

Finding your groove with digital tools

Nayke Heine (Moderator)

Welcome everybody. Thank you for joining us. Today we have one of our very own Pearson authors, Kelly Richmond Pope, here to discuss what it was like to transition her managerial accounting course into an all-Digital model. Kelly is the Dr. Barry Jay Epstein Professor of Accounting in the School of Accountancy and Management Information Systems at DePaul University where she teaches managerial and forensic accounting. Her research focuses on organizational misconduct, ethics and fraud, and corporate culture.

She directed and produced the award-winning documentary, *All the Queen's Horses*, in 2017. *All the Queen's Horses* explores the largest Municipal fraud in U.S history. She also just recently published a book titled *Fool Me Once* which is a riveting look at the perpetrators, victims, and whistleblowers behind financial crimes. In addition, she's one of the co-authors of our all-new digital Managerial Accounting first edition along with Jennifer Cainas and Celina Jozsi.

And today she's going to share with us what it was like to transition from a more traditional classroom and courseware to an all-digital experience. So, without further Ado, I turn it over to you Kelly.

Kelly Richmond Pope (Author)

Thank you so much. Hi everyone. Welcome to today's webinar. I want to also acknowledge that my co-author, Jennifer, is out there. So, Jennifer, please wave hello to everyone too. There she is.

So, I'm excited to talk to you all today. And I had this epiphany, and I sent out a note to the Pearson team and asked—you know can we do a webinar? Because I finally feel like I have found my groove with this all digital, completely digital first book. So, we're going to talk to you about how this transition has been.

This first slide that you see has my email and cell phone number on it. It's also at the end, so maybe at the end you'll decide—yeah, I want to send her an email, or send her, or call her, or text her. But right now, you're like, I don't need it. But you'll see this again at the end.

So, I want to start by being completely honest and have a few confessions to make. And these confessions are important when we think about where we are or what I'm going to share with you. I was a long-time user of Garrison. I mean — long time. I started using Garrison, like a physical copy of the Garrison managerial text, when I was a PhD student at

Virginia Tech. So, this was my second year in the PHD program, and I used that text...that entire, you know, every edition up until about a year and a half ago. I mean I tried, I dabbled with another author once, but I just couldn't shake it. So, I'm a long-time user. I was a long-time user. So, this conversion has not been easy. But I want to tell you that I did it, and I'm so glad that I did. Change is hard, and one of the things about being a professor is we're not always rewarded when we do something new. So, we can really just do the same thing every quarter, every semester, just change the date on the syllabus and keep going because we don't necessarily have to change. But so, I want to acknowledge that where I was, and I'm just being completely up front so you can understand and level-set what some of the things I'll share with you today.

I love innovation, so I'm not scared to implement some things in my class. Now a new textbook, a different format of a textbook, is a different type of change. But I wanted to let you know that I do love to do wild things in class. We take field trips out of town, we cook in class, we have white collar felons that speak my managerial accounting class. So, you name it, I'll try it or have tried it. And so, I will say with this last point, you'll see that I embrace technology in the classroom. And I'll say kicking and screaming, because embracing in technology at first may feel like you lost some control. But I now embrace it and I'll share with you some of those reasons why I think it's been very beneficial.

So, I have finally found my groove. And as you see, this is the cover of the book. And Jennifer, Celina, and myself are the co-authors of this book. I was last to the team, but glad I was able to join. And I can say I'm happy that I made this shift. When I first was introduced to this concept of a completely digital book — this is not a pdf version of a textbook. It is not that. It is a completely digital experience. And so, one of the reasons why I'm super excited that I did make this change is because I've noticed over the years my students are sustainably focused. And so sometimes these little nuances that exist in our students, we have to recognize and make changes, because they're paying attention.

I was doing some research on this, and it said that 85% of surveyed students—there's a study that I was reading I forgot to add the citation here—but they prioritize sustainability as somewhat important to them. And 45% in this study considered environmental sustainability in their college decisions. And if you are in any of the meetings like I am in where we're talking about the enrollment declines in accounting, we need to be aware of everything we need to do to attract those students because they are paying attention to almost everything we're doing. So, this idea of sustainability really was important to me. I didn't know how important it was until I made this change. Also, accessibility. And we'll talk about that in in the next couple of slides.

