### UNIVERSITY OF CALIFORNIA, BERKELEY

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Department of Mathematics 970 Evans Hall

BERKELEY, CALIFORNIA 94720

### Summary of Teaching Evaluation

Instructor: Ribet, Kenneth

Course/Title: Math 113(3)/Abstract Algebra

Semester: Fall 2013

Official Class Enrollment: 38

Number of Forms Returned: 31

Required Text: Dummit & Foote – Abstract Algebra 3<sup>rd</sup> ed. (Wiley)

(O=No Rating)		Poor			Typical			ent			
	0	1	2	3	4	5	6	7	Total	Average	
Professor	0	0	1	0	3	6	16	- <b></b> -	31	5.6	
Course	0	0	1	3	3	10	9	5	31	5.2	

### Ribet Math 113, Lec. 3, F '13

### Instructor

Unmarked	1	2	3	4	5	6	7	<b>Total Marked</b>	<b>Total Forms</b>	Average
0	0	1	0	3	6	16	5	31	31	5.6
	0	2	0	12	30	96	35	175		

### Course

Unmarked		1	2	3	4	5	6	7	<b>Total Marked</b>	<b>Total Forms</b>	Average
Ĺ	0	0	1	3	3	10	9	5	31	31	5.2
		0	2	9	12	50	54	35	162		

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### **TEACHING EVALUATION SURVEY FORM**

Instruc	tor <u>Kenne</u>	th Ribet	Course	Modth 113		Semester <u>Fa</u>	ll 2013
Enrolle	ed	V	Auditin	g	\	′our Major <u>εε</u>	cs/Ems
follo	owing ways:	(1) for use b	y the instruc	Department of Material of Mate	have been	turned in) in	
1.		-		I possibilities of the veness of the last of the last of this instance.	•	natter and co	ourse, how would
	ा not at all	<b>-2</b> 3	<b>3</b> 3	moderately effective	<b>(\$</b> )	<b>□6</b> □	extremely effective
2.	boardwork hours, hom Lectures a	, examples, on nework, exam re awesome! V	larity, willing is, grading). 'ആ സഹദിധ്യ	(i.e. preparation press to answer of the frequently entertion to the face of t	questions, at	titude towar	d students, office ഗം veപ്പ
3.	What are the	ne instructor's	s weaknesse	es? How could th	e instructor	improve his/	her teaching?
	Boardwork (usually -	could be a 7-10 pages	bit more of written	work a week)	c assignment	s arl forbi	ddingly long.
4.	Please rate	the overall o	ourse on a	scale of 1 to 7:			
	ct⊐ not at all	<b>□2</b> □	<b>43</b> 0	本 moderately effective	<b>5</b>	<b>16</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.

Texticola is good.

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### **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor <u>Ven</u>	Ribet	Course	Math 113		Semester Fa	1 2013
Enrolle		· .	_ Auditing			Your Major 🐴	11 2013 Oplied Math
follo	owing ways:	ons will be helpfu (1) for use by th (2) for use by th	e instruct	or ( <b>after</b> grade	Mathematics s have beer	in one or moin turned in) in	re of the
1.		g both the limitate e overall teachin		•		matter and co	ourse, how would
	ा not at all	<b>12</b> 0	<b>:3</b> :1	moderately     effective	<b>:5</b> :1	<b>16</b> 1	extremely effective
2.	boardwork,	ne instructor's str examples, clarif nework, exams, c	ty, willingr grading).	ness to answer	questions,	attitude towar fidude,	d students, office
			· •	to ausver	- questa	ns	
		- Ve	ny go	ud prolessi	r are of	er had.	
3.	What are th	ne instructor's we	eaknesses	s? How could t ైరాగాకల్లా ర	the instructo	r improve his/ Puked u	her teaching?
		a t	ad. Au	nd mille	MAZ CO	ud be	
				vergrace			
				No glanty	veaknes	ss, just 1	minor things
4.	Please rate	the overall cour					
	व्म not at all	<b>:2</b> :	<b>3</b> 3	moderately effective	<b>5</b> 0	***	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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### **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor <u>k</u> . R	ibet	Course	Math 113		Semester	Fall 2013
Enrolle	ed		Auditing	g	· · · · · · · · · · · · · · · · · · ·	Your Major _	Math & Stat
follo	owing ways	: (1) for use	by the instruc	Department of M tor ( <b>after</b> grades nts in selecting c	have been	turned in) i	n improving
1.	and the second s	-		l possibilities of t eness of this ins	•	matter and	course, how would
	⊏⊐ not at all	<b>-2</b> 1	<b>∷3</b> 3	⊄□ moderately effective	<b>(5</b> )	<b>□\$</b> □	extremely effective
2.	boardwork	k, examples,		(i.e. preparation ness to answer			ctures, content, ard students, office
	Teach	very clearly ! Best n	and ethous with professi	or in Berkeloy	elpful and ever	kind du	r.2 office
3.	What are t	he instructor	's weaknesse	es? How could th	e instructor	improve hi	s/her teaching?
	H's u	not the u	leaknesses but	the homewor	It is har	d and v	eally take you
	lots of	time and	efforts.				
4.	Please rate	e the overall	course on a s	scale of 1 to 7:			
	्रा not at all	<b>:2</b> :	<b>3</b>	্ৰ moderately effective	<b>5</b>	<b>₫</b>	extremely effective

