Abstract

This study sought 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**

Computer Science  
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**Keywords**

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