

Research Priorities in Medical Education at Shiraz University of Medical Sciences: Categories and Subcategories in the Iranian Context

Nabeiei et al. (2016)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4711813/pdf/jamp-4-26.pdf>

For which topic were research priorities identified?

medical education

In which location was the research priority setting conducted?

Asia - Iran

Why was it conducted at all?

Research in education is a globally significant issue without a long history. Due to the importance of the issue in Health System Development programs, this study intended to determine research priorities in medical education, considering their details and functions. By determining barriers existing in research in education progress, it is tried to make research priorities more functional by recommending acceptable strategies.

What was the objective?

to determine research priorities subcategories in medical education

What was the outcome?

a ranking list of 28 research topics

How long did the research prioritization take?

No information provided.

Which methods were used to identify research priorities?

Delphi; meeting

How were the priorities for research identified exactly?

Step 1: meeting: research priorities in medical education derived from literature were presented, participants were then asked to think about subcategories of each research priority and write responses on piece of paper privately using nominal group technique, each sub-category was then discussed, duplicate ideas were combined, participants were then asked to select and rank top 10, then participants were asked to rank top 5, 35 priorities moved forward. Step 2: Delphi: Delphi round 1: participants were asked to rank topics. Step 3: Delphi round 2: participants were asked to re-rank topics

Which stakeholders took part?

Medical education experts: faculty members and general practitioners working at education development center. 13 participants.

How were stakeholders recruited?

A purposeful sampling method was used. A group of elite consisting of 13 faculty members and general practitioners working at Education Development Center were invited to participate in an Expert Panel. For the Delphi process, a purposeful sampling method was used: medical education experts of the country were selected.

Were stakeholders actively involved or did they just participate?

Stakeholders were mere participants of the research prioritization process; they were not actively involved in the process.