

University of Crete

**Centre of Teaching and Learning/ TotT**

**Training of the Trainers**



*Four Cycles of Faculty Development  
Activity*

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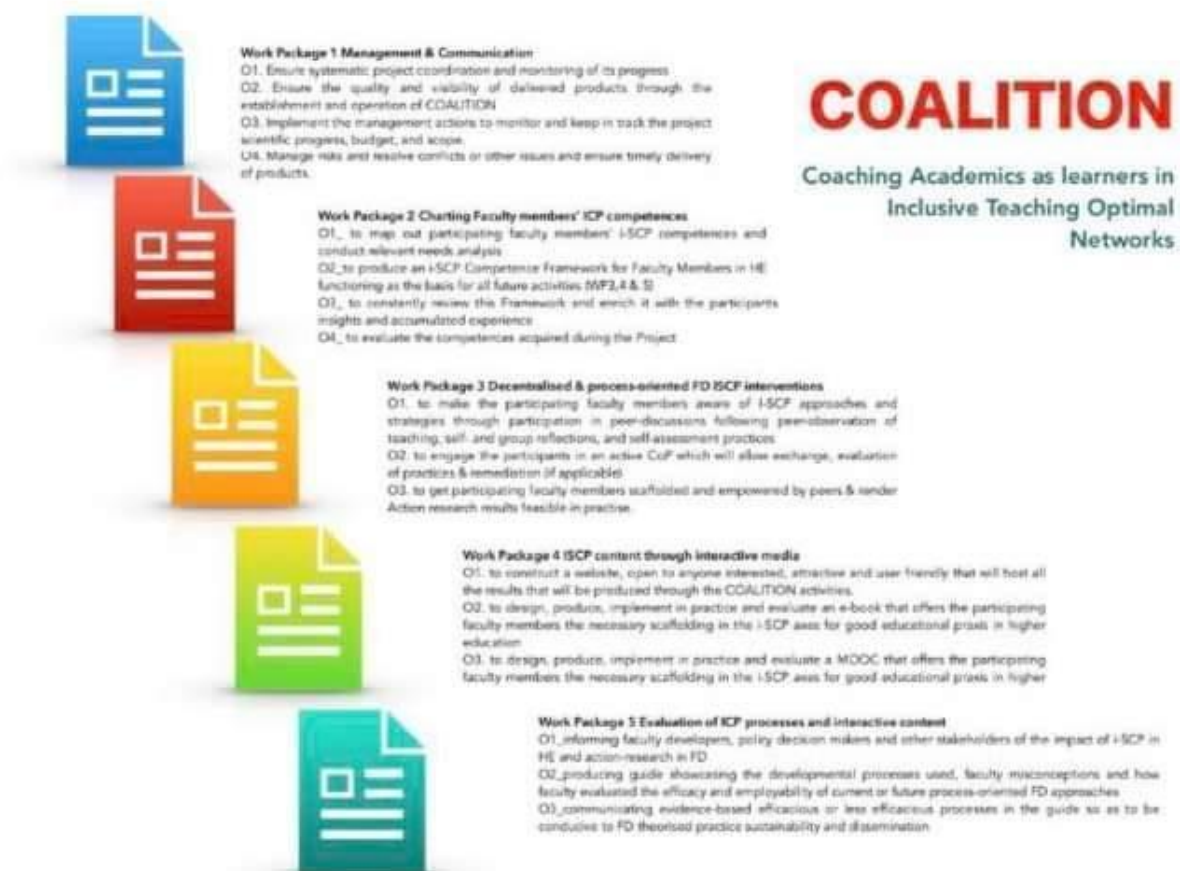
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**1. How the TOT Centre developed from a bottom up initiative of University of Crete, i.e. Training of the Trainers (TotT), to a Teaching and Learning Centre(CTL\_TotT), its expansion due to funding by 2021-2024 ESPA programmes of Development of Staff and its added bonus due to the European project ERASMUS+KA220 Higher Education, COALITION.**

