**Table 1** Student Performance Evaluation Form

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| **Evaluation**  **item** | **Weights** | | | | |
| **Difference**  **1-2 points** | **Not satisfied**  **3-4 points** | **5-6 points**  **Generally** | **better**  **7-8 points** | **Excellent**  **9-10 points** |
| Participation attitude | Not  interested,  negative. | Insufficient  interest,  occasional  participate in  exchanges,  but usually  superficial. | Some interests, participate in  discussions,  and sometimes propose  learning issues | Actively  participate,  usually have  a deep  understanding  of issues, and often propose  hypotheses and learning issues | Have a deep  understanding of issues, put  forward learning goals, and show strong interest  and enthusiasm |
| Communica-  tion and  expression | Poor  communication skills, unable to express  their ideas. | Weak  communication skills and can  express simple  and meaningful ideas | The  communication ability is  acceptable, but sometimes it is  difficult to  generalize. | Good  presentation  skills, able to  express  complex ideas  in simple  language. | Excellent skills,  able to articulate opinions clearly and accurately. |
| 3.  Preparation | Basically not  prepared. | Some  preparations  have been  made, but they are often  limited to  textbooks or  teacher  lectures. | Sometimes the  materials are  well prepared  and there are  more than one  referenced  materials, but  the  comprehensive  analysis is still lacking. | Usually fully  prepared, using different  sources of  information,  can analyze  different points of view  comprehensively | Fully prepare,  comprehensively analyze and  summarize  application  related data. |
| 4.  Critical  thinking | Don't ask  questions,  don't argue  with others,  and can't  identify the  wrong views  in the  discussion | Occasionally  ask questions  and challenges to others, and have some  ability to  identify  mistakes and  dispute points. | Sometimes  there is a  willingness to discuss in  depth with  others. | Frequently ask  thought-  provoking  questions, and  strive for  further  understanding  after arguments during  discussions. | Can argue with  inferences and  data, and often  ask questions  that help to  understand the  subject. |
| 5.  Team spirit | There is no  obvious idea  in the activity, and it is outside the team. | The team  consciousness  is weak,  passive, and  cannot be  driven. | Sometimes  more passive, but it can be  stimulated. | Actively  contribute to  group  activities and  sometimes  help others. | Outstanding  teamwork skills, pay attention  and encourage  others to express opinions, but  do not dominate the discussion. |

Note: total score (50 points). If the score is less than 30, remarks should be given

**Table 2** PBL student self-evaluation and mutual evaluation form

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| **Evaluation elements** | **Evaluation items** |
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| Course knowledge  (20 points) | 1. Ability to formulate hypotheses (5 points)  2. Ability to formulate and decide learning projects (5 points)  3. The proposed learning project covers a variety of different viewpoints (5 points)  4. Sharing content is correct and constructive (5 points) |
| Problem solving skills (20 points) | 5. Effective use of logical thinking and related evidence (10 points)  6. Assist the time management of small class courses (5 points)  7. Ability to handle interactions between colleagues and conflicts (5 points) |
| Interaction and communication skills (20 points) | 8. Actively share ideas and opinions (5 points)  9. Good verbal skills (speaking key points, expressing clearly and easily, and the length of time is appropriate) (5 points)  10. Good ability to use search tools (10 points) |
| Learning attitude (20 points) | 11. Have self-learning ability (10 points)  12. Progress in learning attitude and ability (5 points)  13. Capable of self-awareness and self-assessment (5 points) |
| Preparation before class  (20 points) | 14. The learning content covers a variety of sources (10 points)  15. Fully prepare for the content of the class before class (10 points) |

Note: total score (100 points).

**Table 3** PBL Tutor teaching evaluation Form

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| **Evaluation elements** | **Evaluation items** |
| Teaching attitude  (20 points) | 1. Serious (10 points)  2. Class on time (10 points) |
| Teaching skills  (30 points) | 3. Have the skills to guide discussion (10 points)  4. Have the ability to guide group interaction (10 points)  5. Properly master the course progress (10 points) |
| Teaching interaction  (20 points) | 6. Respond objectively and concretely to my study (10 points)  7. Respond objectively and concretely to the group's learning  (10 points) |
| Teaching plan evaluation (30 points) | 8. The content of the lesson plan is moderately difficult (5 points)  9. The content of the lesson plan can trigger learning motivation  (5 points)  10. The content of the lesson plan is clearly stated (5 points)  11. The content of the teaching plan is sufficient to cause group discussion or thinking (5 points)  12. The content of the teaching plan can give students the opportunity to form relevant learning topics (10 points) |

Note: total score (100 points).