



“Practice and Research Informed Teaching in Sustainable Accounting and Finance Curricula”

**"Appreciating Excellence"
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Overview

- Introduction to sustainable accounting and finance innovation
- Curriculum development
- The relationship between academic and professional learning experience as a **STAR** model

1. Introduction to sustainable accounting and finance innovation

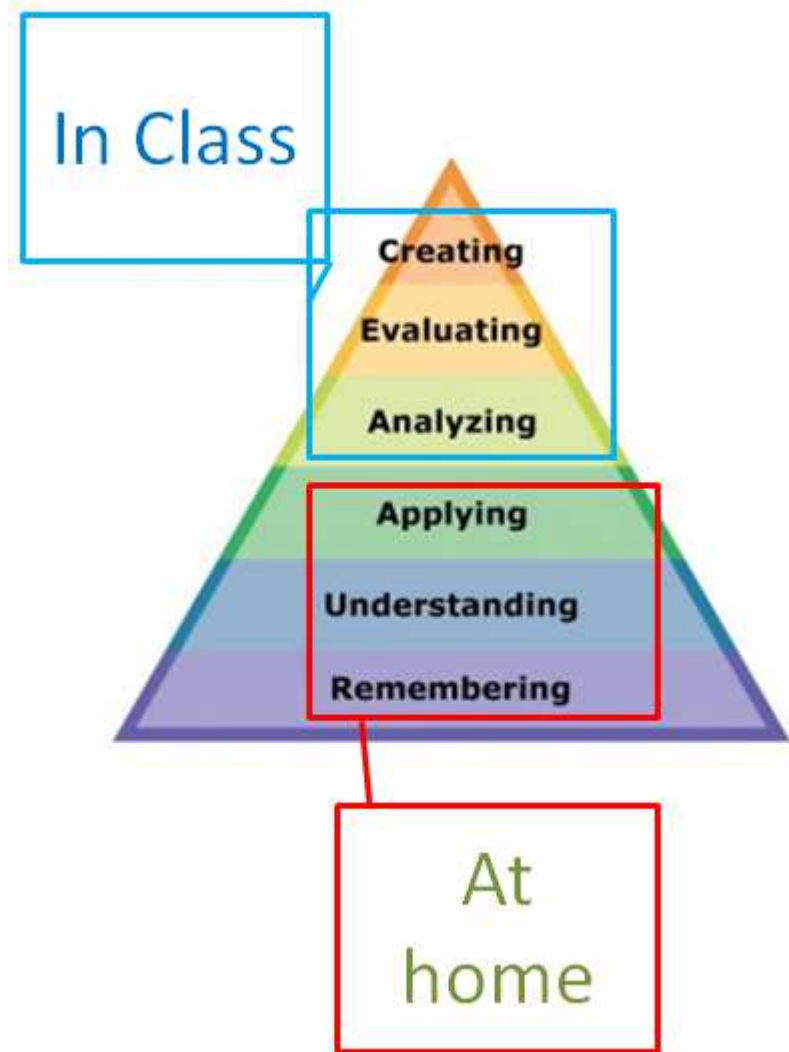
- What is [circular economy?](#)
- Sustainable accounting and finance curricula have two approaches:
 - (a) The development of an organisational account of sustainable activities (Bebbington & Larrinaga, 2014) [The UK Green Investment Bank](#)
 - (b) The use of conventional accounting tools / practices to manage social and environmental activities of business organisations (Unerman & Chapman, 2014). E.g. [Charity Bank](#) in London & [Unity Trust Bank](#) in Birmingham
- The two approaches could be used mutually exclusive.

