

Study of Student Evaluation by Basic Sciences' Instructors in Zahedan University of Medical Sciences in 2001

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Introduction. Evaluation is one of the characteristic issues of education process and help us to assess deficiency and poverty of education programs and solve the problems of education.

Methods. In this study a proper questionnaire was distributed and answered by instructors. Then information was analyzed by SPSS software.

Results. In this study 72.5% of instructors used formative evaluation and 27.5% of them used summative evaluation. Most important examination for student evaluation was multiple-choice question and essay examination. Final examination was the important aspect of student evaluation. Most of the instructors (90.2%) used lesson plan for teaching. The period of teaching in most of the instructors was 6 to 10 years and only 30% of instructors were Ph.D. Most of the instructors (82%) taught in more than one level of education (BS.c., M.D) and 51% of the instructors used midterm examination for student evaluation. There was a significant relationship between the level of education and method of evaluation ($P<0.05$).

Conclusion. Results of this study demonstrate that most of the instructors use formative evaluation, but final examination is the most important aspect of evaluation. Most of the instructors are young in their period of teaching and age.

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Study of clinical departments internal evaluation in Iran University Medical Sciences 2001-2002

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Introduction. Medical education quality improvement is a main problem of medical education system in Iran. One of the strategies for medical education quality improvement is internal evaluation. General instruction objectives are determining problems of clinical departments and introducing strategies in different levels of management for solving the problems and following up suggestions.

Methods. This study was a cross-sectional study. Study population included the total medical students in

different clinical levels and all the academic clinical staff. Method of sampling was nonrandomized sampling (census). 240 staggers, 199 interns, 261 residents and 209 academic clinical staff participated in this study.

Results. 16 clinical departments' results revealed that clinical department managers were acceptable, education and research activities of clinical academic staff in their own view were moderately acceptable, educational activities of medical clinical students were moderately acceptable.

Conclusions. Clinical academic staff believe that medical education system doesn't have a good programming for students acceptance, academic staffs acceptance and has non-acceptable learning/teaching materials and aids, and academic staff economical assurance, therefore this factors should be solved by programming, performing and evaluation.

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Evaluating the course plan status of faculty staff of shahid Saduoghi University of Medical Science of Yazd in the year 2002

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Introduction. Developing a course plan is a main part of every teacher preparation for teaching of each subject and can help him /her teach better and move effectively. This research was conducted to evaluate course plan status of faculty staff of Shahid Sadoughi University of Yazd.

Methods. This assay was performed on theoretical Course plan of all Faculty staff of the selected faculties of Medicine, Dentistry, Nursing Midwifery, Health and Paramedical Science. A demographic information questionnaire and a checklist of Course plan status were used to gather the data. The checklist had 9 sections. Including: General Information, Preface, General Objectives, Specific Objectives, Educational Strategy, Method of Examination, Reference and Timetable with clear scoring system.

Results. The results revealed that preface, statement of general and specific objectives, method of examination and introducing the references were the main weak points in most of the cases. Meanwhile to achieve more accurate results, the relationship between course plan score and some variables like department, age, sex, academic ranks, teaching experience and so on were

investigated. The result of this research will be discussed in detail in the main article.

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Survey of Educational Objectives of Kashan University of Medical Sciences Departments in 2002

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Introduction. For improving every educational system, clarification of aims and identification of priorities is essential. For this reason curriculum planning committee of EDC followed up faculty members to essential objective writing methods.

Methods. This was a descriptive study for analyzing educational objectives of various courses in different departments of Kashan University of Medical Sciences in 2002.

After collecting the objectives from related departments, they were considered according to their domains and classes by EDC. SPSS was used for descriptive analysis.

Result. 8113 educational objectives were assessed. Among them, 96.7% were in cognitive domain, 1.6% in affective and 1.8% in psychomotor domain. According to bloom classification, different classes of cognitive domain also were assessed and 37.7% of objectives were in knowledge, 37.6% in comprehensive, 18.8% in application, 5.3% in analysis, 2.7% in synthesis and only 0.9% were in evaluation and judgment class.

Conclusion. The main part of objectives were written in cognitive domain, specially in knowledge and comprehension classes. With suitable feed back to departments, curriculum planning committee can lead them in writing the objectives in high classes of blooms classification (if needed for the course) according to courses specially for Medical and B.S courses.

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Knowledge of Anesthesia Technician Students about their course. A descriptive study at Kashan University of Medical Sciences-2002 .

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Introduction. Since , the selection of academic course is very important to job selection. A study for considering the anesthesia technician student's knowledge about their course was necessary. This study was performed for this reason at Kashan university of medical sciences in 2002.

Methods. For this descriptive study a questionnaire was designed in 2 sections: First section, included age, sex, priority of selection and so on. Second section was to some extent about job description and education continuing. For statistical analysis SPSS soft ware was used (t and chi-square tests).

Results. Based on the obtained information (of 50 students) 22% were male and 78% female. 70% of students were admitted into university in 1999 and 30% in 2000. According to the results, before course selection, 65.3% had no consultation or any other consideration to get it. 18/8% had good, 50% moderate and 31.2% poor knowledge before course selection (P=0.008). The knowledge score of the males was 9.3 ± 3.5 and females 5.9 ± 3.8 (P=0.015). Knowledge score of 1999 and 2000 admissions were 6.4 ± 3.9 and 7.3 ± 3.8 respectively. Among good knowledge scores, 31.3% had consultation and 12.5% had no consultation.

Discussion. According to our results, most of the students had no knowledge or search about their course before selection. We found that the more consultation increased ,the more knowledge increased. To improve the course selection in the next generation, we hope the students choose their course more accurately.

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Comparison of Graduate Medical Education in Iran with WFME International Guidelines: Quality Improvement in Postgraduate Medical Education

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In 2001, following the development of International Standards in basic medical education, WFME appointed