The RMIT Accounting Educators’ Conference
Monday 23 November 2015

RMIT University Building 16, Level 7 ('Green Brain' Storey Hall)
336–348 Swanston Street, Melbourne

Responding to challenges: the future of accounting education

Hosted By: School of Accounting, RMIT University, Melbourne, Australia
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<td>8:30 am</td>
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<td>9:10am</td>
<td>KEYNOTE: Bringing social and critical perspectives into accounting</td>
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<td>Engaging with AASB research and reviewing Australia's IFRS experience</td>
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<td>Associate Professor Shona Leitch, RMIT University</td>
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<td>Inter-teaching improving academic performance of auditing students in Vietnam</td>
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<td>Mark Weatho, RMIT University</td>
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<td>Importance and application of ethics Education: A mixed method study of Vietnamese accountancy graduates</td>
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<td>Lilibeth Jandug-Montera, RMIT University Vietnam</td>
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<td>Employability skills for an unknown future</td>
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<td>Rob Thomason, Executive General Manager, Education, CPA Australia</td>
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<td>1:30pm</td>
<td>(Re)wiring the electrical network: connecting creativity and innovation through 'Unlearning'</td>
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<td>Nicholas McGuigan, Senior Lecturer, Department of Accounting, Macquarie University</td>
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<td>The use of technology in accounting education: the power of YouTube, social media and mobile technology in the student learning experience</td>
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<td>STREAM 4: GOVERNANCE AND CULTURE</td>
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<td>Governance and compliance in accounting education in South East Asia – case of Vietnam</td>
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<td>Duc Phan, RMIT University Vietnam</td>
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<td>STREAM 7: CULTURE AND THE PROFESSION</td>
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<td>Braking or making the link with a university accounting education in the formation of accounting profession: The Sri Lankan chartered accountancy 2000 – 2014</td>
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<td>Sarah Ukwatte, RMIT University</td>
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<td>Professor Prem Yapa, RMIT University</td>
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<td>Engaging the auditors in their professional development: Evidence from Indonesia</td>
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<td>Ayu Laksmi, RMIT University</td>
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<td>Use of social media by university accounting students and its Impact on learning outcomes</td>
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<td>Tehmina Khan, RMIT University</td>
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<td>Dr Michael Kend, RMIT University</td>
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<td>Cultural orientations and motivational appetites: Their joint influence on accounting students’ learning</td>
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<td>Grace Ji, RMIT University</td>
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<td>Shaping the future of accounting in business education in Australia</td>
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Welcome Message  
from Convenor Professor Steven Dellaportas

The School of Accounting warmly welcomes you to the RMIT Accounting Educators’ Conference 2015. This conference represents a milestone in the development of the accounting academy by highlighting the important role that educators play in shaping the future of the accounting profession. The School of Accounting has a proud record of hosting this annual event for six consecutive years and welcomes the exchange of ideas and information about projects, research, education, practice and policies.

The theme this year is ‘Responding to challenges: the future of accounting education’

The program will feature experts, keynote speakers and a large number of accounting and education scholars. Presentations will include plenary speakers, panels, and parallel sessions. These sessions provide a forum for sharing and shaping ideas, insight and discussion on accounting education and related research. Participants at the conference will present a wide range of diverse perspectives on accounting education that support the underlying themes of this conference future, research and innovate.

This conference provides participants with the opportunity to:
Explore the latest research developments in accounting education
Debate the future of accounting education, and
Learn from the experience of others

In a rapidly changing educational environment at international, national, and institutional levels, this theme, couched in the future of accounting education, is both significant and topical. By participating in this conference, you will be part of a community engaging in a dialogue on the future of accounting education. We look forward to hearing what you have to say.

Since the inception of the RMIT Accounting Educators’ Conference in 2010, this event has been proudly supported CPA Australia who have helped to make this conference the leading event on the Australian accounting education calendar. We are most grateful to CPA Australia for its support of and their participation in the event.

