

RMIT Accounting Educators' Conference 2024

Shaping assessments in accounting to create lifelong learners in dynamic environments



About the conference

The fifteenth annual RMIT Accounting Educators' Conference (AEC) will be held on **Monday, 25th November 2024, at the offices of CPA Australia, Melbourne, Australia.** While the conference is being run in hybrid mode, all presenters must attend in person. The RMIT AEC is a refereed conference dedicated to the advancement of the theory and practices of accounting education. The conference promotes collaborative excellence between members and institutions from practice and education. The aim of the Conference is to provide an opportunity for academics and professionals with cross disciplinary interests to bridge knowledge gaps, strive for excellence in research and promote the evolution of accounting education in the development of future accounting professionals. The conference invites research papers and extended abstracts that encompass conceptual analysis, design implementation, critiques, empirical analysis, practice, and performance evaluation.

Call for papers

The accounting profession has experienced change from regulatory, technological, and social perspectives, particularly cloud computing, blockchain, robotic process automation, cyber security, data analytics, artificial intelligence, ethical and sustainable accounting, and the

pandemic more recently (AASB, 2023; Jackson, et al. 2022; Lodge et al., 2023; Tharapos, 2022). This has led to the role of accountants transitioning from transactional tasks to strategic and advisory services. This ongoing shift has given rise to new career titles such as forensic accountant, crypto accountant, ESG accountant, international accounting specialist, counter-terrorism financial investigator, start-up accountant, and digital accountant (CPA Australia, c.2023). The skillset demands of accountants are rapidly changing due to constant shifts (De Villiers, 2020) in the technological and regulatory spaces, emphasising the necessity for lifelong learning. This shift necessitates transforming accounting education with new forms of assessments (Håkansson et al., 2024). Assessments play a crucial role in student learning, aligning learning objectives and assuring learning outcomes (William, 2011). Accounting educators have a responsibility to develop innovative and transformative assessments that develop professional skills and foster a mindset of lifelong learning in accounting students, preparing them for this dynamic environment.

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Topics of interest include (but are not limited to):

- The use of innovative and transformative assessment designs and authentic assessments in assessing student learning that develops professional skills for lifelong learning in accounting;
- The design of accounting assessments that evidence and support academic integrity in the digital age and nurture ethical global citizenship among accounting students;
- Accounting professional accreditation requirements and their impact on aligning learning objectives and assessing learning outcomes in assessment;
- The enhancement of critical engagement, applied learning, and technological adeptness considering the changing role of the accountant.

While authors are encouraged to address topics relevant to the conference theme, other accounting education-related papers will also be considered.

References

- AASB (Australian Accounting Standard Board) (2023). *Sustainability Reporting Exposure Draft ED SR1 Australian Sustainability Reporting Standards – Disclosure of Climate-related Financial Information*, AASB website, accessed 19 June 2024.
https://www.aasb.gov.au/admin/file/content105/c9/AASBE_D_SR1_10-23.pdf
- CPA Australia, (c. 2023) *7 types of accountants for 2023 and beyond*, accessed 10 May 2024,
<https://www.cpaaustralia.com.au/become-a-cpa/the-benefits-of-being-a-cpa/7-types-of-accountant-for-2023-and-beyond>
- De Villiers, R. (2020) 'Seven Principles to Ensure Future-Ready Accounting Graduates – A Model For Future Research and Practice', *Meditari Accountancy Research*, 29 (6): 1354–1380.
- Håkansson Lindqvist, M., Mozelius, P., Jaldemark, J., & Cleveland Innes, M. (2024). 'Higher education transformation towards lifelong learning in a digital era—a scoping literature review', *International Journal of Lifelong Education*, 43(1), 24–38.
- Jackson, D., Michelson, G., & Munir, R. (2022). 'Developing accountants for the future: new technology, skills, and the role of stakeholders', *Accounting Education*, 32(2), 150–177.
- Lodge, J. M., Howard, S., Bearman, M., Dawson, P. & Associates (2023). *Assessment reform for the age of Artificial Intelligence*. Tertiary Education Quality and Standards Agency.

Tharapos, M. (2022). Opportunity in an uncertain future: Reconceptualising accounting education for the post-COVID-19 world', *Accounting Education*, 31(6), 640–651.

William, D. (2011). 'What is assessment for learning?', *Studies in educational evaluation*, 37(1), 3–14.

Kindly email extended abstracts and/or full papers (if available), as an attachment using the subject line 'AEC 2024 Submission' to:
aec@rmit.edu.au

Note:

Presentations: In person

Conference attendance: Hybrid

Extended abstracts addressing the broad theme of the Conference should include the following:

- Project title
- Authors
- Affiliations
- Purpose of the study
- Key research questions
- Key findings
- Contribution of the study
- Maximum length: 3 pages

Deadline for submissions

09 September 2024

Acceptance notification

07 October 2024

Deadline for presenters to register

28 October 2024

Conference Conveners

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