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

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Instructor Prof. Ken Pibet	Course Math 113	Semestera	L 7013
Enrolled	Auditing	Your Major _Aį	plied Nath & Eco.
following ways: (1) for use I	elpful to the Department of M by the instructor ( <b>after</b> grades by the students in selecting c	have been turned in) in i	
<del>-</del> -	mitations and possibilities of t sching effectiveness of this ins		urse, how would
not at all	্রের ক্র moderately effective	<b>:5</b> 1	extremely effective
boardwork, examples,	's strengths? (i.e. preparation clarity, willingness to answer on ms, grading).	questions, attitude toward	students, office
Professor Ribet is	definitely one of	the best professor	rs I've ever
	- Turner super bryance	y was fewly eff.	
maland wall Ha	is so engaging in co	isses and office in	2012
really welcomes our	questions and thoughts	. He is so note an	all the time.
3. What are the instructor  T kind of wish	's weaknesses? How could the wither	ne instructor improve his/t n	ner teaching? Forus for
us to compare	answers before exam:	It might be	hard for
us to go over ?	oick out questions	that we thought	we know
but actually was	it done in the	sest way	
4. Please rate the overall	course on a scale of 1 to 7:		
not at all	ran ran moderately effective	<b>(5)</b>	extremely effective
	er relevant aspects of the cour ople who have to take it, etc.	se such as content, text,	how it could be
This class is n	neant to be abstract	and hard to gra	esp, so my
advice is really	try to think through	- and connect a	u the
concepts before	applying them to q	uestions	
Office hours and	study groups are ext	remely helpful too Continue	on back, if needed.

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Instruc	ctor	Ken	Ribet	Course	Math	113		Semester _	Fall 2013
Enrolle	ed _	V		Auditing				Your Major <sub>-</sub>	Applied math
foll	owi	ng ways:	ns will be helpf (1) for use by th (2) for use by t	ne instructo	r ( <b>after</b> gra	ades hav	ematics i	in one or n turned in)	nore of the in improving
1.			g both the limita e overall teachir					natter and	course, how would
	no	며 t at all	<b>12</b> 2	<b>:3</b> 3	rata moderatel effective	-	<b>:5</b> :	<b>□6</b> □	extremely effective
2.	bo	ardwork,	examples, clar	ity, willingne	ess to ansi	wer ques	stions, a	ttitude tow	ectures, content, vard students, office
S	ty	le are	easy to	rullow	. Pro	and l	r Rib. mahe	et alvi	ays engage elj avaliable adtlelpfal.
3.	W	hat are th	e instructor's w	eaknesses'	? How cou	ıld the in:	structor	improve h	is/her teaching?
		Somet	ine, he	goes +	ittet	ast, k	l two	re cur	n ask
		the qu	estion for	clore	figati	on N	vo big	deal	
4.	Pl	ease rate	the overall cou	rse on a sc	ale of 1 to	7.			en e
:		ct⊐ : at all	±2□	<b>3</b> 33	moderately effective		E <b>5</b> 0	<b>16</b> 3	extremely effective
5.		proved, a	dvice to people	who have t	to take it, e	etc.			ext, how it could be
		1 :	strongly this is	Pl (am	mand	other	Stao	Cent to	take his
		clan	. This is	*	cand	year	SKM.	KO I K	WITH
		3.00	a la Dack	B/ 1 6 - 60 - 1					

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### **TEACHING EVALUATION SURVEY FORM**

Instruct	tor <u>kenneth</u> A.	Ribet Course _	Mathills	Ser	nester <u>F</u> a	W 2013
Enrolle	d	Auditing	****	You	ır Major/	hath
follo	owing ways: (1) for re teaching; (2) for Considering both	be helpful to the De use by the instructo use by the students the limitations and p ll teaching effective	r ( <b>after</b> grades in selecting co ossibilities of th	have been tururses and instead	ned in) in tructors.	improving
	not at all	. •	व्य moderately effective	<b>5</b> 3	# <b>G</b> #	extremely effective
2.	boardwork, examp hours, homework,	uctor's strengths? (i bles, clarity, willingne exams, grading). ell for evey lecture	ess to answer q	uestions, attit	ude toward	d students, office
		es emails fast. O			J 13	
3.	What are the instru	uctor's weaknesses	? How could the	e instructor im	prove his/	her teaching?
	and that a	one really hand uld be discourage er-div merch clos	ring for someon	taken the who take	final yet. s this as	ne'll see). he/his
4.	Please rate the ov	erall <i>course</i> on a sc	ale of 1 to 7:			
	ආ <b>ු</b> not at all	<b>3</b> 3	本 moderately effective	sign .	<b>□\$</b> □	extremely effective
5.	Comments on any	other relevant aspe	cts of the cours	se such as co	ntent, text,	how it could be

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.

The content of the course is interesting but the text/bush seems to be a little bit dry and tedians.