Proudly sponsored by CPA Australia

Professor Steven Dellaportas  
Chair, Conference Technical Committee  
School of Accounting, RMIT University
**ABSTRACT:**

**BRINGING SOCIAL AND CRITICAL PERSPECTIVES INTO ACCOUNTING**

This presentation will consider how social and critical perspectives may be brought into accounting by exploring the relationship between accounting and society in three interrelated ways. First, it will draw on a line of critical theory to consider the implications of the dominance of instrumental reason in accounting, exploring how the capture and containment of thought within an ‘instrumental paradigm’ has implications for accounting and accountability. Second, it will broadly consider accounting as it is practiced, researched, and taught across the main areas that are considered to constitute accounting, arguing that the emergence of social accounting has considerable potential to revitalise accounting (in all its dimensions), countering the dominance of instrumental reason and making accounting more relevant to contemporary social circumstances. Finally, drawing on a recently completed applied research project that has examined the incorporation of sociological perspectives into accounting education, the presentation will highlight the importance of active involvement in imaginative, reflexive and engaged processes that seek to rethink accounting and stimulate alternative potentials.

**INVITED SPEAKERS**

**ANGUS THOMSON**

Research Director, Australian Accounting Standards Board

Angus is Research Director at the AASB. He was previously the AASB's Technical Director and worked in similar technical roles at the Australian Accounting Research Foundation. Angus has had responsibility for a wide range of standard setting projects, including insurance contracts, financial instruments, borrowing costs, superannuation, and the conceptual framework. Over the last few years, Angus has been responsible for leading the AASB's Research Centre and helping to build relationships with other national standard setters and the International Accounting Standards Board (IASB). Angus was previously seconded to the staff of the IASB and began his career as an auditor with a major accounting firm, which is now part of EY.

**ERIC LEE**

Research Fellow, Australian Accounting Standards Board

Eric is a Research Fellow at the AASB. He is currently working on a number of research and standard-setting projects, including reviewing Australian IFRS post-implementation experience, a joint project with the Korea Accounting Standards Board on terms of likelihood in IFRS, the information value of the remuneration report, investment property, and foreign currency transactions. Eric is also managing the AASB's involvement in the IASB's work on Interpretations. Prior to working at the AASB Eric was a lecturer at Monash University teaching financial accounting and auditing.

**ABSTRACT:**

**ENGAGING WITH AASB RESEARCH PROJECTS AND REVIEWING AUSTRALIA’S EXPERIENCE**

(Presented by Angus Thomson and Eric Lee)

The AASB has an active research work program and welcomes the input of academics to help achieve its objectives. The projects on the work program include issues relating to the reform of the Australian financial reporting framework. It is more than 10 years since the adoption of IFRS in Australia and the AASB has commenced a post-implementation review that involves looking at the costs and benefits, including those relating to the education sector.
INVITED SPEAKERS (CONTINUED)

ROB THOMASON
Executive General Manager, Education, CPA Australia

Rob Thomason has accumulated over 30 years’ experience working in higher education, consulting and executive development, both in Australia and internationally. He is currently on the Executive Leadership Team of CPA Australia, with responsibility for all education activities. Prior to that he was responsible for business and new market development. Rob has held a number of senior roles in the area of corporate learning over the past two decades, having commenced his career in university management. He has worked with and for professional associations, university corporate arms and the private sector and brings a wealth of knowledge and experience in designing, developing, promoting and delivering executive learning to assist organisations meet their goals. Rob has worked with Fairfax Media, one of Australia’s largest media organisations and was Director, Executive Education with the esteemed Melbourne Business School. Rob has held a number of senior directorships including with the United States-based International University Consortium for Executive Education and a successful Australian Financial Services training organisation.

