University of California, Berkeley

TEACHING EVALUATION SURVEY FORM

Instruc	ctor Prof K Ril	et	Course _	Math 116	-	Semester Spri	g 12
Enrolle	J , .		Auditing			Your Major <u>Mal</u>	h
follo	owing ways: (1) for use by	pful to the De the instructo	partment of Marker (after grades in selecting co	athematics have been	in one or more turned in) in in	of the
1.				ossibilities of the ness of the ness of this ins		matter and cou	irse, how would
	ದು not at all	2 2	3 3	ন্দ্ৰ moderately effective	(5)	_ =6 1	extremely effective
2.	boardwork, exhours, homew	xamples, cla work, exams by, altitude	arity, willingne	20	_	_	res, content, students, office
3.	What are the	instructor's	weaknesses	? How could th	e instructor	improve his/h	er teaching?
4.	Please rate th	ne overall co	ourse on a sc	ale of 1 to 7:			
	्र not at all		(3)		. 5	16 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

Instruc	tor RibeT	Course _	Math	116	_ Semester _	Sprins	2012
Enrolle	ed	Auditing _			_ Your Major	COMPUTER	Science
follo	ese evaluations will be helpf owing ways: (1) for use by the are teaching; (2) for use by t	he instructo	r (after gra	des have bee	en turned in)	in improving	g
1.	Considering both the limitaryou rate the overall teaching	•		•	t matter and	l course, hov	v would
	not at all	#3 0		5 0	16 1	extrer effec	•
2.	What are the instructor's s boardwork, examples, clar hours, homework, exams,	ity, willingne	ess to ansv	er questions	, attitude tov	vard student	s, office
	questions, answ	ers ques	rias v	vell in	office b	ara	
. •				٠.			
3.	What are the instructor's w						
	midterms are	ension (164 h	107) 74	an HW	- Wedla	5 e
	nice is it	had mor	v ŽŽ	e and	less " N	WITIPLY 1	auth 75
	A AND B	on The	Ec e	A. C.			
4.	Please rate the overall cou	rse on a sc	ale of 1 to	7 :			·
	ा प्राप्त not at all	3 1	moderately	್ರಾ	•	extrem	nely

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TEACHING EVALUATION SURVEY FORM

Instruc	ctor Ribet		Course _	Math 116		Semester <u>Spri</u>	19 2012
Enrolle	ed	gget and the second	Auditing		\	Your Major _Ma	thematics
follo	owing ways: (1	s will be helpful) for use by the 2) for use by the	instructo	or (after grade	lathematics i s have been	n one or more turned in) in i	of the
1.		ooth the limitati				natter and cou	irse, how would
	rot at all	⊉	i 3 □	moderately effective	:5:1	:6 :	extremely effective
2.	boardwork, enhours, homework, enhours, enho	vork, exams, g	/, willingnorading).	ess to answer	questions, a	ttitude toward	res, content, students, office
3.	may fall	instructor's we behind slightly class until	so tha	+ homework	has caple	of problems	that are not
4.	Please rate th	ne overall <i>cour</i> s	e on a sc	ale of 1 to 7:			
	া⊐ not at all	2	C 3 33		5 0	16 3	extremely effective

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.

highly recommended

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Instruc	ctor _. _	Prot Ribet		_ Course	Math (16	S	Semester	ng 2012
Enrolle	ed _	· ·		_ Auditing _		Y	′our Major _ Åpf	lied Math, stats
folk futu	owin ure te	g ways: (1) eaching; (2)	for use by the for use by the	instructor students	partment of Mat (after grades h in selecting cou	nave been turses and it	turned in) in in nstructors.	nproving
1.					essibilities of the ess of this instr	•	natter and cou	se, how would
		t⊐ at all	12 3	:3 1		:5 1	:6 :	extremely effective
2.	boa	ardwork, exa		, willingne	e. preparation a ss to answer qu			es, content, students, office
	h	elpth office	lectures, dear hours, willing to of homework.	boardwork asus que	stions, approacha	ble		
3.					How could the		·	er teaching?
		. •						
4.	Ple	ase rate the	overall cours	e on a sca	le of 1 to 7:		_	
	not a		2	C3 3	্ৰ moderately effective	5	(161)	extremely effective
5.			any other rele ce to people v		ets of the course take it, etc.	e such as c	ontent, text, h	ow it could be
	tex	t sometimes	does not provide	e in-depth d.	scusions of proof.	s etc.		
	Cont	bet a interes	sting , and text.	is relatively	easy to tollow.			