So, I found my groove. Let me tell you what I mean by that. I'm way more connected with my students during class than I was before. Now, I will say, I do allow laptops in my class because I can't say 'hey I'm a digital first, we don't have paper in our class, but guess what, you can't bring your laptop, or you can't open your laptop'. You can't do that. You can't say

one thing and then sort of shut the door to others. So, I do allow laptops in my class because this is the way that when they're bringing their book, they're bringing their laptop. But I can easily monitor if they're surfing a different website because sometimes you can't hide your emotion. If you see if they're on Snapchat, if they see something that's funny they'll smile, and I know I haven't said anything funny — so what I'll do is I'll say, 'hey, hey Carla, share with us the website you're looking at right now,' and you know everyone's done so they know I will call them out if they are... if they're doing something else. Because I can tell if they're looking at the problem. Sometimes I'll walk around the class. But I do allow laptops. So that might be something that may be new for some of our attendees. Because I've sat in many faculty meetings, faculty conferences, where professors will say, 'I don't allow phones on the desk. I don't allow any technology. I don't allow laptops.' Those aren't our students today. Now that might have been us. But those aren't our students today. So, when you say things like we don't allow laptops, it makes it a little bit hard.

Now, class assignments are way more enhanced, and I'll tell you a couple things. One of the things that the book includes is movie quality video homework that I linked to the lectures. And it allows me to be a lot more creative with what I'm talking about. Now, students actually read the chapter, and I'm going to tell you why. They read the chapter because the book looks like a website page. It has... there's enough white space. They don't feel overwhelmed. And it really enhances the experience. And what I found is I've saved so much time because the way I can build out an assignment, the way I can build out a test, the way I can monitor my students is so much easier. And so, I've saved a ton of time. So, I appreciate and I'm glad that I made that change.

So, I'm going to tell you a typical teaching day for me. Pre-digital adoption and post-digital adoption. So, on the left-hand side [pre-digital adoption], I'll tell you what a typical day was for me. Frantically making copies at the copy machine right before class. Yeah, sometimes because you know you have ideas, and you're like oh I want to make a copy of this. Now 60% of the time the copier machine was down. So, then I'm running to another department to try to make these copies, to make sure I have enough copies for the class—just, you know, unnecessary stress. Then, when I get to class. I'm spending on average I'd say three or four minutes passing out each assignment that I photocopied. So, there's time wasted there because I'm going up and down the aisles passing out, counting the number of papers I need to give to the students. That's time wasted. That's learning time that's wasted. Now, I will admit, every now and then I would leave my own textbook in the office. So, I'm running back up to get it and students rarely had their book in class. So that was a typical pre-adoption day for me.

Now, post digital adoption, no more copies. I mean I literally walk in the classroom with just my laptop and my keys. That's it. So, I have no more copies. I'm not passing out anything. So, I'm not wasting that time. I upload everything. Either I'm uploading it to my course management system or we're accessing the assignments on the Pearson site. But no more passing out copies. What's been important for me because when I'm not in class, I'm

traveling a fair amount. So, I can access the digital text anywhere and that is really important because if I don't have my textbook, my hard bound textbook with me, and someone's asking a question on page 192, and I don't have it, I can't look at page 192. But being able to access the digital textbook has been just like a game changer for me.

And here's this point about the accessibility piece. There's no complaints about carrying the book and backpacks all day. So, when you think about... if a student has three or four classes on a Monday, Wednesday, Friday schedule, and they're back-to-back, and they have a textbook for each of those classes, they're putting all that in their back and they're carrying it around. I have students that accessibility is an issue. Whether they are in a wheelchair, and so carrying all that is no longer an issue for them. And I've had students talk about that. So, the post-digital adoption has been really great for me.

