

Investigation the Role of Medical Teacher in Education in Universities of Medical Sciences in the Country from the Viewpoint of Medical Teachers

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Abstract

Background and purpose: Ideal education is obtained when excellence and promotion of faculty members (faculty development) considered in the university and it will not be possible unless the roles of faculty members (teachers) are explained in education. In addition, by extracting these roles we can reason a part of policies of conditional employment (contractual) and fixed employment, and theorize and reason their evaluation in order to promote and enhance.

Methods: This study was done in two qualitative and quantitative stages. Qualitative stage is of content analysis type. Selection of participants was done based on the purpose. According to qualitative research method, open semi-structural interview was used which extracts the data. All interviews were handwritten word by word by the researcher. Same contents were in a group and each group was labeled based on its content meaning, which in this study the researcher named it the role of the professor. Ethical considerations were included in this research. In quantitative stage, in order to prioritize and the importance of extracted roles, a questionnaire was designed to achieve this important by the survey.

Results: The study results are presented in two parts: 1. Qualitative study result 2. Quantitative study result, in qualitative study, 22 faculty members participated in the interview as participants. Extracted roles saturation occurred in 17th questionnaire analysis, but last role was obtained from 19th questionnaire. In this study 21 roles were extracted. In quantitative study (Poll) the questionnaire was completed by 85 faculty members from six Universities of Medical Sciences of our country. The variables were defined in SPSS software and the scores were averaged and their difference was calculated in each role.

Conclusions: Of 21 extracted roles, the role of parents, God reminder, critic and Critique giver, learner and self-assessor are of the cases that the researcher in no publication faced with them as the role of the professor but in this study the participants considered them and in the survey they were important. Motivator role, manager and consultant were mentioned in some of the writings and in official form they were not included in the definition of medical teacher role. According to acquired scores of the roles in ideal conditions, it seems that developing and explaining the roles need new review.

Keywords: ROLE, EDUCATION, MEDICAL, TEACHERS

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Introduction

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Excellence in all fields starts with creating the needs and attempt to reach new success. This process continues to benefit human, and in this way universities have played a major role and can cause growth and development, if universities remain committed to their educational accountability (1). This matter

cannot be achieved unless teaching-learning process to be promoted.

Changes in medical education are extensive. Part of these changes which can be referred to in the past two decades is: Integrated education, Problem-based Learning, Community-based Learning, and Core and Noncore Recognition in Educational Planning, Systematic Curriculum Planning, emphasizing Self-directed Learning, reforming mostly focusing on performances assessment such as: Objective Structured Clinical Examination, using Standardized Patients, Log Books, Portfolio, Self-assessment, etc.

All these changes are intended for better quality of university graduates. In this regard the role of faculty members is very important. In medical education, due to training human resources related to health, teachers have very heavy responsibility. If the end of education in Universities of Medical sciences is informed, skilled, responsible, kind and dutiful people (1), undoubtedly the role of faculty members will be much broader and highlighted. Harden considers teaching as a complex task and he believes the changes in medical education and states that following these changes, the role of medical teacher will be changed. Harden in his article for the professors considered 12 roles that classified them into six groups:

1. Information provider in form of lecture in class and clinical environment
 2. Role model in providing services and formal teaching environments
 3. Learning facilitator and facilitator as a mentor
 4. Student assessor and evaluator of educational program
 5. Curriculum designer and course designer
 6. Resources and curriculum guide provider
- Playing some roles requires face-to-face contact of student and professor. Some professors just play one role, but most medical teachers have several roles, yet in an organization or educational institution all roles should be considered. At the time of employment and recruitment of medical

teacher, the roles that are considered by the organization, should be agreed by a volunteer and constantly reminded (2). The role of sample is the most effective educational strategy applicable to clinical professors (3). The role of the teacher in PBL method varies from information provider to learning facilitator. The teacher is not an information resource for student, but encourages and facilitates learning for him to learn about the issue (4,5).

Ian Lange believes that education without examination is like cooking without tasting it (2). Students can get rid of bad teaching, but they can't ignore assessment (6). Textbooks play the role of private tutor in print and electronic form that can assist students 24hours (7).

