Writing Apprehension in Australian Postgraduate Accounting Students with English as a Second Language

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Nationally and internationally, a common complaint is that accounting graduates exhibit poor written communication skills. One of the theories put forward to explain this deficiency in accounting students is writing apprehension. Writing apprehension describes the avoidance of written tasks by some individuals especially if the writing is likely to be evaluated. Those individuals with high writing apprehension could be expected to produce writing of a lower quality and receive lower marks for written assessment tasks. This study used a writing apprehension test developed in the United States of America (US) and adapted to test writing apprehension in students for who English is a second language. All students in this study were enrolled in a postgraduate accounting course at an onshore Australian university. This study is concerned with the impact of writing apprehension on the results of an essay written by international students. We found that there was no significant difference between students with high writing apprehension in English and their results for the essay. It was also found that gender and age did not have any significant impact on the essay results.

Exploring the disconnect between graduate attributes and employer expectations

Beverley Jackling

Victoria University

This paper is motivated by the apparent disconnect between supply of quality accounting graduates and the demands of employers. To better understand this phenomena the approach taken is to give employers’ (n=70) a ‘voice’ concerning their perceptions of the actual competencies of graduates and then compare this message to the ‘voice’ of graduates (n=76) concerning their own perceptions about their competencies. First, perceptions about the typical generic and technical skills were sought from employers. Second, a set of attributes “Personal and Interpersonal Attributes” provided comparative data with graduate perceptions. Third, employers were also asked to list the three most important qualities that were sought in employees as well as the qualities most lacking. Finally employers were asked to rate the degree of emphasis that should be given to a number of skills (technical, generic skills and emotional intelligence) in undergraduate degree programs.
The Application of Groupwork to Improve Student Learning: Evidence from a Classroom

Warren McKeown
University of Melbourne

This paper reviews a classroom approach to the use of a group assignment. It acknowledges the effectiveness of groupwork that promotes student autonomy and deeper learning.

In this study of postgraduate Accounting students, a group assignment is reviewed to investigate the experience of students involved in the assignment; to measure student outcomes including student satisfaction with the groupwork and assessment process; and to identify strategies that could be implemented to improve student outcomes in completing future group assignments.

The research considers the application of a group assignment in one semester and reflects on the ways to improve the implementation, structure and effectiveness of the groupwork in the second semester. Arising from the review of the application of the group assignment in both semesters some recommendations for future improvements are made in the on-going quest for improved student learning using groupwork as a method of teaching.

Principles not Rules: the lost pedagogy of Luca Pacioli

Alan Sangster
Griffith University

The accounting profession has been complaining about graduate understanding of double entry ever since accounting entered the university curriculum. This paper investigates why we have adopted and continued with a rules plus exemplar based approach to the teaching of double entry bookkeeping which singularly fails to produce graduates who understand and can successfully perform double entry. Instructional design theory and educational theory from two fields related to double entry bookkeeping, arithmetic and algebra, are used to demonstrate why rules were never the answer and why principles should be the focus of our teaching of this subject if our graduates are ever to be equipped with this skill before entering the profession.
Teaching effectiveness of Non-native and Native English Speaking Teachers in Business Disciplines: Student Perceptions

Nadana Abayadeera
Deakin University

This paper compares and contrasts the teaching effectiveness of native English speaking teachers (NEST) and non-native English speaking teachers (NNEST) who teach in business disciplines. Student perspectives were obtained via focus groups with final year undergraduates. Bridging the gap of limited prior research, this study found that the major obstacle for teaching excellence of NNEST is their communication challenge. However, students acknowledge NNEST are knowledgeable and hardworking academics. Students are of the view that NEST generally outperform their NNEST counterparts when it comes to teaching. The key factors for their success include linguistic competence, practical orientation and creative delivery. However, students suggest, that in order for NEST to be better teachers, they should be more prepared and stay focused on the subject matter. International students recommend that NEST use simple English. This paper will be of interest to business academics interested in improving their teaching effectiveness and will also have significant policy implications, especially for disciplines in a multicultural academic environment.