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### **DEPARTMENT OF MATHEMATICS**

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Instruc	tor <u>  Ke</u>	en R	bet	Course	Math 113		Semester _	fall 2013
Enrolle	ed	$X_{-}$		Auditing	· · · · · · · · · · · · · · · · · · ·		Your Major	Applied Mat
follo futu	owing way ire teachir	/s: (1) f ng; (2) f	or use by for use by	the instructor the student	epartment of M or ( <b>after</b> grade: ts in selecting o	s have bee courses and	n turned in d instructor	) in improving s.
1.					possibilities of eness of this in		matter and	d course, how would
	्रा⊐ not at all		<b>□2</b> □	<b>3</b> 33	moderately effective	<b>:5</b> 1		extremely effective
2.	boardwo	rk, exa	mples, cla					ectures, content, ward students, office
	willi Gree	ingne	35 to	answer	r question	ns ents		
3.	What are	the in:	structor's	weaknesse	s? How could t	he instructo	or improve	his/her teaching?
	X							
4.	Please ra	ate the	overall co	<i>urse</i> on a s	cale of 1 to 7:			
	ा not at all		<b>12</b> 1	<b>C3</b> 33	moderately effective	<b>5</b>	19 <b>6</b> ×	extremely effective
5.			-		ects of the cou to take it, etc.	rse such as	s content, t	ext, how it could be
	Conse	+ 9	) Leer	Dr. Ve	on friend	du s	appro	achable

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Instruc	tor _	<u>K.</u>	A -		Ril	oet	-	Cou	rse	113	3				Seme	ster _	Fa	u	13	,
Enrolle	d _		X					Audi	iting _						Your N	<i>l</i> ajor		ppli	ed	Math
follo	win	g wa	ays:	(1)	) for	use	by the	instr	uctor	oartme ( <b>after</b> in sele	grad	es h	ave t	been	turne	ed in	) in in			
1.				_					-	ossibili ess of			-	•	matte	ranc	d cou	rse,	how	would
		≄⊐ at all			<b>□2</b> □	I		<b>:3</b> :1		moder effec	rately		<b>:5</b> :			×			r‡⊐ ctreme ffectiv	-
2.	bo	ardw	ork	, ex	amp	oles,	clarity	, willi	ingne		answe	er qu	estio	ns, a	attitud	le tov	ward :	stud	ents	ent, , office
						Ti	re	in	stru	ctor		is		brill	lian	٢	at	th	مد	
			n	Λ Φ	ter	ial	•	F×	trem	ctor nely		wi	llin	3	to		ans	we	r	
					qu	est	rions	•												
3.	Wh	at a	re ti	he i	nstr	ucto	r's wea	akne	sses?	How	could	the	instr	ucto	r impr	ove	his/he	er te	achir	ng?
					t	te'	>	Too		smu	vrt,		I	•	can	兌				
						fol	lon	h	rim											
	•					•														
4.	Ple	ase	rate	th:	e ov	erall	cours	e on	a sca	ale of 1	to 7:									
		t⊐ at all			1 <b>2</b> 1			C <b>3</b> 33		moder effect	ately			)		<b>□\$</b> □			r⊅ treme fectiv	•
5.										cts of to			suc	h as	conte	ent, t	ext, h	ow i	t cou	ıld be
					Tn	e	4	text	boo k	ŧ.	L	oul	ld	l.	ب ح					
							m	^er •	. v	rtuit	-iva	_								

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### **TEACHING EVALUATION SURVEY FORM**

Instruc	itor <u>Kenneth</u>	Alan	Ribet	Course _	//3		Semester _	Fall 2013	
	ed <u>Yes</u>						Your Major	Physics and	Math.
follo	owing ways	(1) for	use by the	instructo	epartment of Nor (after grades in selecting	s have beer	in one or turned in	more of the ) in improving	
1.		-		-	oossibilities of ness of this ir	-	matter and	d course, how	would
	riot at all	<b>-2</b> -		<b>53</b>	অচ moderately effective	c <b>5</b> 0	<b>□</b>	extrem effecti	-
2.	boardwork	. examı	oles, clarity	, willinan	ess to answe	r questions.	attitude to	lectures, cont ward students willing	s. office
3.	What are t	he instr	uctor's wea	aknesses very	? How could	the instructo	r improve	his/her teachi	ng?
			<b>V</b>	,	,				
4.	Please rate	e the ov	erall <i>cours</i>	e on a so	ale of 1 to 7:				
	ा not at all	<b>12</b> 1		<b>C3</b> 3	moderately effective	<b>5</b> 0	<b>**</b>	extrem effectiv	

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**

Instructo	or <u>Kennith</u>	A Ribe	ct Course	Math 11	<u>3.</u> S	emester	Fall 2013.
Enrolled			Auditing _				
follov futur	se evaluation wing ways: ( e teaching; (	ns will be h 1) for use (2) for use	elpful to the Dep by the instructor by the students	partment of Ma ( <b>after</b> grades in selecting co	athematics in have been to ourses and in	n one or m curned in) instructors.	ore of the in improving
	_		aching effectiven		•	atter and	sourse, now would
ī	¤⊐ not at all	<b>12</b> 3	<b>:3:</b>	本 moderately effective	<b>5</b> 3	<b>4</b>	⊄⊐ extremely effective
	boardwork, o hours, home	examples, ework, exa	r's strengths? (i.e. clarity, willingnessms, grading).	ss to answer o	questions, at		ctures, content, ard students, office
			o operation	The receive		•	
	· examp		• • • • • • • • • • • • • • • • • • •				
	clavity	,	ourd stud	0.10+			
3.	What are the	e instructor	's weaknesses?	How could th	e instructor i	mprove hi	s/her teaching?
	Exam	tov	hard.				
4.	Please rate	the overall	course on a sca	le of 1 to 7:			
n	্ৰা not at all	<b>:2</b> :	<b>3</b>	moderately effective	<b>5</b> 0	4	extremely effective

