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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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