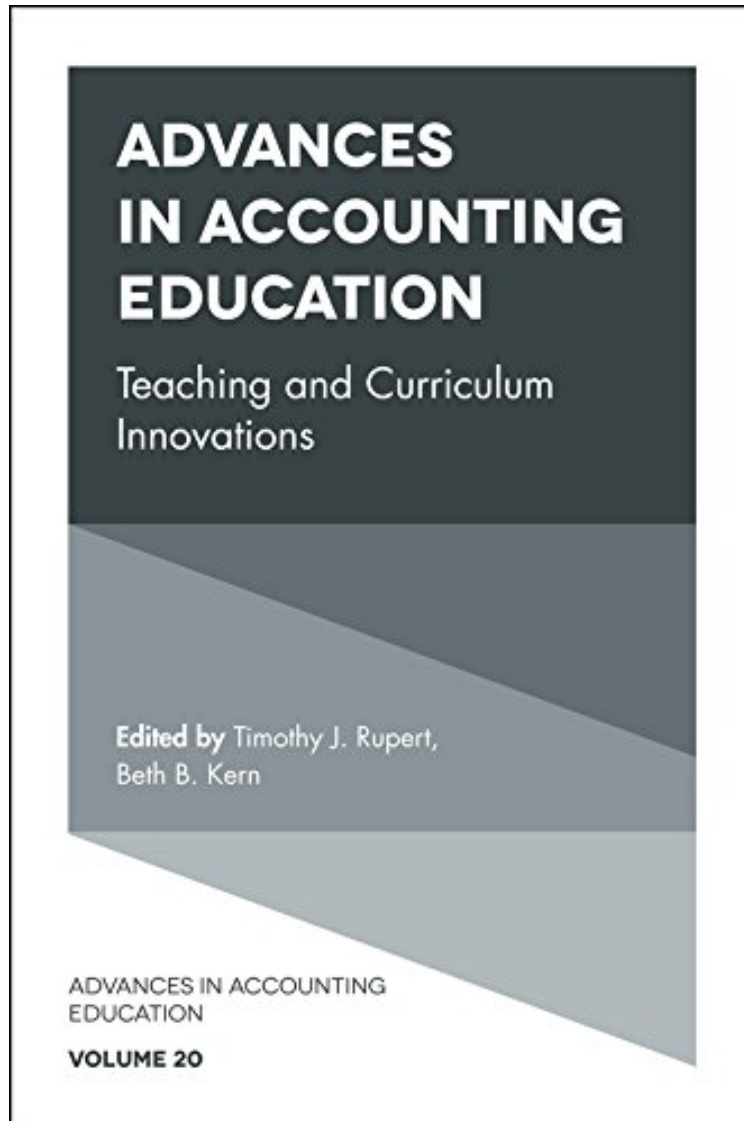


Advances in Accounting Education: Teaching and Curriculum Innovations

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All articles in this book 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 20 includes papers that examine topics: assisting students with career selection via personality assessments to enhance students' comprehension of the accounting cycle, incorporating exercises in an auditing course to help students better understand analytical procedures and developing journal lists to assist with departmental decisions. This also includes a special section that examines efforts to integrate accounting with other core business disciplines in the curriculum. This section includes two papers from instructors who have developed theme-based accounting ethics courses. In these cases the instructor focuses the course on developing wisdom in accounting decisions and development with a leadership focus.

The special section in this volume of the series looks at courses in accounting ethics from the perspectives of designing a theme-based ethics course, integrating leadership topics to prepare students for a challenging profession, and a wisdom-based ethics course. The other topics are an empirical investigation of student career interest in auditing using the big five model of personality, the efficacy of using Monopoly to improve undergraduate students' understanding of the accounting cycle, analytical procedures: an in-class exercise, and journal lists and steps to develop them. Distributed in North America by Turpin Distribution. --Annotation copy;2017 Ringgold Inc. Portland, OR (proview.com)About the AuthorTimothy J. Rupert, Northeastern University, USA Beth B. Kern, Indiana University South Bend, USA