



**FACULTY FRIDAY**  
WEBINAR SERIES

*Faculty Friday Presents:*

# **Believe it or Not, I Am a Better Teacher Now: The Unexpected Upside of Teaching in a Pandemic**

Kelly Richmond Pope, Ph.D., CPA

January 29, 2021



The Association of  
Accountants and  
Financial Professionals  
in Business

# Webinar Features and CPE Credit

Q&A

Asking Questions




Help



CPE Credit

## CPE Credit

 0 min(s)

### Criteria for Full Credit

- ☐ Minutes to Watch: 50
- ☐ Number of completed Poll(s) required: 3

# Moderator



**Jodi L. Ryan, CAE**  
**Director**  
**Member Engagement**  
**IMA**

# Featured Presenter



**Kelly Richmond Pope, Ph.D., CPA**  
Associate Professor of Accounting  
DePaul University

# Kelly Richmond Pope's Biography

- Dr. Kelly Richmond Pope is an Associate Professor in the School of Accountancy and Management Information Systems at DePaul University, where she teaches managerial and forensic accounting. Her research focuses on organizational misconduct, ethics and fraud, and organizational culture and compliance systems designed to confront these challenges. Kelly's research on organizational misconduct culminated into directing and producing the award-winning documentary, *All the Queen's Horses*, in 2017 which streamed on Netflix from July 2018–2019. *All the Queen's Horses* explores the largest municipal fraud in U.S. history and premiered as the #1 documentary on iTunes, Amazon Prime Video, Google Play, and Direct TV during its debut week on the video on-demand platforms in April 2018.
- In 2018, Kelly became a TED speaker with her impactful and timely TED Talk entitled "How whistle-blowers shape history." She recently launched her second startup venture, an educational technology company called RED FLAG MANIA, which is an immersive investigative experience that teaches students and corporate learners how to spot red flags in complex transactions.

# Learning Objectives

*Upon completing this webinar, you will be able to:*

1. Give examples of innovative methods to increase classroom engagement.
2. Review best practice teaching methods.
3. Discuss cutting-edge classroom content to enhance student learning.

# I'VE BEEN IN THE CLASSROOM SINCE AGE 3...



# MARCH 11, 2020





# Polling Question 1

What did you love when you were 3 years old?

- a) Puzzles
- b) Coloring
- c) Nap time
- d) I don't remember when I was 3.

# Polling Question 1 Results (Placeholder)

WAS I READY?

# WAS I READY?

(Skydiving at 16,000 feet in Arizona)



# I THOUGHT I WAS READY

- PowerPoint slides were loaded into D2L
- Several quizzes were available electronically.
- I responded to emails within 2 hours.
- I had good communication with my students.
- I completed online training 6 years ago.
- I had 3 hour video recordings from a live class.

# Polling Question 2

What was your biggest fear about teaching online?

- a) Students being engaged
- b) I'd never been trained to teach online
- c) I didn't have materials developed for online teaching
- d) I had no fears.

# Polling Question 2 Results (Placeholder)

# THE ISSUE

ME vs THE LEARNING EXPERIENCE



# THE ISSUE: FACE-TO-FACE INSTRUCTION BECAME MY CRUTCH



# THE ISSUE: FACE-TO-FACE INSTRUCTION BECAME MY CRUTCH

- 97% class attendance
- Most questions/concerns resolved in class

I neglected my online class presence.



# Pre-COVID LMS (D2L)

This screenshot shows a list of course materials in a D2L LMS interface. A red circle highlights the top two items: 'IPPTChap004' and 'IPPTChap003', both identified as 'PowerPoint Presentation' files. Below them are 'Chapter 3 Notes' (Word Document), 'Chapter 3 In Class Worksheet' (Word Document), 'CHAPTER 2 AND 3 PRACTICE SET KEY' (Word Document), 'CHAPTER 2 AND 3 PRACTICE SET STUDENT COPY' (Word Document), 'Chapter 2 In Class Worksheet ANSWERS' (Word Document), and 'Chapter 3 In Class Worksheet ANSWERS' (Word Document).

- IPPTChap004 (PowerPoint Presentation)
- IPPTChap003 (PowerPoint Presentation)
- Chapter 3 Notes (Word Document)
- Chapter 3 In Class Worksheet (Word Document)
- CHAPTER 2 AND 3 PRACTICE SET KEY (Word Document)
- CHAPTER 2 AND 3 PRACTICE SET STUDENT COPY (Word Document)
- Chapter 2 In Class Worksheet ANSWERS (Word Document)
- Chapter 3 In Class Worksheet ANSWERS (Word Document)

This screenshot shows a list of course materials in a D2L LMS interface. A red circle highlights the bottom two items: 'LLH9e\_Ch03\_SolutionsManual\_FINAL' and 'LLH9e\_Ch04\_SolutionsManual\_FINAL\_1', both identified as 'Word Document' files. Above them are 'CHAPTER 2 AND 3 PRACTICE SET KEY' (Word Document), 'CHAPTER 2 AND 3 PRACTICE SET STUDENT COPY' (Word Document), 'Chapter 2 In Class Worksheet ANSWERS' (Word Document), 'Chapter 3 In Class Worksheet ANSWERS' (Word Document), 'Chapter 2' (Web Page), and 'Chapter 3' (Web Page).

