

Author conversations

On challenging students to think

Tracie Miller-Nobles

Austin Community College

Every time I walk into the classroom, I think about my textbook, and how can I improve the content? How can I change the way we're doing things in the textbook to make it better and better for students? And so every time we're up for a revision, we're making significant changes in the book to make it better. And it takes a whole team of people. You know, I have a co-author, I have people that work at Pearson that help. You know, I have colleagues that give me great feedback. I have students that give me excellent advice. You know, this book wouldn't be here if it wasn't for all those people that help in that process.

So, as an author, I think about how do I build cases, or end-of-chapter problems, or simulations that will allow students to learn those skills. That critical-thinking piece. That problem-solving piece. And so one of the things that we did in the last edition of the book, was we put some cases at the end of each chapter that allowed faculty to incorporate those critical-thinking skills, to give their students the opportunity to work on a problem that wasn't just in line with what the textbook [looked like], you know, the content wasn't cookie-cutter approach. But instead, presented the information in a little different way. Or had them incorporate content from multiple different chapters, and things they learned outside of accounting class. And to give them, the students, that idea that, yes — you have to know accounting, but you also have to be a really great thinker.

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