Tabla 1. Diferencias en la distribución de ítems y dominios en las diferentes versiones validadas del DREEM.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Estudio  | Modificación | N° de ítems | Dominio I | Dominio II | Dominio III | Dominio IV | Dominio V |
| ORIGINAL2 1997 | Versión original | 50 | Students' perception of learning. Items (n=12): 1, 7, 13, 16, 20, 22, 24, 25, 38, 44, 47 y 48 | Students' perception of teachers. Items (n=11): 2, 6, 8, 9, 18, 29, 32, 37, 39, 40 y 50 | Students' academic self-perceptions. Items(n=8): 5, 10, 21, 26, 27, 31, 41 y 45 | Students' perceptions of atmosphere. Items (n=12): 11, 12, 17, 23, 30, 33, 34, 35, 36, 42, 43 y 49 | Students' social self-perception. Items (n=7): 3, 4, 14, 15, 19, 28 y 46 |
| SUECIA(a) 2011 | Se realizó el análisis factorial confirmatorio y exploratorio. Se modificó la denominación de dominios y la distribución de ítems. | 50 | Learning and motivation. Items: 1, 2, 3, 7, 12, 13, 14, 16, 20, 21, 22, 24, 35, 40, 41, 43, 44 | Communication. Items: 6, 11, 18, 29, 30, 31, 32, 37 | Psychosocial situation. Items: 4, 15, 19, 23, 28, 33, 34, 42, 45, 46 | Teaching organisation and progression. Items: 5, 10, 26, 27, 36, 38, 47 | Bad teaching. Items: 8, 9, 17, 25, 39, 48, 49, 50 |
| IRAN (b)  2014 | Se realizó un análisis factorial confirmatorio, se modificó el número de ítems | 44 | Students' perception of learning. Items: 1, 7, 13, 16, 20, 24, 25, 38, 44, 47 y 48 | Students' perception of teachers. Items: 2,6,8,18,29,32,37,40 y 50 | Students' academic self-perceptions. Items: 5,21,26,27,31,41 y 45 | Students' perceptions of atmosphere. Items: 11,12,23,30,33,34,35,36,43 y 49 | Students' social self-perception. Items: 3,4,14,15,19,28 y 46 |
| CHILE (c) 2015 | Se realizó el análisis factorial confirmatorio y exploratorio. Se eliminó un domino y se modificó la distribución y el número de ítems | 40 | Percepción académica. Ítems: 1, 2, 3, 7, 14, 16, 17, 20, 21, 22, 24, 32, 37, 40, 41, 43, 44 y 45 | Experiencia académica. Ítems: 4,5,10,19,27,28,35,36 y 42 | Percepción de la atmósfera. Ítems: 6,11,18,23,33,34 y 49 | Percepción de los docentes. Ítems: 8,9,25,29,39 y 50 |  |
| GHANA(d) 2016 | Se realizó el análisis factorial confirmatorio y exploratorio. Se modificó la denominación y el número de dominios, por ende, la distribución de ítems. | 50 | Perception of teachers, learning and academic atmosphere. Items: 1,2,3,5,6,7,11,12,16,18, 20,21,22,23,24,26,29,32,34,37,40 | Motivation and metacognition. Items: 10,13,27,36,38,41,43,44,47,49 | Perception of Social environment. Items: 14,15,19,28,30,31,33,42,45,46 | Poor teaching and learning strategies. Items: 4,8,9,17,25,35,37,48,50 |  |

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(b) Koohpayehzadeh J, Hashemi A, Soltani K, Bigdeli S, Moosavi M, et al. [Assessing validity and reliability of Dundee ready educational environment measure (DREEM) in Iran.](https://www.ncbi.nlm.nih.gov/pubmed/?term=Assessing+validity+and+reliability+of+Dundee+ready+educational+environment+measure+(DREEM)+in+Iran.) Med J Islam Repub Iran. 2014; 28(60): 1-9.

(c) Ortega J, Pérez C, Ortiz L, Fasce E, McColl P, et al. [Estructura factorial de la escala DREEM en estudiantes de medicina chilenos.](https://www.ncbi.nlm.nih.gov/pubmed/?term=Estructura+factorial+de+la+escala+DREEM+en+estudiantes+de+medicina+chilenos.) Rev Med Chile. 2015; 143: 651-657.

(d) Mogre V, Amalba A. [Psychometric Properties of the Dundee Ready Educational Environment Measure in a Sample of Ghanaian Medical Students.](https://www.ncbi.nlm.nih.gov/pubmed/?term=Psychometric+Properties+of+the+Dundee+Ready+Educational+Environment+Measure+in+a+Sample+of+Ghanaian+Medical+Students.) Educ Health. 2016; 29:16-24.