Boyer classified scholarship into four areas: 1. Teaching, 2. Application, 3. Discovery, 4. Integration. He noted that the role of discovery is above all (8). Ideal education quality is achieved when excellence and promotion of faculty members are considered and it will not be possible unless the roles of faculty members (teachers) in education are clarified (9). In addition, by specifying these roles we can improve recruitment policies, and faculty development frameworks and faculty evaluations. Therefore objectives of this study were to determine the role of medical teacher in the education related to the student, management, training program, personal development and set obtained roles priorities based on their importance.

Methods

This research used a mixed method: qualitative and quantitative.

Qualitative stage, content analysis, interviewees selection was done through mixed random purposeful sampling. First several subjects were selected and they are asked to name a few other faculties they know they had the following features:

1. Faculty members, with work experience of teaching theoretical and clinical lessons for at least five years, who had at least one

year of management experience and published at least five papers in scientific - research journals.

A semi-structured interview was used to extract the data (questionnaire 1). First, each of four main questions of the questionnaire, which make up the core inquiry, was asked from the participants and in case of any ambiguity the researcher explains the question and resolves the ambiguity. Then all interviews were transcribed word by word by the researcher. Sometimes participant voluntarily undertake writing the interview answers themselves.

If there was any ambiguity in answers, participant was asked to give further explanation. In any case, the written content was fully visible for the participant in order to complete the transparency and accuracy of written content for both sides. Otherwise, necessary corrections were done. If there was any ambiguity when analyzing, the researcher asked participants to resolve the ambiguity (member check).

The written text of each interview was reviewed several times and important concepts or statements were underlined to be distinguished from other parts. Then important underlined texts were broken into its smallest meaningful unit (theme). Less related and irrelevant data was set aside. The themes with the same and repeated concept were placed in the groups and labeled. This process repeated following each interview was completed by continuing the interview no new data was extracted and led to so-called data saturation. In this study, considering expert recommendation after saturation, five other interviews were conducted that a bunch of new themes were extracted. The groups were reviewed repeatedly if necessary some of the themes were replaced. Each group's label was modified based on its content. The word used as a role was defined by the researcher for the same meaning (in coordination with the experts). Finally, all

roles based on interview results were classified separately and listed.

Ethical consideration: Interviewees participated in the study on voluntary basis and were completely free to express their opinions. Participants privacy preservation, the right to withdraw, claim one's own writing and good communication with participants were other ethical considerations that were considered in this study in order to enhance data acceptance and credibility.

Quantitative stage, a survey for confirmation: in order to prioritize the importance of extracted roles, a questionnaire was designed to achieve this through a survey. The samples were selected based on the convenience sampling from faculty members and the questionnaires were distributed among them in person or by E-mail. Data of each questionnaire was entered in SPSS software and finally existing conditions' mean, ideal conditions' mean and the difference between the mean were evaluated. The last part of questionnaire asked the respondents if they taught of any teacher's role that was not covered in the questionnaire, or any other considerations. The interviewees participated in the first stage of the study were also included in the survey.

Results

The results are presented in two parts: 1. Content analysis results 2. The survey results For content analysis, 22 faculty members participated in the interviews. With 7 assistant, 9 associate, and 6 full professors; 6 taught basic sciences and 16 taught clinical sciences.

Saturation of extracted data was occurred in the analysis of 17th interviews, but the last theme was obtained from 19th questionnaire. In this study 21 themes (roles) were extracted. 12 roles from the first question, 4 roles from the second question, 2 roles from the third question and 3 roles from the fourth question are given for identical understanding and

participants' statements, respectively as follows with the definition of selected word.

1. Please explain the roles of medical teacher in education who is in direct contact with the student.

1. Information provider

- Lecturer
- Instructor
- Small Group Tutor

Definition: A strong speaker in the class and a skilled instructor clinically.

- He knows speaking techniques in presenting the matters.
- The dominant role in presentations is lecture.
- He should be strong in the method.

2. Student Assessor

- Continuous Student Assessor
- Final Student Assessor

Definition: A teacher who does continuous and final assessment to achieve student learning objectives.

