

10/4 Overall discussion of what we mean by Critical Thinking and how it is part of every course. Accounting: Transaction Analysis: We are handed a piece of paper by The Boss and told to “book it”. We must first determine what the paper represents (invoice from a vendor or to a customer, a check paid or received, or payroll/human services form). Then, we must figure out “What Happened?” What Accounts are involved? Were they increased or decreased? By how much? Do we record that with a Debit or Credit? We then write the information in a journal of business transactions. We then move on to the next piece of paper and start all over again. Assessment is a review of the journal entry by management, instructor, or auditor. Refinement is within the mind of the student. What used to be a long process becomes a reflex.

Example: We purchased \$250 of office on account =

10/5/13	Office Supplies	250
	Accounts Payable	250

Office Depot invoice #23456

Other examples of critical thinking are ethical problems that come up in business. We want the student to be aware that they have to consider ALL the matters involved, the environment in which the situation exists and the legal/professional ramifications of the decision made. Insightful communication of the thought process to the parties receiving the results of the decision may help with the acceptance of the decision.

### The Accounting Rubric

This effort is to quantify the steps a student takes to record simple accounting transactions during the first four chapters of the Accounting I class. (Test One covers that block of instruction and might serve as an alternative measure of the learning.)

Method:

- Create a class roster for each section of Accounting I.
- Prepare a grid of nine columns for each student name.
- Record performance demonstrated during homework review in class.
- Transfer daily progress to cumulative chart for each student.
- Summarize findings and compare to grade on First Test.
- Strip names, sort by highest scores.
- Review results with the class to demonstrate any correlation between scores.

Columns:

- Read the chapter.
- Attempted the question.
- Read the question.
- Understood What Happened.
- Chose acceptable accounts.
- Determined increases or decreases for each account.
- Selected Debit or Credit for each account.
- Balanced entry.
- Asked for help if unable to complete the transaction.