Okay, so let's take a look at what it what it is inside. So, again, I went into this... I had the opportunity to work on the author side of this, and then realized, 'oh my goodness. I'm gonna have to use this in class now. I'm gonna have to make a switch. I'm going to make the switch.' Because remember, I was a long time Garrison user. But I made the switch. So, I log in, and what you see is just... when you log in you see your courses.

So, I have two courses right now, Cost Managerial 602 and 603. And I like it. It's neat. Everything is in one place when you log in and you see this. Now, I show you this page because when I talked about being more engaged and connected to my students, this is what I'm talking about. So, if you see this, what you see chapter 10 homework is due on the 14th at 11:59. So far, 17 out of the 34 students in this particular class have completed it. So, come Saturday night or Saturday morning, if I notice that it's still right around 17... 17 have done it, I can send them a text message. I can send them an email: 'hey everything okay? I noticed you haven't completed this yet'. So, it allows me to have some information to reach out to my students to say—even with the analytics that's captured on the students—the student end, I have had students that were supposed to complete a test and they didn't.

And so, I had one student that didn't complete the test which I thought was odd. So, I go in and I'm like, hmm, I noticed Joanna hasn't taken a test. She hasn't logged in. What's wrong? So, I send her an email, send her a text: Joanna is something okay? She was in the hospital! She had emergency surgery. She was sick. So being able to see that she had not completed it gave me some insight and I reached out. I reached out. Told her I was concerned. She wrote back and I found out what was going on. So, again, having this window into the lives of the students through the textbook, it has been really beneficial.

So, this is another section of the book and it's the assignment manager. Now, this is where I spend the majority of my time. And what I've realized is this is my time saver. Because I can go in, I can preview things—so if you look on the right-hand side where it says select, you can assign it, you can preview things right before... the whole book is laid out so as you see there is homework, there's video homework, there's chapter reading assignment. Now

what I like about the chapter reading assignment for those students that need to read and do something there are these assignments that are embedded in the reading. Like almost learning checks. And so, I really like that because it helps students stay active in their learning. There's simulations, there's quizzes. So really, it's almost a drag and drop and assign kind of situation. I do do the work before I go and assign it, but the answers are there, it's easy. So, this has been my biggest time saver because what I used to have to do is go to the website, access a solutions manual, or go and look at the book and figure out what I'm gonna assign, put it on my syllabus. I mean, there was a whole process there. So, this has saved me a tremendous amount of time.

So, I want to show you... something that I love is the video homework. And so, if you see here at the top, it says 'review the video to help you answer the following questions'. And so, I currently teach freshman honors cost managerial students. And so, these are students—my students are 18 years old. So, they don't always have a concept of how a business works. And so, what's really great about these videos is it gives you an insight of what a business is on the inside or what it looks like from the inside which is very important for an 18-year-old. So, I want to show you just a little clip of what these videos are. You know, we could even call them mini movies because it's not a talking head, it's not a person that is just this person that's been working 30-years and just sharing their experience with the camera in front of them. It's not that. It's a story. And so, we know how important storytelling is in terms of connecting with an audience. So, I want to show you just a little sample of what these videos are like. I'm going to play this video for just a couple minutes.

Rob Sama (Baderbräu Owner)

[Music] Baderbräu was Chicagoland's original craft beer. It was first brewed in 1989 out in Elmhurst. And I used to drink it as an undergraduate at the University of Chicago many years ago, first learning to home brew. The beer was incredibly popular throughout Chicagoland in the 1990s, but the company was financially mis-managed, and it went under. It went bankrupt. And I wondered, 'geez, is the Baderbräu name available?' and it turned out it had lapsed, so I registered it. But I didn't know the name of the brew master.

So, I Googled around until I found his name. I got the recipe and the e-string from him. With that, we set about trying to find a location for our own brewery. Breweries are asset-based organizations, so you know, because you're buying large pieces of stainless steel, you can get SBA loans and other bank loans to finance them, because there's hard assets there. It's not the same as say starting a software company where if it doesn't work there's nothing to get. We eventually came across this location. By June of 2016, we opened. My name is Rob Sama. I'm the owner of Baderbräu Brewing.