- Evaluation is necessary to achieve learning objectives.
- Evaluation of teaching-learning process is of the competence of the teacher.
- Continuous and final evaluation is necessary.

3. Textbook writer

Definition: The author of the textbook for the student based on learning objectives.

- High knowledge and experience of the teacher allow teacher's teaching or writing content to better achieve educational objectives.
- Textbook writing at low levels is important, although is less strongly felt in top students.
- Preparation of complete training materials by the teacher is necessary.

4. Study Guider

Definition: Guiding the student to reach information resources.

- The teacher helps students to reach information resources.
- Guiding top students is necessary.
- The teacher should guide students under all conditions.

5. Manager

Definition: Maintaining regularity and monitoring activities of students in the classroom and clinical environments.

- Classroom or teaching environment is managed by the teacher.
 - Time and dividing it into different sections is managed by the teacher.
 - Student activity such as homework or in-class presentation is managed by the teacher.
6. Role Model

- On-The-Job Role Model (e.g. in clinics, ward rounds, etc.)
- Role Model in the teaching setting

Definition: A teacher who is a model in the transmission of values, beliefs and the pattern of thinking and behavior.

- The teacher is a practical and behavioral model.
- He is a model in the field of professional ethics, religious beliefs, knowledge and research.

7. Consultant

Definition: A teacher who helps the student in solving educational, social and cultural problems.

- Allocating time for consulting
- Allocating time for solving problems and provide advice for the student.
- Allocating sufficient time for necessary consultations for talented students and vulnerable students.

8. Parent

- Adviser
- Inducer

Definition: A kind adviser as parents.

- Teaching is the prophets' job and prophets are the fathers of the nation.
- Mother and Father are full of feeling, emotion, wise and logic, so in decision-making of their child's progress consider both aspects.
- The teacher sometimes loves and sometimes angers directed.

9. Health Care Provider

Definition: Along with the educational program, Health Services are also provided.

- We have the primary role in providing Health Services in the society.

Table 1. The mean score obtained from the importance of roles in a survey of 85 faculty members

No.	Roles	Existing conditions average (%)	Ideal conditions average (%)	Averages difference
1	Information provider	83	63	-20
2	(speaker in class and teacher in clinical environment)	55	87	32
3	Student assessor	39	70	31
4	(continuous and final assessment based on period objectives)	53	85	32
5	Textbook writer	59	81	22
6	(lesson writer)	47	90	43
7	Guide	27	78	51
8	(information resources introduction)	25	70	45
9	Manager	66	74	8
10	(educational environment and students' activity administration)	54	91	37
11	Model	42	85	43
12	(model in working and educational environment)	26	68	42
13	Consultant	67	81	14
14	(educational, social and cultural fields)	56	74	18
15	Parents	27	68	41
16	(a kind advisor, targeted anger)	21	61	40
17	Health Service Provider	23	62	39
18	(health service)	21	76	55
19	Mentor	27	80	53
20	(generous in providing experiences and skill)	24	84	60
21	Motivator	48	89	41

• Providing specialized and therapeutic health skills

• Ideal Health Services is a product of education.

10. Mentor

Definition: A teacher who transfers generously his skills and experiences to the student and gives them close feedback.

- Demonstrate humbleness and teach knowledge generously.

11. Motivator

Definition: Creating interest in the student to attempt to acquire deep learning.

- Teacher guide should create motivation and improvement in the student.
- Choose the best and most effective teaching method with the aim of increasing the motivation in the student to study more deeply is of concerns of the teacher.
- Love to know to serve, love fellowman, love nature, love of self, love of teacher, love to serve and in short love of God.

12. God Reminder

Definition: Reminder of the greatness of the Creator in time of knowing phenomena and relationships between them.

- Providing knowledge to understand the phenomena and the relationship between them is not enough, but we should also speak of God and it is a priority.
- Almighty Allah in Surah Ahzab verses 38, 39 and 41 and Yusuf verse 108 and many more cases recognizes the mission of prophets as reminding their followers of Allah, so who is better than a teacher and specially a medical teacher to do this?

