



TEHRAN UNIVERSITY  
OF  
MEDICAL SCIENCES

# Department of Medical Education



We Will Write a Better Future  
**FOR**  
Health Professions Education

# Our Team (First Affiliation)

## Roghayeh Gandomkar

Ph.D. of medical education  
Fields: Evaluation, Self regulated learning



## Maryam Alizadeh

Ph.D. of medical education  
Fields: Teaching and Learning, Motivation, metamotivation, Visual Thinking Strategies



## Mahboobeh Mafinejad

Ph.D. of medical education  
Fields: Curriculum Planning, Instructional design  
Student Assessment



## Mandana Shirazi

Ph.D. of medical education  
Fields: Simulation, Art in medical education, BEME



## Zahra Hooshyari

PhD of Assessment and Measurement  
Field: Testing, Psychological tools development,  
Quantitative methodology



# Our Team (Second Affiliation)

**Mohammad Shariati**

MD  
Fields: Academic Management



**Ali Jafarian**

MD  
Fields: Academic Leadership



**Aeen Mohammadi**

Ph.D. of Medical education  
Fields: E-learning, System metrics, Assessment, Evaluation



**Azim Mirzazadeh**

MD, Dip HPE  
Fields: Curriculum Planning, Evaluation, Accreditation



**Shiva Shirazian**

DDS, MSc  
Fields: Communication Skills



# About Us and Our Vision



The Department of Medical Education at Tehran University of Medical Sciences is dedicated to becoming the foremost hub of scientific advancement and research in the field of medical education, not only within the nation but also across the broader region. With a steadfast commitment to excellence, we aspire to lead the way in shaping the future of medical education and inspire the next generation of medical professionals to strive for greatness



**Education**



**Research**



**Development**

# Our Mission

Since its inception in 2006, the Department of Medical Education at Tehran University of Medical Sciences has been committed to empowering graduates with the knowledge and expertise they need to excel in their careers. To achieve this mission, we have assembled a world-class team of passionate faculty members and experts who are deeply invested in tackling the complex issues of medical education in today's fast-paced and ever-evolving world. Through our unwavering dedication to excellence, we seek to inspire and equip the next generation of medical professionals to make a positive impact on the world.

They must be able to:



Identify educational problems through appropriate research, provide logical and measurable solutions to educational problems



Assist in the planning and management of educational problems in medical universities, and convey appropriate technologies and teaching methods



Being able to play a role in improving the situation of medical universities in the country by identifying the strengths and weaknesses of universities and recognizing the factors of progress and development of world universities.