The Training of the Trainers (TotT@UOC) initiative first started as a pilot bottom-up staff initiative of the University of Crete in 2019 by the Vice Rector Prof. Karakasis and a three-member founding committee. The initial goal was the development of a culture of exchanging good teaching practices between teaching staff and Faculty members of the University of Crete. TotT was transformed into the Office of Teaching and Learning Support by the Vice Dean Prof. Kosioris in 2021 (now known as Teaching and Learning Centre TotT CTL\_TotT). Within three years, TotT managed to gain the support and recognition from the members of the academic community and in 2022 it is at its fourth year faculty development activity. The Centre was supported by the Ministry of Education through an ESPA project 'Development of Staff' of the Ministry of Education (2022). The ESPA programme's main objective is to enhance smooth administration of Faculty development activities in Higher Education Institutions in Greece and dissemination of excellent Higher Education pedagogies. In the same year, the Centre was also supported by the European Union through the European research project Erasmus+ (COALITION), which is based on a proposal written by the Coordinator of GRADIM/ TOTT, Dr. Katsampoxaki-Hodgetts, and Prof. Eleni Katsarou, Professor of the Department of Philosophy and Social Studies (This proposal was submitted through the University of Leiden in the Netherlands as a coordinator). The main mission of the European project COALITION includes the exchange of good practices of inclusion and student-centered learning (i-SCP) in order to transform faculty development and to assist the self regulation of students and professors. The participants in this project are academics who make their teaching more inclusive, to facilitate knowledge through supportive frameworks to the general academic body of their university, based on student needs. Participants will exchange experiences, ideas, opinions and good practices with other faculty members from other universities. Our goal with this project (Figure 1) is:



1. Data collection of needs and competences of the teaching staff for the i-SCP Teaching in Higher Education and alignment of activities of staff development through a MOOC and an active learning community (CoP).
2. Provision of personalized procedures centered around i-SCP through action research, guidance by peers, observation by peers, self-reflection and self-evaluation, and evaluation of the effectiveness of the choices made by Faculty members/teaching staff.
3. Creation of i-SCP content with interactive activities (e-book, MOOC with micro-credentials).
4. Creation of a guide for Faculty Development centers whose goal is University Education.



**Figure 1.** Detailed description of the goals per package delivered to the European project ERASMUS+ KA220 HED, COALITION.

## **2. History of the Teaching and Learning Centre TotT (CTL-TotT) (formerly known as GRADIM- TotT ) at the University of Crete**

The founding committee of TOTT consisted of Dr Hatzidakis, Prof.. Spadidakis, Dr. Katsampoxaki-Hodgetts and the Vice Rector, Prof. Karakassis as the Coordinator. The first Faculty Development cycle (view the yearly schedule in the Appendix 1) was designed based on literature mentioning the low effectiveness of the traditional teaching methods in Higher education (Haywood et al., 2015) according to which usual practices like “sit and listen” from the students’ perspective or “chalk and talk” when teaching, do not correspond anymore to the needs of the modern student-centered and digital education (Barr and Tagg, 1995). Peer-discussions sessions were designed based on directives and recommendations by the European Union (European Commission, 2013), the Teaching Excellence Framework, UK (2018) and on research relevant to the Scholarship of Teaching and Learning (Fahner, 2015; Fanghanel et al, 2016) [Scholarship of Teaching and Learning, SoTL].

The University of Crete TotT Committee designed the first FD Cycle based on the results of a research questionnaire from a random sample of 38 faculty members, 2 EEDIP members and 1 EEP member in July of 2019, and based on only two literature-based assumptions. The first one was that the majority of the teaching staff in higher education are not often aware of the non-effectiveness of the traditional methods of lecturing, and the second one was the lack of information about the effectiveness of innovative educational practices (Dysart and Weckerle, 2015). Additionally, based on the questionnaire, it was evident that there was lack of information regarding positive Higher Education role models, as professors admitted that the way in which they had been taught was mainly teacher-centered (Report TotT, 2021).

