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Chapter 1 : Financial Reporting and Analysis

About This Product. Now you can teach financial accounting from both a user's and preparer's perspective with a wealth of actual examples, cases, and real financial statements found in Gibson's FINANCIAL REPORTING & ANALYSIS: USING FINANCIAL ACCOUNTING INFORMATION, 13e.

I view myself more as an "illustrator" than as a "teacher. They were enthusiastic about the subject they taught. They were knowledgeable about the material and provided many illustrations that helped students visualize the key points of their lectures. They expected students to take responsibility for learning the material and for their own educational development. They were always accessible to talk with and were open to questions and comments. I try to approach my classes and my role as an instructor in this same manner. Enthusiasm I believe many students have a certain amount of fear when they take accounting, especially introductory financial accounting. I find it challenging and yet very rewarding to present accounting in a nonthreatening way so that the student can relate to what I am saying and can understand the concepts I am conveying. When I am excited about the topic that I discuss then I find my excitement is often shared by my students. This enhances the learning environment. Illustrations My teaching style is based on providing illustrations to help the student understand the key points of my lectures. I strive to show practical applications of many accounting theories that I present. I have been a CPA for twenty years and have gained a lot of experience in both the accounting and tax areas. As part of my illustrations and examples, I share many of my accounting experiences with my students. I find the students learn better when they can relate the material to a real-life situation, especially one they might encounter in the future. As a CPA and as an instructor, I have a responsibility to keep current with the vast changes that continually occur in both financial and tax accounting. Each year I attend forty hours of continuing education courses. Because I stay abreast of new developments, I am able to incorporate new materials into my lectures to equip the students with the most current knowledge in the discipline. Responsibility and Accessibility As part of my teaching philosophy I believe strongly that students should accept responsibility for learning the course material and for earning the grades they receive. Ownership of the course is extremely important. I have a responsibility to illustrate the material in a clear and understandable way. I assign homework problems and provide case-study problems. The students work individually and together in groups during class. We discuss answers to the various problems, and I encourage questions and comments, both during class and outside of class. I maintain consistent office hours and give my students my home phone number and e-mail address in case they need to reach me when I am not on campus. During the semester I give approximately three to four examinations. My examinations are a combination of multiple-choice and problem-solving questions. In addition, all of my students are required to complete several writing assignments. Timely feedback is important, so I try to return exams and writing assignments within several days. I go over the answers in class and provide explanations to students to help them understand their errors. As a senior instructor, it is my responsibility to continually improve the content of my courses and my presentations. I take very seriously the student-faculty course questionnaires and incorporate recommended changes into my courses. In summary, I view my role as a teacher as one that is always evolving and changing, yet is constant in providing the student with a stimulating and rewarding learning experience.

Chapter 2 : Financial Reporting and Analysis: Using Financial Accounting

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