classes are often very repetitive, challenging to maintain student engagement and often it is difficult to determine the exact needs of preparing students for an upcoming individual exam.

Over the last several years, I have introduced a series of low-grade percentage collaborative quizzes to improve participation and engagement during these review classes. Instead of routinely reciting questions and answers, I instead challenge my students to answer questions as a collaborative group of 3 or 4 students as many questions are answered by accounting teams in industry settings.

The quizzes typically last for 45 minutes with a maximum of four questions. After the quizzes are completed I spend the remaining 30 minutes of class time reviewing issues students had with the questions and discussing how the successful groups approached and solved them. I also discuss time management and successful exam writing techniques during this time.

The energy in the room is amazing as students work together to solve the questions and share their knowledge and problem-solving approaches with each other. I have found my review classes well attended and students better prepared for their individual exams.