The design of the first course did not just take into consideration previous learning experiences of the Professors. It also recognised the difficulties of application of new educational settings where decision making included students, the possible opposition to top-down interventions (Watty, K., McKay, J., & Ngo, L., 2016), the lack of external initiatives, the low expectations in regard to quality and quantity characteristics of teaching on an institutional level (Graham, 2015), and the lack of time of the teaching staff (TotT Report 2021). The trends and the assumptions that were evident in the TotT questionnaire (2019) agree with the literature with behaviors, attitudes and trends of professors in Higher Education (Jacob, Xiong and Ye, 2015).

The first course covered three themes (Fig. 2) which prioritized exchange of ideas and good practices. Participating professors were two or three per department (as prompted by the President of each Department) and the average of participants in each peer-discussion was 22 Faculty members and 5 Teaching fellows. The themes focused on student-centered learning, the development of skills, active learning, flipped learning, formative evaluation (portfolio) and the conversation of subjects proposed by the professors who participated.

Participating professors had the opportunity to converse in small groups, to answer questions through digital tools, to evaluate their own practices and study useful sources.

More specifically, during our second peer-discussion entitled ‘Speculations of faculty members regarding good teaching practices’, priority was given to the development of synergies through interaction in groups (Kember and Kwan, 2000). The **trainer’s** role was that of a facilitator, and not that of an expert, in order for the educational practices of adults to be consistent with everything that was suggested by the Training of the Trainers initiative during the first year of Faculty Development activity (Darling-Hammond, Hyler, Gardner, 2015).



**Figure 2.** Synopsis of the themes of Training of the Trainers’ peer-discussions and Faculty Development activities at the University of Crete in 2019-2020.

### 3. Second Year of Faculty Development activity by TotT during the pandemic

The second year of Faculty Development by TotT@UOC (view the yearly schedule in Appendix II) expanded the number of existing committee members by adding Prof. Katsarou, Dr. Karadamoglou, Dr. Pavlidis, Prof. Stavrou, and Dr. Katsampoxaki-Hodgetts as the Coordinator. Also, the scope of TotT@UOC expanded in order to increase participants’ awareness level regarding essential changes in the design of the classes and the syllabus, the connection of theory and practice through student-centered practices, e.g. Jigsaw method, and enhancing participation and empowerment of Faculty members so as to take further initiative towards their own teaching development through action

research (Pic. 3). Participation in the second course was voluntary (once at least) without any commitments. The average of participants in each peer-discussion increased to 35 Faculty members and 7 teaching staff members. Most peer-discussion sessions were facilitated by Committee members and the Coordinator.

What is more, University of Crete's 'Training of the Trainers' contributed to the smooth operation of the University of Crete in times of crises. Once the pandemic settled and the transition to digital means became necessary, the action of TotT, with the contribution of the Coordinator Katsampoxaki-Hodgetts and Mrs. Ophelia Neofitos (KYTPE), designed a training course on MOODLE, where asynchronous classes were run so as to guide faculty members regarding the design and implementation of student-centered asynchronous and synchronous courses. Overall, 120 faculty members and 9 teaching staff members completed a Moodle course, and those members corresponded successfully to the rising need for online examinations i.e. using quizzes and tasks. Participants evaluated this online course as excellent (September 2021).

In the first unit of asynchronous classes, the theoretical part introduced student-centred activities and lesson plans suggested in the literature. In the second unit, ideas for pervasive exercises for further motivating the students, were shared so that the latter can learn through practice and not through passive observation. In the third unit, development of critical thinking and interactive synthesis tools were showcased on the MOODLE platform. In the fourth unit, participants used various settings in the platform regarding summative assessment, formative assessment and grading/weighting of their lesson components.

Data regarding participants' expectations, the impact that each action had on their lesson (Guskey, 2014), and their level of satisfaction (Kneale et al, 2016) were collected systematically.

