This issue of the journal contains eight (8) papers of varying types of research and instructional approaches that contribute to the enhancement of learning and teaching in higher education. This edition begins with a vale to announce the passing of Emeritus Professor Michael J.R. Gaffikin. The vale has been described as a form of farewell with its origins being traced to the Roman and Greek funerary inscriptions or epitaphs (Dickey & Chahoud, 2010) in which the farewell served as a pragmatic and metalinguistic function of marking the end whilst conveying insights into the life and work of the particular person. The Vale to Emeritus Professor Michael J.R. Gaffikin by Dr Cirostan Smark espouses the extensive contributions to the accounting education he made during his academic career (Smark, 2017).

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The first paper "Business Law in the Accounting Curriculum: An exploratory study" (McCourt, Low & Tappin, 2017) investigates whether the need for business law as a distinct subject matter within the accounting discipline should be taught in a more rigorous manner. The study involved semi-structured interviews with eleven business law academics from two New Zealand Universities. All the interviewees considered business law as being vital to accounting education with the suggestion that business law be taught using a problem-based learning approach.


The third paper "Content Analysis of Assessment Data in Marketing Education" (Vowles, Hutto, & Miller, 2017) examined a sample of students' writing to assess their understanding of marketing concepts in the context of a Principles of Marketing course. Content analysis of pre- and post-essays was used to assess student knowledge of marketing concepts. The infrequency with which both distribution and pricing was discussed in the essays highlighted the need for additional emphasis in these areas.

The fourth paper “Course convenience, perceived learning, and course satisfaction across course formats” (Sanford, Ross, Rosenbloom & Singer, 2017) investigated the moderating impact of course format on the relationship between convenience and both perceived learning and satisfaction. Regression analysis of over 1100 student students in online, blended, and face-to-face course formats found that students in all course formats value convenience similarly.


The sixth paper "Does Marketing Need Better Marketing? A Creative Approach to Understanding Student Perceptions of the Marketing Major" (Cobb-Walgren, Pilling & Barksdale, 2017) examined whether the discipline of marketing itself currently faces a misalignment between negative public perceptions of the field and the reality of marketing's vital role as a business function. Using an innovative qualitative technique involving word clouds revealed several diametrically opposing associations that students make of marketing (easy/hard, essential/useless, love/hate) both within the group of marketing majors and between majors and non-majors.
The seventh paper “Investment Portfolio Simulation: An Assessment Task in Finance” (Parle & Laing, 2017) presents an investment portfolio simulation as an assessment task to reinforce learning by involving students in practical application of theoretical principles in a real-time actual financial market.

The eighth paper “Teaching Strategic Thinking on Oligopoly: Classroom Activity and Theoretic Analysis” (Han & Ryan, 2017) presents a simple classroom activity, in which students are asked to take action representing either collusion or competition for extra credit to teach strategic thinking required in an oligopolistic market.

References