You know when we first relaunched there was a rush to get the beer from people who were fans of the original. Our Facebook page had an average age for people who liked it of like 45. But you can't live by that in the beer business. You need younger people. And today our averages are in the 20's, which is where they should be.

Here we have obviously the pilsner which is our flagship. it was the beer that we were...

Kelly Richmond Pope (Author)

So, I'm gonna stop it there. But I just wanted to give you a flavor of what the 'Inside the Business' video series is. Students love it. Now, this is interspersed throughout the book. So almost all the chapters have them. But I use this in class. I can show these videos in class, or if I use it as part of their video homework, they can do it as a homework assignment as well. It just depends, like every now and then, you may want to show some really good content, good video content, in your class. And so, I'm so glad that this is here. Now, I used to show Shark Tank pitches and things like that, but what I like about this series is it gives the student a full experience of what the business is like, and then has managerial cost questions that tie into what they just saw. So, I use this a lot.

So, testing. You may have a question about testing. I've done both. I do my tests inside the Pearson platform. I do them completely online. I teach in-person though. So, I do want to let you know that. I teach in-person. I have taught asynchronously online and synchronously online with this text, but right now I'm teaching in-person, but I do my tests online. Sometimes, we do three tests in my quarter. We are 10-week quarters at DePaul, and I have had the students do both ways where they come into class with their laptops, and they sit in front of me and take the test and then I've done it out of class where they have a certain amount of time to get the test completed in a day. I've done both. Questions are randomized, and building the tests are super easy.

And reviewing the test analytics is helpful. So, when a student comes to me and maybe they didn't score what they wanted to score, I can go in and I can look, 'hey you only spent three minutes on this question. You should have spent a little bit longer. Or you only spent 60 seconds on this question. Maybe this topic you didn't understand well. Let's go back and look into your homework assignment. Did you miss it on your homework?' So, the analytics on the back end is very very helpful. And I could not, would not, have this just with a traditional hardbound book or even a PDF file book—PDF faced book that I was using before. So, using the analytics to really connect better to my students learning has been just a game changer for me.

So how do I feel right now? You see I love taking pictures with my students. We do a class picture at the beginning of every quarter. So, this is last quarter. This quarter, they took a picture with my book, but I didn't want to seem like I was promoting that. So, I just put my DePaul picture. We all have to wear a DePaul shirt, and so these are my students. But how I feel now is, I have more classroom control. Now you might feel like allowing laptops means you have less control, but actually, I feel like I have more classroom control because when I set up an assignment and we're doing it in class, there's analytics that I can look at at the back end. So, I can figure out, are they doing the work are they not doing the work. So, it's helped me feel like I've had more control than I've ever had before. As I said earlier, I have

more insights on how my students are learning. What's connecting with them or what's not.

The book also has a study plan that is generated based on how they are performing on their homework and other assignments that are given to them. So that has been very helpful. The 'Inside the Business' series helps students understand how a business operates. So that combined with the entrepreneurs that come into class or either zoom into class that speak to my students about their business—those two things combined just makes it a really powerful learning experience. The fourth bullet I have, it says: enhanced reading experience for those students that need it. So, there's the e-text and then you can give the chapter as a reading assignment. And again, there are these points where there are questions that are asked that you can answer throughout your reading. So, these learning prompts are really helpful.

I'm excited to have a sustainability focused course, because it's something freeing to just walk in a class and never hand out a piece of paper. Funny Story, I mean well maybe not a funny story, but you may be experiencing this at your university as well where we are having budget issues. And we had our faculty meeting several weeks ago and the first thing, the first cost cutting measure that my department chair asked all of us to do, was stop making copies. Do not make any copies for class that you don't have to because the expense. The amount of money generated in photocopying in our business school was so high. And I was like what? I don't have that problem, because I don't make any copies and haven't made any copies for almost a year and a half. So, you know, I said of course I had to put that in the chat like, 'don't have that problem. Told you. You should have just made the transition with me.' So now I feel like I'm skipping and dancing.