ABSTRACT:
EMPLOYABILITY SKILLS FOR AN UNKNOWN FUTURE

An apparent paradox exists where the demand for qualified accountants is projected to outstrip local supply, but we keep hearing that graduates of accounting are struggling to secure positions. This presentation posits four explanations for this phenomenon. The first relates to misinformed commentary regarding what graduate outcome data is telling us. This stems from issues of data quality and commentary that touches misleadingly on only part of the story. The second is that employers are demanding experienced accountants able to fill mid to senior tier roles and specialist positions. The trick is how to nurture experience. It is not to dissuade further studies in accounting, as today’s graduates will be critical for meeting tomorrow’s shortages. The third arises because accounting graduates are entering a labour market for finance and business professionals and leaders that is undergoing unprecedented disruption and transformation. The only known is that the career pathways of tomorrow’s graduates will bear little resemblance to today’s. This is fuelling employer demands for graduates who are not only technically competent, but who possess a wider set of employability skills. Evidence will be presented that suggests there is scope to do better on both fronts. The fourth is that Australian employers have been slow to see value in the unique employability skills of international graduates of accounting. These skills will be determinant of their competitiveness and success in the global economy. This presentation overviews the labour market dynamic, examines the sources of disruption and their impact on employer demands, and speaks to the roles of graduates, educators, professional bodies and employers can play to facilitate graduate success.

NICK McGUIGAN
Senior Lecturer, Department of Accounting, Macquarie University

Nick McGuigan is a Senior Lecturer in Accounting at Macquarie University. His research interests include student conceptions of learning, learning technologies, innovation, systems design and regenerative economics. Nick has led and/or taken key roles in competitive research funded projects equating to just under one million dollars. He has published in international accounting and education journals, presented at numerous conferences and been invited to present at research and professional centres in Europe, Australia and New Zealand. He has held visiting positions in Germany, England and New Zealand and has been appointed to serve on the American Accounting Association (AAA) Learning and Teaching Curriculum Section.

He is Co-Chair of the Accounting and Finance Association of Australia and New Zealand (AFAANZ) Accounting Education Symposium and is currently chartering an accounting futures project. Nick leads the Teaching and Research Innovation Group at Macquarie University and is an Associate Editor of Issues in Accounting Education and Higher Education and Research (HERD) journal.

ABSTRACT:
(RE) WIRING THE ELECTRICAL NETWORK: CONNECTING CREATIVITY AND INNOVATION THROUGH ‘UNLEARNING’

Future employment facing our graduates are paved with increasingly complex and unpredictable challenges. Demands are being placed on higher education providers to become more holistic and integrated in their approach. For business schools across Australia this requires a significant (re)conceptualisation of how student learning is facilitated, in terms of content, processes and infrastructure. Future business professionals will be required to think in diverse and integrated ways, adopting trans-disciplinary approaches to solve complex system-design problems. This calls for a significant focus towards creativity and innovation. Educators will need to increasingly reinterpret one’s teaching philosophies, content and processes to this effect. By exploring the pedagogical process of ‘unlearning’ a dynamic, engaging and creative space can be opened up for learners and educators alike to engage, connect and co-create. In building a capacity to ‘unlearn’ amongst both learners and academic staff, a critical and reflective culture can be nurtured that enables a deeper understanding of the ‘ways of thinking’ as business professionals.
ABSTRACT:
THE USE OF TECHNOLOGY IN ACCOUNTING EDUCATION – THE POWER OF YOUTUBE, SOCIAL MEDIA AND MOBILE TECHNOLOGY IN THE STUDENT LEARNING EXPERIENCE

The involvement in technology in education has grown rapidly over the past decade. From chalk boards and overhead transparencies to data projectors, PowerPoint, document cameras, radio microphones, lecture capture systems, student engagement systems, clickers and online testing. The landscape for student learning has changed dramatically. Educators look out to the audience in any lecture theatre or class room and come face to face with a sea of faces lit by laptop, tablet or smartphone screens. Amanda will talk about her own experiences as an accounting educator in harnessing the power of YouTube, social media and mobile technology in improving the student learning experience (and improving educator efficiency) at UTS.