***We Will Write a Better Future  
For  
Health Professions Education***

# Our National level Programs



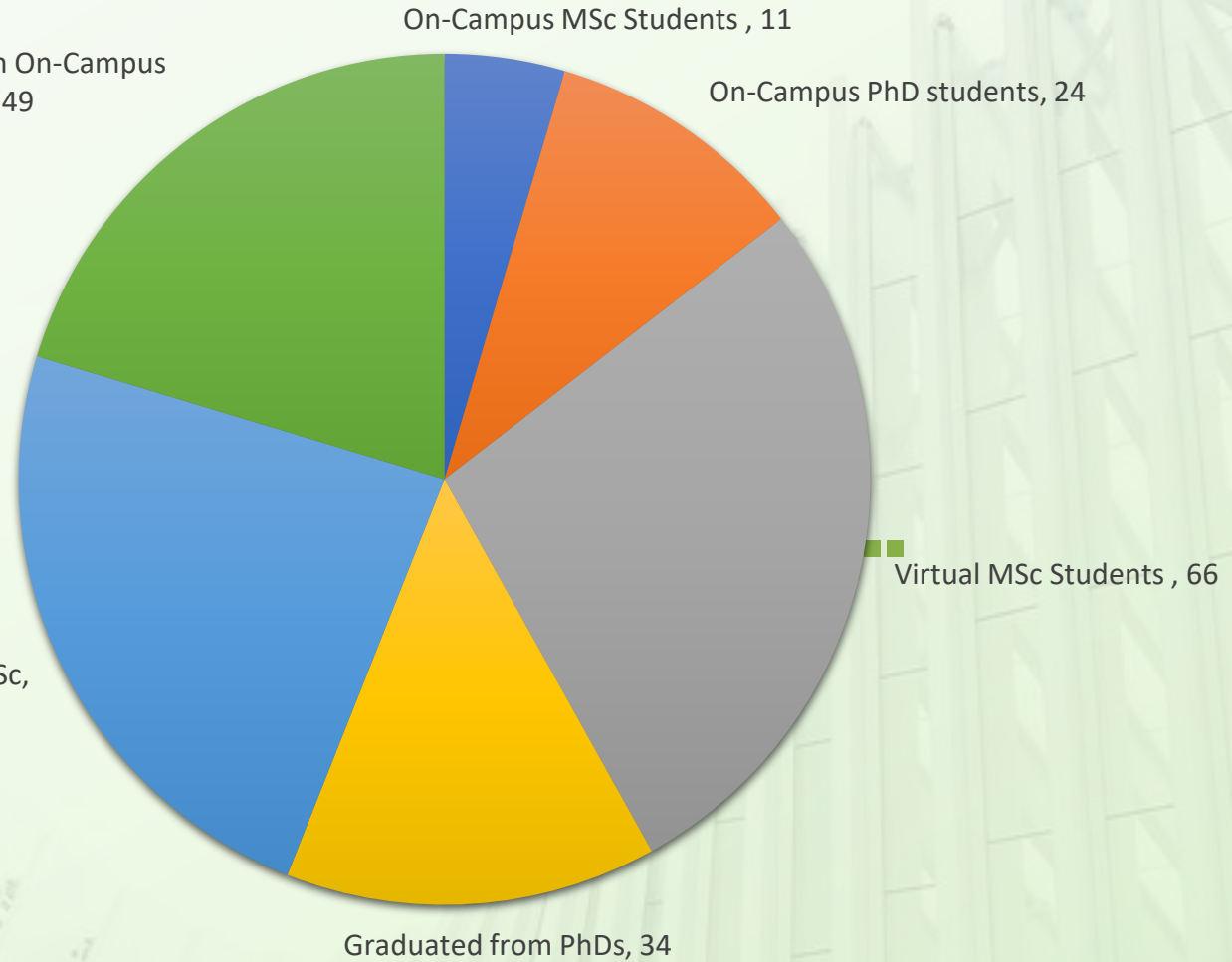
PhD



On-campus MSc



Virtual MSc



On-Campus MSc Students

On-Campus PhD students

Virtual MSc Students

Graduated from PhDs

Graduated from Virtual MSc

Graduated from On-Campus MSc

Updated, June 2023

# Our International Programs



## Course Based PhD

In the Name of God  
Islamic Republic of Iran  
Ministry of Health & Medical Education  
Deputy for Education

**Medical Education**  
Doctor of Philosophy (PhD)

**Total Course Credits: 50**  
Core: 20  
Noncore: 8  
Dissertation: 22

**Program Description**  
One of the main concerns of medical universities in Iran is promoting the quality of medical education through applying concepts, findings and theories of educational sciences to different disciplines of medical sciences. The PhD of Medical Education provides such an opportunity. This program is recommended to all professionals who work in an educational health related setting and have a desire to foster their professional learning and enhance their prospective career. This major with a focus on teaching and training is suitable for those who wish to gain further skills and knowledge in the area of Medical Education.  
The PhD of Medical Education is an interdisciplinary program whose main concern is development and application of educational concepts and theories in the field of medical sciences.  
The aim of this program is to train graduates who will be able to utilize their knowledge, expertise and today technology in order to train prospective students in the field of medical education. In addition, capabilities such as implementing and doing applied research, theory development, and improving the quality of research and education by planning, evaluating, and leadership are important matters in this regard. Our mission is to become the pioneer in the field of Medical Education in the region by training competent and enthusiastic students who have the required competencies to improve the level of education and health.

**Admission Requirements**  
All faculty members and general doctorate holders in one of the fields of Medicine, Dentistry, or Pharmacy can participate in the entrance examination. In addition, all master degree holders (MSc) from the Ministry of Health, Treatment and Medical Education as well as master's degree holders in one of the fields of education (educational planning, curriculum planning, and educational technology) can take part in the entrance examination. All candidates must comply with the National PhD educational rules and regulations.

**Expected General and Specific Competencies at the End of the Program**

**General Competencies\***

**Specific Competencies and Skills**  
As a result of educational, scientific, and resource pressures, it is necessary to have experts in the field of Medical Education. The following core competency areas can be the focus of this course:  
1) Medical education expert  
2) Educational leader



## New Route PhD

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### Medical Education

**Dr. Mandana Shirazi**  
Professor of Medical Education  
Department of Medical Education  
Tehran University of Medical Sciences  
H-Index: 10  
Papers: 63

**Dr. Roghayeh Gandomkar**  
Professor of Medical Education  
Department of Medical Education  
Tehran University of Medical Sciences  
H-Index: 7  
Papers: 25



## MSc (On- campus & Virtual)

**Title: Medical Education**  
**Degree: Master of Science**

**Introduction**  
MSc in Medical Education is an interdisciplinary program with a special focus on educational sciences which is designed for those who wish to develop their role as educators. Candidates will learn to apply appropriate educational theories and strategies to enhance the quality of medical education activities.

**Program Description**  
The graduate of this program can contribute in teams to revise, develop and evaluate curriculum, cooperate to create effective educational opportunities, design and perform pieces of research in order to address gap of knowledge in the field of medical education and adopt scholarly approach to medical education.

**Mission & Vision**  
We are committed to our vision "writing a better future for Health Professions Education". To this end our mission is to provide the finest education possible for medical education students, to contribute to the lifelong learning throughout their careers, to conduct research at the cutting edge of knowledge, and to improve the quality of medical education for future generations.