I think that picture is great, because now I feel like making that transition has just been really beneficial for me. And I'm excited that I've done it. Class is fun. You know, it has allowed me to just think differently about the whole teaching experience because I can infuse other things and the assignments that are built into the book are just really great. So, with that, here's that slide again. If you have questions, there's my email and there's my cell phone. Jennifer is also online, so I'd like to stop here and open the floor to any questions or concerns that you may have.

So, I see a question that—oh I did see a question, but now.

Nayke Heine (Moderator)

Kelly, I think Mike got to that one that was a little bit more about the functionality, but we do have a few others that came in. Let me go ahead and read them for you. So, the first one is: 'Kelly I feel like I'm similar where I've been using the same book for so many years and there's so much intimidation factor with making the jump to something new. Any thoughts you can provide around what to do to get over that hump and just make the change?'

Kelly Richmond Pope (Author)

Yeah, you know. I had to tell myself that I know more about this subject than my students, and as comfortable as I feel, they're going to feel that same comfort. So, like, I stopped walking into the class sort of downing like... Okay we're making the switch, I used to use this book and now I'm trying something new. I never say that. And the very first time I went in the classroom saying that 'I used to do this and now I'm trying something new', I don't say that anymore. I walk in saying, 'okay. you know, we have a digital only text, and that is going to open the door to so many opportunities for us in this course. I'm so excited to be here to do this with you. I hope you enjoy the journey.' So, I just I just like sell it. Oversell it all the time. I haven't heard any complaints, so I think it's almost like jumping off a deep end. You just do it. You just jump in and realize that there's a lot of support.

So, my Pearson rep supported me because I think what I've noticed is that first transition is hard. I mean it is hard. Just like you, I was a long-time user. You couldn't take that book out of my hands. And so now, knowing that, I shared that with my Pearson rep—they knew that. So, there was support especially at the that first time now. Now I'm a pro and I feel like I know everything about it. There's still things I'm learning, and Jennifer also has been very helpful in the beginning of making that transition. So, I think if you are there and you feel that same way, I'd say try it and I'm more than happy to be there. When you have questions, one of the reasons why I put my cell phone number is because if you have a question, it's probably an in the moment question so you can call or text especially if you're gonna just do that, make that change. I don't know if Jennifer was going to add something because I think she was about to say something.

Jennifer Caines (Author)

Sorry about that. My dog started barking so I had to put myself on mute again. I totally agree with everything Kelly's saying. I think the other thing is for students, it's a harder transition for us than our students even though our students primarily are used to print books or maybe online PDFs. I totally agree with Kelly. They seem to like this product better because it is like reading a website, and that's you know meeting the students where they are now. Right? So, how do they consume information? They do it in short chunks. They do it with a lot of video content. And so, I think the students really appreciate the difference of our text because this is meeting them where they are. This is how our students learn today and I think it's a much more engaging product and I think our students are actually much more adaptable maybe than we are. Right. So, I think they're excited about the content.

They're excited about the videos. We also have the videos embedded in the simulations which we didn't really talk about too much. And I can tell you that I've changed nothing in my course other than switching to this digital first experience for the students. But as far as the exams, I also teach in-person classes. And I give them the same exam that I used to give them. And my grades have gone up significantly. And I think it's really attributable to how engaged the students are and what they're learning that they just understand it better

and have a better understanding of how business works and how manage your accounting concepts apply. Rather than a course they're being forced to take they actually can understand the application. And are just more interested even if they're not accounting majors. I think they just, they get it better, in my opinion.

Nayke Heine (Moderator)

Thanks Jennifer. That's actually a great segway into our next question. Can you talk a bit more into what your student reactions have been to implementing this new product? You both touched on it briefly, but if you could expand on that a little bit.

Kelly Richmond Pope (Author)

So, my student reactions have been positive. But, I feel like they feed off my positivity. So, if I'm upbeat, smiling, and excited about every day, every time I'm in class, they are too. So they have said, they wish their other classes were more like this and used the type of technology and a type of text that this is. So, that's what I've heard, because this sort of stands out. But they realize that it feels more in line with how things are today, and that makes the other courses and the other professors look a little bit more outdated. So, it's been very positive. And I do ask for the feedback. And a lot of times I'll just ask for like anonymous feedback from the students, and they share. So, it's been positive. Jennifer, I don't know how your experience has been.

