University of California, Berkeley

Instruc	ctor Ribert		Course _	Math 115		Semester _	Fall 11
Enrolle	edehrolled		Auditing	h 0		Your Major _	Math/Cs
foll	ese evaluations owing ways: (1 ure teaching; (2	) for use b	y the instructo	or ( <b>after</b> grade:	s have been	turned in)	in improving
1.				oossibilities of eness of this in		matter and	course, how would
	ा not at all	<b>-2</b> :	<b>©</b>	ক্র moderately effective	<b>(5</b> )	現實證	extremely effective
2.		xamples, c	larity, willingn				ctures, content, ard students, office
	He makes holps that he	the lect	ures interest. Id the class in	ing by making to what he wa	it foollik utpl to tea	eg discu ch.	ssion. It also
3.	What are the	instructor's	s weaknesses	? How could the	ne instructor	improve h	s/her teaching?
•							
4.	Please rate th	e overall d	course on a so	ale of 1 to 7:			
	ा not at all	<b>12</b> 1	cgn .	本 moderately effective	<b>15</b> 1		extremely effective
5.	improved, adv	rice to peo		to take it, etc.	se such as	content, te	kt, how it could be

University of California, Berkeley

	•								
Instruc	ctor _	Rib	at		_ Course _	Math	115	Semester	Fall 2011
Enrolle	ed				_ Auditing _			_ Your Major _	Math
follo	owing	ways:	(1) for u	se by the	instructo	r ( <b>after</b> grac	les have be	cs in one or men turned in) and instructors.	in improving
1.		-	-		•	ossibilities oness of this		ct matter and	course, how would
	⊏t not a	3	<b>-2</b> 3		<b>3</b> 3	व्या moderately effective	<b>:5</b> :	<b>16</b> 1	extremely effective
2.	boa	rdwork,	example		, willingne		_		ctures, content, ard students, office
		very	humo	rous,	ellecti	ve lection	cs, for	elans a	nd homewore
		055	grma	1ts. 1	very w	Ilingto a	nower	questions	and enterann
		ato	thre	hor	<b>(</b> S.				
3.	Wha	at are th	e instrud	ctor's wea	aknesses′	? How could	the instruct	tor improve hi	s/her teaching?
	00	casi	mally	Make	es ec	rors a	1 lectur	ce.	
•									
<u> </u>				· .					
4.	Plea	se rate	the ove	rall cours	e on a sca	ale of 1 to 7:			
	ct: not at		<b>12</b> 1		<b>C3</b> 3		<b>5</b>	<b>6</b> 0	extremely effective
5.			_		-	cts of the co to take it, etc		as content, tex	xt, how it could be
		Con	sdir	Jakir	15 M	lath 113	before Understa	hand,	
•			help	'S h	ith (	ancept	understa	nding.	

University of California, Berkeley

## **TEACHING EVALUATION SURVEY FORM**

Instruct	tor My	Ribet		Course _	Math 115		Semester _	Fall II		
Enrolle	-	•.		Auditing			Your Major _	Math		
follo	wing wa	ays: (1)	for use by	the instructo	epartment of or ( <b>after</b> grad	Mathemati es have be	ics in one or n een turned in) nd instructors	nore of the		
1.		e the ov		-	oossibilities oness of this  moderately effective	•	ct matter and	e	中 中 extremely effective	
2.	boardw	ork, ex		rity, willingn	ess to answe	er question	anization of le s, attitude tow www gwskins	ard stud	dents, office	اه
3.	What a	re the ir	setructor'e s	weaknesses	2 How could	the inetrue	otor improve b	is/bor to	achina?	
3.					e occurrently		etor improve h	is/Her te	acining?	
	. '								•	
	Please	rate the	e overall <i>co</i> ∈	<i>urse</i> on a sc ሜ	ale of 1 to 7:  moderately effective	*	<b>16</b> 0		⊄⊐ xtremely ffective	

