

1. Record Nr.	UNINA9910794785503321
Titolo	Advances in accounting education. . Volume 21 Teaching and curriculum innovations // edited by Timothy J. Rupert, Beth B. Kern
Pubbl/distr/stampa	Bingley : , : Emerald Publishing, , 2017
ISBN	1-78743-452-4 1-78743-343-9
Edizione	[First edition.]
Descrizione fisica	1 online resource (193 pages) : illustrations
Disciplina	657
Soggetti	Accounting - Study and teaching (Higher) Educational innovations Business & Economics - Accounting - General Accounting
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Prelims -- A citation analysis and review of research issues and methodologies in advances in accounting education: teaching and curriculum innovations -- Are we what we test? a critical examination of the cpa examination -- Reducing written communication apprehension for students in tax classes -- Special section on active learning -- Index.
Sommario/riassunto	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. Non-empirical papers are academically rigorous, and specifically discuss the institutional context of a course or program, as well as any relevant tradeoffs or policy issues. Empirical reports exhibit sound research design and execution, and develop a thorough motivation and literature review, including references from outside the accounting field, where appropriate. Volume 21 includes papers that examine the following topics: a commentary and analysis of the new CPA exam, a citation analysis of Advances in Accounting Education for volumes 1-15, and an application of methods for reducing writing apprehension in students.

The volume also includes a special section that focuses on active learning. One article presents a series of active learning assignments for use in introductory financial accounting classes while the other manuscript presents the results of a survey of accounting faculty and their incorporation of active learning techniques in their classes