Additionally, the second year of TotT faculty development activity introduced a peer-observation scheme known as 'Open Amphitheater'. This activity was based on research indicating that the benefits of peer-observation are mostly evident in the observers as they tend to become more aware and notice more through critical observation and reflection (Tenenber, 2016). In order to

facilitate innovation at the University of Crete and to contribute to the formation of a healthy culture of practice that embraces conversation for the improvement of teaching and learning, the “Open Amphitheatre” was presented to the professors of UoC on November of 2020 [<https://tott.uoc.gr/open-amphitheater/>]. Overall, 30 faculty members, and three teaching staff members signed up for that in 2020-2021.

Participating professors supported that peer-observation protocols should be enhanced and continued because it helped them improve their teaching practices. That was noted in the evaluation questionnaires of the action TotT on the teaching practices (Guskey 2014) and the videotaped conversation on the sources of TotT [<https://tott.uoc.gr/links/866/>].

## Training of the Trainers 2020-2021



**Figure 3.** Synopsis of the themes of Training of the Trainers’ peer-discussions and Faculty Development activities at the University of Crete in 2020-2021.



#### 4. Third year of TotT@UOC faculty development activity and the creation of Teaching and Learning Centre (Ctl\_TotT)

In 2021-2022, the Coordinator and the CTL-TotT committee organized more up-to-date educational meetings in order to guarantee the diffusion of good and special teaching and technological practices to Faculty members and teaching staff (Figure 4).



**Figure 4.** Synopsis of the themes of Training of the Trainers' peer-discussions and Faculty Development activities at the University of Crete in 2021-2022.

With the contribution of Ms. Giannouli, Manager of the Department of Education and Research, the Coordinator, Dr. Katsampoxaki-Hodgetts, and the Vice Rector of Academic affairs, Prof. Kosioris, the Teaching and Learning Centre was officially set up on July 2021. [<https://mail.google.com/mail/u/0/?tab=mm#search/ΦΕΚ+γραδμ?projector=1>].

Following this, TotT members collaborated with KYTPE (Education Technologies Centre) in order to create a shared informative project for the Teaching Staff on education technologies. A questionnaire on the analysis of the needs was created by the coordinator and the results of the research are used for the design of educational seminars on education technologies. In addition to those, the Quality Assurance committee (MO.DI.P.) was notified and updated yearly on TotT FD and research activities (Figure 4).

The main characteristic of the third course (view yearly schedule in Appendix III) was the addition of a yearly, horizontal standardized seminar with the participation of Faculty members and teaching staff members in all departments. The first such seminar was entitled “Reform of Syllabus and goals: how are students involved during teaching hours?” and the speakers were Prof. Pavlidis, Prof. Spantidakis and Dr. Katsampoxaki-Hodgetts. This seminar was carried out in 12 out of 16 UOC departments from December to June, 2022 in which more than 100 faculty members participated.

## **5. Fourth year of the Teaching and Learning Centre of UOC (formerly known as GRADIM) 2022-2023**

The Support Centre of Learning and Teaching constantly continues its TotT activity, which during the fourth year of its operation was supported by the ESPA project “Staff development” of the Ministry of Education and the European Research Project Erasmus COALITION (2022). Peer-discussions and other activities (view yearly schedule in Appendix IV) of CTL-TotT included monthly online meetings, the Open Amphitheater peer-observation activity (with the completion of a teaching observation protocol) but also horizontally (standardization) workshops that were repeated with Faculty members from each department in every School.

This year’s standardized workshop across all departments was entitled

### **“Inclusive University Education : proactive lesson-planning and UOC policy”**

In 2022, the first international UOC conference on Faculty Development and University Teaching is organized by CTL\_TotT in September of 2023 (view Appendix IV). Also, the Centre aspires to create an international network of Teaching and Learning Centres around the World, which will promote further collaboration and networking activities.

We aspire and hope that the members of the Academic community will support our attempt to promote the potential of our excellent and dynamic teaching staff and contribute to the development of Academic’s Pedagogical Acuity.