University of California, Berkeley

Instruc	ctor <u>ken</u>	R: but	Course _	Math	15	Semester _	Fall	1 1
Enrolle	ed <u>Yes</u>		Auditing			_ Your Major _	Applied	Max
The follow	ese evaluation	ons will be he (1) for use b	elpful to the De y the instructo y the students	epartment of Nor ( <b>after</b> grade	Mathematic es have bee	s in one or n en turned in)	nore of the in improving	
1.		_	nitations and p ching effective		•	t matter and	course, how	would
	ा⊐ not at all	2	<b>:3</b> :1	কে moderately effective	<b>:5</b> 1		extreme effective	-
2.	boardwork,	examples, o ework, exam	s strengths? (i larity, willingno is, grading).	ess to answer	questions,	attitude tow	ard students	office
	prepa	rion, c	ortant, et	emples, c	lang)	willing	Man, Man	
	ma	quet:	) , <	os, attib	ih.	helpful	nt m	165
3.			s weaknesses			• •	is/her teachir	ng?
4.	Please rate	the overall of	ourse on a sc	ale of 1 to 7:				•
	ा not at all	<b>- 2</b>	<b>3</b> 3	本 moderately effective	<b>:5</b> 1	2	extreme effective	•
5.		•	relevant aspe ple who have			s content, te	xt, how it cou	ld be
	K	ibetin 12	AL LO	stl				

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor_	Ribet		Course _	lls		Semester _	Fall	2011	
Enrolle	ed	J		Auditing			Your Major	EE/(	5	
follo	owin	g ways: (	1) for use b	by the instructo	epartment of Mor ( <b>after</b> grades s in selecting o	s have been	turned in)	in imp		
1.					oossibilities of the ness of this ins		matter and	l cours	e, how wou	blı
		⊅ at all	<b>12</b> 1	<b>3</b> 3	本 moderately effective	<b>(5)</b>	<b>16</b> 1	1 •	中 extremely effective	
2.	boa	ardwork, e irs. home	examples, o	clarity, willingno	e. preparation ess to answer	questions, a	attitude tov			ce
3.	1 1	1 4 1	and he ch	المال المسمأ المال	? How could the work for me; I	Carl come	11.100 00 11	1 0	ماساه	
	cle	sh Al	so I ger	wally feel pr	ressel for three	on my te	sts, but the	nt mo	tank lbm r	be me
•										
4.	Plea	ase rate t	he overall d	course on a sc	ale of 1 to 7:					
	⊏ not a		<b>12</b> 1	<b>(3</b> )	moderately  effective		<b>∷6</b> ∷		⊄ extremely effective	

Comments on any other relevant aspects of the course such as content, text, how it could be

improved, advice to people who have to take it, etc.

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor <u>K</u> R	libet	Course _	Math 119	5	Semester	Fall 2011	-
Enrolle	ed		Auditing			Your Major	Math	
follo futu	ese evaluation owing ways: (' ure teaching; (	1) for use by t 2) for use by t	he instructo he students	r ( <b>after</b> grade in selecting	Mathematics es have bee courses and	s in one or n turned in d instructor	more of the ) in improving s.	
1.	-	ootn the limita overall teachi			•	matter and	d course, how w	ould
	⊏⊐ not at all	<b>'2</b> '		क moderately effective	<b>:5</b> :	<b>200</b>	extremely effective	
2.	boardwork, e	examples, clar	ity, willingne	ess to answe	r questions,	attitude tov	ectures, content ward students, o	ffice
		home	arks that	explore	them			•
3.	What are the	instructor's w	eaknesses′	? How could	the instructo	or improve I	his/her teaching	?
		homework =	s more	dufficult	than a	10e 9	Saya	
					•			
4.	Please rate th	ne overall <i>cou</i>	<i>rse</i> on a sca	ale of 1 to 7:				
	not at all	<b>12</b> 1	<b>:3</b> 3	moderately effective		464	□  extremely  effective	

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor <u>K</u>	Riber	•	Course	Math	115		Semester _	Fall	2011
Enrolle	ed <u>Y</u> e	ک		Auditing	To State the constant of the c			Your Major	Mar	th the
foll	owing wure teac Consider	vays: (1) hing; (2) dering bo	for use by for use both the lim	Ipful to the Dy the instructory the student nitations and thing effective	or ( <b>after</b> ( ts in selec	grades had the course of the	ave beer rses and subject	in one or n turned in l instructors	more o ) in imp s.	f the
	not at a	II	<b>-2</b> 3	<b>□3</b> □ ·	modera effecti	•	£ <b>5</b> 0	•		extremely effective
2.	boardy hours,	work, exa homewo	amples, cl ork, exam the mat	s, grading).	ess to ar	iswer que				s, content, udents, office
3.	Many	fimes	in offi	weaknesses	he will	give	a com	plete an	swer	to
	a ho to n		end hi	n rather s office he	than cours a	s muel	and h as	this pr	Lhar	d me
4.	Please	rate the	overall c	ourse on a so	cale of 1 t	o 7:				
	ा pot at all		<b>1</b>	<b>3</b> 31	ra⊐ moderat effectiv		<b>:5</b> 0			cz extremely effective
5.				relevant aspo			such as	content, te	ext, hov	v it could be

