

Untold Aspects of Hidden Curriculum from Teachers' Experiences: A Qualitative Study

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Abstract

Purpose

Hidden curriculum is a broad category that includes all of the unrecognised and sometimes unintended knowledge, values, and beliefs that are part of the learning process in schools and classrooms. The hidden curriculum and professionalism is an integral relationship, and teachers employed through this program deals with ethical standards.

Methods

This study aimed to investigate the role of teachers to shaping hidden curriculum in qualitative research. A qualitative research using content analysis was applied. Data were collected using in-depth semi-structured interviews and focus groups with 22 teachers in all groups. The participants were recruited by purposeful sampling of mixed group in basic-clinical and nursing sciences.

Results

Qualitative content analysis demonstrated four themes and 26 subthemes were emerged from role of teacher to shaping hidden curriculum: 1 – factor about teacher empowerment, 2 – inter personal relationship, 3 – teacher personality and ethical

characteristics, 4 – educational characteristics in teachers' performance. Each category contained subcategories.

Conclusions

As a result the role of teacher in shaping hidden curriculum, and attention to role of this subject to internalised professional ethic in students. We recommend the hidden curriculum now needs attention to produce the necessary fundamental changes in the culture of undergraduate medical education and in-service training for faculty members to be considered.

Keywords

Hidden curriculum, Medical students, Medical Education, Professional ethics, Teachers.