2. Curriculum development

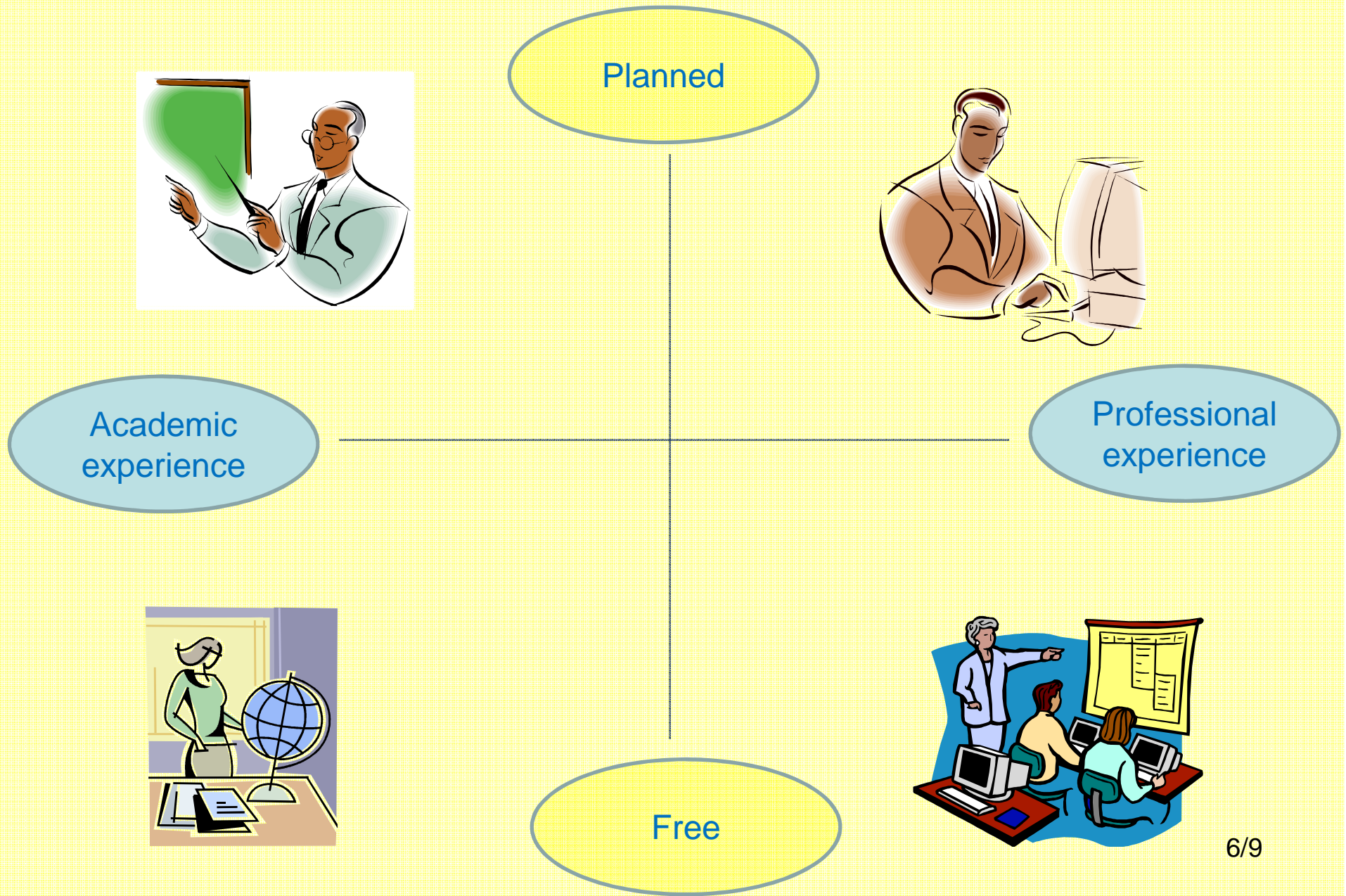


What is flipping?

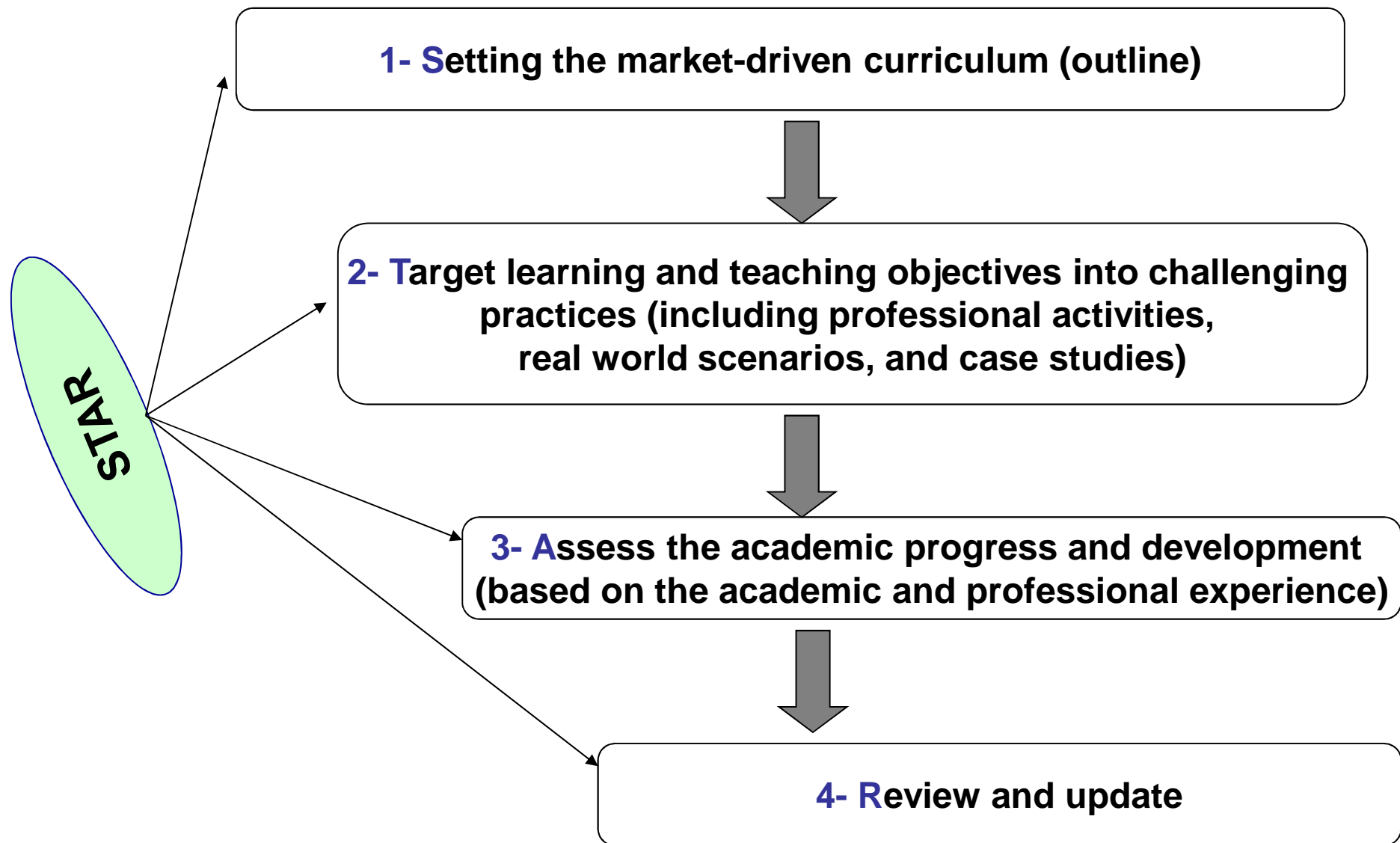
- **Flipped learning** is a pedagogical approach in which direct instruction moves from the **group learning space** to the **individual learning space**, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.