Textbook was great, but expensive

University of California, Berkeley

Instruc	ctor	K.R	ibet	Course _	Math	(5	Semester _	Fall'II
Enrolle	ed	*		Auditing			Your Major	Nonexisten
foll	owing ure tea Cons	ways: ( aching; ( sidering	1) for use b (2) for use b both the lin	elpful to the De y the instructo by the students nitations and p	epartment of Mor (after grades in selecting coossibilities of	fathematics have bee courses and	s in one or in turned in dinstructors	) in improving
•	you i		overali tead	oning eπective	ness of this in  an  moderately  effective	structor?	13 <b>6</b> 11	⊄⊐ extremely effective
2.	boar	dwork, e	examples, c					ectures, content, vard students, office
	C	(+ + -	elling v	Funny, 9 when the ofoffice	nodate	xplain e boi	ing and	d good lealso
3.					? How could the			nis/her teaching?
· d			some,	TE	JUIES	anger		Constitution
							· .	
4.	Pleas	e rate t	he overall c	ourse on a sc	ale of 1 to 7:			
	⊏⊐ not at a	all	<b>2</b>	<b>(3</b> )	moderately effective	<b>:5</b> 1	<b>15</b> 0	⊏⊐ extremely effective
5.	impro	ved, ad ure ine	vice to peop tly t easy	he diffi and 1/2 (	to take it, etc.	evel time v	15 <sup>2</sup> /3 1ery na	ext, how it could be

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instructor	Ribet		Course	Math	115	Semester _	Fall 2011
Enrolled	yeppus				\$		
These follow	e evaluations ring ways: (1)	will be helpful for use by the	instructor	( <b>after</b> gra	of Mathematics ades have bee ng courses and	n turned in)	in improving
	•	oth the limitation	•			matter and	course, how would
no	்⊏⊐ ot at all	<b>12</b> 2	<b>:3</b> :1	व्या moderately effective		**	extremely effective
b h	oardwork, exa ours, homewo	amples, clarity ork, exams, gr	, willingne: ading).	ss to ansv	ver questions,	attitude tow	ectures, content, and students, office
					cost qu	-	
3. W	/hat are the in	structor's wea	knesses?	How coul	d the instructo	or improve h	is/her teaching?
1	it always	Scawed	me w	m ga	bluce ,	walk b	cokensurs
On	nd almost	ful of	the sto	ye.			
4. PI	lease rate the	overall course	on a sca	le of 1 to 7	<b>7</b> :		
no	ा tatall	<b>2</b>	<b>3</b> 3	本 moderately effective	<b>5</b> 1		⊄⊃ extremely effective

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instru	ctor <u>Ribet</u>	_ Course _	Math 11	5	_ Semester _	Fall 2011
Enroll	led	_ Auditing _			_ Your Major	Mathematics
foll	ese evaluations will be helpfu lowing ways: (1) for use by the ure teaching; (2) for use by th	e instructo	r ( <b>after</b> grades	have be	s in one or r en turned in)	more of the in improving
1.	Considering both the limitat you rate the overall teaching				t matter and	course, how would
•	ा ार्थ not at all	<b>:3</b> :1	व्या moderately effective	<b>:5</b> :	<b>6</b> 0	extremely effective
2.	What are the instructor's str boardwork, examples, clarit hours, homework, exams, g	y, willingne rading)	ess to answer o	questions	, attitude tow	vard students, office
	the teacher was really	f argunize	d and ext	laried	number th	very clearly. He
	the teacher was really had a good attitude grading were challeng			- offici	hours. How	newsvik, exams and
3.	What are the instructor's we course was a bit slo Also, classroom techn	wat po	ints.		or improve h	is/her teaching?
		1				
4.	Please rate the overall cours	se on a sca	ale of 1 to 7:			
	not at all	<b>C3</b> 3	moderately effective	<b></b> .	<b>15</b> 3	extremely effective