PROFESSOR BRENDAN O’CONNELL
School of Accounting, RMIT University

Professor Brendan O’Connell has an extensive track record in both industry and academia having worked as an analyst and bond dealer with major investment banks and being employed in leading universities in the US, Australia and Asia. He has published widely on accounting education issues and ethics and corporate scandals. In 2015 he was President of the Victorian Division for CPA Australia and has been a member of the Victorian Divisional Council of that organisation since 2010. From 2002 to 2011, he was a Chief Examiner within the CPA program in Australia. He has also been a recipient of competitive research grant funding from the Australian Research Council and the Office of Learning and Teaching.

ABSTRACT:
SHAPING THE FUTURE OF ACCOUNTING IN BUSINESS EDUCATION WITHIN AUSTRALIA

A project undertaken with Garry D Carnegie, Amanda J Carter, Paul De Lange, Phil Hancock, Christine V Helliar and Kim Watty, funded by CPA Australia under the Global Research Perspectives Program.

This multi-stakeholder investigation with a prospective focus and conducted 25 years after the Mathews Committee Inquiry has three aims:
• assess the current state of play of accounting in business education in Australia
• focus on the key challenges, issues and opportunities faced by the accounting education sector; and
• develop feasible, innovative and productive ways forward to meet the many challenges faced by accounting education and to take full advantage of the opportunities identified.
CONCURRENT SESSION 1

STREAM 1 – LEARNING PEDAGOGY

PUTTING THE E IN EPORTFOLIOS: IS IT AS EASY AS GETTING THE TECHNOLOGY RIGHT?

Associate Professor Shona Leitch, RMIT University
Professor Marie Kavanagh, University of Southern Queensland
Nick McGuigan, Macquarie University

This paper is designed to stimulate debate about the implications for embedding the use of ePortfolios into courses in the accounting and business area. A general discussion of the pedagogical value of student ePortfolios in terms of facilitating achievement and evidencing learning outcomes, is followed by a more detailed discussion about the ability to realise such value through the use of technology. Dialogue from accounting and business case studies from two institutions would seem to suggest that while technology considerations are a priority there are many other aspects of the teaching and learning journey, for both academics and students, that impact on the success of embedding the e into ePortfolios.

INTER-TEACHING IMPROVING ACADEMIC PERFORMANCE OF AUDITING STUDENTS IN VIETNAM

Mark Wheaton, RMIT University

The aim of this study is to investigate the effectiveness of inter-teaching; a student engagement pedagogy associated with behavioural and engagement theories and designed to engage students in their own learning. This methodology was introduced to create a more positive outcome for students studying in the auditing course who have historically experienced difficulties with successfully completing the programme. Inter-teaching was implemented and its effectiveness measured by comparing the final exam grade distributions from inter-teaching and the lecture tutorial teaching methods. Using a quantitative research methodology, students fail grade distributions were significantly lower in the inter-teaching semesters when compared to previous semesters where the instructional method of teaching was the lecture model. My results suggest that inter-teaching may be a more effective method of teaching, resulting in an improved academic performance in the auditing course.

IMPORTANCE AND APPLICATION OF ETHICS EDUCATION: A MIXED METHOD STUDY OF VIETNAMESE ACCOUNTANCY GRADUATES

Lilibeth Jandug-Montera, RMIT University Vietnam

This study investigates the views of accounting graduates on the importance of ethics education, the application of ethics knowledge to the workplace, factors that influence ethical behaviour in the workplace and ways to make ethics courses more relevant and meaningful for students. The study uses a sequential mixed method research design that employs both quantitative and qualitative approaches. The findings indicate that graduates consider ethics education highly important. It also indicates that ethics instruction in the undergraduate accounting program enhances ethical awareness and sensitivity to ethical issues and dilemmas in the workplace but does not necessarily influence the actual behaviour of accounting graduates. The graduates in this study strongly recommend a mandatory ethics course for all university students and more active learning activities to make the course interesting, meaningful, and relevant to students.
AUDITING STUDENTS’ PERCEPTIONS OF A LEARNING MANAGEMENT SYSTEM

