

## **Resumé**

Astrid Schmulian

(Associate Professor)

### **Professional qualification:**

CA (SA)

### **Educational background:**

PhD (Accounting), University of Pretoria

M Com (Taxation), University of Pretoria

B Com (Hons) (ACcounting Sciences) and CTA, University of Pretoria

B Com (Accounting Sciences), University of Pretoria

### **Recent courses taught at UP:**

FRK 201 - Financial Accounting second year level

FRK 801 - Accounting education research methodology

### **Publications in peer-reviewed or refereed journals:**

SCHMULIAN, A. and COETZEE, S.A. 2019. The development of Messenger bots for teaching and learning and accounting students' experience of the use thereof. *British Journal of Educational Technology*, 50(5), 2751-2777. (A Rated; H Index: 81 (SJR)) (ISI)

SCHMULIAN, A. and COETZEE, S.A. 2019. Students' experience of team assessment with immediate feedback in a large accounting class. *Assessment and Evaluation in Higher Education*, 44(4), 516-532. (H Index: 72 (SJR)) (ISI)

TOMES, T., COETZEE, S.A. and SCHMULIAN, A. 2019. Prediction-based student evaluations of teaching as an alternative to traditional opinion-based evaluations. *Assessment and Evaluation in Higher Education*, 44(8), 1222-1236. (H Index: 72 (SJR)) (ISI)

COETZEE, S.A., LEITH, K. and SCHMULIAN, A. 2019. Accounting Students Access to Social Media Related Resources and the Risk of Tacit Social Exclusion. *Accounting Education*. [Online] (B Rate; H Index: 23 (SJR)) (Scopus)

SIMONS, M., BAETEN, M., COETZEE, S.A. and SCHMULIAN, A. 2019. Measuring Learners' Perceptions in a Team Taught Learning Environment: Development and Validation of the Learners' Team Teaching Perceptions Questionnaire (LTPQ). *Learning Environments Research*. [Online] (H Index: 30 (SJR)) (Scopus)

SCHMULIAN, A. and COETZEE, S.A. 2019. To team or not to team: an exploration of undergraduate students' perspectives of two teachers simultaneously in class. *Innovative Higher Education*, 44(4), 317-328. (H Index: 33 (SJR)) (ISI)

KIRSTEIN, M., COETZEE, S.A. and SCHMULIAN, A. 2019. Differences in accounting students' perceptions of their development of professional skills: a South African case. *Higher Education, Skills and Work-Based Learning*, 29(1), 41-59. (Scopus)

COETZEE, S.A., SCHMULIAN, A. and COETZEE, R. 2018. Web conferencing-based tutorials: student perceptions thereof and the effect on academic performance in accounting education. *Accounting Education*, 27(5), 531-546. (B Rated; H Index: 23 (SJR)) (Scopus)

COETZEE, S.A., JANSE VAN RENSBURG, C. and SCHMULIAN, A. 2016. Differences in students' reading comprehension of International Financial Reporting Standards: a South African case. *Accounting Education*, 25(4), 306-326. (B Rated; H Index: 23 (SJR)) (Scopus)

JANSE VAN RENSBURG, C., COETZEE S.A. and SCHMULIAN, A. 2014. South African financial reporting students reading comprehension of the IASB Conceptual Framework. *Journal of Accounting Education*, 32(4), 1-15. (B Rated; H Index: 29 (SJR)) (Scopus)

COETZEE, S.A., SCHMULIAN, A. and KOTZE, L. 2014. Communication apprehension of South African accounting students: the effect of culture and language. *Issues in Accounting Education*, 29(4), 505-525. (A Rated) (Scopus)

COETZEE, S.A. and SCHMULIAN, A. 2013. The effect of IFRS adoption on financial reporting pedagogy in South Africa. *Issues in Accounting Education*, 28(2), 243-251. (A Rated) (Scopus)

SCHMULIAN, A. and COETZEE, S.A. 2012. A critical analysis of the pedagogical approach employed in an introductory course to IFRS. *Issues in Accounting Education*, 27(1), 83-100. (A Rated) (Scopus)

SCHMULIAN, A. and COETZEE, S.A. 2011. Student attendance in an accounting module – reasons for non-attendance and the effect on academic performance. *Accounting Research Journal*, 24(2), 178-194. (B Rated) (Scopus)

## **Conference papers/keynote addresses:**

### **Keynote**

COETZEE, S.A and SCHMULIAN, A. 2018. Be the innovator. RMIT Accounting Education Conference. Melbourne, Australia.

COETZEE, S.A and SCHMULIAN, A. 2017. Innovative ways of improving students' outcomes. UKZN Distinguished Teachers Awards. Durban, South Africa.

### **International**

SCHMULIAN, A. and COETZEE, S.A. 2018. Undergraduate students' experience of the teaming versus equal status model of team teaching in accounting education. British Accounting and Finance Association Accounting Education Special Interest Group. Brighton, United Kingdom.

SCHMULIAN, A. and COETZEE, S.A. 2018. Messenger bots in teaching and learning. British Accounting and Finance Association Accounting Education Special Interest Group. Brighton, United Kingdom.

KIRSTEIN, M., COETZEE, S.A. and SCHMULIAN, A. 2017. Exploring the emotional intelligence of a diverse cohort of South African students. Accounting and Finance Association of Australia and New Zealand. Adelaide, Australia.