University of California, Berkeley

## **TEACHING EVALUATION SURVEY FORM**

Instruc	tor <u>Kibet</u>		Course	1ath 15		Semester <u>Fal</u>	('1)
Enrolle	ed		Auditing			Your Major <u>EE</u>	cs.
follo futu	owing ways: (' re teaching; (	s will be helpful to 1) for use by the in 2) for use by the s	nstructor ( students i	( <b>after</b> grades h n selecting cou	nave been urses and i	turned in) in in nstructors.	nproving
1.		both the limitation overall teaching e				natter and cou	rse, how would
	not at all	•	<b>3</b> 1	व्या moderately effective	*	<b>16</b> 1	extremely effective
2.	boardwork, e hours, home Clas	instructor's strent examples, clarity, work, exams, grades always ogunned and has office	willingnes ding). مم مسا	s to answer qu	uestions, at しいれしか	ttitude toward	students, office
	almy	WH4 149 848 (C).	Macon 1	vot are ver j			
3.	What are the	instructor's weak	nesses?	How could the	instructor	improve his/he	er teaching?
		took solutions				can review oc	ur answers
	or figure	out how to co	needly di	some poble	m		
		•					
4.	Please rate th	ne overall <i>course</i>	on a scal	e of 1 to 7:			•
	ा not at all	<b>12</b> 1 (3		□     □	. P	<b>15</b> 0	extremely effective.

Comments on any other relevant aspects of the course such as content, text, how it could be

improved, advice to people who have to take it, etc.

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instruc	tor Riber	Course/	wath 1	15	Semester _	Fa11 2011
Enrolle	d					
folio	ese evaluations will be helpfunding ways: (1) for use by the re teaching; (2) for use by the	ul to the Dep e instructor ne students i	artment of Ma ( <b>after</b> grades n selecting co	athematics have beer ourses and	in one or r turned in) instructors	more of the in improving
1.	Considering both the limitaryou rate the overall teaching	•		•	matter and	course, how would
	not at all	<b>:3</b> 3	moderately effective	<b>(5</b> )	<b>16</b> 1	extremely effective
2.	What are the instructor's st boardwork, examples, clarif hours, homework, exams, g	ty, willingnes grading).	s to answer o	questions,	attitude tow	vard students, office
	very good at i					
	will pot other					
	Assisms interesting	b hemenra	n proble	ms.		
3.	What are the instructor's we	eaknesses?	How could th	e instructo	r improve h	is/her teaching?
	Exams are not	like v	umenak.	T 111.	Exams	are just
	Calculations w	in one	or wo	Proofs,	Hw's	are me
	or two Calaul	ation w	rith many	prov f	\$.	
					•	
4.	Please rate the overall cour	se on a scal	e of 1 to 7:			
	ा not at all	C\$33	本 moderately effective	<b>5</b> 0	<b>□6</b> □	extremely effective

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instruc	tor thofessor Ken Ribet	Course _	Math 115	S	Semester	Fail 2011
Enrolle	ed Yes	Auditing	Ио	Y	′our Major _	MATH
folic	ese evaluations will be helpful owing ways: (1) for use by the are teaching; (2) for use by the	to the De	partment of Ma r ( <b>after</b> grades l	thematics ir have been t	n one or m turned in) i	ore of the in improving
1.	Considering both the limitation you rate the overall teaching	-		•	atter and	course, how would
•	ा प्राप्त प्राप्त विश्व प्राप्त विश्व विष्य विश्व विष्य विश्व विष्य विश्व विश्व विश्व विष्य विश्व विश्व विश्व विष्य विष्य विष	<b>:3</b> 3	本 moderately effective	<b>(5</b> )		extremely effective
2.	What are the instructor's stre boardwork, examples, clarity hours, homework, exams, gra	, willingne		· -		
	Post- Ribets office hours ar	e especial	ey helpful. He	s always 6	een willih	z to help
	and has a very hoppy	, disposi	tion on mate	New.	e e	
3.	What are the instructor's wea	ıknesses'	? How could the	instructor i	mprove hi	s/her teaching?
	lectures can be pretty fast	and als	tract. Perhaps a	more clear	r outline	વ
	what's being explained in	class.		•		
4.	Please rate the overall course	on a sca	ale of 1 to 7:			•
	ा ा ा not at all	<b>3</b> 3		<b>5</b> 1		⊄ extremely effective