Jennifer Cainas (Author)

Yeah, I agree 100 percent with what Kelly said. And sometimes I'll bring up either, you know, a video homework or like a simulation. The first simulation I usually work through in class with them. So, with almost every simulation, there's also a video that introduces it. And then it kind of walks them through some questions. And I remember the very first time I did this in class. I was super nervous, honestly, because I was afraid something wouldn't work. Or, you know, the students wouldn't respond. And so when I did this, then you know one of the comments at the end of class was one of the students said, 'can we do stuff like this every class period' because there it was just more interesting and engaging for them.

So, I think—absolutely, I think the students enjoy it a whole lot more. And you're right, Kelly, we probably look more cool because of it where the other classes are starting to look outdated, right? So we'll take—it's hard for accountants to look cool, so we'll take it, right?

Kelly Richmond Pope (Author)

No, Jennifer, it's easy for accountants to look cool. Come on! Come on! We're cool! But to your point, Jennifer, I'm getting into the period where I'll be using the simulations and the data analytics assignments. That's something else I do. Now, you know when you have—if you have AACSB accreditation that you have to follow, I can now say, 'yeah, check the box. Cost managerial accounting 303 does have several data analytics assignments. And they're in my book. So, that's one thing that's been really helpful, because I don't—I'm

not an expert in data analytics. But I can look like one by giving these assignments, So, I'll be using the simulations in the data analytics projects in the next couple of weeks in class.

Nayke Heine (Moderator)

Awesome. Our next question is: 'do Kelly and Jennifer encounter students who are non-traditional? So, returning more matured with a lower level of computer literacy. They're having difficulty getting used to the video homework as well as learning the new materials from the course at the same time. Have you guys encountered that?'

Kelly Richmond Pope (Author)

At DePaul, I teach two sections. Two different types of students. So, right now, I'm teaching freshman honors. In the fall, I teach our general accounting class. And that's where we have more non-traditional students. And I would say I don't encounter that because the non-traditional students tend to be non-traditional because they're working full-time. And so, very few of them are working in a capacity where they don't have any type of computer literacy involved or computer skills needed for what they're doing. So, I haven't found that, where they can't click and watch something, or they can't just access it and click on the bubble for the right answer. I haven't found that.

But what I do make them feel comfortable in what we're doing in the classroom is the CPA exam is online. The CMA exam is online. So, like you, I'm preparing you for what you're going to have to do should you take those certifications. So, I haven't experienced that. But I do have a fair amount of non-traditional students just because the typical DePaul student—we have a fair amount of first-generation non-traditional students. But I haven't had those complaints yet. Or those concerns rather.

Jennifer Caines (Author)

I would say also, just to add to that a little bit—I do tend to have a mix, a bigger mix, because I have large classes. So, I do have a mix of traditional and non-traditional students. But this semester in particular, I also have graduate assistants that work for me to help with these large classes. And two of my graduate assistants, both female, were non-traditional students. I would say they were easily in their 40's, and both of them starting off as TA's. They had not had me in their undergraduate curriculum, so they've not taken my course. And they had not used a digital-first edition before. And both of them resoundingly said that the digital-first edition was actually more helpful than a regular textbook because I think of the way it's set up. where you kind of read a little bit, but then you either do something or there's a video embedded within the textbook itself that helps you—walks you through what it is you're learning about.

For example: if you go to the budgeting chapter, there maybe is a couple of paragraphs about the sales budget, but then there's a video that shows you actually how to prepare one. Rather than having to read pages and pages of exhibits and flipping back and forth between pages trying to understand what's happening. It's kind of walking you step-by-step

through what you need to learn. So they actually both surprisingly [inaudible] unsolicited were telling me about how much easier it is for them to absorb the information...

Mike Trinchetto (Commercial Product Manager, Pearson)

Jennifer's connection was going in and out a little bit.

Nayke Heine (Moderator)

Yeah. I think we have her again.

Mike Trinchetto (Commercial Product Manager, Pearson)

That's okay. Maybe, Nayke, we can just tackle...