How do professional financial services firms understand their skill needs and organise their recruitment practices?

Neil Parry and Beverley Jackling

Victoria University The recruitment practices of professional financial service firms are informed by hegemonic cultural norms embedded in global and national economic institutions and reproduced in professional fields and society at large. There is a propensity, particularly in the financial services to employ, ‘people like us’ (Erel, 2010), which it is argued has constrained the accounting employment outcomes of skilled migrants. Using the concept of cultural fit, this paper draws on interviews with representatives of accounting firms in Australia to understand the criteria for recruiting in a highly commercialized and globalized professional labour market. The results demonstrate that the more client-focused firms place an emphasis on cultural fit in recruitment as a framework for developing client-firm relationships. Notwithstanding the prerequisite fundamental skills and attributes required for employment in the profession, it is concluded that a lack of cultural capital by migrants means that they are unable to infiltrate the professional accounting labour market in Australia.
Mapping the boundaries around 'visual tools' in accounting education literature: Do learning preferences matter?

Laura Maran, Gillian Vesty and Robert Inglis
RMIT University

The 21th century society is characterized as an image-saturated one with visualization seen as increasingly pervasive and inextricably woven into our everyday life.

This work aims at defining the term visualisation in accounting as well as the modes of action associated with visualizing accounting as a pedagogical device. We use Fleming’s (2011) learning preference categories as a framing device to separate visual realism from visual symbolism and conduct an extensive textual analysis of the literature in top accounting education journals.

Our findings suggest that while the role of visual in pedagogical development is largely underspecified, with various definitions, the visual attribute is seen to be secondary or indirect to the main issue. This study opens a further research stream, not only on the entrenchment of the dominant interpretations of visualisation in accounting education but provides an opportunity to explore its full potential in student learning and engagement.

Sociological influences on the accounting curriculum in Australia and New Zealand: Investigating presences and absences

Venkat Narayanan
La Trobe University

This paper reports on the preliminary phase of a study which examines the current extent of sociological influence on the accounting curriculum in 39 Australian and New Zealand universities. The paper seeks to contribute to the debate in the accounting literature regarding the desirability of a liberalising accounting education to overcome the shortcomings of the traditional technically oriented accounting curriculum. Publicly-available data from 31 Australian and 8 New Zealand universities was analysed using contextual keyword searches for key terms ‘ethics’, ‘social’/’society’, and ‘environment’/’sustainability’. Findings indicate that, while some differentiation exists between the accounting curricula across the universities, there was little evidence of a curriculum-wide approach to viewing the role and the use of accounting information and its effect on society, economy, and the natural environment. We propose that a sociologically informed accounting curriculum would facilitate the broadening of accounting education and the development of more rounded graduates.
Are Australian Accounting Academics Culturally Intelligent?

Meredith Tharapos, Brendan O’Connell and Steven Dellaportas

RMIT University

Cultural diversity within accounting classrooms is creating an increasing number of educational challenges that have been little investigated. This study draws on the theoretical framework of cultural intelligence (CQ) to enhance our understanding of the intercultural capabilities of Australian accounting academics. Cultural intelligence is comprised of four interrelated capabilities: metacognitive, cognitive, motivational and behavioural. A large sample of full-time accounting academics in Australia completed the cultural intelligence scale (CQS) survey in order to identify the levels of CQ among the participants of this study. Results indicate that Australian accounting academics display below average levels of CQ when compared to other professionals. These findings are somewhat surprising given the level of overseas experience and work-related travel of the participants. This paper questions why accounting academics have not developed their CQ and emphasises the necessity of enhanced professional development in this area.

Improving success and retention in Accounting and business undergraduate courses. Make the call.