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instruc	tor Ribet		_ Course _	Math	115	Semester _	Fall	2011
Enrolle			Auditing			Your Major	Mati	1 -
The follo	ese evaluations owing ways: (1 are teaching; (2	will be helpful ) for use by the	to the De	partmen r ( <b>after</b> g	t of Mathemati rades have be	cs in one or n en turned in)	nore of in impr	the
1.		oth the limitati				ct matter and	course	, how would
	ு not at all	<b>2</b> 1	<b>#3</b> 0		•			cz extremely effective
2.	boardwork, ex	instructor's stre kamples, clarity vork, exams, gr s are very effort fo more fon.	, willingne	ess to an	swer questions	s, attitude tow	ard stu	dents, office
3.	What are the in would during aske	nstructor's wea Sometime Jecture, but d	aknesses s lose Ribet	? How co track would	ould the instruct of what always	tor improve h we were clanfy k	is/her to doi I	eaching?
						•		
4.	Please rate th	e overall <i>cours</i>	e on a sc	ale of 1 to	o 7:			•
	ा not at all	<b>2</b>	<b>3</b>	moderate				r⊅ xtremely effective

University of California, Berkeley

Instructor Ribet	Course 1\5	Semester Fall /1
Enrolled <u>488</u>	_ Auditing	Your Major
following ways: (1) for use by the	I to the Department of Mathematic e instructor ( <b>after</b> grades have bee e students in selecting courses and	n turned in) in improving
	ons and possibilities of the subject geffectiveness of this instructor?	matter and course, how would
中 型 not at all	moderately effective	extremely effective
boardwork, examples, clarity	engths? (i.e. preparation and organy, willingness to answer questions, rading).  Examples very clear  S great super frience  UY exams/ gradis	attitude toward students, office
3. What are the instructor's wea	aknesses? How could the instructo	or improve his/her teaching?
Sometimes board	work is disorganized	
4. Please rate the overall cours	e on a scale of 1 to 7:	
cd⊐ c2⊐ not at all	moderately effective	extremely effective
improved, advice to people w	vant aspects of the course such as the house to take it, etc.  I like the temperature of the course some some some some some some some so	

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instructor Ken Ribet	Course Math 115	Semester Fall 2011
/		Your Major Math / CS
These evaluations will be helpful to following ways: (1) for use by the future teaching; (2) for use by the 1. Considering both the limitation	to the Department of Mathem instructor ( <b>after</b> grades have students in selecting courses	atics in one or more of the been turned in) in improving
you rate the overall teaching	-	•
ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा	moderately effective	extremely effective
boardwork, examples, clarity, hours, homework, exams, grater teaches it	willingness to answer question adding).  and enjoys the well. He	rganization of lectures, content, ons, attitude toward students, office he material. He chooses what finds interesting and uctor improve his/her teaching?
4. Please rate the overall course	on a scale of 1 to 7:	
் டி டூ not at all	31 🚓 55 moderately	extremely

5. Comments on any other relevant aspects of the course such as content, text, how it could be improved, advice to people who have to take it, etc.

effective

effective

University of California, Berkeley

## **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor Riber	<u> </u>	Course _	Math 1	15	_ Semester	5 Fall 2011
Enrolle	ed V		Auditing				Em. Physics
The follo futu	ese evaluations owing ways: (1 ure teaching; (2	) for use by !) for use by	oful to the De the instructo the students	epartment of r ( <b>after</b> grade s in selecting	Mathematices have been courses an	es in one or menturned in) ad instructors.	ore of the in improving
1.	you rate the c		-		-	u maller and	course, how would
	not at all	<b>12</b> 3	<b>:3</b> 3	moderately effective	<b>(5</b> )	<b>16</b> 1	extremely effective
2.	boardwork, ex hours, homew	kamples, cla vork, exams,	rity, willingne , grading).	ess to answe	r questions	, attitude tow	ctures, content, ard students, office
	Lecture			followed a	and flow	ed well.	
	I had	fun in the	class				
3.	What are the i	instructor's v	weaknesses'	? How could	the instruct	or improve hi	s/her teaching?
	Wa	tch your	step!				
•							
						•	
4.	Please rate the	e overall cou	urse on a sca	ale of 1 to 7:			
	ा not at all	<b>12</b> 3	<b>C3</b> 3		<b>5</b> 0	-	extremely effective