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

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Instructor Ribet	Course Math 1	3 Semester	Fall 2013
Enrolled 🐰	Auditing No	Your Major	Applied Math
These evaluations will be helpfu following ways: (1) for use by the future teaching; (2) for use by the	ul to the Department of later grade	Mathematics in one or es have been turned in	more of the ) in improving
Considering both the limitatyou rate the overall teaching	· · · · · · · · · · · · · · · · · · ·		d course, how would
rd⊐ r2∋ not at all	moderately effective	<b>(5)</b>	extremely effective
2. What are the instructor's st boardwork, examples, clari hours, homework, exams, gloding,	ty, willingness to answe grading).	r questions, attitude to	ward students, office
3. What are the instructor's we	eaknesses? How could	the instructor improve	his/her teaching?
organization of lec use what we le	tures. More e earnad.	examples of he	in to apply/
4. Please rate the overall count of the state of the overall count of th	rse on a scale of 1 to 7:  moderately effective	<b> </b>	extremely effective
5. Comments on any other relimproved, advice to people  Did not like the case about the			

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Instruc	tor Ribet		_ Course _	113		Semester _	Fall 2013
Enrolle	d		_ Auditing	• .	\	our Major	Mith/ Physics
follo futu	•	for use by the for use by the oth the limitati	e instructo e students ons and p	or ( <b>after</b> grade in selecting possibilities of	es have been courses and in the subject m	turned in) nstructors	in improving
	you rate the over not at all	/erall teaching □2□	g effective	ness of this in moderately effective	istructor'?	<b>**</b>	extremely effective
2.	boardwork, exhours, homework	amples, clarit	y, willingner rading).	ess to answe	r questions, a	ttitude tov	ectures, content, vard students, office
3.	occusional raterial.	nstructor's we black } too nul	board	rustakes.	disameta	I fon	
4.	Please rate the	e overall <i>cours</i>	se on a sc	ale of 1 to 7:  moderately effective	<b>19</b> 6	<b>16</b> 0	⊏⊐ extremely effective
5.	improved, advi		who have	to take it, etc	٠.		ext, how it could be

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Instructor Ribet	Course Math 113	Semester Fall 2013	
Enrolled	Auditing	Your Major Math	
future teaching; (2) for use by t	he instructor ( <b>after</b> grades he students in selecting cou	hematics in one or more of the ave been turned in) in improving	d
you rate the overall teachi	ng effectiveness of this instru	uctor?  ===================================	
boardwork, examples, clar hours, homework, exams,	rity, willingness to answer qu grading).	ind organization of lectures, content, lestions, attitude toward students, office and approachable	е
	your questions, the	many and approachase	
	veaknesses? How could the lectures more closely align the easier to follow	instructor improve his/her teaching?	
4. Please rate the overall cou	<i>ırse</i> on a scale of 1 to 7:		
ा । । । । । । । । । । । । । । । । । । ।	ran ran moderately effective	extremely effective	

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Instruc	ctor Ken f	Zibet	Course	MATH 113		Semester <u>F</u> Ø	111 2013
	ed Fall 20		Auditing	•		•	plied Math
The foll	ese evaluatio owing ways:	ns will be he (1) for use b	y the instruct	epartment of M or ( <b>after</b> grades s in selecting c	athematics in have been	الم n one or mor turned in) in	ECON e of the
1.				possibilities of t eness of this ins		natter and co	urse, how would
	며 not at all	<b>2</b> 2	<b>:3</b> 3	本 moderately effective	c <b>5</b> 1		⊄⊐ extremely effective
2. LINES 10 A	boardwork, hours, home	examples, of examendation of lea	clarity, willingr ns, grading). <b>}ures</b>	•	questions, at	titude toward	d students, office
Ę	- willingna	ess to answ	ver student:	s questions en	ven if it is	s off topic	
•	-really m	akes an ef	fort to get	to know hus	students.		
1 3. You	- İ feel I		, and some	s? How could the			
メンキエ	- the exa	ms were w	ay too have	Q.			
4.	Please rate	the overall	course on a s	cale of 1 to 7:			
	⊄⊐ not at all	<b>2</b> 2	c <b>ş</b> n	本 moderately effective	<b>5</b> 50	<b>6</b> 0	extremely effective
5.				ects of the cour to take it, etc.	se such as o	content, text,	how it could be
	· Not reall what to	y Sure wh Study for	nat were t	ne most impo	ortant top	rics/neve	r knew

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### **TEACHING EVALUATION SURVEY FORM**

				\ma\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	011.001			
Instruc	tor Prof. the	m Ribef	Course _	Math	113	Se	mester _	Fall 2013
Enrolle	ed West		_ Auditing	ND		You	ur Major	Math
follo	() ese evaluations owing ways: (1) are teaching; (2	) for use by th	ıl to the De e instructo	epartmer or ( <b>after</b> (	grades ha	ematics in ve been tu	one or r rned in)	nore of the in improving
1.	Considering by						tter and	course, how would
	ri⊐ not at all	<b>2</b> 1	<b>:3</b> 0	व्यः modera effecti	7	<b>(5</b> )		extremely effective
2.	boardwork, exhours, homew	kamples, clarit	ty, willingno grading). Mized a	ess to ar	nswer que wrough	estions, atti with h	tude tow	ectures, content, vard students, office fures. I like
3.	What are the in The homew See mon	instructor's we Wk & exa Lexamp	eaknesses ma and lust in	? How on the horal le	ould the in gh! I efure	nstructor in would	nprove h h <i>ew</i>	nis/her teaching?
4.	Please rate th	e overall <i>cour</i>	se on a sc	ale of 1	to 7:			•
	া not at all	<b>2</b>	. <b>(31</b>	moderat effectiv		•	<b>16</b> 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.

