This issue of the journal contains six (6) papers of varying types of research and instructional approaches that contribute to the enhancement of learning and teaching in higher education. These contributions are considered to be part of the scholarship of teaching and learning that is vital to the continued development of academic knowledge.

The first paper "A longitudinal study of an MBA cohort’s use of an enterprise social network for collaborative learning" (Murphy, 2016) is a longitudinal study of an executive MBA cohort over a period of eight months which examines their use of the social media application Yammer using a form of thematic analysis termed genre analysis. The study found that outside of a university context students tended to adapt Yammer to suit their own needs, students utilised the tool in a variety of diverse ways over an extended period to support their learning and cohort interactions.

The second paper "The Incidence of Clueing in Multiple Choice Testbank Questions in Accounting: Some Evidence from Australia" (Ibbett & Wheldon, 2016) analysed the questions used to assess the same topic from the multiple choice testbanks provided by the publishers of six commonly used Australian financial accounting textbooks. The finding was that a significant majority of the questions (almost two-thirds) showed evidence of at least one ‘clueing’ flaw that could actually increase the chances of a student guessing the correct answer.

The third paper "Accounting Employers’ Expectations - The Ideal Accounting Graduates" (Low, Botes, Della Rues & Allen, 2016) examined the 'expectation gap' between what accounting employers require in their graduates, and the skills that accounting graduates are exhibiting. The study found that, in terms of technical skills, employers require at least a sound understanding of the fundamental technical accounting skills as the requisite technical skills are considered to be learned 'on the job'.

The fourth paper "A Content Analysis of Accounting Job Advertisements: Graduate Skills Requirements" (Dunbar, Laing & Wynder, 2016) investigated the emphasis on technical and soft skills by prospective employers for accounting positions and graduate accounting positions in particular in job advertisements. The findings were that employers placed greater emphasis upon soft skills, with technical skills being less of a concern.

The fifth paper "A Comparison of Principles of Economics Curriculum across U.S. Colleges and Universities" (Prante, 2016) compares principles of economics curriculum from the 2015-16 academic catalogues among the Princeton Review’s The Best 380 Colleges 2016 Edition. The paper reports that 76 percent of schools on the list offer separate principles courses for microeconomics and macroeconomics, while 25 percent offer a single principles course covering both micro and macro.

The sixth paper "Using Group Projects to Teach Process Improvement in a Quality Class" (Neidigh, 2016) provides a description of a teaching approach involving experiential learning to teach process improvement that focuses on Lean Six Sigma. The paper also includes guidance on the assessment approach for the project.

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References