- CHAPTER 2 AND 3 PRACTICE SET KEY (Word Document)
- CHAPTER 2 AND 3 PRACTICE SET STUDENT COPY (Word Document)
- Chapter 2 In Class Worksheet ANSWERS (Word Document)
- Chapter 3 In Class Worksheet ANSWERS (Word Document)
- Chapter 2 (Web Page)
- Chapter 3 (Web Page)
- LLH9e\_Ch03\_SolutionsManual\_FINAL (Word Document)
- LLH9e\_Ch04\_SolutionsManual\_FINAL\_1 (Word Document)

# COVID TEACHING APPROACH

## I PUT THE ONLINE LEARNING EXPERIENCE FIRST

- Engagement became the focus of the online learning experience
- Clear instructions
- Short video lectures (no longer than 15 minutes)
- 1 to 15-minute Zoom meetings
- Established a course Slack channel
- 5-minute text response time

# CLEARER INSTRUCTIONS

- Reorganized my syllabus: started with my bio, developed a weekly study plan
- Used short descriptions under each D2L entry
- Communicated my weekend availability every Friday and Saturday morning
- Encouraged text and Slack communication
- Began each week with a weekly agenda email

# COVID APPROACH LMS (D2L)

The recorded 3 hour class lecture for Week 1 is here.

<https://vimeo.com/398547110>

password: WEEK 1

**Upload / Create** Existing Activities Bulk Edit

---

**Chapter 1 Notes**  
Word Document

This is a chapter outline that may be helpful while reviewing the text.

---

**Chapter 1 PPT**  
PowerPoint Presentation

This is the chapter powerpoint slides. They summarize the chapter nicely.

---

**Chapter 2 Notes**  
Word Document

This is a chapter outline that may be helpful while reviewing the text.

**Chapter 2 In Class Worksheet**  
Word Document

This is a good practice worksheet after you've read chapters 1 and 2.

---

**Chapter 2 In Class Worksheet ANSWERS updated**  
Word Document

---

**Homework Set 1 STUDENT COPY**  
Word Document

This is an electronic copy of the homework set 1. Please enter your final answers by completing the homework set 1 under the quizzes tab.

---

**Ex11 and 12 for chapter 1**  
Word Document

Here are the solutions to the problems discussed in the recorded lecture.

---

**Zoom Student Instructions**  
Web Page

# Polling Question 3

What new technique did you try in 2020?

- a) Using Zoom
- b) Using Slack
- c) Using Teams
- d) I didn't try anything new

# Polling Question 3 Results (Placeholder)



# ENGAGEMENT IS KEY

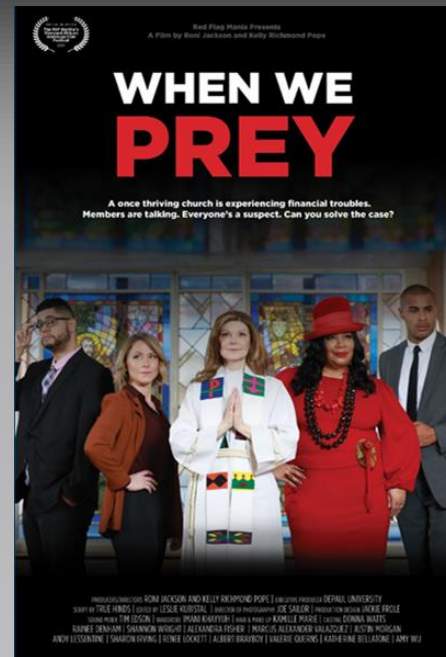
Issue: textbook assignments didn't support  
an engaged, fun learning experience

