

## A Tool to Integrate the Inspirational Paradigm – Supplemental Toolkit

Purpose

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can be prompted to engage in creative and critical thinking class exercises. For example, [Bonk and Smith 1998, 270 and 276](#)) offer summaries of suggested techniques including checkboarding and the nominal group process.

- Evaluation  
What in the **suggested rubrics** measure students' professionalism? If the instructional materials do not suggest such measures, then students can be prompted to respond to a four-factor survey instrument on ethics and independence, altruism, respect for others, and excellence ([Adler and Liyanarachchi 2020, 1927](#)).

### Reifying Activities

For faculty who have identified suitable instructional materials to adopt into a course, but would like to offer opportunities for students to reify their learning beyond the course, consider:

- Experiential learning  
These activities are embedded in accounting courses and involve community and/or industry engagement. For example, [Jackson and Meek \(2021, 85\)](#) suggest that students take on opportunities including mentoring and competitions.
- Situated learning  
These activities may be outside of the accounting program but also involve community and/or industry engagement. For example, [Dellaportas \(2015, 451\)](#) suggests that students take on opportunities including service learning and study tours.

### Learning Linkages

For faculty who have identified suitable instructional materials to adopt into a course, but would like to demonstrate how their integration ultimately impact program objectives, consider:

- Curriculum mapping  
This involves examining how instructional materials and students' learning experience therein may fit within the context of the accounting program curriculum. For example, [Lawson, Blocker, Brewer, Morris, Stocks, Sorensen, Stout, and Wouters 2015, 152](#)) illustrate how instructional materials on the topic of capital investment decision-making can be mapped across various foundational, broad management, and accounting competencies.
- Co-curricular pathways  
This involves examining how instructional materials and students' learning experience therein may serve as content for co-curricular activities. For example, [Kilpatrick and Wilburn \(2010, 83\)](#) provide prompt questions that students could prepare for a career development activity such as mock interviews.