KIRSTEIN, M., COETZEE, S.A. and SCHMULIAN, A. 2017. Exploring the emotional intelligence of a diverse cohort of South African students. BER@D seminar at Deakin University in Melbourne.

KIRSTEIN, M., COETZEE, S.A. and SCHMULIAN, A. 2016. Differences in accounting students' perceptions of their development of professional skills: a South African case. American Accounting Association Annual Meeting in New York, United States of America.

COETZEE, S.A., SCHMULIAN, A., POLLOCK, M. and WILKINSON, E.C. 2015. The readability of accountancy and accountancy-related research articles. American Accounting Association Annual Meeting/Conference on Teaching and Learning in Chicago, United States of America.

COETZEE, S.A., SCHMULIAN, A. and WILKINSON, E.C. 2014. The readability of accountancy and accountancy-related research articles. World Congress of Accounting Educators in Florence, Italy.

COETZEE, S.A., SCHMULIAN, A. and CLOETE, M. 2014. The readability of the conceptual framework for financial reporting. World Congress of Accounting Educators in Florence, Italy.

JANSE VAN RENSBURG, C., COETZEE, S.A. and SCHMULIAN, A. 2014. South African students' reading comprehension of selected IFRS. World Congress of Accounting Educators in Florence, Italy.

JANSE VAN RENSBURG, C., COETZEE, S.A. and SCHMULIAN, A. 2014. South African students' reading comprehension of selected IFRS. American Accounting Association Annual Meeting/Conference on Teaching and Learning in Atlanta, United States of America.

KOTZE, L., COETZEE, S.A. and SCHMULIAN, A. 2013. Communication apprehension of accounting students: The effect of culture and language. American Accounting Association Conference in Anaheim, Los Angeles, United States of America.

JANSE VAN RENSBURG, C., COETZEE, S.A. and SCHMULIAN, A. 2013. Students' reading comprehension of the IASB Conceptual Framework. American Accounting Association Conference in Anaheim, Los Angeles, United States of America.

KOTZE, L., COETZEE, S.A. and SCHMULIAN, A. 2013. Communication apprehension of accounting students: The effect of culture and language. European Accounting Association Conference in Paris, France.

JANSE VAN RENSBURG, C., COETZEE, S.A. and SCHMULIAN, A. 2013. Students' reading comprehension of the IASB Conceptual Framework. European Accounting Association Conference in Paris, France.

COETZEE, S.A. and SCHMULIAN, A. 2012. The effects on pedagogy when incorporating IFRS into the curriculum. American Accounting Association Annual Meeting/Conference on Teaching and Learning in Washington D.C., United States of America.

COETZEE, S.A. and SCHMULIAN, A. 2011. IFRS Rookies: Using Facebook and YouTube in an introductory course to IFRS. American Accounting Association Annual Meeting/Conference on Teaching and Learning in Denver, United States of America.

COETZEE, S.A. and SCHMULIAN, A. 2011. Merging principle-based and rule-based teaching in an IFRS classroom. American Accounting Association Annual Meeting/Conference on Teaching and Learning in Denver, United States of America.

SCHMULIAN, A. and COETZEE, S.A. 2010. Student attendance in an accounting module – reasons for non-attendance and the effect on academic performance. American Accounting Association Annual Meeting in San Francisco, United States of America.

COETZEE, S.A. and SCHMULIAN, A. 2010. A critical analysis of the pedagogical approach employed in an introductory course to IFRS. American Accounting Association Annual Meeting in San Francisco, United States of America.

## **National**

SCHMULIAN, A. and COETZEE, S.A. 2018. Collaborative assessment in accounting education. South African Accounting Association Teaching and Learning Conference in Port Elizabeth, South Africa.

SCHMULIAN, A. and COETZEE, S.A. 2018. Messenger bots in teaching and learning. South African Accounting Association Teaching and Learning Conference in Port Elizabeth, South Africa.

LEITH, K.B., COETZEE, S.A. and SCHMULIAN, A. 2018. Undergraduate students' access to social media related resources and the risk of tacit social exclusion: A South African case. 4th Flexible Futures Conference in Pretoria, South Africa.

COETZEE, S.A. and SCHMULIAN, A. 2017. Messenger bots in teaching and learning. Schoolnet Conference in Sandton, South Africa.

COETZEE, S.A. and SCHMULIAN, A. 2017. Messenger bots in teaching and learning. 3rd Flexible Futures Conference in Pretoria, South Africa.

COETZEE, S.A. and SCHMULIAN, A. 2017. Collaborative assessment in accounting education. 3rd Alternative Assessment Seminar. University of Pretoria, South Africa.

COETZEE, S.A. and SCHMULIAN, A. 2017. Collaborative assessment in accounting education. 3rd Flexible Futures Conference in Pretoria, South Africa.

KOTZE, L., COETZEE, S.A. and SCHMULIAN, A. 2013. Communication apprehension of accounting students: The effect of culture and language. South African Accounting Association Conference in Cape Town, South Africa.

JANSE VAN RENSBURG, C., COETZEE, S.A. and SCHMULIAN, A. 2013. Students' reading comprehension of the IASB Conceptual Framework. South African Accounting Association Conference in Cape Town, South Africa.

COETZEE, S.A. and SCHMULIAN, A. 2010. A critical analysis of the pedagogical approach employed in an introductory course to IFRS. Paper presented at the South African Accounting Association's Regional Conference, Gauteng North.