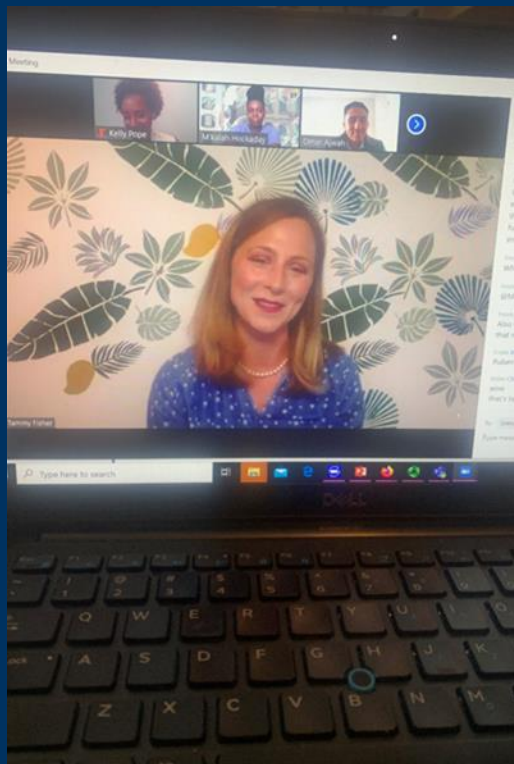
# ENGAGEMENT: IMMERSIVE THEATER

Red Flag Mania is a digital investigative case experience that harnesses active learning and digital storytelling.

- Mayer's cognitive theory of multimedia learning
- Lambert's principle of digital learning

***When We Prey:** A once thriving church is experiencing financial trouble. Members are talking. Everyone's a suspect. Can you solve the case?*





SO, HOW DID THE  
STORY END?

# TEACHING EVALUATIONS DURING COVID

## Comments

Professor Pope was great.

Speakers and exercises brought the material into real-world context, which was helpful to apply the concepts from the textbook.

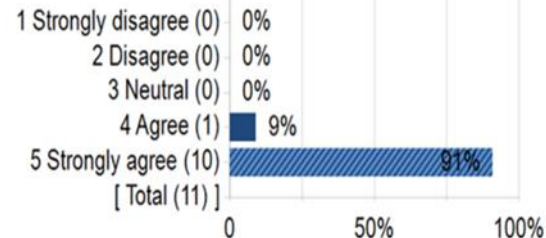
Good class, I learned a lot of accounting principles. The guest speakers did a great job in enlightening us on corporate accounting fraud. I enjoyed those live sessions with the guest speakers.

Kelly is incredible. She was able to make a topic like accounting interesting for everyone. By far one of the best professors I've had. She makes herself extremely available for help on all platforms.

n/a

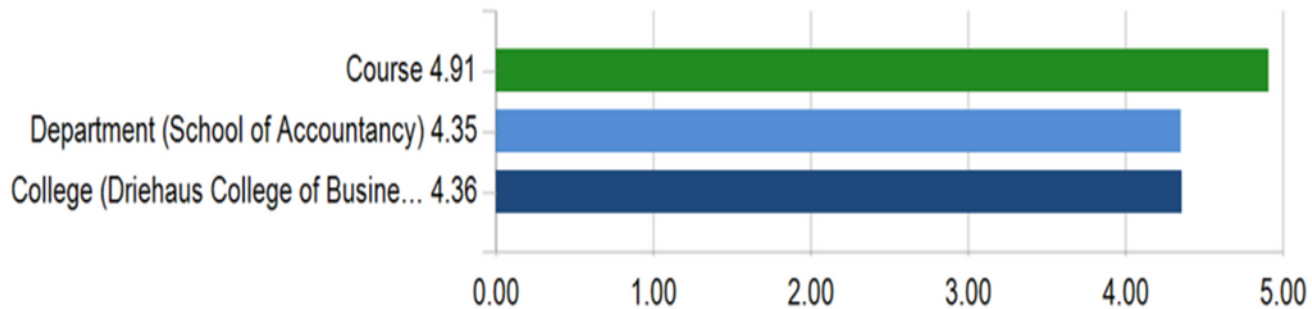
Professor Richmond Pope is a fantastic teacher. I don't think I've ever talked so much about a course with my friends and family before. I believe everyone going into the working world should take Professor Richmond Pope's class. Yes, it's a course on Financial Accounting – but she was able to equally make it about life and every day decision making...and how those choices change one's life and the life of others. I hope I get to take another class of hers.

4. The instructor used activities or assignments that helped me to achieve the goals of the course.



# TEACHING EVALUATIONS DURING COVID

4. The instructor used activities or assignments that helped me to achieve the goals of the course.





**Kelly Richmond Pope, CPA**  
Associate Professor at DePaul University  
3d • Edited • 🌐

I'm obsessed with creating high quality content for my students. A sneak peek of [Red Flag Mania](#) Season 2: When We Heal. [#experientiallearning](#) [#teachingtips](#) [#edutainment](#) [#onlinelearning](#) [#students](#) [#highered](#)



👍❤️🌐 61

6 Comments • 2,583 Views



Like



Comment



Share



Send



2,583 views of your post

Reactions



# DEVELOPING NEW CONTENT DURING COVID

My new obsession:  
How can I make the next class better?!