Kallia Katsampoxaki-Hodgetts

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## 6. Appendices

### Appendix I

#### Academic Year 2019-2020

First course TotT@UOC:

#### Workshops

- December 2019, “Student-centered Learning facilitated by educational platforms (Socrative & Plickers). Katsampoxaki-Hodgetts and Hatjidakis (2019).
- January 2020, “Speculations of faculty members on Teaching: You asked us and we answer”. Group-collaborative and reflective conversation on ways to approach issues suggested by Faculty members in regard to Teaching. Student-centered and reflective approaches that can help Faculty members overcome current or future institutional challenges. Katsampoxaki-Hodgetts and Spantidakis.
- February 2020, Metacognitive tools and active learning. How to use meta-knowledge in order to create student-centered cognitive learning environments. Tools and strategies. Utilization of Google slides in order to assist student engagement. What active learning strategies and metacognitive tools can we use to increase student engagement and retention? (Katsampoxaki-Hodgetts and Spantidakis)
- March 2020, From school to University: Continuities and Discontinuities. How can I contribute to my students’ development of better skills and soft skills? Use of Kahoot for students’ active participation. How can I help the smooth transition to autonomous use of higher cognitive processes by the students? Student competencies and skills: What instructional practices facilitate a smooth transition from secondary school to university? (Katsampoxaki-Hodgetts and Hatjidakis, 2020).
- April 2020, Utilization of Portfolios in Teaching? Teacher’s portfolio, student’s portfolio (electronic or not). The case of Edmodo and padlet. How can I let go of the model of exclusively written examinations? How can teacher and student portfolios enhance teacher objectives and learning outcomes? (Katsarou, 2020)
- May 2020, Utilization of Flipped Learning. How can I apply Flipped Learning in the Teaching of Natural Sciences through Group-collaborative practices (with and without educational platforms such as Edpuzzle). How can Flipped Learning and follow-up student-centered practices increase student engagement and retention?

## Appendix II

### Academic Year 2020-2021

Second course TotT@UOC:

#### Workshops

- Asynchronous Seminars on E-learn (UOC) that were created in collaboration with TPE of UoC in 2020-2021. “E-learning and now what do I do? How to use the platform MOODLE in a student-centered fashion” by Katsampoxaki-Hodgetts and Neofytou (2021). <https://elearn.uoc.gr/course/view.php?id=1851>
  1. First unit: Video-lectures, learning theories, feedback quizzes.
  2. Second unit: Sources, video-lectures, instructions on how to upload a video, instructions on how to create a forum, instructions on how to create a wiki, videos on the creation of a series of questions such as matching, sorting, multiple choice.
  3. Third unit: Video-lectures, use of blogs, use of external tools
  4. Fourth unit: Types of examination, types of exercises. Students’ portfolio, verbal examination, presentations, quality asynchronous learning, ways of evaluation, homework assignment, question sources, planning of (micro) lecture.

#### Workshops

#### Online Seminars

- November 5, 2020, “Announcement of the ‘Open Amphitheater’ Program: Goals and peer-feedback in Higher Education”. Speaker: Kallia Katsampoxaki-Hodgetts
- December 10, 2020, “Teaching strategies and supportive environments: Critical thinking and Learning based on problem solving”. Speakers: Ioannis Spantidakis & Eleni Katsarou
- January 8, 2021, “Reform of Syllabus in order to point out how the students get involved during teaching hours “. Speakers: Kallia Katsampoxaki-Hodgetts and Lia Krasadaki
- February 4, 2021, “Connection between research and teaching, and theory and practice”. Speakers: Ioannis Karakasis, Dimitris Stavrou, Ioannis Pavlidis, Hristalleni Hajiharalampous.
- March 4, 2021, “Educational Reform and Action Research: the role of the teachers”. Speaker: Eleni Katsarou
- April 1, 2021, “Interdisciplinary STEM teaching and scientific literacy”. Speaker: Dimitris Stavrou
- May 6, 2021, “Inclusive Education and corrective actions in Higher Education” [Inclusivity/ inclusion in Higher education]. Speakers: Abigail Osborne, Robert Eaton

- June 3, 2021, Presentation of conclusions of the pilot TotT action “Open Amphitheater”. Speakers: Anastasia Pratikaki, Ioannis Pavlidis, Emmanuel Stiakakis, Kallia Katsampoxaki-Hodgetts.