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TEACHING EVALUATION SURVEY FORM

Instruct	or <u>Ken</u>	Ribet	Course _	Math 116		Semester 5ρ	ring 2012
	d Ye		Auditing			Your Major	
The follo	se evaluat wing ways	tions will be he s: (1) for use b g; (2) for use b	olpful to the De y the instructo	r (after grade	Mathematics s have beer	in one or more turned in) in i	e of the
1.		ng both the lin he overall tead	•		•	matter and co	urse, how would
	ri⊐ not at all	· 2 2	#3 0	ক্র moderately effective	15 1	16 1	extremely effective
2.	boardwor hours, ho Ver Ma	the instructor's k, examples, comework, examples, or gar terial was fun to	larity, willingnoss, grading). NiZed c	ess to answer and cla metimes	questions, a 2ar, Kr Cunny	attitude toward	students, office
	Sou thy and	the instructor's le times because plete.	the H	W was	ahebd	of lec	fare or very
4.	Please rat	te the overall o	ourse on a sc	ale of 1 to 7:			
1	⊄⊐ not at all	:2 :	:3 3	moderately	. :5 :		extremely

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.

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Instruc	tor Dr. Ribet	_ Course _	Math Illo		Semester _	Spring 2012	
Enrolle	ed <u>Yes</u>	_ Auditing	No ·		Your Major _	Physice	
follo	ese evaluations will be helpfu owing ways: (1) for use by the are teaching; (2) for use by th	e instructo	or (after grade	s have beei	n turned in)	in improving	-
1.	Considering both the limitate you rate the overall teaching			•	matter and	course, how wor	blı
	not at all	:3 3	¤⊐ moderately effective	(\$)	. 16 1	extremely effective	
2.	What are the instructor's str boardwork, examples, clarit hours, homework, exams, g	y, willingn rading).	ess to answer	questions,	attitude tow	ard students, off	
	Well prepared between, o to b-space, helped out force	J tal se	at examples.	very well.	ul to post of muse helpful	SAGE worksheets, homework gree	ding
3.	What are the instructor's we would like to have more how to prepare for the was part of our house	lainstan . who we	Lito practice	for exercis	; olifficult	to know	
4.	Please rate the overall cours	se on a so	cale of 1 to 7:			•	
	not at all	C 3 3	四 moderately effective	5 0	15 0	extremely effective	
5.	Comments on any other releasing roved, advice to people of the wind the wine to	who have we text	to take it, etc.	at of th	eary that	tifo trug, can	
	possibly have a	housing	le publicue or	- tue wit	· Consider	potting challen	ge.
	madeurs at well				Contin	ue on back, if ne	eded.

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Instruc	ctor Prof Ribel	Course	Math	116	Semester _	Spring	2012
Enrolle	ed	Auditing _	×			Matter	Stes
foll	ese evaluations will be helpful owing ways: (1) for use by the ure teaching; (2) for use by the Considering both the limitation	instructor students ons and po	(after grade in selecting of essibilities of	Mathematics s have beer courses and the subject	in one or in turned in its instructors	more of the) in improving s.	g
	not at all	3 30	moderately effective	:5 :1	. 16 1	extrer effec	-
2.	What are the instructor's street boardwork, examples, clarity hours, homework, exams, gr	, willingnes ading).	ss to answer	questions,	attitude tov	vard student	s, office
	Well organized hours, fall ex	ectet	es, ex	trendy so eti	trept	the off	-ice
	hours, fair ex use of sase	for	con puti	Inal	Clar	ples.	
3.	What are the instructor's wea	aknesses?	How could t	he instructo	r improve l	nis/her teach	ing?
				,			
					•		
4.	Please rate the overall cours ap ap not at all	C 3 33	le of 1 to 7: moderately effective	148	160	⊏⊐ extren effect	nely
5.	Comments on any other releasimproved, advice to people w	ho have to	take it etc				
	I wish the co	urse	colereo	1 mas	-e h	eavily	to
	I wish the common mathematics mathematics mathematics mas a preteq. Fresults are simple	ajors, the it	jer ha	ed the	J Man	ng 11.	esting
	results are simpl	y stat	red and	lost	in the Conti	nue on back	, if needed.

