

Breaking The Lecture Mould: Creating an Interactive Forensic Accounting Course for Saudi Students

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Abstract

This paper presents the design and delivery of an online forensic accounting course aimed at improving the learning experience of undergraduate accounting students in Saudi Arabia in two colleges. The course replaced the traditional lecture approach with more interactive methods, including flipped classroom sessions, short podcasts, simulations, and real case studies drawn from professional practice. Over a three-month pilot, students in the interactive course were compared with a control group who received standard lectures. Statistical tests (Wilcoxon and Mann-Whitney) revealed that the overall difference in post-test scores between the two groups was small. Students in the interactive group demonstrated clear improvement in their own results and consistently reported higher levels of interest, participation, and confidence in applying what they had learned. Many participants noted that the interactive format helped them connect classroom material to the practical skills they would need in their future careers. The study highlights how active, student-focused teaching methods can make even technically demanding subjects more engaging and relevant to learners. It also suggests that adapting teaching approaches to match the cultural and professional context of students can create a stronger link between theory and practice, better preparing graduates for their work environment. The study contributes to Saudi Arabian forensic accounting research by demonstrating modern teaching approaches that yield measurable results using actual data.

Keywords: forensic accounting, active learning, student engagement, flipped classroom, Saudi Arabia