Bernadette McCormack, Curtin University

Purpose – The purpose of this study is to investigate student perceptions of an online role play scenario using a Blackboard Learning Management System (LMS) to teach undergraduate audit students fraud detection. Methodology – Questionnaire response from 54 undergraduate auditing students studying at a regional Australian university provide data to develop a model to explain student perception of a blended learning approach used to teach fraud detection. A critical tool is the collaborative discussion space in the LMS where the participants work together as a team to solve the frauds. Findings – After completing the learning activities, participants reported enhanced knowledge and problem solving skills in the fraud domain. Originality – The paper adds to the literature on the motivation to use and interactively engage with LMSs by accounting students.

Keywords Accounting education, Auditing aspects of corporate fraud, Auditing aspects of corporate fraud, Blended learning, Learning management system, Student perceptions,

A NEW LEARNING MANAGEMENT SYSTEM AND ITS’ EFFECT ON STUDENT LEARNING OUTCOMES

Luckmika Perera, Deakin University
Soheila Mirshekary, Deakin University

This paper adds to existing literature by investigating the effectiveness of the introduction of a new Learning Management System (LMS) in comparison to an older learning management system in improving student learning outcomes. Using a mixed method analysis as a basis for the research, a cross-sectional Ordinary Least Squares (OLS) regression is used together with qualitative inputs to further strengthen the research study. Findings indicate a positive and statistical significant association between the introduction of new LMS and student learning outcomes. Results also suggest that students who read more messages online do better in the overall unit. Considering introducing a new LMS environment and some of its potential effects on student learning outcomes, this study synthesis that, with an existing system, if simple design changes are made on a regular basis, a similar result may be obtained.

BROADENING GENERIC SKILLS DEVELOPMENT: IMPROVING FINANCIAL LITERACY OF UNIVERSITY STUDENTS

Chrisann Palm, Queensland University of Technology

Research has demonstrated the importance of financial literacy as one of the key life skills for sound financial decision-making. Despite the vast availability of educational resources, young adults were consistently found to have low levels of financial capability. Of particular concern is that many of these young people do not have adequate money skills to manage their freedom during university time, which may contribute to suboptimal financial behaviours. This study surveyed university students by assessing their financial literacy and perception of the financial education they received in school. Illiteracy across different domains of financial topics was evident. Results also indicate that majority of respondents viewed that high school has not taught them financial knowledge that will prepare them for adult life. Accordingly, it is proposed that graduate skills development in higher education should be broadened to incorporate financial literacy to help university students to navigate the financial maze.
EMPLOYMENT OF GRADUATE ACCOUNTANTS BY PUBLIC ACCOUNTING FIRMS: PERSPECTIVES ON THE SKILLS SHORTAGE, INTERNATIONAL GRADUATES AND COMMUNICATION SKILLS

Professor Graeme Wines, Deakin University
Professor Paul De Lange, Curtin University

This paper reports on a survey of 414 small to medium size Australian public accounting practice firms. The research examines a number of pertinent issues relating to the accounting labour market and skills shortages, recruitment methods, international graduates, and required communication skills. Important findings relate to the fact that the public practice firms have difficulty attracting high quality graduates. The most important recruitment strategies used by respondent firms entail some form of recommendation or knowledge of the applicant, such as word-of-mouth, ‘old school ties’ and internship programs. Internet and newspaper advertisements also represent important methods for recruitment. By far the main reason for rejecting graduates at the interview stage relate to poor communication skills and inadequate work experience, with firms particularly seeking graduates who can communicate effectively at a higher level. Findings reinforce the difficulties international graduates face in gaining employment.