2. Please state the roles of medical teacher in education related to training program.

13. Curriculum Implementer

Definition: The implementer of notified educational program

- The main task of medical teacher is to deliver planned educational program.
- Provide a program based on the approved syllabus.
- Accurate delivery of existing content in the educational programs.

14. Course Organizer

Definition: Organizing the priority in delivering the syllabus.

- Although educational program is formed as a part of educational system out of teacher direct willingness but about how to

implement it, the teacher's opinion is involved.

- The program priority is made by the teacher.

15. Curriculum Evaluator

Definition: Realizing curriculum based on society needs and reflecting recommendations.

- Curriculum should be realized and developed based on society needs.
- People who are in service (health care) better understand educational needs.
- Modification cases of the curriculum should be reflected to curriculum decision-makers.

16. Planner

- Curriculum Planner
- Course Planner
- Lesson Planner

Definition: Playing a role in the development of a part of curriculum (program, course and lesson plan).

- Participate in the development of educational programs regarding teacher experiences.
- Teachers better identify society real needs to develop comprehensive educational programs.

3. Please explain the roles of medical teacher in the education related to managers (Educational, Administration).

17. Critic

- Policy Supporter
- Policy Developer
- Policy Critic
- Policy Maker

Definition: A supporter and critic of educational policies and provider of proposed policies.

- Guidance of managers to improve educational status
- Constructive criticism of managers to improve education
- The teacher should follow all processes related to education and inform managers

18. Critique Giver

Table 2. Prioritizing the roles in ideal conditions and existing distance to ideal conditions.

No.	Roles	Score in ideal conditions	distance to ideal
1	Mentor	91	37
2	Model	90	44
3	Researcher	89	41
4	Student assessor	87	32
5	Guide	85	32
6	Motivator	85	43
7	Self-assessor	84	60
8	Manager	81	22
9	Implementer	81	14
10	Learner	80	53
11	consultant	78	51
12	Critique giver	76	55
13	organizer	74	18
14	Health Service provider	74	8
15	parents	70	45
16	Textbook writer	70	31
17	God reminder	68	42
18	assessor	68	41
19	Information provider	63	-20
20	critic	62	39
21	planner	61	40

Definition: Considering managers and colleagues' criticism/review to better implement the educational program.

- Avoiding individualism and coordination with managers' policies for better implementation of the curriculum.

- Considering others' critique (colleague-group manager-educational assistant, etc.)

4. Please explain medical teacher's roles in education related to personal development.

19. Learner

Definition: In learning sciences and increasing capability, learns modest from anyone, even students.

- Sometimes student plays a driving role or a teacher for a teacher.

- Medical teacher sometimes knows himself less than student.

- To believe that one should learn constantly.

20. Self-assessor

Definition: Assessing scientific, educational and moral matters continuously.

In the following cases, performs self-assessing continuously: regularity, attracting trust (scientific and moral), trusteeship, ideal care of the patient, preserving his privacy before others, polite relationship with all people especially minors, secrecy, elegant appearance and dress, punctuality, piety and commitment to religious orders, tolerance.

- Do I believe adaptation design and implementation?

- In teaching-learning process, self-assessment is performed after each session.

21. Researcher

- Educational Researcher

- Medical Sciences Researcher

Definition: Trying for production and development of new scientific evidence.

- The teacher should try to empower himself in his special field.

- Research in education and using the best teaching method based on the conditions are of the tasks of the teacher.

• Clinical research should be Iranian to apply in education.

In quantitative study (survey) the questionnaire was completed by 85 faculty members of six Universities of Medical Sciences; Tehran, Shahid Beheshti, Kerman, Lorestan, Semnan and Mazandaran. 73% of them were clinical teachers and the rest taught basic sciences. In addition, participants in qualitative study section also were participated in this part of the study. The variables were defined in SPSS software and obtained mean scores and their differences in each role were calculated (Table 1).

In Table 2, prioritizing the roles is considered based on their importance in ideal conditions and its distance to existing conditions. The **Mentor Role** has the most importance (91 of 100) and the **Planner Role** has the least importance from experts' viewpoint (61 of 100) (7-9).

