

University Teachers' Point of View about Educational Environment in Major Clinical Wards in Educational Hospitals of Iran University of Medical Sciences, Based on Modified DREEM Model

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Background & Objective: Educational institutions use different tools for evaluating their own activities. In this study, DREEM (Dundee Ready Education Environment Measure) model was used as a diagnostic tool to evaluate curriculum problems and efficacy of change in education.

Methods: This cross-sectional study was conducted in four major clinical wards including internal medicine, pediatrics, obstetrics & gynecology and general surgery in four educational hospitals of Iran University of Medical Sciences. A questionnaire including 35 questions concerning three domains of students' learning, teachers, and educational atmosphere was distributed amongst 53 clinical teachers in the aforementioned wards.

Results: The mean score was 116 out of 140 which was interpreted as very satisfactory. Regarding all three domains of learning, teachers, and educational environment, the highest mean score belonged to pediatrics ward whereas the least belonged to internal medicine ward. There was a significant difference between clinical wards concerning educational environment ($P=0.042$). The internal medicine ward's score was 39.3 while pediatrics ward got 46.2.

Conclusion: According to the mean score, it seems that the university teachers consider learning and teaching to be suitable. As for the least score which was given to educational environment in internal medicine ward, it seems that problems in appropriate communication between teachers and learners in this ward have led to a stressful environment. Since DREEM model is suitable for educational changes, comparing teachers and learners' points of view and planning to solve problems in internal ward could be useful.

Key words: Educational environment, Clinical wards, Educational evaluation, Teaching and learning, DREEM model

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