IT I MUTICALLY ME TO TRY harder for this class. Thank you!

### **TEACHING EVALUATION SURVEY FORM**

University of California, Berkeley

Instruc	tor_k	en	Ribet	Course	Math 115	3	Semester	Fall
Enrolle		85		Auditing			 _our Major _	
The follo	ese evang owing are tea	aluatio ways: ching;	<ol> <li>for use b</li> <li>for use b</li> <li>both the lir</li> </ol>	elpful to the De by the instructo by the students	r (after grades in selecting cossibilities of the	lathematics in the same in the subject in the subje	n one or m turned in) nstructors.	ore of the in improving
	not at		<b>12</b> 1	:3:1	本 moderately effective	<b>5</b> 3	<b>#</b>	⊄⊐ extremely effective
2.	board hours kno	lwork, s, hom wled wusk	examples, o ework, exan ge – wash con Idi		he Hov	questions, a	ttitude tow	ctures, content, ard students, office picked out
3.	OV	gar	112ation	n-50me	+ mes +	opics	Jumpe	s/her teaching?
	-	·	arch l	ydream back v you d				nedium
	(1)	nder	retornal	na ot a	topic ,	ion won	4 be	alore to do
4.	Pleas	e rate	the overall	ಿ) co <i>ur</i> se on a sca	ale of 1 to 7:	anyth	ing wi	alole to do
	्रा not at a		<b>-2</b> 3	<b>3</b> 33	্ৰহ moderately effective	<b>15</b> 0	<b>#6</b> 9	extremely effective
<b>5.</b>			-	relevant aspe		rse such as o	content, te	xt, how it could be
								gh math
	*-magginalities	3 4	ias m	iuch h	arger	than E	55	

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### **DEPARTMENT OF MATHEMATICS**

University of California, Berkeley

Instructor Ribet	_ Course	Math	113	Semester _	Fall 2013
Enrolled Yes	_ Auditing _	No		Your Major	Math
These evaluations will be helpful following ways: (1) for use by the future teaching; (2) for use by the	e instructo	r ( <b>after</b> gra	ades have beer	n turned in)	in improving
<ol> <li>Considering both the limitati you rate the overall teaching</li> </ol>				matter and	course, how would
rd⊐ r <b>2</b> ⊒ not at all	<b>:3</b> 3	moderatel	<b>5</b> 53	**	extremely effective
2. What are the instructor's strategy boardwork, examples, clarity hours, homework, exams, go a clarity of explaining expresentation of expresentation of examples.  3. What are the instructor's we often, in lecture of the strategy we were as	y, willingnerading).  ARATION  (ARATION  (ARATION  (ARAPIEL  (ARAP	ess to answers  of Ma  order  not f	ver questions,  terial  terial  atude  ound in the	attitude tow	rard students, office
4. Please rate the overall <i>cours</i>	se on a sca	ale of 1 to	<b>7</b> :		
ा ा not at all	<b>- 3</b> 3	moderately effective	<b>**</b>	<b>16</b> 1	⊄ extremely effective
5. Comments on any other rele improved, advice to people v	vho have t	to take it, e	etc.	·	
Highly recommander of	end! would	el ho	pe he t e liked	eacher to co	the course

University of California, Berkeley

### **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor	K. Ril	bet	Course	Math	113	S	emester _	Fall 2013
Enrolle	ed			Auditing _			Y	ou <b>r</b> Major	Fall 2013 Moth /phrsics
follo	owing w	/ays: (1)	for use by	pful to the De the instructor the students	( <b>after</b> g	rades h	nematics ir ave been t	one or r urned in)	more of the in improving
1.		_		itations and po ning effectiver			-	atter and	course, how would
	⊄⊐ not at a	<b>]</b> ]	<b>:2</b> :	<b>:3</b> :1	¤⊐ moderate effectiv	•	<b>45</b> 0	<b>16</b>	extremely effective
2.	board	vork, ex	amples, cl						ectures, content, vard students, office
	Materia	by Pre	tty Clea	rly presente	d Tre	y fria	dly and	interesta	<b>9</b> .
e Section of the section of the sect	I	some	times t	write sou here're ma ask so nawy	ny hard	1 14001	ens on mo	the how menork	nework, because and it's
3.	What a			weaknesses?				-	nis/her teaching?
		1	to discus exams	s each t easier. (	Make	is that a tight	er Conne	can be	e wants ≥ Prepare for tues lecture
			and e	Kans)					
4.	Please	rate th	e overall co	ourse on a sca	ale of 1 to	o 7:			
	ा not at al	I	<b>2</b>	<b>3</b> 33	moderate effective		<b>:5</b> )	(B)	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.

I wish the syllabus can be presented more detailed.