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor <u>Ken</u>	Ribet	Course _	Math	115	Semester	Fall 2011
Enrolle	ed	Yes	Auditing	No		Your Major	Fall 2011 Mathematics
The	ese evaluati owing ways	ons will be he : (1) for use b ; (2) for use b	lpful to the Doy the instructor	epartment of or ( <b>after</b> grad	Mathematics es have bee	s in one or n n turned in)	nore of the in improving
1.		ng both the lim				matter and	course, how would
	ा not at all	<b>12</b> 3	<b>#3</b> 0	ক্র moderately effective	<b>:5</b> :	<b>16</b> 1	extremely effective
2.	boardwork	, examples, c	larity, willingn	ess to answe	r questions,	attitude tow	ectures, content, ard students, office
	Ę	xcellent.	homeu	ork, very	well	organized	& Twell preparely
	good	boordwork	good	examples,	800 d	clanty	good overyth
•				•			
3.	What are ti	he instructor's	weaknesses	? How could	the instructo	r improve h	is/her teaching?
		everyth					<del>-</del>
	maybe?						
						•	
4.	Please rate	the overall co	ourse on a sc	ale of 1 to 7:			
	्रा not at all	<b>12</b> 1	<b>(3</b> )	本 moderately effective		± <b>6</b> 5	extremely effective

University of California, Berkeley

Instru	ctor <u>Ken</u>	Ribet	Course	Math 1	\5s	emester	Fall 2011	
Enroll	ed <u>Yes</u>		Auditing _		Yo	our Major 🖳	chnoal Evg. &C	Sole
foll	lowing ways: ure teaching: Considerin	(1) for use I (2) for use g both the li	elpful to the Der by the instructor by the students mitations and po ching effectiven	(after grades in selecting co essibilities of t	have been to ourses and in he subject ma	urned in) in istructors.	improving	ould
	rot at all	<b>-2</b> 1	□33	moderately effective	<b>5</b> 1	•	extremely effective	
2.	boardwork,	examples,	's strengths? (i.e clarity, willingne: ns, grading).					
	Very eng	pging lech	wer. Open to	questions	and extrem	ely appr	oachable.	
		with stud						•
3.	What are th	ne instructor	's weaknesses?	How could th	e instructor ir	mprove his/	her teaching?	) 
	Would be	helpful if	lectures focus	d more on e	xamples ro	ther than		
	broofs (	which can	be found in 1	the book).				
4.	Please rate	the overall	course on a sca	e of 1 to 7:				
	rot at all	<b>⊑2</b> □	<b>C3</b> 33	本 moderately effective	<b>5</b> 51	•	extremely effective	
5.	Comments improved, a	on any othe dvice to peo	r relevant aspec	ts of the cours	se such as co	ontent, text,	how it could l	be
	Providing	solutions to	u eshacusmos u	oculd be very	relpful			

University of California, Berkeley

Instruc	ctor	Rihet		Course	115		Semester	Fall	11
	ed				No				
The	ese eval	uations ways: (1) fo	or use by the	to the Dep	cartment of Math ( <b>after</b> grades ha in selecting cour	nematics ave been	in one or m turned in)	ore of the	9
1.					ossibilities of the less of this instru	•	matter and	course, h	ow would
	्रा not at al		<b>-2</b> 3	<b>3</b> 1		<b>(5</b> )	<b>16</b> 1		ective
2.	boardv hours,	vork, exar homewor	nples, clarity k, exams, gi	/, willingne rading).	e. preparation ares to answer que	estions, a	attitude towa	ard stude	nts, office
					re hours.				
3.	What a	re the ins	tructor's we	aknesses?	How could the i	nstructor	improve hi	s/her tea	ching?
	Sov	nehme	s prof-	Ribet	duesn't ex	plouh	sme	diffica	
4.	Please	rate the o	overall <i>cours</i>	e on a sca	le of 1 to 7:				
	ा not at all	Ε	<b>2</b> 2	<b>3</b> 1	moderately effective	<b>5</b>		extre	7⊐ emely ctive
5.					ets of the course take it, etc.	such as	content, tex	ct, how it	could be
			nss, am		profesor!	Be	prepare	d to	do the