Kath Attree and Dianne McGrath

Charles Sturt University

In the ‘demand-driven’ higher education environment an increasingly important issue is student success and retention. Retention rates in open/distance education have generally been lower in comparison with full time, internal study with distance students identified as time poor with competing priorities, and most having work and/or family commitments. The distance mode of study and resultant lack of connection with a physical environment can further reduce the feeling of belonging to the university. This can result in higher attrition and lower success rates.

This paper reports on the effectiveness of an intervention designed to improve success and retention of students in both distance and internal classes who had repeat fails for a subject in their Business or Accounting course. The findings indicate an intervention which engages with students who have repeated fails at all stages of degree completion can improve retention rates and result in higher levels of student performance.
**Blended Learning in Accounting Education: A Decade Review and Possible Future Directions**

Gráinne Oates and Dina Wahyuni

Swinburne University of Technology

In the era of Web 2.0 where nowadays the use of Internet enabled devices have been increasingly widespread in the community, accounting educators have started to adopt a blended learning approach. This research aim is two fold. First, it provides a review of a decade worth of academic research. The study reports both conceptual and empirical research examining blended learning applications in delivering accounting curricula. It identifies both in-class and out-of-class technologies used as well as their benefits and impacts on student learning. A notable research gap includes the lack of research examining the impact of blended learning on both enhanced learning experience and improved student performance. Second, the study compiles a list of contemporary technologies that are available for use in blended learning. Accordingly, it offers a practical guide to accounting educators to improve efficiencies in delivery and better prepare the students for today's technology-savvy workplace.

**Accounting Ethics Education- Raising Ethical Standards or Just Teaching Codes of Ethics?**

Conor O’Leary and Robyn Cameron

Griffith University

This study considers how truly effective is ethics training of accounting students. Previous studies demonstrate the effectiveness of ethical instruction in accounting settings by noting improved ethical decision making, when comparing pre to post instruction responses. However, these studies predominantly select scenarios of an obviously unethical and illegal nature, resolvable by following professional code of conduct guidelines for solving ethical dilemmas.

The current study tests whether ethical awareness has actually been raised post instruction by concentrating on the fifth code of conduct principle, professional behaviour. A cohort of final year accounting students were given six ethical dilemmas involving moral, not legal, concepts not easily resolvable by applying the code of conduct’s guidelines. Participants were subject to significant accounting ethical instruction and re-assessed. No significant difference was noted in attitudes. The findings question the whole benefit of accounting ethics education. Are we raising ethical attitudes or simply teaching students how to respond to specific ethical scenarios?
Developing a Creative Environment for Learning: Nurturing: Reflective thought amongst Accountants

Nick McGuigan and Thomas Kern
Macquarie University

The market in which accounting and business professionals currently operate within is becoming increasingly complex. Such a changing, complex and integrated environment demands a holistic conceptualisation of the accounting profession, where accountants need to be able to think about the business environment in diverse and integrated ways, which adopt a transdisciplinary approach. In order to develop an integrated perspective, accounting higher education programs need to be designed in a way that focus on the developmental process of a professional accountant, within adopted pedagogical frameworks. This paper presents a case study on an innovative redesign of an accounting capstone unit that embeds reflective practice as the core element within its curricula design. By placing an emphasis on a contextual appreciation of accounting amongst graduates, students are able to visualise the role accounting plays within their own lives, professional organisations and society more broadly. In developing and building a capacity to reflect amongst both learners and academic staff a critical and reflective culture is being created that enables for a deeper understanding of the ‘ways of thinking’ as an accounting professional to develop amongst accounting graduates.

