

## Preface

An instructor's manual should be more than just "part of the package." A good one will have at least four features that faculty can use regularly. First, there should be **suggestions about how the material in the text relates to the classroom**. This manual presents an exercise or a class activity for each chapter. Hopefully they will make class sessions more lively. Outlines of the text are included in the study guide, but brief text outlines are included here also. The customary lecture notes are omitted altogether from the supplementary material because one faculty member's lecture notes are usually worthless to another instructor. It is hoped that the activities presented in this manual will be useful additions for many.

A second ingredient of a helpful instructor's manual is **a list of stumbling blocks that limit student learning**. Each chapter has its own set of hurdles for the student, and these can become challenges for learning or obstacles to understanding. It is important that instructors anticipate these difficulties and work carefully to overcome them.

The third feature that will save an instructor many hours is the text **end of chapter problem solutions** section and **a few additional problems** for each chapter. Microeconomics and Behavior makes microeconomics relevant to the student. After spending numerous semesters in the classroom with the text material, I believe that problem-solving class sessions create the best learning environment. The study guide, text problems, and this manual should provide the instructor and students with a wide array of examples and problems. Class time will be more productive if it explores the areas where students are having trouble rather than lecturing to them on topics they can learn on their own. If they have tried to work the problems in the study guide or text, they will know where they need the most help. In my opinion, it is more fun to put a puzzle together in class than to listen to someone describe the shape of its pieces.

It is important to see the text, study guide, and instructor's manual as complementary goods. There is an attempt to minimize overlap between the sources. Both the study guide and this manual stick very close to the text material. Their only purpose is to make the text work better. Fortunately that is not a difficult job because of the user-friendly nature of the text itself.