

Intentional Learning: A Process for Learning to Learn in the Accounting Curriculum

0.3 Audience

This monograph is intended for accounting faculty who are interested in introducing some elements of learning to learn into their courses. It should be helpful in planning changes at both the course and program levels. Accounting faculty, like their students, must continue to be learners. They should find the monograph helpful in promoting their own professional growth as well as in their work as faculty. The monograph may thus be useful in faculty development efforts, as well as in promoting curricular change.

We assume that most readers of monograph will be faculty in four- or five-year accounting programs. They are actively engaged in teaching and they are interested in considering the AECC recommendations for accounting education. Their students are preparing to be professional accountants working in public accounting or in businesses, government, and non-profit corporations. However, we recognize that many accounting students begin their professional education at two-year colleges and that many of the issues discussed here apply in most postsecondary education settings. Thus, while our discussion and examples focus on four- and five-year accounting programs, we believe that the material presented here will be useful in a variety of educational institutions.

Because our readers are primarily interested in accounting educational, not in educational psychology, we have consciously avoided the most esoteric language of specialists in learning. Instead, we have sought to interpret current understandings of the learning process in general terms and to provide some accounting examples applications. By including real-life stories and experiences, we have tried to make the monograph enjoyable as well as informative for our readers.