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### **DEPARTMENT OF MATHEMATICS**

University of California, Berkeley

### **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor <u>Ribet</u>	Course M	1ath 113	Semest	er Fall	2013
Enrolle	ed	Auditing		Your Ma	ijor <u>E</u> E	CS
follo	ese evaluations will be helpfoowing ways: (1) for use by thure teaching; (2) for use by the	ul to the Depa e instructor (	after grades h	hematics in one ave been turned	or more o	of the
1.	Considering both the limita you rate the overall teaching	•		-	and cours	se, how would
	ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा	<b>□3</b> □	¤চ moderately effective	<b>(\$</b> 1		extremely effective
2.	What are the instructor's state boardwork, examples, clari hours, homework, exams, if the is extremely habout his studentip to MSRE was	ty, willingness grading). elpful at ts. The li	s to answer qu office ho wiches are	estions, attitude	toward s	tudents, office
3.	What are the instructor's w					
	It would be held was proving and procts.	pful if h	e explicit	ly stated t and end	what of an	y
4.	Please rate the overall coul	se on a scale	e of 1 to 7:		to a	
	다 로 not at all		noderately effective	<b>1</b>	<b>16</b> 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.

I'm not a big fan of the textbook.

University of California, Berkeley

Instru	1)00	Course Math Auditing No		Semester <u>Fall</u> Your Major <u>App</u>	2013 lied Math					
foll	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.									
1.	Considering both the limitat you rate the overall teachin	•	and the second s	matter and cours	se, how would					
	not at all	r3⊒ z4⊐ moderat effectiv	•		cxtremely     effective					
2.	What are the instructor's str boardwork, examples, clarif hours, homework, exams, g • Very enthus in general • Grading is • Enjoys getting	ty, willingness to ani grading). iastic about al very fair ng to know	swer questions, a Course ma his: stud	ittitude toward s Henal and ents (ovga	tudents, office just math nizes lunches					
3.	what are the instructor's we homework as	rs) ack/asks quest eaknesses? How co ssignments a n sometimes	ions/asics upould the instructor are very by get off	s for input improve his/hel lengthy topic/divi	lqvestions. teaching? ErgC					
· .			· 							
4.	Please rate the overall cour	Se on a scale of 1 to  some properties  moderate effective	ely	<b>16</b> 0	extremely effective					
5.	Comments on any other releinproved, advice to people  Overall a venture of the second and the se	who have to take it	etc							

University of California, Berkeley

Instructor Ken Ribet.	Course	Math 113	Abstract Alg.	Semester	Fall 2013
Enrolled Yes	Auditing	No		Your Major	Math /CS
These evaluations will be hel following ways: (1) for use by future teaching; (2) for use by	the instruct the student	or ( <b>after</b> g ts in select	rades have be ling courses a	een turned in and instructor	) in improving s.
<ol> <li>Considering both the lim you rate the overall teach</li> </ol>		-	•		d course, how would
ा⊐ ा2⊐ not at all	<b>:3</b> :1	moderate effective	•	e <b>d</b> a	extremely effective
2. What are the instructor's boardwork, examples, claus, homework, exams to Office hours were very to Good at explaining any Always happy to answer thomework generally not	arity, willingr s, grading). helpful thing / clacet c questions	ness to ans	question		
3. What are the instructor's - Midtern Exams were - Lectures were sometime	abit too a	difficult.		·	his/her teaching?
•				aco c wace,	
4. Please rate the overall co	o <i>urse</i> on a se	cale of 1 to	7:		·
¤⊐ ⊉ not at all	<b>3</b> 3	ra⊐ moderate effective		<b>46</b> 3	extremely effective
<ol><li>Comments on any other improved, advice to peop</li></ol>	le who have	to take it,	etc.		
I had a great thre in t			•		•
Could not be controlled as			_		, ,

University of California, Berkeley

Instruc	ctor <u>Ribeti</u>	Kenne th	Course	113		Semester	FALC
Enrolle	ed		Auditing _	<del></del>		Your Major _	MATH
foll	ese evaluations owing ways: (1) ure teaching; (2)	for use by the	instructor	(after grades	have been	turned in) i	n improving
1.	Considering by you rate the or				•	natter and o	course, how would
	⊏⊐ not at all	<b>12</b> 1	<b>:3</b> 1	moderately     effective	<b>(5)</b>	<b>16</b> 1	extremely effective
2.		amples clarity	, willingne	ss to answer o	ruestions a	ttitude towa	ctures, content, ard students, office
3.	Mayle I Je preser	nstructor's weath of like says says hinda jur	persona he 's lecturi lecturi	l reference of the servery of the se	nce but disorgan say, I I orem:	improve hi inverse ula ike it i	s/her teaching? en ulen ihe step by step
4.	Please rate the		•				
	্ৰা not at all	<b>:2</b> :	<b>3</b> 1	moderately effective	<b>(5</b> 1)	<b>□6</b> □	extremely effective
5.	improved, advi		vho have to	o take it, etc.			kt, how it could be
	1 manda	alt romite	e mod	ofs abou	t the	Subject	<b>+</b> .

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this course .

