

## Short Communication

*Strides in Development of Medical Education*

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**Educational Process of Medical Students in Basic Sciences in Birjand University of Medical Sciences***Zohreh Khazaie<sup>1</sup>, Thayebbeh Khazaie<sup>2</sup> \*, MeisamBabaie<sup>3</sup>**1. Gynecologist, Assistant Professor of Gynecology Dept., School of Medicine, Birjand University of Medical Sciences, Birjand, Iran**2. M.Sc. in Nursing, Instructor of Pediatrics Dept., School of Nursing and Midwifery, Birjand University of Medical Sciences, Birjand, Iran**3. General Practitioner, Birjand University of Medical Sciences, Birjand, Iran*

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**Background & Objective:** Identifying faculty members' educational needs and level of their skills in teaching affairs would improve planning for faculty members' development and sublimity. This study was performed to assess attitude of faculty members who are teaching practical courses towards their educational needs and level of skills in teaching methods of practical courses.

**Methods:** In this descriptive study, 83 faculty members teaching practical courses in Isfahan University of Medical Sciences were selected by stratified random sampling and completed a reliable and valid questionnaire consisted of 14 items about educational needs and skill level of teaching methods in practical courses.

**Results:** The mean ( $\pm$ SD) score of faculty members' skill level was 2.71( $\pm$ 0.4) out of four. Faculty members' skill level was low (mean score less than 2.5) in analysis and interpretation of the test questions (38.9%), evaluation methods of practical skills (53.5%), designing performance tests (52.8%) and making educational films (47.9%). Mean ( $\pm$ SD) total score of educational needs was 3.45( $\pm$ 0.89) out of five. According to these results, faculty members were in need of all 14 aforementioned items. Educational needs included critical thinking, motivating methods and information resources in order of priority.

**Conclusion:** Faculty members expressed need for education and improving their skills in teaching practical courses. Considering mentioned educational needs and skills, it seems that teaching method and student assessment workshops need to be revised and the content of the workshops should be designed according to faculty members' educational needs together with implementing different educational methods.

**Key words:** Practical teaching, Faculty members, Teaching methods, Skill, Need assessment

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