### **Appendix III**

#### **Academic Year 2021-2022**

Third course TotT@UOC:

Workshops

- Thursday, September 10, 2021, Presentation of conclusions of “Open Amphitheater”, How can we educationally utilize the feedback by peers in Teaching. Speaker: Kallia Katsampoxaki-Hodgetts
- Wednesday, October 13, 2021, “Teaching University Physics using the MOOCs of Mathesis”. Speaker: Ioannis Karadamoglou
- Friday, November 5, 2021, “The contribution of teaching to the development of students’ mild skills: Self-regulation and development of incentives”. Speaker: Panagiota Dimitropoulou
- Wednesday, December 1, 2021, “Scientific technography and academic honesty: challenges, continuities and discontinuities”. Emvalotis (2021) and Katsampoxaki-Hodgetts (2021)
- Wednesday, January 12, 2022, “Open Amphitheater Action: TOTT”, Round Table Discussion: Faculty Members from every department of the University of Crete. Coordinator: Katsampoxaki-Hodgetts
- February 2022, Organizing standardized teaching seminars for the entire Teaching Staff of the institution
- Wednesday, February 2, 2022, “ ‘Science Identity’: the scientific identity of teaching natural sciences”. Speaker: Lucy Avraamidou
- Wednesday, March 2, 2022, “Transition from school mathematics to university mathematics: Teaching chances and challenges”. Speaker: Irene Mpiza
- Wednesday, April 6, 2022, “Learning environments based on quality relationships”. Speaker: Peter Felten Ellon

- Wednesday, May 4, 2022, “Scientific Literacy in terms of Education: Linguistic and Conceptual Conditions of Understanding the Scientific Language & Knowledge”. Speaker: Elias Matsagouras
- Monday, June 13, 2022, “Open Amphitheater: Round Table Discussion”. Speaker: Kallia Katsampoxaki-Hodgetts.

## **Appendix IV**

### **Academic Year 2022-2023**

Fourth course TotT@UOC

#### Workshop

- Monday, September 26, 2022, “Open Amphitheater: Round Table Discussion & Presentation of European project Coalition”, Presentation of COALITION project, a faculty development Erasmus plus KA220 project & Round Table Discussion of Peer-observation protocol users. Speakers: Kallia Katsampoxaki-Hodgetts & Eleni Katsarou
- Wednesday, October 12, 2022, “Designing Inclusive lessons that foster learner autonomy and success”. Speaker: Hadas Shelly- Huber
- Monday, November 7, 2022, “Special Education and Inclusion”. Speaker: Soultana Papadopoulou
- Wednesday, December 7, 2022, “Making the most of student narratives through co-teaching”. Speaker: Vasilis Tsafos
- Monday, January 9, 2023, “An active learning application: learn how to use Socrative at University level”. Speakers: George Koumoundouros and Kallia Katsampoxaki-Hodgetts (2022)
- Monday, February 6, 2023, “Differentiated learning in Higher Education”. Speaker: Irene Spanaki
- Wednesday, March 8, 2023, “Fostering student psychological safety through soft skills in class”. Speaker: Katerina Mpoulougari
- Wednesday, April 5, 2023, “Active learning and the jigsaw method in Higher Education”. Speaker: Stalo Hajiharalampous
- Wednesday, May 3, 2023, “Constructively aligned assessment”. Speaker: Liisa Myyry
- Wednesday, May 10, 2023, “Research based development of teaching”. Speaker: Päivi Kinnunen

## Appendix V

15th-17th September 2023: Convention of University Education of the Support Centre of Learning and Teaching/ TotT, University of Crete

**1st International Conference  
on Faculty Development  
at the University of Crete**



**15-17 September 2023**  
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**Figure 6.** The poster of the First International Conference of University of Crete's TotT

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