

Multimedia Appendix 1. Table of Bhuasiri et al.'s research framework with three main dimensions and sub-dimensions adapted to the setting of the medical licentiate program.

Individual Dimension	Term Definitions
<i>Learner's characteristics (Students)</i>	
- Attitude towards tablet-based e-platform	"Learners' impression of participating in [m-learning/mHealth] activities through [tablet] usage" [14]
- Focus on interaction	"The degree of contact and educational exchange among learners and between learners and instructors" [14] from the students' perspective
<i>Instructor's characteristics (medical lecturers)</i>	
- Attitude towards tablet-based e-platform	Instructors' "impression of participating in [m-learning/mHealth] activities through [tablet] usage" [14]
- Interaction fairness	"The extent to which the learner feels having been treated fairly regarding his or her interaction with the instructor throughout the [m-learning/mHealth] process" [14]
- Focus on interaction	"The degree of contact and educational exchange [...] between learners and instructors" [14]
<i>Extrinsic motivation</i>	
- Perceived usefulness	"The degree to which a person believes that using [an m-learning/mHealth] system would enhance his or her learning performance" [14]
- Technological flexibility	The degree of flexibility that the technology is providing to users in a given setting
- Expandability	The degree to which the provided m-learning and mHealth system and technology can be expanded according to user needs
- Saving resources	The degree to which the provided m-learning and mHealth system and technology are saving users' resources as measured by monetary spending, time and additional characteristics
- Punishment/restriction	The degree to which the provided m-learning and mHealth system and technology is restricting or punishing the user
Environmental Dimension	
- Interaction opportunities	"Learner's perceived interactions with others" [14] through m-learning and mHealth
System Dimension	
<i>Infrastructure and system</i>	

<i>quality</i>	
- Ease of use	“Refers to the degree to which the prospective user expects the use of [m-learning/mHealth] to be free of effort” [14]
- System functionality	“The perceived ability of [m-learning/mHealth] to provide flexible access to instructional and assessment media” [14]
- Technological adequacy	Refers to the degree to which the user expects the provided device to fit the setting and area of use
- Technological quality	The quality of the provided device as measured by battery runtime, hardware reliability, operating system quality, and other characteristics
- Internet quality	“The quality of the internet that can be measured by transmission rate, error rates, and other characteristics” [14]
<i>Course and information quality</i>	
- Reliability	“Concerned with the degree of accuracy, dependability, and consistency of the information” [14]
- Relevant content	“The degree of congruence between what the learner wants or requires and what is provided by the information, course content, and services” [14]
<i>Institution and service quality</i>	
- Sustainability of the e-platform	The degree to which m-learning and mHealth is implemented sustainably within the educational infrastructure
- Tablet and e-platform training	“The amount of specialized instruction and practice that is afforded to the learner to increase the learner’s proficiency in utilizing [m-learning/mHealth][...]” [14]
- Service quality	The quality of the service provided for m-learning and mHealth and the provided device