### **DEPARTMENT OF MATHEMATICS**

University of California, Berkeley

### **TEACHING EVALUATION SURVEY FORM**

Instruc	ctor <u>Ken</u> R	ibet	Course	Math 113		Semester	Fall 13	\$
Enrolle	ed		Auditing _	* .	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	our Major _	Applied M	lath
The follo	ese evaluations owing ways: (1) ure teaching; (2) Considering bo	will be helpful t for use by the i	o the De instructor students ns and p	partment of M r ( <b>after</b> grades in selecting cossibilities of t	lathematics is have been ourses and it	n one or m turned in) i nstructors.	ore of the n improvir	ng
	ा not at all	<b>2</b>	<b>:3</b> :1	ক্র moderately effective	<b>G</b> ∰EI	<b>□6</b> □	-	r⊐ emely ctive
2.	boardwork, ex-	nstructor's strer amples, clarity, ork, exams, gra	willingne iding).	ess to answer	questions, a	ttitude towa	ard studen	ts, office
	The instrue very quickly.	tor isvery up	y tenewl en to q	edgable and westions and	I can produce truly cores	e clear about and	explanation	ns students.
3.		nstructor's weal  I fe († that  I would						
4.	Please rate the	e overall <i>course</i>	on a sca	ale of 1 to 7:				•
	্ৰা not at all	<b>12</b> 1 (	<b>-3</b> 3	moderately effective	<b>5</b> 0	<b>16</b> 3	extre effec	mely
5.	Comments on	any other relev	ant aspe	cts of the cou	rse such as <i>e</i>	content tex	rt how it c	ould be

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

I + would be helpful to now more backy round on the applications of

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### **DEPARTMENT OF MATHEMATICS**

University of California, Berkeley

### **TEACHING EVALUATION SURVEY FORM**

Instructo	or C. Rivet.	Course	Moth	113	Semester _	Fall	13.
Enrolled	Envilled	Auditing _				1 1	h
follo	se evaluations will be helpful wing ways: (1) for use by the re teaching; (2) for use by the	to the Dep	(after grades h	ave beer	in one or r turned in)	Applimore of the in improvement	
	Considering both the limitation				matter and	course,	how would
<b>.</b>	ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा ा	<b>:3</b> 3	ক moderately effective		<b>16</b> 1		xtremely effective
	What are the instructor's stre boardwork, examples, clarity hours, homework, exams, gr	, willingne: ading).	ss to answer qu	estions,	attitude tow	vard stud	dents, office
	he under sto	mds	The v	nate	nal	of he	eally
	well, too	vell.	that	HN	right	- be	hard
3.	to fallow. Students What are the instructor's wea					SW Cois/her te	eaching?
	Stightly h	ta	organi	Zed			
	& Sometimes	- 100	ad 73	Kr	nd i	06	heavy
•	3 Sometimes	not	avere	dir	n cla	SS,	"yet".
4.	Please rate the overall cours	e on a sca	le of 1 to 7:				
r	cp c₂ not at all	10 <b>0</b>	moderately effective	<b>(5)</b>	<b>16</b> 0		tr⊐ xtremely 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.

this course is useless in real life but sucks that it's still a require

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### **DEPARTMENT OF MATHEMATICS**

University of California, Berkeley

Instruc	ctor Ken Ribet	Course	th 113	Sem	ester Fall	13
Enrolle	ed	Auditing		Your	Major Ap	plied math
follo futu	ese evaluations will be he owing ways: (1) for use by ure teaching; (2) for use b	the instructor (a the students in	tment of Math fter grades ha selecting cour	ematics in or ove been turn ses and insti	ne or more oned in) in imputed in)	of the proving
1.	Considering both the lim you rate the overall teach	-		•	er and cour	se, how would
	not at all		व्या oderately effective		<b>16</b> 1	extremely effective
2.	What are the instructor's boardwork, examples, cl hours, homework, exam	arity, willingness s, grading).	to answer que	•		
	· great attitude too	would studen	तंउ			
	· bery helpful in	OH			•	
	· accessible				•	
3.	What are the instructor's exams one how lecture notes w				orove his/he	r teaching?
4.	Please rate the overall c	ourse on a scale	of 1 to 7:			
	ct ct not at all		本 oderately effective	<b>5</b> 50		extremely effective
5.	Comments on any other improved, advice to peop	ole who have to ta	ake it, etc.		tent, text, ho	w it could be
	· hardest gow	use I've to	ken at	Cal.		
	· a move struc	tured lectu	ve style	would	be hulp	fail.
	· a move struct · expect lots · prof is a	, WH 90	heavy	work loa	d. '	
	. prof is a	great qu	my.		Continue o	n back, if needed

University of California, Berkeley

### **TEACHING EVALUATION SURVEY FORM**

Instructor _	Kenneth Ribert	_ Course	Math 113	Semester _	fall ruis
Enrolled	Yes	_ Auditing _	NO	Your Major _	Math

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.

1. Considering both the limitations and possibilities of the subject matter and course, how would you rate the overall teaching effectiveness of this instructor?

not at all moderately effective effective

2. 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).

knowledge, content, examples, question answers, guid attitude (breekfast, lunder, El dinners), office horrs 2.

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

presentation on maybe it was the textback esp. on anoups.

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

not at all moderately effective 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.

