

**Learning Environment Perceptions of PBL-taught PharmD students at  
The Libyan International Medical University, Benghazi, Libya.**

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**Introduction:** Introduction: Evaluation of the educational environment is an important tool to diagnose weaknesses and strengths of the educational process. The Dundee Ready Education Environment Measure (DREEM), an international validity tool to measure educational environment. This study aims to determine Libyan International Medical University (LIMU) PharmD students' perceptions of their learning environment using DREEM.

**Methods:** All second year (n=44) and third year (n=10) PharmD students during the academic year 2018/2019, were asked to complete the DREEM questionnaire. Data was collected and analyzed using descriptive statistics.

**Results:** All students returned the filled questionnaire. The Cronbach's alpha for the overall DREEM score was 0.914 and for the 5 subscales were; SPL 0.826, SPT 0.605, SASP 0.627, SPA 0.772, and SSSP 0.224. The overall DREEM score was 121/200 and the total scores for the five subscales were; student's perceptions of learning (SPL) 30.49/48, student's perceptions of teachers (SPT) 26.41/44, student's academic self-perceptions (SASP) 21.07/32, student's perceptions of atmosphere (SPA) 27.52/48, and student's social self-perceptions (SSSP) 15.09/28.

**Conclusion:** The overall DREEM score was more positive than negative. The study identified strengths of the learning environment and the areas that would increase the quality of the learning environment and that needed improvement.

**Key Words:** Learning environment, PharmD students, DREEM, PBL