Original Article

Assessment of teachers who are teaching in clinical skills department from medical students' perspectives

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ABSTRACT
Objective: The purpose of this study was to assess teachers who are teaching in clinical skills department regarding different aspects from medical students’ perspectives.

Material and Methods: The design of this study was descriptive. A questionnaire was used to gather data, with 10 questions, and likert scale of very much=6, very little=1 was used. The statistical analysis was performed with SPSS software.

Results: In the case of respectful and appropriate attitudes towards students, teachers gained 92.10±12.99, in the case of their on time presence in class, and spending time, they gained 87.02±18.33, in the case of ideal class management and teaching sessions they gained 87.75±15.85, in the case of maintaining appropriate relationships with participants, they gained 88.92±15.51, in the case of effective use of methods and pedagogical regalia which will match their aims and learning scopes,’ they gained 87.68±16.25, in the case of making a correlation between theory and practice in pedagogical issues,’ they gained 87.64±15.69, in the case of ‘giving a summary at the end of the work in workshop,’ they gained 84.93±58.23, in the case of their ability and academic dominance (their proficiency) in their specific field of study,’ they gained 89.36±15.39, their fluency was 87.74±17.31, and finally, their average from students’ perspectives was 18.66±1.51 out of 20.

Conclusion: Using students’ opinion in pedagogical planning, providing facilities, and using regalia in teaching clinical skills can be affective in improving the quality of clinical pedagogy. (Rawal Med J 2008;33:101-103)

Key Words: Assessment, University teachers, Clinical Skills Department.

INTRODUCTION
The teaching of clinical skills is an intricate process which can be influenced by various elements and variables, and the role of the teacher as an essential element in this process is very important. As to improve the quality of pedagogy, all attempts should be directed at students achievements, and in this regard, it is a necessity to gain students satisfaction for much better learning.1 In order to assess university teachers qualities, many objectives have been enumerated that the most important of them are those which assist them to reform and improve their methods of teaching and pedagogical activities and help managers and authorities who manage pedagogical organizations make reasonable and right decisions with regard to improving organization, its promotion, and more. Two types of assessment are genesis and accumulative assessments. The former helps teachers gather information and make judgments and give suggestions about the way of teaching in order to improve their own performances, while the latter helps the managers and authorities of the pedagogical institutions make decisions with regard to teacher employment, wage increasing, and other professional privileges.2 The aim of this study was to assess teachers teaching in Clinical Skills Department regarding different aspects from students, perspectives.

MATERIAL AND METHODS
This descriptive study was performed through 500 medical students in 2006. The community studied included all university teachers. The instrument which was used for gathering the data was a questionnaire with 10 questions as follows: teachers attitudes towards students, teachers on-time attendance in class and how
they spent time in class, their care about their students, presence and learning their ideal class management, and maintenance of appropriate relationships with their students, effective use of pedagogical methods and regalia, their observance of proportionate usage of theoretical and practical pedagogies, and offered summary and conclusion, ability, academic dominance and fluency. Likert scale (very much=6, to very little=1) was used. The statistical analysis was performed with SPSS software and was done through descriptive statistical methods.

RESULTS
The teachers in the case of their attitudes towards their students gained 92.10±12.99, their on-time attendance in class and spending time, they gained 87.02±18.33, their care about students, presence and learning was 87.80±16.89, their ideal class management was 87.75±15.85, their maintenance of appropriate relationships with their students was 88.92±15.51, their effective use of pedagogical methods and regalia which were match with their aims and learning scopes was 87.68±16.25, their observance of proportionate usage of theoretical and practical pedagogies was 87.64±15.69, their offered summary and conclusion at the end of the work in workshops was 84.93±58.23, their proficiency in own specific field of study was 89.36±15.39, and their fluency was 87.74±17.31. The average from students' perspectives was 18.66±1.51 out of 20.

DISCUSSION
In medical education, feedback from students is helpful in course evaluation. However, the impact of medical students’ feedback on long-term course development is seldom reported. Assessment of teachers in universities is a process whose purpose is to improve teaching quality and to promote students proficiency level. If it is done in accordance with academic principles continuously, its finding can not only improve and modify but they can also be used for a lot of decision-making and pedagogical planning and consequently they can bring about the promotion of university teachers proficiency. The results obtained from our study, the given community showed that the most satisfaction was that of teacher’s behavior and attitude towards students which is by itself an important factor in the increase of making suitable relationships with students and consequently promotes the pedagogical out puts by increasing student’s interests.

Most of university teachers who participated in this study used to pre- planned specking or practical methods used to teach on the basis of a designed syllabus. However, the newly offered method almost decreases the disadvantages of traditional lecturing method and increases the possibility of learners’ active cooperation. Although the skills which were taught were not considered as courses in this department, the practicality of teaching methods and practical exercises are considered as import elements. In a study in university of California, Davis the authors reported that Developing a cadre of master educators requires careful program planning implementation and program/ participant evaluation. Based on participant feedback, our program was a success at stimulating change. In conclusion, using students’ opinions in pedagogical planning, to maintain facilities and using regalia in teaching clinical skills are issues that can be helpful in promoting the quality of clinical pedagogy.

REFERENCES