CHINESE ACCOUNTING STUDENTS’ ASSESSMENT MOTIVATIONS AND STRATEGIES: AN INVESTIGATION USING THE SAL MODEL

Yuxi Wei, University of Adelaide

This study is designed to elicit and understand Chinese postgraduate accounting students learning approaches to different assessment tasks. The objectives of this study are to describe the learning approaches Chinese accounting students’ adopt in completing different assessment tasks and to gain insights into the factors impacting these approaches. This study uses nine focus groups involving two lecturers and 29 Chinese postgraduate accounting students. The findings reveal that most Chinese accounting students use surface learning approaches which emphasize memorisation regardless of the assessment task. This study makes a contribution by describing Chinese accounting students’ learning approaches in the context of an Australian university. The findings can be used to improve assessment design in accounting courses, to promote a learn-by-understanding approach to students and to better assess students’ learning.

HOW ESSENTIAL IS IT TO ENSURE THE LEARNING OF PROFESSIONAL JUDGEMENT SKILLS IN ACCOUNTING PROGRAMS?

Professor Marie Kavanagh, University of Southern Queensland
Nick McGuigan, Macquarie University
Janine Muir, Swinburne University of Technology
Jac Birt, University of Queensland
Dianne McGrath, Charles Sturt University
Peter Baxter, University of the Sunshine Coast

This paper discusses the need to measure academic standards and promote teaching and learning of professional judgement through practise and assessment. A pilot study is reported using a survey instrument developed to allow pre and post measurement of judgement skills and student capacity at a large Australian university. In doing so, we investigate methods to scaffold the learning of judgement skills across undergraduate business and commerce curricula. We further suggest appropriate learning strategies, interventions and assessment to promote the development of judgement in our students. The paper will empower academics and enable students to make self-managed decisions to improve and document their own standard of learning of judgement skills.
## STREAM 4 – GOVERNANCE AND CULTURE

2.30pm ROOM A

**GOVERNANCE AND COMPLIANCE IN ACCOUNTING EDUCATION IN SOUTH EAST ASIA – CASE OF VIETNAM**

*Duc Phan*, RMIT University Vietnam

This study examines the involvement of different stakeholders on accounting graduate competencies within Vietnamese universities. Prior research suggests that despite the mass development of higher education in Vietnam recently, the quality of the Vietnamese Higher Education Institutions (HEI) is declining. The Ministry of Education and Training has recently reinforced the accountability mechanisms and granted institutional autonomies to these Vietnamese HEI. It is unclear how this reform affects the quality of accounting education. This study addresses the research gap by explicitly investigating the involvement of different stakeholders in accounting education within Vietnamese universities. The findings from the interviews of 17 key stakeholders suggest that accounting education in Vietnam is driven by growing institutional autonomy combined with increasing external guidance and reduced state control. The findings enable regulators and decision-makers to better understand the dynamics between stakeholders in accounting education to enhance accounting graduates’ competencies and outcomes.

## STREAM 5 – STUDENT ENGAGEMENT

2.30pm Room B

**A STRATEGY FOR IMPROVING STUDENT ENGAGEMENT IN AUDITING: EVIDENCE FROM REFLECTIVE JOURNALS**

*Paul Wells*, Auckland University of Technology

Deficiencies identified in accounting graduate skills and capabilities have resulted in the spotlight being placed on techniques for improving student learning outcomes. Research has established that student approaches to learning have a significant influence on the achievement of learning outcomes. It has further been found that the contextual basis on which learning occurs contributes to the achievement of improved learning outcomes through improved motivation. One such basis is experiential learning. Through the analysis of student reflective journals, this study reveals how the inclusion of a mini-audit in the auditing course is perceived positively and leads to heightened motivation of students thus encouraging them to adopt a deep approach to learning. The implications of these findings for accounting educators are discussed and future research opportunities arising from this research are identified.