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TEACHING EVALUATION SURVEY FORM

Instruc	tor <u>Rif</u>	bet	_ Course	Math 110	<i>Q</i>	Semester	Sp 12
Enrolle	d		_ Auditing _			Your Major _	EECS
follo	ese evaluations owing ways: (1) re teaching; (2	for use by the	e instructor	(after grades	thematics have beer	in one or m turned in)	nore of the in improving
1.	•		•	essibilities of the	•	matter and	course, how would
	not at all	2 2	3 1	কে moderately effective	5 3	i⊆∳i	extremely effective
2.	boardwork, exhours, homew - 900 - oms	amples, clarit	y, willingne: prading). Worthor vestions	ss to answer q	uestions, a	attitude tow	ectures, content, ard students, office
3.	What are the i	nstructor's we	aknesses?	How could the	e instructo	r improve h	is/her teaching?
4.	Please rate th				ofton	They	are due
	्रा not at all	12 1	3 3	四 moderately effective	:5 :	45 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.

None

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TEACHING EVALUATION SURVEY FORM

Instruc	tor Ken Ribet	Course Mat	116	Sen	nester <u>Spring</u>	2012
Enrolle	ed Yes	Auditing		You	r Major <u>Api⊃li</u>	ed Math
follo	ese evaluations will be helpfu owing ways: (1) for use by th are teaching; (2) for use by the	e instructor (af	ter grades ha	ive been tur	ned in) in im	
1.	Considering both the limitaryou rate the overall teaching				ter and cours	se, how would
	ri⊐ ri⊉ not at all		क derately ffective	5 0	***	extremely effective
2.	What are the instructor's st boardwork, examples, claric hours, homework, exams, of the is prepared in led. Extra office hours are	ty, willingness t grading). whe and an	o answer que swers all	estions, attitu question	ide toward s	
. •				· .		
3.	What are the instructor's we Could write more of Sometimes caught	on the boo	ard in lect	we.		-
4.	Please rate the overall cour					
	not at all		derately fective	I5 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.

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TEACHING EVALUATION SURVEY FORM

Instructor RIBET	Course /	MATH 116	Se	emester <u>5</u>	PRING 2012
Enrolled	Auditing		Yo	our Major 🗵	EECS
These evaluations will be following ways: (1) for use future teaching; (2) for use the control of the control o	use by the instructo use by the students	or (after grades s in selecting co	athematics in have been to ourses and in	one or m urned in) i structors.	ore of the n improving
 Considering both the you rate the overall 				atter and o	course, how would
rip riza not at all	:3 1	्रक moderately effective	(5)	a 4 4	⊄⊃ extremely effective
2. What are the instru boardwork, example hours, homework, e Very well prepared Enwurass attendance Fair millerns and	es, clarity, willingne	ess to answer o			
3. What are the instru The course is cruptor explaining the mutham this doesn't get in eager to bean more	graphy but Prof. 1	libet is not a	cryptographe	He is	great at
4. Please rate the ove	rall <i>course</i> on a sc	ale of 1 to 7:			
a⊐ ⊉ not at all	:3 1	本 moderately effective	♣ .	16 1	extremely effective

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.