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instructor K. RIBET	Course MATH 115	Semester Ell 2011
Enrolled X	Auditing	Your Major A Undeclared
following ways: (1) for use by the future teaching; (2) for use by the	to the Department of Mathematic instructor ( <b>after</b> grades have bee students in selecting courses and	s in one or more of the en turned in) in improving d instructors.
	effectiveness of the subject of the subject of the subject of this instructor?  moderately effective	t matter and course, how would
boardwork, examples, clarity hours, homework, exams, gr	engths? (i.e. preparation and organ, willingness to answer questions, ading).  with willingness to answer adverse to answer questions, ading).	attitude toward students, office
ond altitude tour	urd students.	
3. What are the instructor's weather than the same hard	enough (too short)	or improve his/her teaching?
4 Diagon rate the everyll server		
4. Please rate the overall course	e on a scale of 1 to 7'	

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor _	K.	<u>. F</u>	<u>2 1</u>	BE	T			Cou	rse _		NA-	47	11	<u>S</u>		_ Se	emes	ster _	F	=AI		2	011
Enrolle	ed		· .	_					Aud	iting	-						_ Yc	our M	lajor		M	ATH	4 .	
follo		g wa eachi nside	ys: ( ing; ering	(1) i (2) bo	for u for u	ise use he li	by by imit	the the	instr stud	ructo dents and p	or (ar s in s	<b>fter</b> sele ibilit	grad	les h	nave urse e su	e bee es an ubjec	en tu d in	ırne stru	d in	) in i s.	mpr	oving	-	ould
	not a	Þ			<b>:2</b> :				<b>□3</b> □		m	⊄⊐ odera effect	ately			5		•	<b>□6</b> □			extren effect	-	
<b>, 2.</b>	boa		ork,	exa	mpl	es,	cla	rity,	will	ingn			arati nswe											
1	VER	4 0	NEC	<u>.</u>	PR	EF	PA	EC	> \$	OR	GA	21	757	> .	H	٤	Do	ي	C	OOD	) <b>1</b>	EX A	Mí	ינני,
1	νε"\	LE.	Dor	75	L	07	2	of	` (	DO	L	54	127	- «	νŧ	RY	(	LLE	EAR		17	Bo	TH	A
	TEA	a CLI	ING	7	Sτ	AN	0 %	OIN	T	ঠ	,	ALS	0	NE	A7	/c	LE	re		RI	711	s 6,	Ň.	ERY
•	HE	LPF	=41	-	12	٥	Η.	,																
3.	Wha	at are	e the	e in	stru	ctor	r's v	vea	knes	sses	? H	ow c	could	the	ins	truct	or ir	npro	ove I	his/h	er te	each	ing?	?
	T	C	AN	7	T	HI	NC		OF	A	NY	,	MΥ		A P	020	CL	Es ]	(					
4.	Plea	ase r	ate 1	the	ove	rall	COL	urse	on	a sc	ale d	of 1	to 7:									,	•	
	ct not a				<b>:2</b> :				C <b>3</b> 3			¤⊐ odera ffecti	-		q	<b>5</b> 0			<b>16</b> 31			xtrem	•	
5.	impr	ovec	d, ac	oivt	e to	pe	ople	e wl	ho h	ave	to ta	ike i	ne co t, etc	).					•					
	To	uci	4	ٔ ر	ou	125	E ,		ßα	7	H S	Ē.	1145	•	su	CH	1-	) (	CLE	AR	(	a ND	E	LEGAN:
	<i>ل</i>				-				_				<u> </u>			,								•
	IT		MA	2	AN	<b>,</b> .	H	20	R	\$	,	2	PL	EA	Su	25	7	0	BE	F }	115	2	Tu	DENT,

Continue on back, if needed.

