

DEPARTMENT OF ECONOMICS
BROOKLYN COLLEGE (CUNY)

Report on Observation of Teaching

Observed Thomas Kanner

Observer Nadine Daykin

Rank BTE

Signature N. Daykin

Course and Section 3410

Time 1:30

Date 11/15/2004

Knowledge of Subject Matter

- ☒ Profoundly informed, obvious evidence of scholarship
- ☐ Well informed, quite adequate knowledge
- ☐ Moderately well informed, routine and ordinary
- ☐ Usually informed; occasionally not
- ☐ Poorly informed, inadequate knowledge

Organization of Subject Matter

- ☒ Systematic and thorough organization
- ☐ Adequate, fairly well organized
- ☐ Existing plan but easily diverted
- ☐ Excessively rigid (over-organized)
- ☐ Confused, disorganized

Appropriateness of Subject Matter

- ☒ Topic and level appropriate for this course
- ☐ Topic and level inappropriate

Ability to Explain

- ☒ Clear, precise, to the point
- ☐ Generally clear; occasionally vague
- ☐ Mixed: partly adequate, partly inadequate
- ☐ Generally inadequate
- ☐ Explanation seldom offered, lecture incoherent

Encouragement to Thinking

- ☐ Stimulates independent, critical thought
- ☒ Allows for independent thought, some effort to stimulate
- ☐ Routine, not much effort
- ☐ Discouraging, rote treatment

Speaking Ability

- ☒ Skilled, excellent presentation
- ☐ Good, generally adequate
- ☐ Presentation weak; occasionally unclear, boring
- ☐ Poor technique, serious handicap to presentation

Attitude Toward Students

- ☒ Interested, helpful, sensitive
- ☐ Moderately responsive to students
- ☐ Condescending attitude toward students
- ☐ Impersonal but not hostile
- ☐ Hostile, antagonistic and sharp

Response of Students

- ☒ Enthusiastic, high morale
- ☐ Good, students generally involved
- ☐ Mixed; some signs of boredom, alienation
- ☐ Low morale, lack of desire to participate

On a separate sheet, elaborate on the judgements made above. Give specific examples and suggestions for improvement.

ECONOMICS DEPARTMENT

Post-Observation Conference Memorandum

Post Observation Conference

Observation date 11/05/2014

Course and Section BU 3410

Name of Observer Noelle Darden

Date of Observation Report filed with Chairman 11/05/2014

Summary of Discussion:

Please see attachments.

(Attach additional pages if necessary)

Signed Noelle Darden
Observer

I understand that my signature means only that I have read this memorandum and that I may attach any comments I wish.

Faculty Member's Signature [Signature] Date 12-15-2014

Observation Report for Prof. Hauner

On Nov. 5th, 2014 I observed the class of Econ 3410 "Mathematics for Economists 1" by Prof. Hauner. In spite of the non-smart classroom with an old-fashioned chalk blackboard, Prof. Hauner was able to deliver an excellent lecture on solving systems of linear equations, writing literary the entire lecture in detail on the blackboard, drawing numerous graphs, and doing so the neatest handwriting I have seen in chalk.

The lecture was clear, systematic, organized, well-structured and delivered in an easy to follow fashion. All students followed by diligently taking notes.

Prof. Hauner has an energetic, fast-paced style of teaching and is yet able to go over the smallest details of the mathematical problems solved. For example, when presenting the three ways of solving a linear system, Prof. Hauner, outlined and numbered the steps in writing and left the list of steps as a reference on the board.

It was a pleasant surprise to see a lecture in mathematics for economists- a subject suffering from the reputation of being a "dry matter", delivered with such enthusiasm and energy. In spite of writing a substantial amount of time on the board, Prof. Hauner was able to do so half-way turned towards class, constantly pointing to the board and clearly delivering the lecture to the class. This kept the audience engaged through the entire lecture. They visibly nodded heads and followed along.

I think Prof. Hauner has the potential of being among our best lecturers. My only suggestion is to let the students verbally participate in solving parts of the questions. For example, when solving for the intercepts on a graph, he could give a few seconds to the class and let them give him the answer to be graphed. Since all students were following, he would have got a lot answers going over the problems.

It was a great lecture.



Observer: Nadia Doytch