University of California, Berkeley

TEACHING EVALUATION SURVEY FORM

Instruc	ctor <u>Ken Ribe</u>	:+	Course	Math 116	Sem	ester _	Spring 2012
Enrolle	ed Yes		Auditing _		Your	Major	EECS
The follo	ese evaluations owing ways: (1) ure teaching; (2) Considering bo	for use by the for use by the oth the limitation	instructor students ons and po	partment of Math (after grades he in selecting count passibilities of the dess of this instr	nematics in o ave been turr rses and inst	ne or n ned in) ructors	nore of the in improving
	ा⊐ not at all	12 3	:3 3	্ৰা moderately effective	(5)	•	⊄⊐ extremely effective
2.	boardwork, ex- hours, homew	amples, clarity ork, exams, gr	, willingne ading).	ss to answer qu	estions, attitu	de tow	ectures, content, vard students, office
	Students	without knowl	icase in		ise with a	re g	graded fairly
3.	Spend diffi which	l same amo culty, Perho	ount of t aps creat re mor	ime on topic te an online e difficult th	s that are anonymous	of survey	y polling
4.	Please rate the	overall course	e on a sca	ale of 1 to 7:			
	ு not at all	12 1	3 1	moderately effective	5		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.

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TEACHING EVALUATION SURVEY FORM

	•	^	-	A A A		- +1	
Instruc	tor <u>Ken</u>			Myh 11			V []
Enrolle	ed <u>JlS</u>		Auditing			Your Major	Applied Math
follo	owing ways: (1 are teaching; (1	I) for use by tl 2) for use by t	ne instructo he students	partment of M r (after grades in selecting of	s have beer ourses and	n turned in) in I instructors.	
				ness of this ins		matter and ot	ouise, now would
	ा not at all	12 3	:3 3	্ৰেব moderately effective	5	<i></i> €2	⊄⊐ extremely effective
2.	boardwork, e		ity, willingne	e. preparationess to answer			tures, content, d students, office
				t, will	*		
	frest: ons One of	, OF	Best Best	or stes	s (+'m	Inch.	very nice.
3.	What are the	instructor's w	eaknesses'	? How could th	ne instructo	or improve his	/her teaching?
1	thought	the e	Kums 1	me ts	20 C JH	nputatio	egal And
it.	1:1 N	or tilt	the my	ensuja	M;	sing pt	because
ON	can a c	NAT WO	a 0V 5 W	Utract	Corred	thin a	i dime
IH	hought th	exams	did non	nother Co	welste	to a	because in time hand mathematical cryptography.
4.	Please rate ti	ne overall <i>cou</i> ⊉	<i>rse</i> on a sca ሜ⊓	ale of 14 to 7:	.5 0	160 (B)	(charlotatha
	not at all	· <u>z</u> .		moderately effective	r a n	1.61	extremely effective
5.		n any other re vice to people			se such as	content, text	, how it could be
P	ewe v	hake	exami	none	theo.	utical	and less
. (- omput	ution	'. Co	in putation	15 14	modern	cupts

Continue on back, if needed.

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TEACHING EVALUATION SURVEY FORM

Instruc	ctor <u>Kenneth</u>	Ribet	Course _	Math	16	Se	mester _	Spring 2012
Enrolle	edX							German, Mathematic
follo	-	for use by the for use by the other the limitation	instructor students ons and p	r (after gi in select ossibilitie	rades having cours	ve been to es and ins ubject ma	ırned in) structors	in improving
	you rate the ov	erali teaching	eπectiver ≊	ness of the moderate effective	ely	tor:/ ::5:1		extremely effective
2.		amples, clarity, ork, exams, gra	willingne ading).	ess to ans	swer ques	stions, atti	tude tow	ectures, content, and students, office
3.	What are the ir		V			•	•	is/her teaching? or was his habit of signments - this lies in the can december at least).
4.	Please rate the					ту соцьзе	The tan	en here la dozen, at least).
	ा not at all	12 1	3 31	moderate effective	ly	I \$1	***	extremely effective
5.	Comments on a improved, advice					uch as co	ontent, te	xt, how it could be

I feel like the range of topics is himsted - a firster pace would have been appreciated.

washing time with Math 55 topics was not useful to me.