University of California, Berkeley

Instru	ctor <u>Kenneth</u>	Ribet	Course _	MA7H  15		Semester +2	1
Enrolle	ed		_ Auditing			Your Major	othemetics
foll	lowing ways: ( ure teaching; ( Considering	<ol> <li>for use by th</li> <li>for use by th</li> <li>both the limital</li> </ol>	e instructone students		have been ourses and ne subject i	turned in) in in instructors.	
	you rate the and the second rate all	overall teachin ⊉	g effective ሜ	ness of this ins an moderately effective	tructor? ☞	<b>:6</b> :	extremely effective
2.	boardwork, e hours, home	xamples, clarit work, exams, g	ty, willingne grading).		uestions, a	attitude toward	res, content, I students, office
	ospeaks s	lowly so it i	's easy to	o follow the c	content.		
	ouses the	e board efficient	ciently, r	o follow the consking it exusting it ex	sier to to	ike notes	
	o gives cr	edit to math	emeticie	ns involved i	n the con	njenj.	
3.	What are the	instructor's we	eaknesses	? How could the	e instructor	improve his/h	ner teaching?
4.	Please rate th	ne overall <i>cour</i> s	se on a sca	ale of 1 to 7:			• .
	not at all	<b>12</b> 1	<b>C3</b> 3	moderately effective	<b>5</b>	<b>16</b> 1	extremely effective
5.		n any other rele vice to people v		cts of the cours to take it, etc.	e such as	content, text,	how it could be
	The conte	ut is not	too over	whelming a	end can	be taken 2	t the
				nding cours			

University of California, Berkeley

# **TEACHING EVALUATION SURVEY FORM**

Instruc	tor <u>De. Ril</u>	œt	Course	Mathik	S	Semester <u>Fa</u>	11 2011
Enrolle	d yee		Auditing	Wo	Y	our Major	shysics
follo	wing ways: (	(1) for use b	by the instruct	epartment of More (after grade ts in selecting o	lathematics ir s have been t	n one or mor urned in) in	e of the
1.	_			possibilities of eness of this in	•	atter and co	urse, how would
	ದ್ದು not at all	. <b>12</b> 3	<b>:3</b> 1	本 moderately effective	<b>:5</b> 3	<b>:6</b> :	extremely effective
2.	boardwork, hours, home	examples, d ework, exan	clarity, willingr ns, grading). <sub>I</sub>	and they knowle	questions, at	titude toward	ures, content, of students, office well spoken and hours without weigh a publishment of the algebrasia.
3.				s? How could the			
4.	Please rate t	the overall	course on a s	cale of 1 to 7:			
	ा⊐ not at all	<b>1</b> 2	· <b>(3</b> )		<b>5</b>	<b>16</b> 0	extremely effective

# S C A N I R O N CUSTOM FORM NO. F-19933-UCB SCANTRON CORPORATION 2005 IM7 4205 515 5 4 3 2 WWW.s.

## **DEPARTMENT OF MATHEMATICS**

University of California, Berkeley

Instructor KENNETTI PIBET	Course MIIS	Semester FA I
Enrolled No	AuditingYES	Your Major WATH (PURE)
These evaluations will be helpful to the Department of Mathematics in one or more of the following ways: (1) for use by the instructor (after grades have been turned in) in improving future teaching; (2) for use by the students in selecting courses and instructors.		
<ol> <li>Considering both the limitations and possibilities of the subject matter and course, how would you rate the overall teaching effectiveness of this instructor?</li> </ol>		
not at all	ුත අත ජා moderately effective	extremely effective
<ol> <li>What are the instructor's strengths? (i.e. preparation and organization of lectures, content, boardwork, examples, clarity, willingness to answer questions, attitude toward students, office hours, homework, exams, grading).</li> </ol>		
The professor is extremely so lettres are for the me	oud at creating a strong bord or part) interesting and he will are great	ed w/ his students.  1211 - paud. Office hours  1. Grading is a lit
harry, but the luncher and a conflux are great. Grading is a lite harry, barry, being a big weakness.  3. What are the instructor's weaknesses? How could the instructor improve his/her teaching?		
lectures sum unstruct	thred. I think up Robert as	ould quite early
during leature state wil	hot he is proving.	4 10.00
"helpful" (i.e. over 4. Please rate the overall cours	extloring in on theirs) and	off - one or Am other.
not at all	moderately effective	extremely effective
<ol><li>Comments on any other relevant aspects of the course such as content, text, how it could be improved, advice to people who have to take it, etc.</li></ol>		
The centert of try end can try town to less	of the course is extre	meg horiz
Monks Professor, 14	ha bun a pleasure.	