Kilgors: A digital performance management simulation

Albie Brooks1, Gillian Vesty2 and Sarah Tesar1

1University of Melbourne, 2RMIT University

This case focuses on the Wine Division of Kilgors. The case is a digital-based simulation which allows students to develop a balanced scorecard for the Wine Division based on a diverse set of information and background. From there, the students are presented with three different scenarios driven by internal and/or external events and are asked to make decisions as they see the best course of action for the Division. The decision chosen is then reflected in the scorecard developed by the students. A series of reflections and discussion points are inserted throughout. The simulation is in the process of being developed and is framed with the objective of an interactive classroom experience. The digital version uses interviews, commentaries and winery footage and is structured using gaming technologies. Here, a paper-based version of the case is provided.
Supporting Accounting Students to Read Before Class

Martin Turner and Rachel Baskerville

CQUniversity, Victoria University of Wellington

There is some evidence a large proportion of accounting students prepare inadequately for class at university. Lack of reading before class would support passive, surface learning. This study examines how to support accounting students to read before class. A sample of 81 students in a third year undergraduate accounting course was studied employing a phenomenographic research approach, using five session preparation assignments for each student (supplemented by a focus group, critical incident questionnaires and student surveys) to identify and capture the experience of students reading before class. A key finding is that it is possible to support students to read before class through use of structured, assessed learning journals and readings with a deep approach to learning embedded in them as part of an integrated set of interventions designed to support deep learning.

Relationships between vocational interests and learning approaches to advance the quality of student learning in accounting

Tracey Mc Dowall1, Beverley Jacking2 and Riccardo Natoli2

1Deakin University, 2Victoria University

This study investigates the influence of interests on the learning approach of accounting students at the undergraduate level. The study brings together two theoretical models: vocational interests and approaches to learning, to investigate student learning in the accounting discipline. The research focus is supported by more general findings from the education literature which suggest that interest-oriented learning leads to superior approaches to learning.

The research was tested by administering a questionnaire to 1114 tertiary accounting students across two universities and a vocational education provider. The associations between interests and learning approaches for this group of tertiary students provides support for the theoretical model linking vocational interests with learning approaches in a tertiary accounting environment. There are practical implications for course selection processes that flow from the interaction of these theoretical concepts.
A framework for widening participation opportunities for accounting students in the profession and community

Rahat Munir, Nick McGuigan, Philomena Leung and Alan Kilgore

Macquarie University

Accounting schools are under immense pressure from multiple stakeholder groups including employer and broader community to develop work ready graduates who are able to handle in a rapidly challenging business environment. This has resulted in many accounting schools offering their students the opportunity to attain business insight and real world experience by undertaking professional and community engagement (PACE) activities as part of their learning process. This study proposes a framework to effectively embed PACE activities into an undergraduate accounting curriculum thereby assisting curriculum planners to effectively develop essential employability skills and graduate capabilities. The focus is on the intrapersonal and interpersonal skills components of generic skills. By highlighting the need to develop essential graduate skills and attributes in the framework presents a compelling case for accounting schools to add professional and community engagement activities into their curricula as a means of providing a holistic curriculum.

A Hands-on Approach: A snapshot of the use of finance simulation in UK universities

Pru Marriott

University of Winchester

Studying Finance involves understanding complex mathematical models which students can find very challenging as they need to adopt abstract thinking in order to apply the academic finance theories learned in the classroom to the real world environment. Educational simulation is one of the active learning methods found to be useful in enhancing students’ learning experience. Although the numbers of Finance students are increasing, there is comparatively little pedagogic research attention given to the use of simulations in finance education within the UK HEIs. In order to fill this research gap, this study examines the extent of use of simulation in finance education by means of a web-based survey and case studies. The findings provide a snapshot of the current usage of finance-related simulations in UK universities and offer a set of best practice guidelines for using finance simulations in this context.
High School Students' Perception of Accounting: How and Why Those Perceptions Were Formed

Paul K Wells

Auckland University of Technology

Attempts to change the negative perceptions high school students have of accounting appear to have been unsuccessful. Using the social psychology theory of stereotyping, this study explains why such attempts have been unsuccessful and proposes alternative intervention strategies. Individual perception data were collected through questionnaires and focus groups with high school accounting students and high school students who had not studied accounting. The findings suggest high school accounting students have a very narrow and specific perception of accounting based on their classroom experience. The non-accounting students on the other hand have a very abstract perception of accounting which is devoid of specificity. These findings have important implications for the profession in how it communicates and promotes the role of the accountant in society to high school students. Failure to address the issues identified may lead the stereotype to become self-fulfilling and result in the recruitment of future accountants who lack the required skills and capabilities required by the profession.

