

## Study of Student Evaluation by Basic Sciences' Instructors in Zahedan University of Medical Sciences in 2001

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**Introduction.** Evaluation is one of the characteristic issues of education process and help us to assess deficiency and poverty of education programs and solve the problems of education.

**Methods.** In this study a proper questionnaire was distributed and answered by instructors. Then information was analyzed by SPSS software.

**Results.** In this study 72.5% of instructors used formative evaluation and 27.5% of them used summative evaluation. Most important examination for student evaluation was multiple-choice question and essay examination. Final examination was the important aspect of student evaluation. Most of the instructors (90.2%) used lesson plan for teaching. The period of teaching in most of the instructors was 6 to 10 years and only 30% of instructors were Ph.D. Most of the instructors (82%) taught in more than one level of education (BS.c., M.D) and 51% of the instructors used midterm examination for student evaluation. There was a significant relationship between the level of education and method of evaluation ( $P < 0.05$ ).

**Conclusion.** Results of this study demonstrate that most of the instructors use formative evaluation, but final examination is the most important aspect of evaluation. Most of the instructors are young in their period of teaching and age.

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## Study of clinical departments internal evaluation in Iran University Medical Sciences 2001-2002

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**Introduction.** Medical education quality improvement is a main problem of medical education system in Iran. One of the strategies for medical education quality improvement is internal evaluation. General instruction objectives are determining problems of clinical departments and introducing strategies in different levels of management for solving the problems and following up suggestions.

**Methods.** This study was a cross-sectional study. Study population included the total medical students in

different clinical levels and all the academic clinical staff. Method of sampling was nonrandomized sampling (census). 240 staggers, 199 interns, 261 residents and 209 academic clinical staff participated in this study.

**Results.** 16 clinical departments' results revealed that clinical department managers were acceptable, education and research activities of clinical academic staff in their own view were moderately acceptable, educational activities of medical clinical students were moderately acceptable.

**Conclusions.** Clinical academic staff believe that medical education system doesn't have a good programming for students acceptance, academic staffs acceptance and has non-acceptable learning/teaching materials and aids, and academic staff economical assurance, therefore this factors should be solved by programming, performing and evaluation.

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## Evaluating the course plan status of faculty staff of shahid Saduoghi University of Medical Science of Yazd in the year 2002

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**Introduction.** Developing a course plan is a main part of every teacher preparation for teaching of each subject and can help him /her teach better and move effectively. This research was conducted to evaluate course plan status of faculty staff of Shahid Sadoughi University of Yazd.

**Methods.** This assay was performed on theoretical Course plan of all Faculty staff of the selected faculties of Medicine, Dentistry, Nursing Midwifery, Health and Paramedical Science. A demographic information questionnaire and a checklist of Course plan status were used to gather the data. The checklist had 9 sections. Including: General Information, Preface, General Objectives, Specific Objectives, Educational Strategy, Method of Examination, Reference and Timetable with clear scoring system.

**Results.** The results revealed that preface, statement of general and specific objectives, method of examination and introducing the references were the main weak points in most of the cases. Meanwhile to achieve more accurate results, the relationship between course plan score and some variables like department, age, sex, academic ranks, teaching experience and so on were