

Conclusion. Findings indicated that SET is not reliable and documentary as a sole source for teacher evaluation, so we must apply other approaches of evaluation as complementary. These approaches must aggregate measures of teaching performance to reflect items within professors' control but conceptual fallacies can not be remedied.

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Reflection; perspectives of Tabriz Nursing Student

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Introduction: The phenomenon of knowledge explosion has led teachers to feel the necessity of training students so that they become reflective thinkers. This issue is more important for nursing students who are responsible for providing care for patients. This study is a part of another study aiming at exploration of Nursing Students' views on reflection on practice.

Methods. 20 senior nursing students of Tabriz Nursing Faculty participated in this study. At first they participated in a 4-day workshop to become familiar with process and principles of reflective thinking. Then they were asked to reflect on their clinical experiences for 10 weeks of their final clinical course. They were also asked to write their reflection in their weekly journals. The journals were studied by a researcher and appropriate feedback was given to their reflective writing. At the end of the clinical course, they were divided into 2 groups to participate in a focus group session and to discuss the issues regarding 9 proposed open-ended questions. The students' responses were tape-recorded and a transcript was made and analyzed qualitatively. The data were coded and categorized appropriately. Then each category was named to elicit the related constructs.

Results. Qualitative data analysis showed that reflection as a learning strategy has impact on 5 different elements of teaching learning process: thinking, learning, caring, motivation and self-regulatory mechanisms. These constructs are very similar to cyclic learning proposed by Kolb (1984) and are capable of being integrated into experiential learning cycle.

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Predictive validity of the comprehensive basic science examination (CBSE) for success assessment of comprehensive preinternship examination (CPIE) in medical students.

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Introduction. One of the problems that both medical students and educational programmers are involved in is the importance of basic science materials in comprehension of clinical subjects and student's performance after that. Our goal is to measure the correlation coefficient between the CBSE and CPSE and the predictive validity of CBSE for CPIE.

Methods. Analytic cross-sectional study was conducted on 103 (52 males and 51 females) of Rafsanjan medical students of different years. Independent T-test was used for comparison of means of CBSE and CPIE in both sexes. The relationship between CBSE and CPIE scores and predictive validity of CPSE for CPIE was assessed by Pearson correlation coefficient and simple linear regression analysis.

Results. Mean of CBSE was 122.71 ± 16.71 in males and 119.70 ± 14.82 in females. Mean of CPIE was 118.73 ± 13.45 in males and 118.21 ± 16.81 in females. There wasn't any significant difference between two sexes for these two scores. The correlation coefficient was 0.593 in all students and predictive validity was 0.358. These values were 0.513 and 0.263 in males and 0.696 and 0.485 in females.

Conclusion. Finding of this study showed significant correlation between the CBSE and CPIE and revealed that the CBSE is a valid measurement for predicting the failure or success of the students in future. Correlation coefficient and predictive validity in females was more than males. Mean of scores showed no significant difference between both sexes.

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Correlation between students' GPA and evaluation score of teacher

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Introduction. Evaluation is a process for merit assessment and quality improvement. During the past three decades one of the most important challenges has been student evaluation of teachers in higher education.