Do Teaching Methods in Accounting Degree Programs Consider Student Learning Preferences?

Conor O’Leary, Robyn Cameron, Pat Clark, Laura De Zwaan, Diane English, Dawne Lamminmaki, Kirsty Rae and John Sands

Griffith University

Over the course of a three/four year accounting degree program many teaching methods are employed. Traditionally, first year courses adopt predominantly passive teaching style with a movement towards active teaching methods near the end of a programme. No consideration appears given to students’ learning styles during this process.

This study considers the interaction of learning styles and teaching methodologies during two accounting degree programmes. We selected nine groups, from first year to fourth year, of accounting students completing either a Bachelor or Master of Commerce. Students’ learning styles were analysed at the start of and again at the end of each course. Each course contained both passive and active teaching methods.

For the duration of both degrees, accounting students preferred passive learning. When learning styles matched teaching methods, usefulness was assessed as high but when they differed, usefulness deteriorated. The implications are significant. To maximise educational benefit in
accounting, student learning styles should be assessed before designing appropriate teaching methodologies.

**Does Calibration reduce variability in the assessment of accounting learning outcomes?**

Brendan O’Connell1, Paul De Lange2, Mark Freeman3, Phil Hancock4, Ann Abraham5, Bryan Howieson6 and Kim Watty7

1RMIT University, 2Curtin University, 3University of Sydney, 4University of Western Australia, 5University of Western Sydney, 6The University of Adelaide, 7Deakin University

Reliable, consistent assessment processes that produce comparable assessment grades between assessors and institutions is a core activity and an ongoing challenge that universities have failed to come to terms with. In this paper we report results from an experiment which tests the impact of an intervention designed to calibrate academics and develop a shared understanding of national threshold learning standards by a cohort of reviewers. The intervention involved consensus moderation of samples of accounting students’ work, with a focus on three research questions: 1) What is the quantifiable difference in grader variability on the assessment of learning outcomes in ‘application’ and ‘judgement’ skills? 2) Does participation in the workshops lead to reduced disparity in the assessment of the students’ learning outcomes in ‘application’ and ‘judgement skills’? 3) Does participation in the workshops lead to greater confidence by reviewers in their ability to assess students’ skills in application and judgment? Our findings suggest consensus moderation does reduce variability across graders and also builds grader confidence.

**Activity Based Funding, Budgeting and Performance in Public Hospitals. A Teaching Case Study: St George Hospital**

Gillian Vesty1 and Albie Brooks2

1RMIT University, 2University of Melbourne

This case deals with activity-based budgeting issues, commonly faced by many public hospitals around the world. The effectiveness of hospital management is investigated by drawing on data from the orthopaedic unit of a large public hospital. This unit provides treatment for two common diagnosis-related groups (DRGs) treatments: hip replacement surgery, commonly performed on older patients with arthritic pain or hip fractures; and, arthroscopy surgery for soft tissue knee injuries, commonly a result of sporting injuries in the younger population. As a business consultant, you are requested to guide Vera Jones, a new accounting intern, who is working in the Performance Unit at St George, a leading teaching hospital. Your role is to help Vera determine the effectiveness of managers in meeting patient surgical demands within the bounds of budgetary constraints.
Like-Want-Learn in Accounting Courses
Grace Ji and Dennis Taylor
RMIT University
This study draws on the ‘like’ and ‘want’ concepts from neuro-science and psychology and applies them as motivational appetites to a range of different course activities and assessment tasks in order to determine the extent to which they have an effect on student learning outcomes. A survey instrument is developed and tested on a convenience sample of post-first-year accounting undergraduates. The multi-item measures of ‘like’, ‘want’ and ‘learn’ are validated across three types of course activities and three types of assessment tasks. The results reveal a significantly positive relationship between the wanting motivation and learning outcomes for all six types of course-related activities and tasks; the liking motivation is significantly positively related to learning outcomes for each activity and task except textbook reading and essay completion. The results have implications for course design and professional accreditation strategies.

