

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.