Good

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### **DEPARTMENT OF MATHEMATICS**

University of California, Berkeley

### **TEACHING EVALUATION SURVEY FORM**

Instruct	tor Prof.	Ribet.	Course	Math	113	Semester	fall 2013
Enrolle	d	V	Auditing			Your Major	math
follo		1) for use by	the instructo	r ( <b>after</b> grade	es have bee	s in one or mo in turned in) in d instructors.	
1.			<u>-</u>		•	t matter and co	ourse, how would
	not at all	overali teaci ⊉	ning effectiver	moderately effective	Instructor?	<b>:6</b> :	⊄⊐ extremely effective
2.		examples, cla	arity, willingne	ess to answe	_	attitude towar	tures, content, rd students, office
				KIN OUT	()7		
3.	What are the	instructor's	weaknesses	? How could	the instruct	or improve his	/her teaching?
				ittle b	it 1	05 E	
				guess	mater	(A) (A)	(4):34; V
4.	Please rate t	he overall co	ourse on a sc	ale of 1 to 7:			• 
	¤⊐ not at all	<b>2</b> 2	<b>C3</b> 3	moderately effective	<b>5</b>	<b>180</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**

nrolled)			Auditing		· •	Your Major ∠	lath, Applie
following	g ways:	(1) for use b	y the instructo	epartment of Ma or ( <b>after</b> grades s in selecting co	thematics i have been	in one or moi turned in) in	e of the
				oossibilities of the eness of this inst		natter and co	ourse, how woul
	‡⊐ at all	<b>. 23</b>	<b>:3</b> 3	moderately effective	<b>.5</b> 1	<b>:6</b> :	extremely effective
boa	ardwork,		larity, willingn	i.e. preparation ess to answer q	_		-
	Wi	lling ness 4	o animei	questions			
					•		
3. Wh	at are th	ne instructor's	s weaknesses	? How could the	e instructor	improve his/	her teaching?
	+	ou test.	difficul	t exams.			
4. Plea	ase rate	the overall of	ourse on a so	cale of 1 to 7:			
⊏t not a	<b>þ</b>	<b>-2</b> 1	<b>(3</b> )	moderately effective	<b>5</b> 0	<b>□\$</b> □	⊄ 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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### **DEPARTMENT OF MATHEMATICS**

University of California, Berkeley

### **TEACHING EVALUATION SURVEY FORM**

Instruc	tor <u>Ribet</u>		Course _	113 Math		Semester	Fall 2013
Enrolle	ed	V	Auditing			Your Major <u>/</u>	policed Marth.
follo	ese evaluations owing ways: (1) ire teaching; (2)	for use by the	instructo	r ( <b>after</b> grade	s have bee	s in one or mo n turned in) ir	ore of the
1.	Considering bo					matter and c	ourse, how would
	ा not at all	123	<b>3</b>	moderately effective	c <b>\$</b> 1	<b>⊒6</b> ⊒	extremely effective
2.	What are the inboardwork, example to the hours, homework.	amples, clarity	, willingne				tures, content, rd students, office
	Veny mic	L.					
					• • • • • • • • • • • • • • • • • • • •		
3.	What are the ir	nstructor's we	aknesses'	? How could t	he instructo	or improve his	her teaching?
	Way too	much hw.					
	The class	is not very	organiza	ed.			
			J				
4.	Please rate the	overall cours	e on a sc	ale of 1 to 7:			
	¤⊐ not at all	<b>2</b>	<b>3</b>	rati moderately effective	<b>5</b> 1	<b>16</b> 1	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

Instructor Ribet	Course Math 113	Semester _F	Fall 2013
Enrolled	Auditing	Your Major	Math/Music
following ways: (1) for use b	elpful to the Department of Moy the instructor ( <b>after</b> grades by the students in selecting o	Mathematics in one or n s have been turned in)	nore of the in improving
	mitations and possibilities of ching effectiveness of this in	<del>-</del>	course, how would
ाम ार्च not at all	ाउँ। moderately effective	. <b>15</b> 1	extremely effective
boardwork, examples, on hours, homework, examples, on homework, examples, or homework, exam			
willingness to answer	questions		
approachability			
	• • • • • • • • • • • • • • • • • • •		ı
	's weaknesses? How could the midterm averages were		is/her teaching?
It would help to	tell students why they	are doing things	and reminding
students when of	the purpose of the blo	ackboard computati	ons,
4. Please rate the overall	course on a scale of 1 to 7:		
ा व्याप्त विकास	moderately effective	, <b>05</b> 0 <b>06</b> 0	extremely effective
improved, advice to peo	r relevant aspects of the cou ople who have to take it, etc.		
	book. It was hard to		n between
the section content	and the homework que	estions,	

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### **DEPARTMENT OF MATHEMATICS**

University of California, Berkeley

Instruc	octor <u>Ribet</u>	Course	Math 113	Semester _	Fall 2013
Enrolle	led <u>Jes</u>	Auditing _	No	Your Major	Env. Econ & Po
follo	lese evaluations will be helpful to lowing ways: (1) for use by the i cure teaching; (2) for use by the Considering both the limitation	nstructor students	(after grades have in selecting courses	been turned in) and instructors	in improving
	you rate the overall teaching e	effectiven	ness of this instructor  an s  moderately effective		extremely effective
2.	What are the instructor's strer boardwork, examples, clarity, hours, homework, exams, gra	willingne ding).	ss to answer questic	ons, attitude tow	vard students, office
	Very passionate ab students.	pout t	he material o	and person	nable with the
3.	What are the instructor's weal				
	lectures were hard to learn new mathemat Doesn't really teach understood because r	ical po	rocess when leadout it seems? A	ctures disorga tlot from t	nized. he book not
4.	Please rate the overall course not at all	on a sca	ale of 1 to 7:   man  moderately  effective	<b>16</b> 3	extremely effective
5.	Comments on any other relevant improved, advice to people when the second control of the control	no have t	o take it, etc.		
	More concrete examples so if the teaching/lea were solved during lect	ctuning	was more orgo	united and	more "problems