

DETERMINING THE SUITABILITY OF ELEARNING FOR ADOPTION  
BY UNITED STATES TRADITIONAL EAST ASIAN MEDICINE  
(TEAM) SCHOOLS: A SYSTEMATIC REVIEW OF LITERATURE

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## ABSTRACT

There is a powerful force at play in the 21st century educational world: Technological advancements have radically increased access to information. Coupled with developments in andragogical theory and practice, educational technology—applied in the form of eLearning—provides new learning opportunities to students. United States Traditional East Asian Medicine (US TEAM) schools have an opportunity to capitalize on the educational benefits of eLearning and simultaneously meet the needs of its digital native students. United States Traditional East Asian Medicine institutions have been slow to implement eLearning into their curricula due to: (a) insufficient eLearning knowledge; (b) remnants of Confucian-based pedagogy among US TEAM founders and faculty; and (c) faculty resistance rooted in U.S. counterculture attitudes. In response to the need for more eLearning knowledge, this systematic review of peer-reviewed eLearning literature was performed according to Preferred Reporting Items for Systematic Reviews (PRISMA) standards. This systematic review identified eight research themes within the literature. The conclusion was that eLearning is indeed suitable for use within US TEAM schools. Based on data yielded by this systematic review, specific recommendations for the profession are provided along with a call for further research.

*Keywords:* eLearning, United States Traditional East Asian Medicine (US TEAM) schools, systematic review.