

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.

More studies during recent decade have shown that evaluation of teachers has correlation with some variables like teacher enthusiasm, teacher rank, student expected grade and so on. The Goal of this study was determination of relationship between student's academic performance and student evaluation of teacher and also comparison of correlation intensity of male and female students' GPA.

Methods. This study was a descriptive research and the population under study included 1734 students of 16 Academic field and from 7 colleges. A five scale questionnaire (very poor to very good) with 16 items and α cronbach 0.95 was delivered to students in the class and then gathered. Analysis was performed by SPSS and descriptive – inferential statistics were used .

Results. Overall, Pearson test with 2 way ($P=0.05$) showed a small and negative relationship between students' GPA and evaluation score of teacher which was practically no significant. Analysis of variance and factor analysis indicated no significant difference between student evaluation score of teacher and 3 groups of GPAs low (lower of 14) , moderate (14-17) and high (uper of 17). he comparison of correlation intensity between teacher evaluation score and male & female students GPA by fisher Z showed no significant difference between GPA and evaluation score of teacher .

Conclusion: This research showed no significant difference between high GPA and 2 GPAs groups of moderate & low in relation to SET and also no relationship acquired between GPA and SET .

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The survey of the Gonabad medical sciences students views on their educational needs and improving theoretical and clinical education program (2001-2002)

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Introduction. Undoubtedly Knowing the students views and characteristics have deep effect on certifying the subject and all other educational activities. Then this study is an analytic, descriptive and cross sectional survey to certify the students educational needs in their own definitions and how to improve it.

Methods. The samples were 155 students of different medical groups that had passed all the clinical-theoretical courses and were to be graduated:

The data were collected by a questionnaire asking demographic qualities and their views on lessons and

educational needs of the future then it was analyzed by statistical soft wares.

Results. As results say 71% of the students were females and 69% of them were between the age of 21 and 24 . 29% were nursing students, 24/5% Midwifery, 10/3% Anesthesia, 14/8% Operation room and 21/3% were students of health course. According to the students views, theoretical lessons (classes) provided 31/6% of their educational needs and clinical programs provided the educational needs of 38/7% of the students. For 46/5% of the students theoretical and for 37/4% of them clinical and practical lessons (subjects) were proper but not enough. There was a relationship between the students views and different lessons, teachers' sex and their method of teaching .

Conclusion. Since there is some problems and shortage of some methods and tools, more attention to these problems is necessary and related managers and educational coordinators should pay more attention to them.

Address.

A Survey of teachers' view points of Jahrom Medical School Towards Teachers Evaluation By Student

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Introduction. Evaluation is the most effective method to improve educational quality. From the ancient times, assessment of the quality of pedagogical - scientific activity of scientific committee members is considered as the essential method of evaluation in educational settings. For teachers' assessment, different methods are used such as group director's opinion, dean's judgment. co works assessment, self - evaluation and students opinion. The last one is more common method for evaluation. This research is done with a goal to gather important information for system of instructor's evaluation through using instructor's opinion. In this way an effective step is put forward to improve the trend of instructors assessment .

Methods. To become familiar with college instructors opinion concerning instructors assessment, a valid and reliable 22 item questionnaire, including 16 closed questions and 6 open questions, was provided. To increase the level of accuracy, this questionnaire was given to all scientific committee members of the college, including basic sciences, clinical and nursing group. The data were analyzed by means of SPSS program .

Results. The result showed that 64% of instructors completely agreed on students' evaluation. 36% moderately agreed on students' assessment. 56% of