Discussion

Many years the main purpose of medicine was diagnosis and treatment and we had serious negligence on the part of health promotion and disease prevention (10). In the role of teachers also we have only a few roles in the education, research, treatment, and eventually administration. In this qualitative study, 21 roles were extracted that in addition to above cases, social and cultural issues from the viewpoint of the teachers were considered. From participants' statements we read:

"Love to know to serve, love fellowman, love nature, love of self, love of the teacher, love to serve and in short God's love."

"The student looks at the teacher and learns commitment-having target -effort -Sacrifice -tolerance-confidentiality -social communications with the patient, his family and hospital staff -training and in short God's will and Theo centricity."

Thinking about the roles that only realize learning could be misleading. We are simultaneously learning administers, curriculum designers, facilitators, consultants,

assessors and reluctantly follow law and order. Our best ability is that we can apply the roles proportional to individual and group needs so that the student learning is considered (11).

Teachers usually use simultaneously a set of educational tasks. White and Ewan pointed out, only to facilitate a clinical experience; often several educational roles are applied (12).

Information Provider

Lecturing or direct instruction is one of the most common methods that teachers use worldwide. It is necessary that teachers learn effective techniques of education by lecturing method. The student is not active in this way and this is the most important defect (13). Faculty members believe that in existing conditions the role of information provider is considered more than ideal conditions (83 vs. 63). 63 of 100 in this study and survey of 3/6 of 5 in Harden's et al. survey emphasize its importance. On the other hand, it is the only role in which ideal average difference to existing average is negative (-20). This role in terms of importance is placed in 19th priority.

Student Assessor

Evaluation of the student itself is a science in which teaching-learning process is essential for the evaluation of successful teaching. Methods of assessment in the areas of science, practice and attitude are different. Assessment of student is an integral part of education process that promotes real interest and motivation in learning (14). Assessor role of the teacher is of the important roles. Murray et al. stated evaluating the performance of the student in study periods and student life is considered in university education process so that teachers are responsible for doing a valid and ideal assessment of the student based on course objectives (15).

Textbook Editor

Having so much experience and specialized knowledge allows the teacher to use different sources to achieve educational goals better and faster and provide a comprehensive textbook. The role of the teacher, especially

for first, second and third year students has very good outcomes.

"High knowledge and experience of the teacher allows the development or writing the content to better achieve educational objectives".

Student access to training resources used in student-based educational strategy and problem-based learning is a necessity. Even in traditional curriculum, students spend most of their times with textbooks instead of their teachers (34). In this survey it is expected that 31 spaces be filled to optimal conditions in other words, this role implementation is considered.

Guide: Study guides can play the most important role in learning and lead and guide the student as a tutor 24 hours. Study guides facilitate learning by three roles: 1-Helping in student learning management, 2-focusing student activities related to learning, 3-Providing information based on the issue or topic of the study.

Study guide is different from the reference book. Reference book is a large stock/bunker of information and emphasizes on the content, in contrast, the main function of study guide is based on facilitating learning and can make learning more effective and efficient (16). A study guide is a contributor and a form of designed and printed notes that will help the student to learn. Study Guide: What should be learned, a way in which things can be taught and the student learned how to express what he had taught (17). Paying attention to this role in current conditions is 53 of 100 that the expected limit from the viewpoint of the participants in a survey is 85. According to 85 faculty members' opinion to achieve an optimal level (81) the distance of 22 should be programmed (Workshops, etc.).

Manager: Time management and class atmosphere management, students' activities and assignments follow-up and optimal use of all available resources are of the tasks of the teacher.

Studies have consistently shown that essential planning helps prevent discipline problems.

Simple programs include: Start the school year properly, orderliness of the classroom for effective education, determine classroom and clinical environment rules and regulations and clarifying expectations for students' behavior. First days of the class are important for orderliness of the classroom (18). Determine class rules should be explained meaningfully, fair and transparent (19).

Model: Whether the teacher knows or not, whether he likes it or not, some of the students imitate his actions and behavior. The student observes physician relationship with patient, his relatives and hospital staff and uses it.

"The teacher is a practical and behavioral model".