The Experience of Relevance Structure in an Accounting Course
Martin Turner and Rachel Baskerville
CQUniversity, Victoria University of Wellington
The relevance structure of an accounting course is the experience by a student of the aim or direction of participating in a course. It can influence the experience by students of deep learning. This study identified categories of variation of relevance structure for accounting students and then examined how to support students to experience high-level relevance structures. Phenomenography is used to study the experience of relevance structure by students in a third year undergraduate accounting course. This study identified four categories of variation of relevance structure experienced by accounting students; and there was evidence students can be supported to experience high-level relevance structures through the interventions of Instruction and Assessment. It is an implication of the findings in this study that at the beginning of a course students need to be supported to experience high-level relevance structures as an ingredient to encourage them to experience deep learning.
Is it Time to Internationalise Accountants' Education?

David B. Smorfitt1 and William R. Smorfitt2

1James Cook University, 2University of Pretoria

The internationalisation of accounting standards has, in many respects, been achieved. This ties in with the International Financial Reporting Standard Foundation’s (IFRSF) goal to develop a single set of high-quality, understandable, enforceable and globally accepted financial reporting standards based upon clearly articulated principles. The myriad of professional, legislative and organisational bodies all have a direct or indirect effect on the educational process which delivers qualified professional accountants. This paper addresses the question of ‘if accounting regulation has been successfully internationalised, why not accounting education?’ The paper examines a number of bodies and the role they play in the educational path along which accounting students tread. The educational pathways of three counties are examined and finally a proposal for the internationalisation and standardisation of the educational pathways is presented as an alternative to the current regime.

How does locally based CPD compare with that of a Capital City?

Abdel K Halabi

Federation University Australia

This paper analyses rural accountant’s attitudes and satisfaction levels of Continuing Professional Development (CPD), based on whether the CPD was provided by a rural or metropolitan based professional accounting body. The paper responds to prior research that finds rural accountants are dissatisfied with professional accounting bodies (Wines et al., 2013). A survey was conducted were N = 156 rural accountants responded, and finds that when CPD is provided by the rural professional body, there are greater levels of CPD satisfaction. The study not only found significant differences in the cost effectiveness, but that when more rural based CPD was attended differences became more significant across a number of satisfaction measures. The findings have important implications for both rural accountants, and professional accounting bodies.
Deterioration in undergraduate student quality and institutional pressures: disincentives in becoming accounting academics?

Natasja Steenkamp1 and Roslyn Roberts2
1CQUniversity, 2Henderson State University

To ascertain if the quality of undergraduate students and institutional pressures are hindering the attractiveness of accounting academia and are potential disincentives in becoming accounting academics.

An on-line survey was sent to accounting academics at 39 Australian universities to investigate participants’ perceptions about (a) the deterioration in the quality of undergraduate students and (b) institutional pressure, and the impact of these two issues on respondents, their jobs, and ultimately on accounting academia as a career.

The majority believe the quality of undergraduate students has deteriorated and 92.22% indicated workload pressure increased over the past five years. Pressures relate to achieving higher pass rates, performing non-academic tasks, treating students as clients, increased student retention, publications, and securing grants and research funding. The source appears to be overwhelmingly from senior management. The majority is not actively seeking to leave academia, but believe it is not a good time to aspire an academic career in accounting.