Most Relevant ▼



**Adekunle Akingboju, P.Eng** • 1st

3d ...

Continuous Improvement | Lean Transformation | Operational Excellence | ...

I have taken a lot of virtual courses recently at Depaul MBA, and your class is among a few that is exceptional. I like your passion and approach to making virtual learning captivating, fun, and educational!

Like ·  2 | Reply · 1 Reply



**Kelly Richmond Pope, CPA** **Author**

3d ...

Associate Professor at DePaul University

Thank you so much for saying that! We do have a good time virtually.

Like | Reply



# Polling Question 4

What was the most shocking thing you learned about teaching in a pandemic?

- a) My test average remained unchanged
- b) My attendance wasn't significantly different
- c) My students missed being in the classroom
- d) How quickly I pivoted (successfully) as an educator

# Polling Question 4 Results (Placeholder)

# WHAT I'VE LEARNED TEACHING IN A PANDEMIC

## ALWAYS DESIGN FOR ONLINE LEARNING. ALWAYS.

- Teach with empathy.
- All content does not translate easily to online learning.
- I learned Microsoft Teams, Slack, became Zoom proficient and Deisre2Learn savvy.
- I realized that I neglected my online course presence.
- Ask the question: “What is it like taking my class online?”
- Use mini quizzes instead of tests.
- Use micro lectures (no longer than 15 minutes) for a better student experience; TED Talk model
- Be responsive
- Use a ring light!!!

# MY CURRENT COURSE FACETIME CHALLENGE



**Kelly Richmond Pope, CPA**  
Associate Professor at DePaul University  
1d • 

I miss seeing my students so much that I just offered 2 bonus point for a 2-minute FaceTime call with me. The joys of asynchronous teaching...I miss seeing their faces!!!  
[#asynchronous](#) [#highered](#) [#engagement](#) [#teachingtips](#)

 103

9 Comments • 3,957 Views

  
Like

  
Comment

  
Share

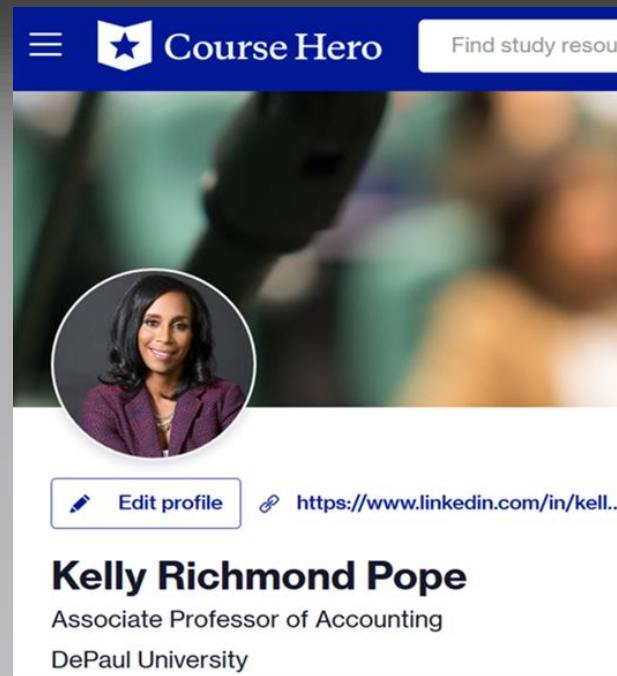
  
Send

 3,957 views of your post

# LET'S CONNECT.

KPOPE2@DEPAUL.EDU

THANK YOU



# Questions & Answers

*Use the Q & A Panel to send your questions to our panelists.*



**Jodi L. Ryan, CAE**  
Director  
Member Engagement  
IMA



**Kelly Richmond Pope, Ph.D., CPA**  
Associate Professor of Accounting  
DePaul University

# Thank You to Our Featured Presenter!



**Kelly Richmond Pope, Ph.D., CPA**  
Associate Professor of Accounting  
DePaul University  
Surgent Fellow

# Final Reminders

- ▶ **Complete the Evaluation poll** – 2 options
  - On your screen
  - Evaluation Survey icon at the bottom of your console
- ▶ **Access to your CPE Certificate** – 2 options
  - Click the “CPE” icon at the bottom of your console  
or
  - Click the link in your post-event e-mail
- ▶ Please print a copy of the CPE certificate for your records.
- ▶ Your CPE credit will be automatically recorded in your transcript.





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# Thank You!





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### **About IMA® and the CMA® Program**

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For more information about the CMA, visit [www.imanet.org/cma](http://www.imanet.org/cma).