RMIT Accounting Educators' Conference 2023

Artificial Intelligence (AI) and Curriculum Change in Accounting Education

CALL FOR PAPERS

ABOUT THE CONFERENCE

The fourteenth annual RMIT Accounting Educators' Conference will be held in hybrid mode on **Monday, 27th November 2023, at the offices of CPA Australia, Melbourne, Australia.** The RMIT Accounting Educators' Conference is a refereed conference dedicated to the advancement of the theory and practices of accounting education. The conference promotes collaborative excellence between members and institutions from practice and education. The aim of the Conference is to provide an opportunity for academics and professionals with cross-disciplinary interests to bridge knowledge gaps, strive for excellence in research and promote the evolution of accounting education in the development of future accounting professionals. The conference invites research papers and extended abstracts that encompass conceptual analysis, design implementation, critiques, empirical analysis, practice, and performance evaluation.

Kindly email extended abstracts and/or full papers (if available), as an attachment using the subject line 'AEC 2023 Submission' to: **aec@rmit.edu.au**

Extended abstracts addressing the broad theme of the Conference should include the following:

- Project Title
- Authors and affiliations
- Purpose of the study
- Key research questions
- Key findings
- Contribution of the study
- Maximum length: 3 pages

Deadline for Submissions

11 September 2023

Acceptance Notification

9 October 2023

Deadline for Presenters to Register

30 October 2023

Conference Conveners
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Artificial Intelligence (AI) has fundamentally changed the way organisations and societies operate and is now at the forefront of business agendas (Saidulu & Sasikala, 2023). Data analytics and knowledge management are rapidly becoming a cornerstone of contemporary accounting operations, enabling improved efficiency, increased reach and connectedness, and empowering accounting professionals to play a broader and more strategic role (Al-Htaybat et al., 2018; Tharapos, 2022). AI has generated enormous opportunities for the profession. However, its associated risks and challenges need to be carefully managed (Davern et al., 2019). While organisations have heavily invested in digital technologies, their presence in accounting education curricula is scant and ad hoc, leaving students ill-equipped for their use (Damerji & Salimi, 2021).

Accounting educators urgently need to rethink their offerings to address the demands of industry and practice (Kend & Nguyen, 2020; Tharapos, 2022). Hence, accounting educators need to discuss AI's impact on their teaching (Wood et al., 2023). AI-based tools present educators with challenges and opportunities, and educators need to understand both. While these tools may lead to increased plagiarism and cheating, they may also offer educators opportunities to re-evaluate their assessment strategies and create more profound and significant student learning experiences. Ultimately, educators need to ensure that graduates are aware of how to use AI responsibly and ethically.

Topics of interest include (but are not limited to):

- Using AI to create content and design assessment;
- Ethical and governance issues associated with using AI;
- Opportunities, challenges and lessons learnt in using AI in accounting education;
- Integrating and embedding AI in accounting education curriculum;
- Best practice in the use of AI for student learning and engagement ;
- Strategies for maintaining currency with AI in an educational context;
- Is AI the new fad? If so, what's next? Or is AI here to stay?;
- AI and the resultant impact on academic workload; and
- Developing AI-related short courses or micro-credentials.

References

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Kend, M., & Nguyen, L. A. (2020) Big data analytics and other emerging technologies: The impact on the Australian audit and assurance profession. Australian Accounting Review, 30(4), 269-282.

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Tharapos, M. (2022). Opportunity in an uncertain future: reconceptualising accounting education for the post-COVID-19 world. Accounting Education, 31(6), 640-651.

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