**Graduate Competencies**

- Applying learning theories to design appropriate educational interventions and opportunities.
- Contributing in curriculum development/ revision in medical education
- Using active teaching and learning methods in practice
- Contributing in program evaluation
- Assessing students appropriately
- Designing and conducting research in medical education

**Who are eligible for application?**

- Faculty members who teach in the field of health professional education
- The holders of a PhD or MSc or BSc in one of the fields of medical sciences
- Post graduate students in the field of health professional education

**Educational Strategies, Methods and Techniques**  
Believing in a student- centered paradigm, we utilize a wide range of active learning strategies including: Discussions, TBL, flipped classes, structured controversy and case-based learning.

**Student Assessment (Methods and Types)**  
Both formative and summative methods of assessment including: written tests, assessment of participation in group activities, projects and assignments are used.

# Our international collaborations



USA

Europe

Middle east

Canada



# Our International connections



MD, Edge Hill University  
Ormskirk, UK

**John Sandars**



MD, Wright State University, Dayton,  
Ohio, USA

**Dean Parmelee**



MD, University of California,  
San Francisco, USA

**Olle ten Cate**



PhD, University of Michigan,  
USA

**Larry D Gruppen**



MD, PhD, Karolinska Institute,  
Sweden

**Sari Ponzer**



PhD, University of Liverpool &  
UAE

**David Taylor**

# Our Prominent Publications



Medical Teacher > Volume 42, 2020 - Issue 2

3,127 Views  
21 CrossRef citations to date  
7 Altmetric

**BEEME Guide**  
**The utility of mini-Clinical Evaluation Exercise in undergraduate and postgraduate medical education: A BEEME review: BEEME Guide No. 59**

Sara Mortaz Hejri, Mohammad Jalili, Rasoul Masoomi, Mandana Shirazi, Saharnaz Nedjat & John Norcini

Pages 125-142 | Published online: 15 Sep 2019

Download citation | <https://doi.org/10.1080/0142159X.2019.1652732>



Medical Teacher > Latest Articles

322 Views  
1 CrossRef citations to date  
0 Altmetric

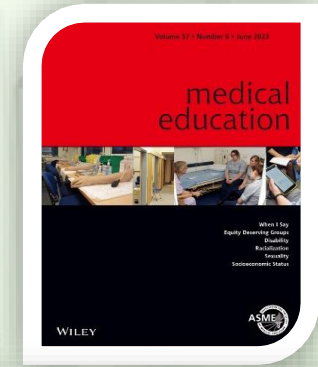
**AMEE Guide**  
**Keeping motivation on track by metamotivational knowledge: AMEE Guide No. 160**

Maryam Alizadeh, Dean Parmelee, David Taylor, Saideh Norouzi & Ali Norouzi

Published online: 23 Mar 2023

Download citation | <https://doi.org/10.1080/0142159X.2023.2190482>

Full Article | Figures & data | References | Citations | Metrics | Reprints & Permissions | Read this article



ASME > medical education

Self-regulated Learning | Free Access

**Self-regulated learning processes of medical students during an academic learning task**

Roghayeh Gandomkar, Azim Mirzazadeh, Mohammad Jalili, Kamran Yazdani, Ladan Fata, John Sandars

First published: 15 September 2016 | <https://doi.org/10.1111/medu.12975> | Citations: 22

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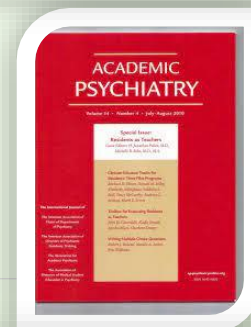
BMC Medical Education

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Research | Open Access | Published: 14 December 2022

**What we think about professional and unprofessional behaviors: differences between the perception of clinical faculty members and medical students**

Zahra Sadat Tabatabaei, Azim Mirzazadeh, Homayoun Amini & Mahboobeh Khabaz Mafinejad



Home > Academic Psychiatry > Article

Empirical Report | Published: 29 April 2014

**Assessing Medical Students' Communication Skills by the Use of Standardized Patients: Emphasizing Standardized Patients' Quality Assurance**

M. Shirazi, A. Labaf, F. Monjazebi, M. Jalili, M. Mirzazadeh, S. Ponzer & I. Masiello

Academic Psychiatry 38, 354-360 (2014) | Cite this article

1132 Accesses | 27 Citations | Metrics



Medical Teacher > Volume 42, 2020 - Issue 2

3,953 Views  
19 CrossRef citations to date  
70 Altmetric

**AMEE Guide**  
**The lecture-free curriculum: Setting the stage for life-long learning: AMEE Guide No. 135**

Dean Parmelee, Brenda Roman, Irina Overman & Maryam Alizadeh

Pages 962-969 | Published online: 09 Jul 2020

Download citation | <https://doi.org/10.1080/0142159X.2020.1789083>

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