## STREAM 6 – TEAM LEARNING

2.30pm Room C

**INTERDISCIPLINARY TEAM LEARNING: A WIN-WIN GAME?**

*Laura Maran*, RMIT University  
*Dr Christopher White*, RMIT University

This project investigates the andragogical opportunity of introducing interdisciplinary teams into University business courses; in particular, this study seeks to determine if assessment tasks undertaken by multidisciplinary teams in capstone business courses assist in breaking down barriers between disciplines and contributes to more effective team outcomes. Accounting education literature emphasizes the relevance of team learning in accounting to develop critical thinking and problem solving however little attention has been given to interdisciplinary project teams in a higher education context. We believe such practices would be fruitful to enhance the communication skills of accounting students’ (AFAANZ Report, 2010) and better prepare students for intergroup relations in the workforce. Drawing on Social Identity Theory, the project will adapt and test a conceptual model proposed by Dewsnap and Jobber (2002) on a sample of final year students majoring in Accounting and Marketing at RMIT University. The findings have implications for accounting education effectiveness.

Sarath Ukwatte, RMIT University
Professor Prem Yapa, RMIT University

The purpose of this paper is to investigate the quality and relevance of the accounting education offered by Sri Lankan universities to acquire professional qualifications from local or international professional bodies. Using a qualitative approach and a framework of university and the profession link (Abbott, 1988; Lee, 1995; Annisette and Kirkham, 2007, Gammie and Kirkham, 2008) this paper examines the development of accounting education in Sri Lanka from 2000-2014. The findings indicate that, while local universities continue producing high quality accounting graduates, the Institute of Chartered Accountants of Sri Lanka (ICASL) offers undergraduate degrees through its business school and postgraduate degrees and diplomas through overseas universities. The study also found that there are significant amount of subject exemptions have been offered for local accounting degree qualifications by the ICASL, however, the accreditation processes is weak and unclear for local accounting degree qualifications. This paper argues that there are accreditation anomalies in the Sri Lankan accounting profession which could weaken the link between university and the accountancy profession.

ENGAGING THE AUDITORS IN THEIR PROFESSIONAL DEVELOPMENT: EVIDENCE FROM INDONESIA

Ayu Laksmi, RMIT University

This study investigated Continuing Professional Development (CPD) engagement of the auditing profession in Indonesia, in particular, of the members of the Indonesian Institute of Certified Public Accountants (IICPA). The findings suggest that there were members who did less CPD than required. This finding may be attributed to a lack of knowledge regarding CPD requirements among the members and the IICPA as the provider, partially met actual needs, a weak monitoring and a lack of enforcement of non-compliance sanction system by the IICPA and the Ministry of Finance. For pattern of participation, this study found that the members undertook CPD topics in the accounting practice and standards, industry specialisation and regulations. Face-to-face is the most preferred format of CPD by the members. The main obstacle to participation is time, followed by big seminar format, location, cost and the quality of speakers.

USE OF SOCIAL MEDIA BY UNIVERSITY ACCOUNTING STUDENTS AND ITS IMPACT ON LEARNING OUTCOMES

Tehmina Khan, RMIT University
Dr Michael Kend, RMIT University

The proliferation in the use of social media, such as Facebook and Twitter, among university students is well documented. With many universities providing student resources in formats suitable for iPad, laptop and mobile phone use, the use of social media for university activities has also become more prevalent. This study explores the use of social media by university accounting students to support their academic activities. It also explores the impact these media have on learning outcomes. Findings suggest that university accounting students use social media for a number of academic related purposes. We find the main academic activities that they undertake through social media (with a predominant focus on Facebook) are the exchange of academic information including course materials, files, tutorial solutions, course book materials, and internet resources, such as Youtube videos. Furthermore, the use of such media is significantly associated with student’s academic grades.
CULTURAL ORIENTATIONS AND MOTIVATIONAL APPETITES: THEIR JOINT INFLUENCE ON ACCOUNTING STUDENTS' LEARNING