"He is a model in the realm of professional ethics, religious belief, science and research."

In the second survey the role is assigned the second rank (91 of 100). In short it should be said: Teacher and student case in terms of student imitation from teacher is the case of seal and wax, that in wax all the roles and images that are in the seal are reflected. The strongest concept is the role modeling of the professor, transferring values, beliefs and behavior and thinking patterns to the student. In other words, the teacher teaches students how to think, how to act and what are the values (20).

Consultant: teacher devotes time to advice students on educational, social, cultural fields and declares his readiness to assist the student and the student chooses the appropriate advisor arbitrarily.

"Time allocation for consultation"

"He who consults with others gets a share of their wisdom." Nahj al-Balaghah, p 1165.

"...Consult with them", Surah Al Imran verse 159 "...and do their work in close consultation with each other", Surah Ash-Shuraa verse 38.

He offers an advantage in his research recommendations. "In another part of the data it was specified that students were in dire need of consultation and guidance and that counseling center can help solve educational

problems, personal problems and issues related to their marriage. Therefore, it is recommended to use experienced and reliable teachers and able to resolve student problems and provide practical solutions" (21).

Parents: Parents consider two aspects in decision-making for their children's health and development, emotional, and logical. Sometimes he is a friend and loves, sometimes consciously and purposefully outrages and sometimes admonishes in private.

"Teaching is prophets' job and prophets are the father of the nation".

I asked how the Prophet is the father of the nation. He said: Compassion of the Prophet on his nation is like compassion of a father on his children and Muhammad is the best of the Prophet's nation and after him, Ali is the most compassionate and the kindest of all for the nation, and he is the father of the nation. For this reason, the Prophet said: We are the father of nation (22).

Health Services Provider: The main part of the education in curriculum is possible by providing health services, even in its best shape.

"An ideal health service is a product of education."

Clinical education is realized in providing health services. Research is also significant by patient-oriented approach. Clearly, Education in the realm of rejection of the disease (primary prevention) and elimination of the disease (secondary prevention) and reducing complications/side effects (tertiary prevention) is tied with providing services. Survey average in ideal conditions was calculated 74.

Mentor: The teacher as the mentor transfers his experiences and skills generously to the student (23).

The mentor role from the viewpoint of teachers in this study in ideal conditions is the most important role (91 of 100). Perhaps this may be rooted in beliefs and values. In religious culture of Iranian people, Zakat of knowledge is to spread it and the wise are committed to wise up and help. In Harden

study, score average of 251 faculty members in this role was (3.5) 70.

Motivator: Adopting the best teaching method and applying other factors to create more motivation in the student is a necessity for medical teacher.

"Choosing the best and most effective way of teaching with the aim of increasing the motivation of students to study further and deeper is of the teacher's concerns."

If the teacher lesson were a whisper of love, would bring escaped child to school on Friday (24).

Four participants in the interview emphasized on creating motivation. In the survey, the distance to ideal conditions is (85 of 100) 42.

An important component of student learning path is the students and teachers' ability to properly communicate with each other. Motivation is the product of good teaching not a teaching prerequisite (25,26). Stimulating interest is very important to convince students that what is supposed to be offered is important and interesting and show them that the knowledge they acquire will be useful to them if possible (27)

God Reminder: Teaching-learning process is not ended by recognizing and understanding phenomena and the relationship between them but we should talk about God and his attributes at least as a hint. Human's known to his unknown is very limited. Regarding this known there are many signs to know God for those having thought and insight. In more than 100 verses of Qur'an this task is reminded: Surah Baqarah verses 151, 152; Surah Ahzab verses 38, 39, 41; Surah Yusuf verse 108; Surah Qaaf verse 45, of Surah Tue Verse 28, Surah A'la verse 9, 15, Surah Qashie verse 21, etc. that first in many verses reminds phenomena and then God.

"Providing knowledge to understand the phenomena and the relationship between them is not enough, but we should also talk about God and it is a priority."

How is it possible that the teacher speaks of a very complex and amazing creature as human in physical, mental, social and spiritual

aspects, but does not speak of god's magnitude and attributes even by a hint?

Wherever you look is the manifestation of God.