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Instructor Ken Ribet	Course Math	116	Semester <u>S</u>	o 12
Enrolled	Auditing	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Your Major <u>E</u>	ECS
These evaluations will be helpful following ways: (1) for use by the future teaching; (2) for use by the	e instructor (after g	rades have been	turned in) in im	
1. Considering both the limitati you rate the overall teaching not at all		nis instructor? su ely	natter and cours	extremely effective
2. What are the instructor's structor's stru	y, willingness to an	swer questions, a	ttitude toward s	tudents, office
3. What are the instructor's we Sometime	aknesses? How co	ould the instructor へいら てっっ f	improve his/he	r teaching?
4. Please rate the overall cours not at all	se on a scale of 1 to moderate effective	? ⊑5⊐ ely	∷6 50	extremely effective
5. Comments on any other rele improved, advice to people ve I was als about symn This class wo the only crypti it would be in more practical teac	vho have to take it	etc		

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Instruc	ctor <u>ken</u>	Ribet	Course _	Mathers.	Se	emester <u>S</u> e	Mug 2012			
Enrolle	ed Yes		Auditing		Yo	our Major/\	rath.			
follo	owing ways:	(1) for use b	y the instructo	epartment of Ma or (after grades s in selecting co	have been to	ırned in) in i				
1.	1. Considering both the limitations and possibilities of the subject matter and course, how we you rate the overall teaching effectiveness of this instructor?									
	ा not at all	2	:3 1	¤চ moderately effective	:5 3	3 4 73	extremely effective			
2.	boardwork, hours, home	examples, c ework, exam H Is we howing e	clarity, willingn ns, grading). ry helpful	Le Balu sage was	questions, att	itude toward	students, office			
3.			tting, som	? How could the etrnuls it's, with Q and	hard for	me to all				
						•				
4.	Please rate	the overall	course on a so	ale of 1 to 7:						
	ा not at all	2 1	(3)	ाक moderately effective	. \$1	200	extremely effective			
5.		dvice to peo	ple who have	ects of the cour to take it, etc.						
		It would	d behelpfu dvanne.	d to know	Some Mat	hus concu	epts			

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TEACHING EVALUATION SURVEY FORM

							6 Pring 2012
Enrolle	ed	185	Auditing			_ Your Major	Math
follo	owing way	ations will be hel ys: (1) for use by ng; (2) for use by	the instructo	or (after gra	des have be	en turned in)	in improving
1.		ring both the lim	•		•	ct matter and	course, how would
	ದಾ not at all	(2)	:3 3	্ৰ moderately effective			extremely effective
· . 9	140	omework, exams mood, v at post prepared					ectures, content, vard students, office is/her teaching? were present roof. vation/though be confusi t. Also you we use the
- 4!-5	Please ra	ate the overall co	ourse on a so ሜ	cale of 1 to 7 moderately effective	(5)	<i>γ</i>	⊏⊐ extremely effective
	Some with That	d, advice to peop	le who have les: Elliptic in form usse t	to take it, e (wve ally a la national	tc.	theory) thour p a co a si	ext, how it could be are dealt roofs. runse with sting; but sting;

Continue on back, if needed.

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TEACHING EVALUATION SURVEY FORM

