

# **ADVANCES IN ACCOUNTING EDUCATION**

Teaching and Curriculum  
Innovations

**Edited by** Thomas G. Calderon

ADVANCES IN  
ACCOUNTING EDUCATION

**VOLUME 25**

# Advances In Accounting Education Teaching And Curriculum Innovations

**Anthony H. Catanach Jr., Dorothy  
Feldmann**



## **Advances In Accounting Education Teaching And Curriculum Innovations:**

Advances in Accounting Education Timothy J. Rupert, Beth B. Kern, 2016-01-11 *Advances in Accounting Education Teaching and Curriculum Innovations* publishes both non empirical and empirical articles dealing with accounting pedagogy All articles explain how teaching methods or curricula programs can be improved Advances in Accounting Education Bill N. Schwartz, J. Edward Ketz, 2005-12-14 *Advances in Accounting Education* is a refereed academic research annual whose purpose is to meet the needs of faculty members interested in ways to improve their classroom instruction Contributions include empirical and non empirical articles and emphasize pedagogy explaining how teaching methods or curricula programmes can be improved Advances in Accounting Education Anthony H. Catanach, Jr., Dorothy Feldmann, 2011-07-16 *Advances in Accounting Education Teaching and Curriculum Innovations* is a refereed academic research annual that aims to meet the needs of faculty members interested in ways to improve their classroom instruction It includes both non empirical and empirical articles dealing with accounting pedagogy at college and university level Non empirical papers are academically rigorous and specifically discuss the institutional context of a course or program as well as any relevant trade offs or policy issues Empirical reports exhibit sound research design and execution and develop a thorough motivation and literature review Thoughtful well developed articles describe how teaching methods or curricula programs can be improved *Advances in Accounting Education Teaching and Curriculum Innovations* serves as a forum for sharing generalizable teaching approaches ranging from curricula development to content delivery techniques Readable relevant and reliable this volume is of interest to all instructors researchers and administrators committed to improving accounting education at the college and university level This volume presents relevant readable articles dealing with accounting pedagogy at college university level It serves as a forum for sharing generalizable teaching approaches ranging from curricula development to content delivery techniques and is of interest to instructors researchers and administrators committed to improving accounting education *Advances in Accounting Education* Anthony H. Catanach, Dorothy Feldman, 2010 *Advances in Accounting Education Teaching and Curriculum Innovations* is a refereed academic research annual that aims to meet the needs of faculty members interested in ways to improve their classroom instruction It includes both non empirical and empirical articles dealing with accounting pedagogy at college and university level Non empirical papers are academically rigorous and specifically discuss the institutional context of a course or program as well as any relevant trade offs or policy issues Empirical reports exhibit sound research design and execution and develop a thorough motivation and literature review Thoughtful well developed articles describe how teaching methods or curricula programs can be improved *Advances in Accounting Education Teaching and Curriculum Innovations* serves as a forum for sharing generalizable teaching approaches ranging from curricula development to content delivery techniques Readable relevant and reliable this volume is of interest to all instructors researchers and administrators committed to improving accounting education at the college and

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Advances in Accounting Education Dorothy Feldmann,Timothy J. Rupert,2012-09-03 Advances in Accounting Education is a refereed academic research annual that aims to help meet the needs of faculty members who are interested in ways to improve accounting classroom instruction at college and university levels It publishes thoughtful well developed articles that are readable relevant and reliable

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Teaching and Curriculum Innovations Bill N. Schwartz,Anthony H.

Catanach,2009 **Sustainability in Accounting Education** Maria Cadiz Dyball,Ian Thomson,Richard M.S.

Wilson,2015-10-14 Accounting sustainably involves accounting for and to the natural environment and accounting for and to society including groups currently oppressed or disadvantaged by unsustainable processes and practices This book creates a compelling case for the inclusion of sustainability at the heart of accounting educational programmes offering critical lessons and identifying risks to avoid when designing accounting programmes and courses Accounting sustainability has moved from the side lines of policy discourses accounting institutions professional accounting practices and research activities into the mainstream The chapters in this proposed book engage in a critical dialogue to facilitate change in accounting education for sustainability They dispel the myth that accounting for sustainability is an oxymoron bad for business unrelated to practice or contrary to professional accounting bodies accreditation requirements This book was originally published as a special issue of Accounting Education

