

# Author conversations

*Reflections and insights, from Pearson authors*

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## Featured authors:

**Eric Gaze**  
Bowdoin College

**Tracie Miller-Nobles**  
Austin Community College

**Niva Tro**

**David Laibson**  
Harvard University

**Lourdes Norman-McKay**  
Florida State College at Jacksonville

**Brooke Whisenhunt**  
Missouri State University

**Jeff Manza**  
New York University

**Mary Anne Poatsy**  
Montgomery County Community College

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## Moderator:

**Elayn Martin-Gay**  
University of New Orleans

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### David Laibson

I've felt a passion for writing a principles text ever since I started talking to students and learning that they weren't in love with economics. I'm not that interested about how you perform during the semester. What I really care about is how you use this for the next 50 years of your life. That's what I'm excited about.

### Tracie Miller-Nobles

I took an accounting course, and the minute the professor started on the first day, it was like something clicked. I thought, man — this is so interesting. Every time I walk into the classroom, I think about how can I improve the content? How can I change the way we're doing things to make it better and better for students?

### Jeff Manza

One of my goals as a teacher has always been to get my students to think critically about assumptions they have about the world and walk out of my class knowing how to ask questions about what they're being told.

### Mary Anne Poatsy

Knowledge has changed, right? It's no longer he who or she who has the most facts in their head that can spew them out, because facts are available on our phones now. It's how do you take those facts, and apply them, and think critically about it.

### **Brooke Whisenhunt**

For years we've had experts on the science of learning. We know how students learn, but you couldn't implement that in a text in a way to take advantage of the science of learning. And for me, technology was that part that now allowed us to take advantage of what we know about the science of learning.

### **Lourdes Norman-McKay**

I mean, how often do we say, 'Oh, we have to make it relevant, make it real world,' and here — now you have a platform where you can give real data. You can have them interact with the data and analyze it in a way that you never could have done in a static platform. What is a traditional face-to-face classroom anymore? So it only stands to reason that the content materials that support those changing modalities would also evolve.

### **Niva Tro**

I think technology has sort of catalyzed a change from passive learning to active learning. When I first started teaching, I was of the mindset where I would just go up there, and students would absorb what I said. But now, even in large classes, I can have accountability. And I can have interactivity. And I can have a conversation with my whole class.

### **Elayn Martin-Gay (moderator)**

So if they're up at midnight, and can't reach their instructor, then they can just watch a video clip of me. And they're not alone. And somebody's helping them through an exercise.

### **Niva Tro**

I want my students at the end of the day to be competent and passionate. So I want them not just to understand the 'what,' but the 'why.' At the end of the day, I feel responsible for their learning. If I don't do my job, they're not going to do well.

### **Eric Gaze**

We want our students to be able to think for themselves, to ask intelligent questions of experts, and to be able to confront authority confidently. And that's huge, right? We want them to fully participate as citizens in this democratic society.

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