

Issues in Accounting Education

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V.38 N.3 2023

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Advances in Accounting Education Thomas G. Calderon, 2018-12-14 *Advances in Accounting Education* is a refereed academic research publication whose purpose is to help meet the needs of faculty members interested in ways to improve accounting classroom instruction at the college and university level *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 overriding 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 **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 Accounting Education for the 21st Century Jane O. Burns, Belverd E. Needles, 2014-06-28

Accounting practice whether in business or government is more dynamic more complex and addresses a wider array of issues than it did as little as five years ago Significant and rapid social political technological and economic changes are taking place in the world economy and it is increasingly recognised that accountants in all countries play a key role in the process of economic development Accounting education is undergoing a thorough review on a worldwide basis and major developments are taking place to produce quality accounting education that can keep pace with dramatic world change This book provides an up to date view of the state of accounting education throughout the world and focusses on the global challenges facing accounting education as we approach the millennium *Journal of Accounting Education*, 2002 Personal Transferable Skills in Accounting Education 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 *The Accounting Educators' Journal*, 1998 **Journal of Accounting Education** James Madison University, 2000 *Journal of Accounting Education* James E. Rebele, 2001 **The Interface of Accounting Education and Professional Training** Elaine Evans, Roger Juchau, Richard M.S. Wilson, 2014-07-16 Over many decades the global development of professional accounting education programmes has been undertaken by higher education institutions professional accounting bodies and employers These institutions have sometimes co operated and sometimes been in conflict over the education and or training of future accounting professionals These ongoing problems of linkage and closure between academic accounting education and professional training have new currency because of pressures from students and employers to move accounting preparation onto a more efficient economic and practical basis The Interface of Accounting Education and Professional Training explores current elements of the interface between the academic education and professional training of accountants in Australia New Zealand South Africa and the UK It argues for a reassessment of the considerations and requirements for developing professional accounting programs which can make a student capable of being an accountant the academy ready to be an accountant the workplace and professional in being an accountant the professional bodies This book was originally published as a special issue of Accounting Education An International Journal

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 *The Accounting Historians Journal* ,2000 Conceptions of Professionalism Ken Bruce,Abdullahi D. Ahmed,2016-05-23 In Conceptions of Professionalism Ken Bruce and Abdullahi Ahmed present the results of research into understanding what professionalism means to individuals who are CERTIFIED FINANCIAL PLANNERTM professionals and how they conceive of acting professionally Financial planning is establishing itself as a relatively new emerging profession and an understanding of how its members experience professionalism provides insights that will help those responsible across the international financial planning community to establish relevant accurate and meaningful professional standards for financial planners The authors employ the relatively new research methodology of phenomenography which enables them to describe the qualitatively different ways in which people understand or experience a phenomenon This particularly lends itself to the study of a concept such as professionalism This study gives voice to the financial planners represented in the research and will inform standard setting bodies seeking to understand professionalism through the eyes of the professionals themselves What the research reveals about the concept of professionalism itself will be of value to those whose interests lie beyond the world of financial planning and the application of the methodology used in the study will inform researchers contemplating phenomenographical studies elsewhere The Accounting Educators' Journal ,1993 **Accounting: Information for Business Decisions 5e** Billie Cunningham,Loren A. Nikolai,John Bazley,Marie Kavanagh,Sharelle Simmons,Christina James,2024-09-01 Accounting Information for Business Decisions is a business focused introduction to accounting This resource leads students through the real world business cycle and how accounting information informs decision making The text uniquely uses a continuing narrative of establishing a small to medium business to teach accounting concepts providing an authentic and intentional learning experience for students Departing from the traditional approach taken by other introductory accounting textbooks students apply both managerial and financial approaches within the topics examined in each chapter to see the direct impact that Managerial Accounting decisions make on the Financial Accounting processes Premium online teaching and learning tools are available on the MindTap platform Learn more about the online tools at [cengage.com/mindtap](https://www.cengage.com/mindtap) Instructor resources include solutions manual PowerPoints Testbank and NEW Excel worksheets **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 **Accounting Education Research** Richard M.S. Wilson,2015-04-10 An annual prize is awarded for the best paper appearing in Accounting Education an international journal and this book contains the prize winning papers for every year from 1992 to 2012 The journal s primary mission since the first issue was published in March 1992 has been to enhance the educational base of accounting practice and all the papers in this book relate to that mission These papers reporting on research studies undertaken by accounting education scholars from around the world build on research findings from the broader domain of education scholarship and embrace a wide array of topics including curriculum development pedagogic innovation improving the quality of learning and assessing learning outcomes Of particular interest are three themes each of which runs through several of the papers students approaches to learning and learning style preferences ethics and moral intensity and innovation within the accounting curriculum Accounting educators will find many ideas in the book to help them in enriching their work and accounting education researchers will be able to identify many points of departure for extending the studies on which the papers report whether comparatively or longitudinally This book is a compilation of papers originally published in Accounting Education an international journal The Accounting Education Change Commission Gary L. Sundem,1999 Accounting Robert W. Ingram,Thomas L. Albright,Bruce A. Baldwin,2004 This innovative user oriented book focuses on the professional use of accounting information for decision making It places the reader into situations where management decisions are needed and explains when and why accounting information is a key source of data for making informed strategic choices The CPA Journal ,2008

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