Implementer, organizer, assessor and curriculum designer:

The main part of medical teacher task in current conditions (based on decision making level) is implementer of an already developed training program.

The teacher better identifies the priority in providing lesson materials and determining the prerequisites, because he knows student's background knowledge.

The teacher's Experiences and understanding of graduates' tasks in the society allow the teacher to review and evaluate the curriculum (28,29).

Critic: Faculty member follows all processes related to education committed and criticizes fairly and provides written corrective ways for managers (group manager, manager and Deputy of School and university, etc.) and is trying toward new and efficient ideas. The feedback of students and colleagues or friends criticism of the teacher causes his teaching growth and improvement (30). Faculty members welcome fair criticism of managers and counterparts in order to be better and employ all his energy. Criticism requires two features in critic:

- 1) Good Inspection
- 2) Goodwill

The fact that no problem in the field of education is ignored by the teacher and he provides scholarly suggestion for its improvement is a good role that its result promotes educational environment (31).

-Faithful is the mirror of faithful, faithful is the brother of faithful, and watches him from behind. (Nahj Alfasahe, Hadith 3102)

2. Each of you is a mirror of his brother; when he sees a defect he should remove it (Nahj Alfasahe, Hadith 580)

3. Muslim is a mirror of a Muslim; when he sees something in him he should state it. (Nahj Alfasahe, Hadith 3111)

Life-long Learner: learner role was assessed for individual development in lifelong

learning of everybody in ideal conditions (80 of 100). Medical teachers sometimes may get useful feedbacks from their students.

Self-assessor: It is expected that the teacher is his own performance and skill assessor. "In teaching-learning process self-assessment is performed after each educational session." (32)

When they want to move people toward good morality or excellent human values, lead him to realize a kind of introspection, discover yourself, your rational self, your true fact by introspection and evaluation (33) (Surah Shams, verses 7-11).

Imam Mousa Kazem: Who has measured his performance and self will benefit, and one who neglected it will be loss.

Meditation and contemplation principles are presented in verses 6 to 9 of Surah Al-Qaria in verses 18 and 19 of Surah Arsh and verse 110 of Surah Baqarah.

Researcher: Researcher role is considered in two aspects: specialized and educational area. In specialized area, he searches to produce and synthesis of science based on necessities and in educational area examines his hypotheses for better educational outcomes. Realization of the two above cases causes retraining, apprenticeship and innovation.

"Research in education and using best education method is of duties of the teacher". Boyer classified scholarship into four areas: 1. Teaching, 2. Application, 3. Discovery, 4. Integration. He noted that the role of new searching or discovery area is of excellence of others and the rest can be overwhelmed by it. There is no need that the teacher be dominant in all roles and realizes all of them and the expectation is unusual and unreasonable. Human Resources designer should define the roles based on talents (2).

Conclusion

From 21 extracted roles, the role of parents, God reminder, critic and Critique-giver, learner and self-assessor are of the cases that the researcher in no publication faced with them as the role of the professor but in this

study, participants considered them and in the survey they were important. Motivator role, manager and consultant were mentioned in some of the writings and in official form they were not included in the definition of medical teacher role. According to acquired scores of the roles in ideal conditions, it seems that developing and explaining the roles needs a new review.

"The researcher states that the development of the role of teachers is very important and these roles should be local and regional by applying global viewpoint. Although the results of a qualitative study conducted with survey became slightly stronger, but we are still at the beginning and we need more researches in this area. Using roles' titles in Persian and English can be reviewed. "

Finally, it is suggested that having some institutionalized specifications in people who are volunteer for faculty members seems necessary. If one is not altruist, theocentric, dutiful and responsible, can he properly play the roles of parents, model, consultant, mentor, and critique-giver, self-assessor and God reminder? Thus, the mechanism of employment beginning needs serious review. These roles' extraction regionally is considered as a part of the mechanism. The second suggestion is considering the roles such as textbook writer, manager, consultant, motivator, curriculum designer and assessor and critic in faculty members' educational programs are promotion and enhancement regulations. It is expected that decision-makers pave the way for related researches to implement two suggestions above.

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