Grace Ji, RMIT University

This study draws a link between constructs from neuropsychology and sociocultural studies for the purpose of providing enhanced insights into students’ learning in the context of various common components of the curriculum of accounting courses. The focus of the research question is on the effect on student’s perceived learning of the interaction of motivational appetites (liking and wanting) and cultural orientations: vertical-collectivism (VC) and horizontal-individualism (HI). The finding of a dominant effect of WANTxVC on LEARN from all regular types of course activities and tasks within an accounting curriculum. Other significant interactions were also found for LIKExVC on learn from essay writing, LIKExHI (negatively) and WANTxHI (positively) on LEARN from sitting exams. For implication, this research provides a preliminary modelling of theoretical constructs and insights introduced from other disciplines that can creating new and important possibilities for thinking about enhancements to learning through curriculum design in accounting courses.
RESEARCH-TEACHING YIN-YANG? AN EMPIRICAL STUDY OF ACCOUNTING AND FINANCE ACADEMICS IN AUSTRALIA AND NEW ZEALAND

Professor Phil Hancock, University of Western Australia

This paper explores relations between teaching and research as experienced by accounting and finance academics working in Australia. This is achieved by the administration of a questionnaire to 97 accounting and finance academics in Australia and New Zealand that assesses 11 factors that influence the relationship between teaching and research in the disciplines of accounting and finance. We demonstrate that, there are six factors that describe the positive effects of relations between academic research and teaching. We also identify five factors that militate against productive relations between the two. This dichotomy we term the teaching-research gestalt: although faculty research can indeed be beneficial to teaching and vice versa, in other ways there can be negative effects. The questionnaire explores elements of teaching research relations by the means of eight open-ended questions. The relationship between, and utility of, academic research and teaching therefore requires judicious management. Contrary to expectations, research-active faculty tend to see little merit in integrating research within teaching and support for a teaching-research gestalt is located in more junior and teaching-oriented faculty.

THE IMPORTANCE OF TEAMWORK AND REFLECTIVE PRACTICE SKILLS WHEN ENGAGING STUDENTS IN BUSINESS SIMULATION CASE STUDIES

Professor Marie Kavanagh, University of Southern Queensland
Jean Ann French, University CityU, USA

This paper explains an innovative approach to provide a co-creative space where learning is mutually constructed by students working in cross cultural teams to reflect, assess and arrive at decisions that have real consequences. Through the use of a specific computer-based simulation program CAPSIM as an experiential learning model the students develop reflective practice and teamwork skills as they solve complex business problems in project teams. The learning environment involved students enrolled in a common business course from two universities in two different countries. Findings indicate that the opportunity presented by the simulated business program can challenge traditional assumptions and beliefs about process and practice. Students were motivated to engage in deep learning not only about the concepts being studied but also about themselves as individuals in terms of their ability to reflect on their experience and engage in culturally diverse teams.

STRUCTURING AN UNDERGRADUATE ACCOUNTING THEORY COURSE TO ENHANCE THE LEARNING EXPERIENCE OF AUSTRALIAN STUDENTS: PRELIMINARY FINDINGS

Mr Raymond Leong, University of Southern Queensland

The massification of higher learning and characteristics of students in the new millennium have increased the challenges for accounting educators to sustain student interest and engagement. Accounting education has often been criticised for its narrow technical focus and its failure to develop broader skills in its students. Accounting students also express relatively poor levels of satisfaction associated with teaching and learning relative to the other disciplines. Accounting theory is different to other accounting courses because of its qualitative nature and is often stereotyped to be boring and “dry”. It is important for students to have a deep understanding of the relevance of theory to practice and what its role in society is. A university has explored the best practices on teaching and learning pedagogies to structure an Accounting Theory course to improve the student learning experience. The preliminary findings in this study may be beneficial to educators in other institutions.