**Personal Transferable Skills in Accounting Education RPD** Kim Watty,Beverley

Jackling,Richard M.S. Wilson,2014-07-16 The development of generic skills often referred to as soft skills in accounting education has been a focus of discussion and debate for several decades During this time employers and professional bodies have urged accounting educators to consider and develop curricula which provide for the development and assessment of these skills In addition there has been criticism of the quality of accounting graduates and their ability to operate effectively in a global economy Embedding generic skills in the accounting curriculum has been acknowledged as an appropriate means

of addressing the need to provide knowledge professionals to meet the needs of a global business environment Personal Transferable Skills in Accounting Education illustrates how generic skills are being embedded and evaluated in the accounting curriculum by academics from a range of perspectives Each chapter provides an account of how the challenge of incorporating generic skills in the accounting curriculum within particular educational environments has been addressed The challenges involved in generic skills development in higher education have not been limited to the accounting discipline This book provides examples which potentially inform a wide range of discipline areas Academics will benefit from reading the experiences of incorporating generic skills in the accounting curriculum from across the globe This book was originally published as a themed issue of Accounting Education an international journal

**Liberalising the Accounting Curriculum in University Education** Alan Sangster, Richard M.S. Wilson, 2014-10-29 This book presents the views of accounting educators accounting education policy makers and accounting practitioners from across the world on the challenging topic of liberalising the accounting curriculum within university education Accounting is a relatively new subject within universities and has been absorbed into a high level of education without any real attempt to do so within the traditional ethos of a liberal arts education In this book the logic of teaching using the liberal arts is described and contrasted with the practical vocational training approach of teaching which has formed the foundation of accountancy courses for many years A proposal to change this established practice by integrating the liberal arts into the university accounting curriculum is followed by a series of short chapters which address the relevance validity and worthiness of the proposed approach Comments and counter arguments are then discussed before further chapters illustrate how the proposed change may be achieved in a variety of different contexts ranging from that of the global financial crisis which began in 2008 to the inclusion of ethics and sustainability within the accounting curriculum This book will aid those teaching accounting in universities to improve the design of their accounting degree programmes by moving away from an excessive emphasis on technical skills towards a broader consideration of a liberal contextualisation of the accounting curriculum This book was originally published as a special issue of Accounting Education an international journal

*Cutting-Edge Business Technologies in the Big Data Era* Saad G. Yaseen, 2023-08-30 This book highlights applied artificial intelligence techniques tools and systems to drive strategic advantages improve operational efficiency and create added value The focus is very much on practical applications and how to maximize the value of these technologies They are being applied across businesses to enhance innovation improve performance increase profit support critical thinking and ultimately create customer added value Whether you are a researcher manager or decision maker this book provides valuable insights to help you harness the power of AI and big data analytics in your organization This book attempts to provide answers to the most important questions Quo Vadis applied artificial intelligence Quo Vadis cutting edge business technologies

*The Internal Impact and External Influence of the Greek Financial Crisis* John Marangos, 2017-08-03 This contributed volume explores the political economy

and socioeconomic aspects of the Greek Financial Crisis both within the country's borders and as part of the global economy. With chapters authored by international experts, this book examines and explicitly deals with specific and important issues that have been ignored by the dominant socioeconomic theory and practice, which have largely focused on the causes and broad economic consequences of the crisis. Discussions include the efficacy of new EU institutions created to address the crisis, the rise of unregistered economic activity, and comparisons with financial crises in countries beyond Europe. This diverse collection argues that the Greek Financial Crisis was not just an economic crisis but a political and social crisis as well, one with repercussions beyond Europe.

**Building Learning Experiences in a Changing World** Piet Van den Bossche, Wim H. Gijssels, Richard G. Milder, 2011-04-14. *Advances in Business Education Training* is a Book Series to foster advancement in the field of Business Education and Training. It serves as an international forum for scholarly and state-of-the-art research and development into all aspects of Business Education and Training. This new volume deals with several aspects of the challenge to design learning in and for a changing world. The first part concerns program development: How to build curricula that are future-proof. Principles to innovate our curricula are identified. It answers the question how we can incorporate the need for change in our thinking about curriculum development and identify the necessary elements to incorporate in our curricula. The second part focuses on the increasing diversity of students and employees within our schools and organizations in terms of culture, language, and perception of ability, gifts, and talents. This offers a range of opportunities, but at the same time can possibly jeopardize some processes that are taken for granted. Chapters in this part analyze the processes that play a crucial role in dealing with this diversity and identify educational practices that can help to harvest the potential that lies within this diversity. The third part of this book digs further into the possibilities that are opened up by the implementation of ICT support in our learning environments. E-learning provides tools to adapt these environments to the needs of an increasingly diverse student population. In the last part, we focus specifically on the workplace and how learning can be designed in such a way that employees are equipped for a shifting workplace. On the one hand, it is looked how training can affect performance in the workplace. Does learning transfer to the work environment? On the other hand, it is questioned how one can design affordances to trigger learning in the workplace.

