

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

instructors believed that the best time for distribution of the questionnaire was the last two weeks of the semester and 48% of them mentioned that being aware of the results of the assessment had an important effect on the educational quality. 52% moderately agreed that the result of evaluation expressed the quality of their teaching. Also no significant relationship between gender, years of experience, course of study of the teachers and their opinion was seen ($p>0.05$).

Conclusion. More than fifty percent of teachers agree with evaluation by student but some of the teachers believe that students assessment of their own teachers is mostly based on the behavior and personality of instructors rather than their teaching method. Some other instructors believe that students mostly pay more attention to class management and way of speaking of their own teachers rather than the instructors' quality of teaching and their level of skills. It is necessary to mention that the results of this research will be presented in detail in the congress .

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The survey of knowledge and practice of faculty members about validity and reliability of exams.

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Introduction. Measuring is the foundation of evaluation. The main way for evaluation of education progression is testing the exams; and every test must have identity, validity, reliability and be easy to perform. More precision to preparing the exams can improve its validity. There are different ways for measuring validity and reliability in testing. Do the faculty members know about these methods? And do they use various methods for validity and reliability?

Methods. Present study is a cross-sectional descriptive study and its main objective was determining faculty members' knowledge and practice about various methods of testing validity and reliability in exams. Participants were 100 of faculty member in Ahvaz medical university; we sent them questionnaires and they returned only 70 questionnaires.

Results. 39 of the samples were male and the others were female. 80% of them knew about the content validity and 42.9% knew about split halves. 45.7% used content validity and 20% of them used test retest reliability in exams.

Conclusion. Although the faculty members had knowledge about some methods for validity and

reliability; but just a few number of them used these methods.

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15th International Congress of Geographic Medicine and 5th National Congress of Medical Education Views of Medical Students, Entry 1995 About Histology Teaching at Shiraz Medical School

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Introduction. In order to understand the cellular and tissue damages or changes in various diseases, it is imperative to be knowledgeable about the normal structure of different tissues. The Histology course, which is taught in the first year of medicine in Iran, is supposed to provide such knowledge. In this study, we did evaluate this course for its methods of teaching as well as clinical relevance.

Methods. A self-style questionnaire, containing 14 statements in Likert scale, covering different aspects of course evaluation was distributed among medical students, entry 1375, and was collected after completion.

Results. The response rate was 53% (80 out of 150). The respondents did not respond to all questions. The students believed that the number of Histology credits was more than they expected for medical students (56%). They felt that the method of histology teaching was motivational for clinical learning (50%). However, it also resulted in memorizing (77%), but not critical thinking (53%) or problem solving (65%) abilities. The respondents also believed that deleting histology from general medical curriculum did not benefit clinical learning (82%), as they felt that the theoretical (82%) as well as lab sessions of the course (82%) were necessary for learning clinical subjects. However, they believed that course material constituted detailed materials with no clinical relevance (62%), without which it was also possible to understand clinical concepts (60%). The students also believed that the course content was more beneficial for training histologists rather than medical students (55%), and suggested to arrange short periods of clinical training for the course instructors (86%).

Conclusion. The results show that although medical students, entry 1375 felt that Histology course was required for clinical learning, they believed that it was not clinically relevant, and its method of teaching did not promote their mental intellectual activities.