

Factors that enable the adoption of educational technology in medical schools

[Factores que facilitan la adopción de tecnología educativa en escuelas de medicina]

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Abstract

Introduction: Although the incorporation of technology brings numerous benefits into learning, this is usually done without considering the capacity of the institution to deal with these changes. This leads to unfinished projects, wasted resources, and unmotivated teachers. The objective of this study was to design and validate a model that integrates the factors that enable the adoption of educational technology into schools of medicine. Material and methods: The methodology employed is quantitative and descriptive. A sample of 15 health science faculties participated in order to study the model's validity, using a questionnaire in which they were asked to catalogue the level of their organisation. The internal consistency of the tool was studied using item analysis. Descriptive statistics were used to assess trends by each factor. Results: The items are homogeneous and valid. In item analysis, a Cronbach alpha coefficient of 0.938 was obtained. The most favourable responses were obtained in the organisational planning factor with an average of 3.23. Discussion: The institution where the study was conducted is catalogued at a Start level, although in some factors it reaches the Connected level. In order for it to be prepared for the new challenges in educational technology adoption, the organisation needs to increase institutional presence on national forums through the dissemination of its innovation proposals, as well as the relationship with their peers for the proposal of inter-institutional projects. © 2017 Elsevier España, S.L.U.

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