Teaching approaches



3. The relationship between academic and professional learning experience as a **STAR** model



Source, adapted from ACCA Practical Experience Requirements (PER), 2012
<http://www2.accaglobal.com/pubs/students/acca/per/support/0904.pdf>

Practice and Research Informed Teaching in Sustainable Accounting and Finance Curricula

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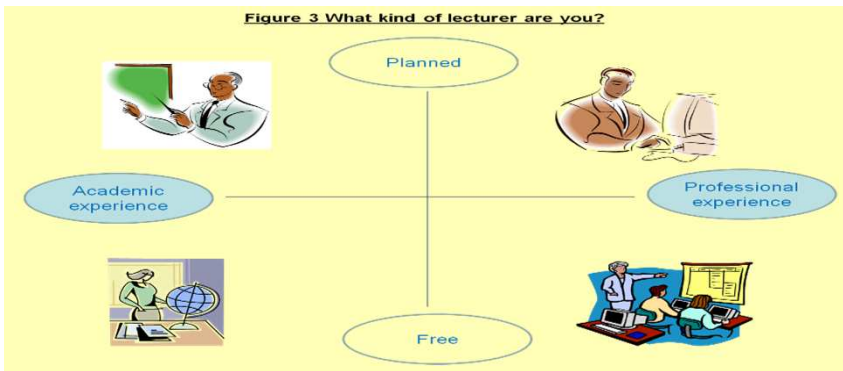
Introduction

The primary objective of this poster is to present my innovative practical approach in developing the accounting curricula. I tested this approach successfully during my work as a module leader (for both undergraduate and postgraduate levels) at KMS over the last four years. I received very positive feedback from my students in terms of their response and positive examination results (see figure 1).

Figure 1 Curriculum development



Figure 3 What kind of lecturer are you?

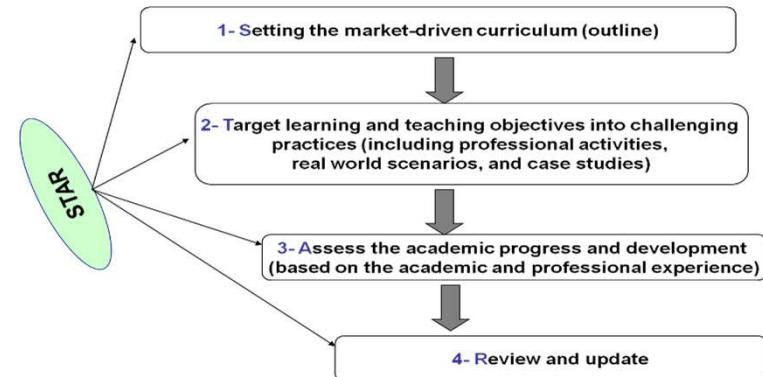


Teaching Approach

This approach focused on bridging the gap between the academic and professional learning experience in the field of Accounting and Finance. Therefore, I developed more emphasis on using innovative software programs to support the professional learning experience for students by applying and assessing theoretical knowledge through a practical framework (see figure 2).

These programs were developed to enable students to use their academic knowledge to create valuable business solutions and supporting the decision making process in the real life scenarios (e.g. case studies, role playing and simulation).

Figure 2 The relationship between academic and professional learning experience as a STAR model



Source, adapted from ACCA Practical Experience Requirements (PER), 2012
<http://www2.accaglobal.com/pubs/students/acca/per/support/0904.pdf>

Conclusion

This teaching approach focused on achieving the following objectives:

- Creating market-driven and dynamic curricula.
- Reflecting real-world changes in the module outline (e.g. financial crisis and recession)
- Ensuring the balance between the theoretical and professional learning experience.
- Creating highly employable qualified graduates.

Any questions/ comments?



Thank you

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