Threshold concepts and troublesome knowledge in introductory accounting

Julie Walker, Jacqueline Birt and Robyn Parry

University of QLD

We focus on a first year compulsory accounting course at a large Australian university to identify threshold concepts for commerce and management students enrolled in the course. We adopt a two-stage research design. The first stage analyses the overall performance of students on course assessment tasks to identify threshold concepts and the second stage focuses on an analysis of individual student responses to achieve a greater understanding of threshold concepts in accounting and find examples of “sticking points”. Overall, we find that our management students underperform our commerce students in all areas of assessment. Through our analysis of exam responses, we find that management students have difficulty in applying concepts to new scenarios or different sets of data. This suggests that management students compared to commerce students struggle to identify an organising structure in accounting which inhibits their ability to apply
accounting knowledge in new situations. Our findings have implications for educators in the design and delivery of an introductory accounting course.

**The challenges of the introduction of IFRS for accounting educators in developing countries: the case of Saudi Arabia**

Mohammed Albader, Beverley Jackling and Riccardo Natoli

Victoria University

There is limited research regarding the implications of the adoption of IFRS in accounting education in general and particularly in the context of developing economies. This study addresses this gap by studying the implications of the decision announced in 2012 to adopt IFRS in Saudi Arabia. Using a qualitative research design and an educational framework of curriculum implementation, this paper outlines the challenges educators face in preparing to teach IFRS in Saudi Arabia and more broadly in a global environment.

The study also incorporates the educational transition to IFRS from an Islamic perspective and therefore provides direction for other educators in Islamic countries that intend to, or are in the process of, transition to IFRS. The results of the study demonstrate that there is a need for the training of academics that goes beyond the resourcing that is available via the IFRS Education Initiative website.

**Transition to Graduate Employment for International Accounting Graduates: Assessing the effectiveness of a work readiness program**

Beverley Jackling and Ashley Jones

Victoria University

This study reports the perceptions of graduates of the skill acquisition and employability provided by a Professional Year Program (PYP) that incorporates a 12 week internship. The study reports results of a survey of 350 graduates using a mixed methods approach. The study incorporates an evaluation of the benefits provided by internships and specifically the adequacy of the PYP as an employment preparation program.

The results indicate that the PYP specifically enhanced skills of graduates. Approximately three-quarters (74%) of the graduates surveyed were employed. Of those employed, just under half (43.9%) cited their internship as the main reason for their success in gaining employment. The majority of those employed (54.3%) worked in an accounting role.
Overall the results demonstrate the practicality of a program of collaboration between educators and employers in offering a PYP program to enhance transition from study to work.

The 11 Commandments of Publishing

Paul de Lange1, Lyn Daff2 and Beverley Jackling3

1Curtin University, 2Queensland University of Technology, 3Victoria University

Publishing in scholarly journals is a practical necessity for academics. Put simply, this reality can be described as ‘publish or perish’. To be treated as a serious contender for tenure and promotion, scholarly research and activities directed toward publication are necessary and core aspects of the daily routine. The aim of this paper is to provide insights into ‘dealing’ with the editorial review process of publishing from the perspective of a relatively new author. Using a case study and critical reflection approach, the study provides an account of the publication process including references to associated reviews and correspondence with the journal editor. Narrative is used to identify the lessons learned along the way, and these are summarised in the 11 commandments of publishing. The review extracts and authors’ responses are discussed within the context of a timeline and theoretical schema, which provide a useful framework for others to adopt.

Realising the potential: Assessing professional learning through the integration of ePortfolios in Australian business education

Kim Watty

Deakin University

This project will enable academic leadership of Australian Business and Management education programs to design into the curriculum, and best use, ePortfolios and associated technologies in assessing students’ learning of highly valued professionally-based capabilities. The project will investigate and support the best ways of broadly and deeply embedding ePortfolios across entire undergraduate business and management education curricula. ePortfolios for enabling and assessing student learning is seen as a key means for integrating student learning across the curriculum and, therefore, creating a holistic learning experience. The project will work with Program Leaders across the sector through liaison with the Australian Business Deans Council (ABDC), Teaching and Learning Network to both draw in better practices and disseminate project findings as the project progresses through its key phases. These planned actions will lead to the progressive development of a Business Education ePortfolio Professional Learning Capabilities Assessment Framework.