

**Methods.** In this cross-sectional study a questionnaire including 15 questions was used for data collection. The questions were designed based on the ideas of the students and experts of management and evaluation, then the questionnaires were distributed among 60 medical students randomly.

**Results.** Results showed that 53% of the students didn't believe in the effect of faculty members evaluation on the improvement of educational status and 27.4% of them believed that it was effective more or less. %43.5 believed that educational managers didn't pay attention to the results of this evaluation. Only 24% of the students had assurance about confidentiality of their evaluation.

**Conclusion.** Students must be educated about the necessity and role of evaluation. We suggest that students must evaluate their faculty members as a team.

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## First report on structure and function of Educational research & Development Centers in Iranian medical universities.

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**Introduction.** quality improvement in education is one of the aims of "3rd Five-year program of development" and Iranian Medical Educational Research & Development Centers (EDC) are founded for this reason. So it is obvious that, in our universities, this policy should be performed by these centers. This study was done, because there wasn't regular data collection system previously in order to establish the first data gathering system.

**Methods.** A questionnaire was designed after studying available references about EDCs and after final corrections, distributed in a meeting participated by managers of EDCs on 15.3.79. The received data were gathered in 2nd half of 1379 and summarized in a new format.

**Results.** Shiraz University had the oldest Center and Qom had the youngest one.

Four hundred forty one faculty members were employed in all these centers. Four physicians, 17 clinical specialists, 6 PhDs, 7 M.S degrees, 2 master of educations and 3 unknown degrees managed these centers. Faculty members of 14 centers hadn't passed any educational training program. Five centers hadn't performed Teacher Training program and nine ones hadn't done Research in Education. Six centers hadn't

evaluated their educational programs. Seven centers hadn't published any publication since the beginning.

**Conclusion.** The EDC has been established in all Iranian Medical Sciences universities until 1379(39 centers). These centers usually started with Teacher Training program. Mainly, personnel of EDCs were faculty member and worked part-time there. Large universities were not only able to perform their own duties but also could support other small centers. As the information sent by different centers didn't have the same standard criteria, it isn't possible to compare these results.

**Address.**

## students of Management & Medical Informatic Faculty of Isfahan in 1999

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**Introduction.** Considering the improvement of the teaching quality in the higher education, this study was planned to evaluate the field training in the faculty of management and medical informatics by students. Its results will be used in planning field training of this faculty

**Methods.** A checklist with five variables was distributed among 57 students in this survey. Data analysis (both descriptive &  $\chi^2$  test) was done by SPSS program.

**Results.** 31:58% of the participants passed management training, 33.33% organization training and 35.09% data bank training. The results of this study showed a significant correlation between students' competency (from their points of view) and curriculum subjects/ teacher training in all three field training ( $P < 0.05$ ). There was also a significant correlation between their competency and student observation/their self-study/assignments ( $P < 0.05$ ).

**Discussion.** The result of this self- evaluation showed a significant correlation between students' competencies and main five variables of the checklist. There were some items in these training with low grade and need more effort for its improvement. This survey indicates the need for more practical exercises in field training.

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