

Systematic Review of Scholarship of Teaching and Learning and its Relationship with Accounting Education Research

This study contributes to introducing the scholarship of teaching and learning as the systematic dissemination of education-related research about scholarly teaching in the accounting discipline to enhance student learning. The author argues for academics to become familiar with this new paradigm to pursue intellectual contributions in the area of teaching effectiveness. In light of this, the study traces the birth, growth, and development of the scholarship of teaching and learning. Secondly, the study elucidates the clear relationship between the scholarship of teaching and learning, scholarly teaching, and high-quality teaching. Thirdly, the study illustrates that accounting education suffers from an underdeveloped definition of high-quality teaching. Finally, the study discusses the appropriateness of the scholarship of teaching and learning within accounting education by reviewing literature between 2000-2018. The scholarship of teaching and learning work in accounting cannot be underestimated as it will create a new body of knowledge that will be rigorous and not anecdotal. This missing paradigm will add validity and foster the growth and sustenance of accounting education research.

Keywords: scholarship of teaching and learning; scholarly teaching; high-quality teaching; accounting education research