Improving Feedback in International Accounting Education: Evidence from Vietnam

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Abstract

This project uses focus group interviews as a technique to assess student perceptions of assessment feedback in accounting courses at the Vietnam campus of an Australian university. Previous studies have indicated that students studying accountancy at the tertiary level have been generally dissatisfied with the feedback they have received (O’Connell, 2010). These findings also appear to apply to the students at the Vietnam campus. On recent course experience surveys, local accounting students have rated the feedback they receive to be poor. Conducting focus group interviews with students and academic staff may be beneficial in determining the root cause(s) of this dissatisfaction while identifying ways in which the situation may be improved.