

Breaking the Lecture Mold: Creating an Interactive Forensic Accounting Course for Saudi Student

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. 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. While the overall difference in post-test scores between the two groups was small, students in the interactive group showed clear improvement in their own results and consistently reported higher levels of interest, participation, and confidence in applying what they learned. Many participants noted that the interactive format helped them connect classroom material to the practical skills needed 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.

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

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