Abstract

This study seeks to provide empirical evidence that would inform how to integrate face-to-face instructional methods, such as small group meetings, with e-learning in medical education curricula within settings in Africa. The study found ICT illiteracy and fear of social isolation as the two main factors that account for resistance to e-learning and concluded that effective implementation of collaborative learning together with interventions aimed at improving ICT literacy may help lessen this resistance.

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Index Terms

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Keywords

Computer Assisted Instruction  Medical Education  Developing countries