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Review of the viewpoints of the faculty members of Tehran University of Medical Sciences on the current problems in educational programming at the university

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Introduction. Identifying the operational problems in educational programming from the viewpoints of the faculty members, who actually put them to use, and improving the quality of education through ameliorating the conditions.

Methods. The above study is a descriptive research using questionnaires as the data collection instrument whose validity, reliability and practicality was confirmed by experts as well as statistical tests. Sampling was done through consensus and returns were 49%. Computations were through the SPSS package.

Results. Regarding the educational objectives, 55.4% of the studied units had this opinion that these objectives met neither the students’ professional needs, nor the community needs (57.4%). The majority of the returns considered that the identification of the community needs (73.7%) and the graduates’ professional needs (76.3%) was insufficiently limited. However, regarding the objectives of specialized courses, most returns indicated that they do meet the professional needs of the students (52.7%) and correspond to the community needs (50.9%). The relationship between basic science and clinical courses was rated weak (69.9%), and ambiguous (63.8%). The majority of the studied units (79.3%) considered the quality of students’ evaluation during study and upon graduation (56%) undesirable.

Conclusion. To ameliorate the above conditions, it is necessary for the faculty members to further participate in educational programming and have a major revision of these programs.

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Student Ratings of Instruction: True or False

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Introduction. Students’ evaluation of teaching is a major concern in higher education. In this regard, during the past 30 years hundreds of papers have been published which because of various grounds from valid, reliable to useless, such papers cannot be easily summarized. The present study investigated for two purposes, first was to outline opinions of two groups of advocates and opposites about validity and reliability of SET. The second purpose was to represent conceptual fallacies at SET process.

Methods. This study was a library research of original and review papers over SET. In this regard from one thousand papers, two hundreds were chosen randomly, then the information were collected and analyzed comparatively.

Results. Findings showed that SET advocates believed that students have a metacognition, so they have a valid judgment through SET but opposites stated that student’s judgments are subjective, so they are not valid. The first group (advocates) say that SET is reliable because of correlation between SET of current students and alumni, more over similarity of SET results of one teacher through years, that research has indicated. On the other hand advocates say that SET reliability is affected by educational contexts, student characteristics, teacher characteristics and course characteristics. Conceptual fallacies at SET are: (a) that students are the only reliable information source (b) the existence of a unique and immutable metric term: “teaching effectiveness”, and (c) opinion is a fact.