**Professional Error Competence of Preservice Teachers** Eveline Wuttke, Jürgen Seifried, 2017-04-06. This book discusses competence, teacher competence, and professional error competence of teachers and emphasizes the need for a training programme that supports the latter. The book starts out by presenting results from previous studies that underline the necessity to train professional error competence of teachers, especially in the field of accounting. The studies analysed include research in the field of accounting and on the efficacy of teacher training. Next, considerations on training programmes are presented. From these analyses, a training programme was designed to support professional error competence in accounting. This training programme aims for increased knowledge about students' errors, content knowledge, and offers strategies to handle these errors pedagogically.

content knowledge Both are central facets of professional error competence The book describes the development characteristics implementation and evaluation of this programme It details the test platform that was developed and used for the assessment of professional error competence and critically discusses the results from the evaluation of the training programme from various perspectives The current discussion on teacher training and expertise is influenced by empirical results obtained in international large scale studies such as PISA and TIMSS The findings of the studies underpin the discussion on teaching quality and teachers professional competences The key issue is that teacher competence has an impact on teaching quality and this in turn influences students achievements International comparative studies reveal that teachers often lack central competence facets and therefore it is assumed that standard teacher training programmes may fail to successfully prepare student teachers for their tasks Therefore customized training programmes are currently being discussed Their focus is mostly on pedagogical content knowledge and classroom practices because these competence facets are essential for teaching quality

*Accounting Journals: Scopus, Web of Science, SCImago* Liudmyla Shkulipa, 2020-03-09 This book is a full guidebook among more than 218 accounting international journals with an evaluation of 3 000 publications for over the last two years It aims to help readers for selecting an appropriate journal for publishing own research in the international arena or to find the required topic for conducting further investigating or to be informed about so large scale science as accounting Here a reader will find detailed information about accounting journals in terms of Scopus Web of Science and SCImago databases In addition there are highlighted accounting journals in terms of IFRS and blockchain concentration in accounting researches nowadays The relevant aims and scope of each journal are also presented Anyway this book is an indispensable assistant for students while getting the Accounting specialization as well as teachers and scientists while conducting empirical researches in the practice and theory of the accounting filed

*International Financial Reporting Standards Implementation* Mohammad Nurunnabi, 2021-08-23 Contributions to International Accounting aims to address a vital gap in research by focusing on providing relevant and timely studies on International Financial Reporting Standards implementation for local and international policymakers

*The Routledge Companion to Accounting Education* Richard M.S. Wilson, 2014-04-29 Many enquiries into the state of accounting education training undertaken in several countries over the past 40 years have warned that it must change if it is to be made more relevant to students to the accounting profession and to stakeholders in the wider community This book s over riding aim is to provide a comprehensive and authoritative source of reference which defines the domain of accounting education training and which provides a critical overview of the state of this domain including emerging and cutting edge issues as a foundation for facilitating improved accounting education training scholarship and research in order to enhance the educational base of accounting practice The Routledge Companion to Accounting Education highlights the key drivers of change whether in the field of practice on the one hand e g increased regulation globalisation risk and complexity or from developments in the academy on

the other e g pressures to embed technology within the classroom or to meet accreditation criteria on the other Thirty chapters written by leading scholars from around the world are grouped into seven themed sections which focus on different facets of their respective themes including student curriculum pedagogic and assessment considerations

**South African Accounting Education Stocktake** Jaco Fouchè, Nico van der Merwe, 2020-04-07 This book is intended to take stock of the current state of accounting education with a specific emphasis on the South African situation It provides a critical overview of the current published research and identified gaps Through this it aims to equip accounting academics with information and tools to motivate them to research the field of accounting education to improve teaching and learning It also aids in the identification of suitable research topics in this regard and highlights potential pitfalls in researching accounting education The book therefore focuses on accounting educators as specialists in their respective disciplines Different authors with a keen interest in a specific area relating to accounting education research wrote each chapter in this book It forms a planned collective work assembled by appropriately qualified and experienced scholars in the accounting education field which generates a new conceptual synthesis that advances scholarship of accounting education research since no such synthesis currently exists for accounting education research in South Africa



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