Jennifer Caines (Author)

Can you hear me?

Nayke Heine (Moderator)

Yes. We can hear you.

Jennifer Caines (Author)

I might just mute my video. Because I seem to be kind of going in and out, so I apologize.

Nayke Heine (Moderator)

No problem. We do have one more question. So, let me read that one off here. Okay. So, 'these days I do feel as though I have fewer accounting students. Can you speak to how this product speaks to non-accounting students?'

Kelly Richmond Pope (Author)

Oh wow. Yeah. I think it's the best thing for non-accounting majors, because it has a—I think it has a general market feel. But I feel like cost managerial has a general market feel anyhow. And so I think it appeals to non-accounting majors, because if you think about what we're talking about, we're really talking about the insides of how business operates. And so, I think the homework, the video series—I mean most of the people in the video series are not accountants. They're not CPAs. They are business owners. They are people. They may be a chef. They may be a hair stylist. They may be just a person that didn't even go to college that has started or running their family business. So, I think those features alone makes it appeal more to non-accounting majors than anything. So, I think it's perfect for those.

Because I think to a point that Jennifer had made earlier—there's an applicability that we often miss when we are teaching. We talk about so much, 'what to do', but we don't talk enough about 'why' we're doing it. And so, I think this book appeals to the 'why' in a way that we often miss. And I saw one of the questions about, 'is inside the business series part of the textbook'? Absolutely it's part of the textbook. It sure is. So, it again, it's one of the

things that speaks to, I say all majors. So, when I'm teaching a class that has marketing majors, finance majors, and even majors outside of the business school—they can understand what they're hearing and seeing and see their applicability. Because, at the end of the day, every industry is about making money. And so, how can you help this organization do that better? Those video segments help solidify all of the points that we're trying to make. Something I say in my class is, 'take off the word accounting and just call it cost managerial.' Because the accounting sometimes intimidates students. We don't do a ton of journal entries. So, let's just talk about the... we're talking about the management side of a business. And so, I think it works perfectly for non-accounting majors.

Jennifer Cainas (Author)

I totally agree Kelly. I think I actually—our non-accounting majors—I tell all of my students that if they're business majors, they need to understand a little bit about the numbers. But I think it actually makes it much more relevant for the non-accounting majors because it's all about decision making. Right. So, probably one thing we haven't said yet, unless we've been cutting out so I apologize. But all of the businesses in the videos that Kelly filmed, you know she did a fantastic job, but we deliberately chose either for chapter openers or in our videos, small entrepreneurial companies that students can relate to. So we're not talking about the big Microsoft's of the world. We're talking about like Baderbräu Brewing that she showed you. We're talking about people that started businesses—maybe they have a business background. Maybe they don't. But they talk a little bit about their story and why they started their business. And all of them pretty much understand, even if they don't have an accounting background, they need to be able to understand their numbers to be able to make good decisions.

So, there's a much more— I think our book emphasizes not just the numbers we need to crunch, but we really try to emphasize how we get the information and how we use it. How managers use it to make better decisions. Which all business majors need to do. Regardless of what their major is. They're going to it—you know at maybe not their first job but by their second job, they're going to have to be able to analyze some information to help them make decisions. So how do they do that, and how do we train our students to do that better? And that's really what this course is about.

Nayke Heine (Moderator)

Perfect thank you so much Kelly and Jennifer.

That's it for the questions that we have. But I did want to remind anybody who attended: if you have any additional questions, please feel free to reach out to Kelly and or Jennifer. Kelly shared her phone number. They're on the slides. And in addition to that, we will make sure that your Pearson representative is in touch with you if you'd like to have any further conversations regarding their title, or again, be connected with Kelly and Jennifer at any point. We really appreciate it. Kelly and Jennifer, I don't know if there's anything final that you wanted to add as we head into the weekend, but we really appreciate your time.

Kelly Richmond Pope (Author)

Thanks everyone for joining.

Jennifer Cainas (Author)

Yes, thank you.

Mike Trinchetto (Commercial Product Manager, Pearson)

Thanks everyone, have a great day.