

factors contribute to the improvement of the education quality.

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resources will be used for the most important educational topics.

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Medical Internship evaluation and reorganization in Isfahan University of Medical Sciences in 2001 (preliminary phase: Gynecology educational needs determination).

Sabouri M, Shayan Sh, Salehi A

Institute. Medical Education Development Center, Isfahan university of Medical Sciences. 5000 medical students graduate each year. They are assumed to have enough capabilities to manage common diseases but evidences don't show such capacity. This study was designed to plan a curriculum for Gynecology internship, implement the curriculum and evaluate its effectiveness.

Methods. As a survey, all interns who were enrolled at major internship courses (internal medicine, surgery, pediatrics and gynecology) in Isfahan University of Medical Sciences in fiscal year 2001-2002 were studied. Questionnaire, interview and observation were used as data gathering tools. Study process was divided to 3 phases. 1- Effective educational process design: 1.1- Educational needs assessment. 1.2- Educational goals determination based on previous step results. The goals were categorized to three levels: I. Educational contents which students must know II. Educational contents which are better to be known by students III. Educational contents which aren't necessary to be known by students. 1.3- Curriculum preparation and broadcasting to be used by professors. 2- Curriculum implementation at regular internship courses. 3- Curriculum evaluation based on professors', residents' and interns' opinions.

Results. 55 educational topics were determined according to texts and other documents. 24 topics were assigned as "must know" topics by professors, residents and general practitioners. These were (sorted by rank of citations): complete physical examination, Gynecologic examinations, complete medical interview, drugs' dosage calculation and their proper use, infantile CPR practice, Obstetric examinations, 3 topics were assigned as "not necessary": freezing, ultrasound use in embryo health assessment and CST use in embryo health assessment. Other 28 topics were assigned as "better to know".

Conclusion. In order to conduct effective education in medical schools it is necessary to assess educational needs. In this way more human and non-human

Review Psychometric Parameters of the 29th Residency Test (1380) According to the Classic Test Theory (CTT)

Saburi M, Shayan Sh, Salehi A, Honarpisheh H

Introduction. To select the best group, and to make a good decision, are of the most important worries of the health and medical education ministry and also all entrants in the residency test. Having and performing a reliable and good exam will reduce doubts to a great deal. Considering different scientific methods consist of (precisely review of curriculum by the designer committee, sampling of the contents of lessons, assessment of the skill, item designing by specialists and considering the rules in qualitative item analysis) leads them to perform a reliable, valid and practical test. 1- To Study the psychometric parameters of the test item [reliability Parameters of the items (difficulty index, discrimination index and distract index)] 2- To study statistical characters of the test.

Methods. This is a descriptive-applied study in which all entrants replied to the test. Information collection tool: A multiple choice (4 choices) test. Performance: The items of the tests were analyzed by analyzer software and the statistical and psychometric parameters were concluded.

Results. KR20Reliability = 0.95, Mean P = 0.398" Standard error = 6.10, Mean RPBS = 0.30" Total Test Variance = 762.55, Total Item Variance = 40.88" SD = 27.6

Conclusion. 1- Considering the amount of reliability and measurement standard error, this test (residency 1380), was precisely assessed. From another aspect the level and score of entrants were reliably calculated. 2- Due to lack of negative discrimination it is concluded that the item designing was proper. 3-The difficulty index of the items is some how proper with the number of resident selection. 4-To attain optimum results it is necessary to decrease the difficulty index more, it means that, difficulty index should be equal to the cut point test. For example: if you want to choose 1200 residents out of a 12000 group, it is recommended that a difficulty index of about 90% would be considered.

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A survey on opinions of faculties about the efficiency of student ratings on teacher performance in Iran University of Medical Sciences during 1378 - 80

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Introduction. faculties are the main elements of universities and naturally their performance has an essential role in university efficiency. Obviously, if continuous evaluation of their performance is done correctly, it can help in distinguishing the week points and improving their function. This is a descriptive - analytic research that is done to assess the opinions of faculties about the efficiency of students ratings on teacher performance in Iran University of Medical Sciences during 1378 - 80.

Methods. Materials used were two questionnaires. One of them was only related to the managers and the other was related to all of them. In the questionnaire, which was filled out by all, there were two parts. The first part was prepared according to the usual questionnaire, which is used by the university to evaluate the faculty by students. In this part, faculty should determine whether he/she has changed in each item based on the students' ratings. In the second part, there were some general questions about the faculty evaluation as a whole and about the students' ratings specifically. Also, in the questionnaires, which were only filled out with managers, they had to determine their opinions about the faculties in their educational group. At the end of the questionnaire, there was an open question that they could write every idea or comments about faculty evaluation.

Results. Results indicated that the majority of faculties (61/9%) reported a low rate of change in their performances, 28/7% a medium rate and 9/4% a high rate. In the part of managers' opinions assessment, majority of them (65/8%) reported a low rate of change in the performances of faculties in their group, 25/7% a medium rate and 8/5% a high rate.

Conclusion. with regard to the importance of faculty evaluation, it seems that the evaluation process should be performed with a more professional approach. Also providing more valid and reliable tools, and a better way for feedback can help faculties to do more scientifically and can meet the needs and opinions of students.

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Students' view points about priorities in teacher evaluation

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Introduction. Using students' view points for teacher evaluation is a common method. But regardless of its abundant usage, research results indicate that students ideas about teachers is influenced by some factors which have not a close relation to the evaluation subject and is merely related to the teacher's specifications. Determining the views of students of different fields about priorities in teacher evaluation.

Methods. A questionnaire consisted of 7 parts and 43 questions was used to gather the needed data. Questionnaires were distributed with the help of educational departments of colleges and were gathered by the same way. In each college one of the staff helped the researchers to explain the objectives of the study and the method for filling in the questionnaires for students.

Results. Results indicated that the majority of students (85/2 %) selected "mastery of contents " as the most important priority in teacher evaluation. Also most of them (85/2 %) believed that "mastery of contents" was the most important priority in teacher evaluation in teaching skills, 78/5% selected "having self esteem" in personal characteristics, 69/8 % selected "establishing an intimate relationship with students" in communication skills, 36/9% selected " respecting the time of start and finish the class in respecting the educational principles and laws, and 34/2% selected " performing an exact and comprehensive exam at the end of the term "in evaluation skills. Also 33/3% of samples thought that the results of present evaluations were nearly conformed with the reality and 10/3 % of them thought that there was no conformity between the present evaluations and the reality.

Conclusions. The present results indicate that, although students distinguish some very important factors for teacher evaluation, but all the things which are necessary for a good teacher based on the scientific criteria were not selected as the most important criteria by the students and this may cause a decrease in validity and reliability of the students' ratings.

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