

Journal of Accounting Education
**Call for Papers: Preparing Accounting Students for Careers Using Big Data
(Special Issue)**

The *Journal of Accounting Education* invites submissions for a special issue devoted to preparing accounting students for a career using Big Data and performing business data analysis. Submissions for this special issue should be original work that deal in some manner with topics related to how best to prepare accounting students to understand a variety of big data sources and performing data analytics in support of business decision-making. Rather than single teaching cases, the goal of this issue is to help develop overall curriculum learning objectives, teaching methods effectiveness, learning assessment, course design, program design, etc. The editors for this special issue solicit high-quality manuscripts of various types and research paradigms (for example, field or experimental investigations, archival, analytical, or survey research). All relevant submissions will be considered, except for stand-alone cases without an empirical research component.

To enhance early access, manuscripts will be published in regular journal volumes as accepted and later be pulled into a virtual special issue on the Journal of Accounting Education website.

Submissions should be made electronically through <https://www.evise.com/profile/api/navigate/ACCEDU> starting **15 December 2017**. When submitting select the issue type as 'Special issue' and then the article type as '**Special Issue on Accounting Student Career**'. The deadline for submissions is **31 October 2018**. Acceptances will be on a rolling basis with an anticipated virtual special issue completion for **October 2019**. Early submissions are welcome, and potential contributors are encouraged to contact the guest editors to discuss ideas and topics. Authors should submit the following items within the EVISE system: (1) statement that the submitted work is original, that it has not been published elsewhere, and that the paper is not currently under review by any other journal; (2) cover page, containing title of the manuscript and complete contact information for each author; and (3) manuscript copy itself, without any author identification. For further information, please contact either of the following guest editors:

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Journal of Accounting Education: General Information

The *Journal of Accounting Education* (JAEd) is a refereed journal published quarterly by Elsevier (<http://www.journals.elsevier.com/journal-of-accounting-education>). The JAEd is dedicated to promoting and publishing research on accounting education issues and to improving

the quality of accounting education worldwide. The Journal provides a vehicle for making results of empirical studies available to educators and for exchanging ideas and instructional resources that help improve accounting education. The JAEd publishes manuscripts on all topics that are relevant to accounting education, including uses of technology, learning styles, assessment, curriculum, and faculty-related issues. The Journal includes four sections: a Main Articles Section, a Teaching and Educational Notes Section, a Case Section, and a Best Practices Section. Manuscripts published in the Main Articles Section generally present results of empirical studies, although non-empirical papers are sometimes published in this section. Short papers on topics of interest to JAEd readers are published in the Teaching and Educational Notes Section. The Teaching and Educational Notes Section also includes instructional resources that are not properly categorized as cases, which are published in a separate Case Section. Instructional resources published in the JAEd should meet relevant educational objectives and be available for general use. The Best Practices Section is meant to highlight innovative and effective institutional and individual accounting educator practices in areas such as student recruitment, student advising, student engagement, and alumni relations.

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