Instructor	Ken	hibet	Course	Math	116		Semester _	Sprin	1	···································
Enrolled _			Auditing				Your Major	Applied	Math and	CS
These following future	evaluation evaluation ways: teaching	ons will be helpful (1) for use by the (2) for use by the g both the limitati	to the D instructe student	epartme or (after s in sele	grades ha cting cour	nematics i ave been rses and i	in one or r turned in) instructors	more of in impres.	the oving	·
yo		e overall teaching		•	this instru ately	•		e	立 extremely effective	_
bo ho	oardwork ours, hom	ne instructor's stre , examples, clarity nework, exams, gi	/, willingn rading).	ess to a	nswer que	estions, a	ttitude tow	ard stu	dents, offic	
lec:	Willingres huves	s to answervery 1	egical	ations and	arel a The 6a	sondwark	to clean	good	ver ques	Kong
		ne instructor's we							_	
4	Sometime	is the leet	wes	seene	el li	he th	vey how	d ro	direction	١٨٠,
as mo	in bic	I didn't picture of	get the	beginn	he wo	s explo	viaing (sine 11	ing, need	.ls
4. Pl	ease rate	the overall cours	e on a so	cale of 1	to 7:					
	c‡⊃ tatall	2 1	C 3 31	modera effecti		5 0	1163 ,		z xtremely effective	
5. Cc	omments	on any other rele	vant asp	ects of th	ne course	such as	content te	ext how	it could be	دِ

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

The text was

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Instruc	ctor <u>Ribet</u>		_ Course _	116 Crypto	graphy	Semester <u>Sp</u>	ring 112
Enrolle	ed <u>yes</u>		Auditing	NO		Your Major	rath
follo futu	ese evaluations owing ways: (1) ure teaching; (2)	for use by the) for use by the	e instructo e student	or (after grade s in selecting c	s have been courses and	turned in) in instructors.	improving
1.	you rate the o		•		•	matter and co	urse, how would
	ा⊐ not at all	2 2	:3 1	্ৰে moderately effective	2 0 00	. 16 0	⊄⊐ extremely effective
2.	hours, homew	amples, clarity ork, exams, g interestin	y, willingn rading). ຠԳյ ⋲∞	ess to answer	questions, a	attitude toward e <i>fæir</i> ,	d students, office
	is read Thelp	onatole, Student:	Celwa S. 3AG	ys willir. E worksh	g to a	nswer g e super	uestions nelptul
3.				s? How could t se disorgo		· •	her teaching?
4.	Please rate the	e overall <i>cours</i>	se on a so	cale of 1 to 7:			
	ा not at all	:2 :	3 1	本 moderately effective	5 0	•	extremely effective
5.	improved, adv	ice to people v book is p	who have wetty g	to take it, etc.	liked +	ne topic	how it could be S covered. , w/ abstract
	algebra	. Goods	nix of	theory ?	applice	stions,	

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TEACHING EVALUATION SURVEY FORM

Instruc	tor Rib	et	Course	Math	116	Semester _	Spring 12
Enrolle	d	X	Auditing				CS /Math
follo	owing ways: re teaching; Considerin	(1) for use by (2) for use by g both the lim	Ipful to the De the instructo the students itations and p hing effective	r (after grade in selecting	les have be g courses a of the subje	ics in one or een turned in nd instructor	more of the) in improving
	्राच्च not at all	□2 □	:3 0	moderately effective	**	16 0	extremely effective
2.	boardwork,	examples, cl ework, exam	arity, willingne	ess to answe	er questions	s, attitude to\	ectures, content, ward students, office
3.	He e everyon distro past	xplains thin nce in a w cted (taki Students)	iornon-stop. shile. Duri ing phone	It would ng Office calls, c inner h	be nice ce Hours hotting a leav	to have s he seen with co wes if up	his/her teaching? a break ws easily slicagues or to the text
4.	Please rate	the overall co	o <i>urse</i> on a sca	ale of 1 to 7	:		
	ा not at all	1	(3)	moderately effective	15 1	16 3	extremely effective
5	Comments	on any other	relevant asne	cts of the co	nirse such	as content to	ext how it could be

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

The exams are things we have never seen before which is somewhat difficult. Homeworks are all computational, but because exams are "no-calculator" there is no way to have heavy computational exams.

