**Table 1** Student Performance Evaluation Form

|  |  |
| --- | --- |
| **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 isdifficult 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 onereferenced 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 consciousnessis 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

|  |  |
| --- | --- |
| **Evaluation elements** | **Evaluation items** |
|
| 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

|  |  |
| --- | --- |
| **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).