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TEACHING EVALUATION SURVEY FORM

structor	- R		Course _	Math 116	AMERICA STATE OF THE STATE OF T	Semester	710				
rolled _			Auditing			Semester Your Major _	EECS				
followi	ing ways: (1) for use by	the instructo	epartment of Nor (after grades in selecting	s have bee	n turned in)	in improving				
	Considering both the limitations and possibilities of the subject matter and course, how would you rate the overall teaching effectiveness of this instructor?										
no	며 ot at all	· · · · ·	c 3 0	দ্র moderately effective	900 00	_ 16 1	⊄⊐ extremely effective				
bo	oardwork, e	examples, cla work, exams	arity, willingn		_		ctures, content, ard students, office				
		ik is good: co		e subject							
l	21Haulty	infollowing h.	lecture. Sper	dmoretime on	some of the	fundamentals?	s/her teaching?				
	grading of e I did bett	exams is stra	nge for me! explained less	how much exp	elantion my	t we have in	sentence form?				
. PI	ease rate t	he overall co	ourse on a so	cale of 1 to 7:							
no	ा tatall	:2 :	C 3 31	本 moderately effective	I5 1		extremely effective				
im	proved, ad	lvice to peop	le who have	to take it, etc.	AUSTON		xt, how it could be				
A. to st	dvice: read -	fextbook prior	- to lecture,	Advile to professor:	put up there	wings that learn	re will go over for each thode" for common us				
					of sage in	hw. suchas se	Hing up a polynomial ring				

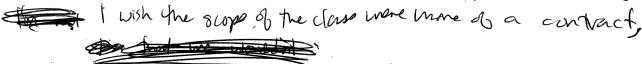
Continue on back, if needed.

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TEACHING EVALUATION SURVEY FORM

Instruc	tor <u>Kibet</u>		Course /	6		Semester Spring	42				
Enrolle	ed		Auditing			Your Major Ma					
follo	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.										
	you rate the ov	erall teaching ⊉	effectivend 3	ess of this ins ap moderately effective	structor?		extremely effective				
2.		amples, clarity,	, willingnes	•	_	ization of lecture attitude toward s	= = = = = = = = = = = = = = = = = = = =				
	Sheytn: a	it titude for	ads some	Anto							

3. What are the instructor's weaknesses? How could the instructor improve his/her teaching?



4. Please rate the overall course on a scale of 1 to 7:

ा⊐ not at all

moderately effective



extremely effective

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.

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Instruc	ctor	Ribet		Course	Math	116		Semester	Sp	nng 2012	}
Enrolle	ed			Auditing _		-		Your Major	. Sta	histics	
foll	owing vure tead	ways: (1) ching; (2) idering bo	will be helpf for use by the for use by the oth the limitate	ul to the De ne instructor he students ations and po	partmen (after g in selec	t of Math grades ha ting cour es of the	ematics eve been ses and subject i	in one or turned in instructor	more o ı) in imp rs.	f the proving	ould
	not at a		· · · · · · · · · · · · · · · · · · ·	:3 31	moderat effectiv	ely	(5)	. 16 1		extremely effective	4
2.	board hours	lwork, ex	nstructor's s amples, clar ork, exams,	ity, willingne aradina).	ess to an	swer que	estions, a	attitude to	ward st	udents, d	office
	though	. I thin	k this is	logely due -	to the	material	of the	Course, no	t neces	sarily his	
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	very availab	oc, thee a	Willing	to an	swer qu	restions in	mare	. detail.	
3.			nstructor's w			01		•		_	
- M	ake ie: d	fewer iscuss ba	assumptions sic concepts	about So that build	tudents' up to	prior	mathemat	rical know	wledge. He m	we in de	Ph.
								•			
4.	Pleas	e rate the	e overall <i>cou</i>	rse on a sca	ale of 1 to	o 7:					
	¤⊐ not at a	all	12 1	(\star)	moderate effective		5 5	□6 □		extremely effective	,
5.			any other re ce to people				such as	content,	text, ho	w it could	d be
	The	couse	needs to	more _	formally	designat	e Abs	stract Mge	ba d	! Number	Thomy
	as p	vereguisite	s. I felt	like	I was	Playin	g cat	ch-up	all se	mester	long
	Without	having	9 taken -	than.				•			