

EBSCO Mobile APP

應用程式教學指引



目次



簡介



下載



認證

認證方式 1：使用帳號登入

認證方式 2：使用機構網路認證登入



使用教學



EBSCO Mobile
教育

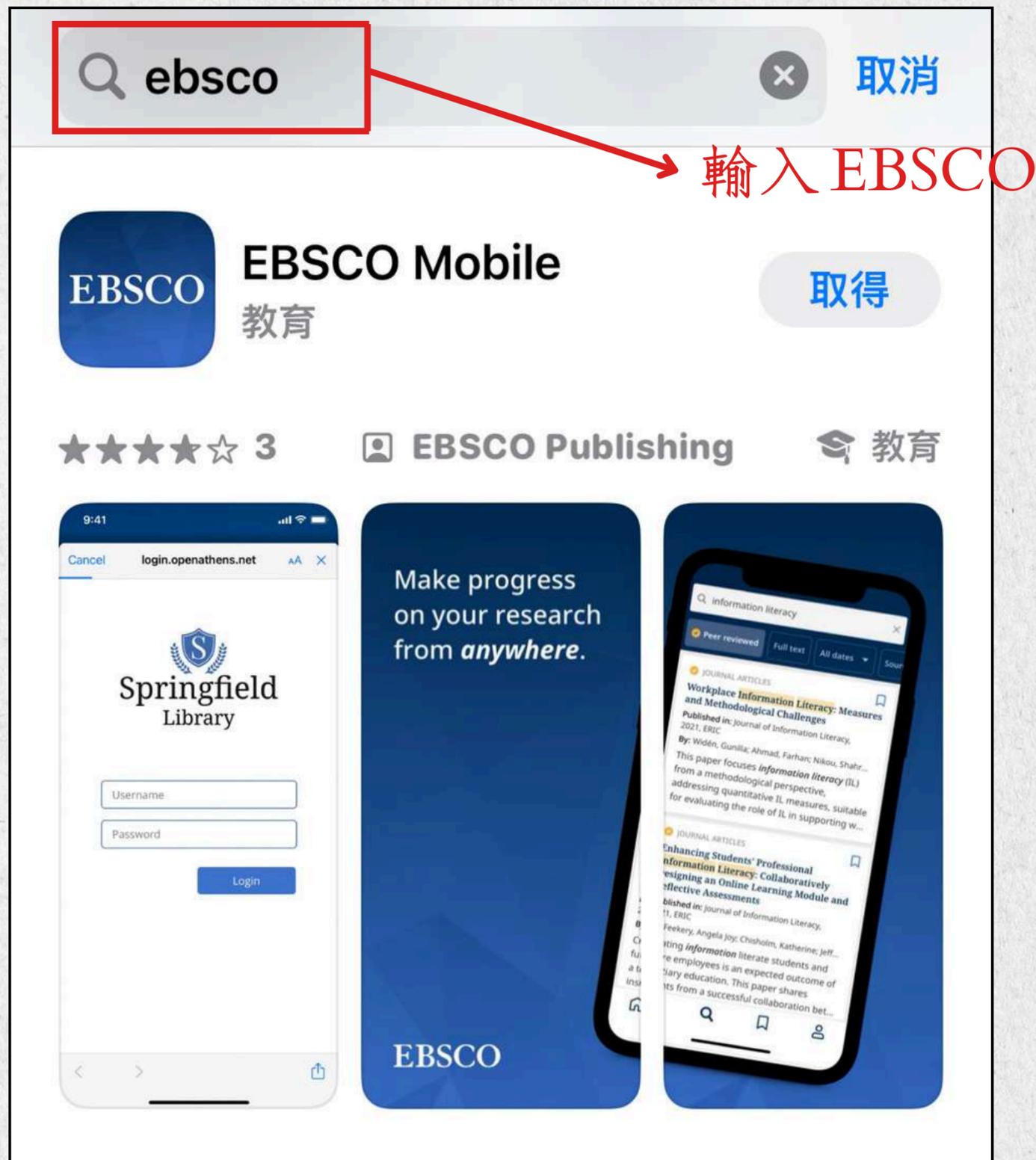
取得

EBSCO 的 App 適用於 EBSCOhost 的資料庫與 EDS，使用者透過這個應用程式，可更加方便、快捷地檢索或瀏覽資料庫中的內容。



適用 IOS 與安卓設備，
除了行動裝置外，平板也適用喔！





進入 App Store 及 Google Play 的搜尋欄直接輸入「EBSCO」就能找到 EBSCO Mobile，並進行下載。



掃描左方的 QR Code 即可下載！



EBSCO

從任何地方取得研究上的進展。

透過您的機構存取

點擊並進行認證

完成下載後，進入 EBSCO Mobile 後，點擊「透過您的機構存取 (Get Started)」並進行認證。



認證方式：

1. 使用帳號登入

(1) 已建立的 MyEBSCO 登入

(2) 電子資源系統帳號登入

2. 使用機構網路認證登入

(1) 機構 WIFI 登入 (2) VPN 登入



< 尋找您所在的機構

🔍 依名稱、郵遞區號或縣市檢索 取消

↩ 使用我的地點

輸入機構名稱 (英文)

利用GPS定位



依機構名稱、郵遞區號或縣市檢
索，或使用您的地點以快速查看附
近的機構。

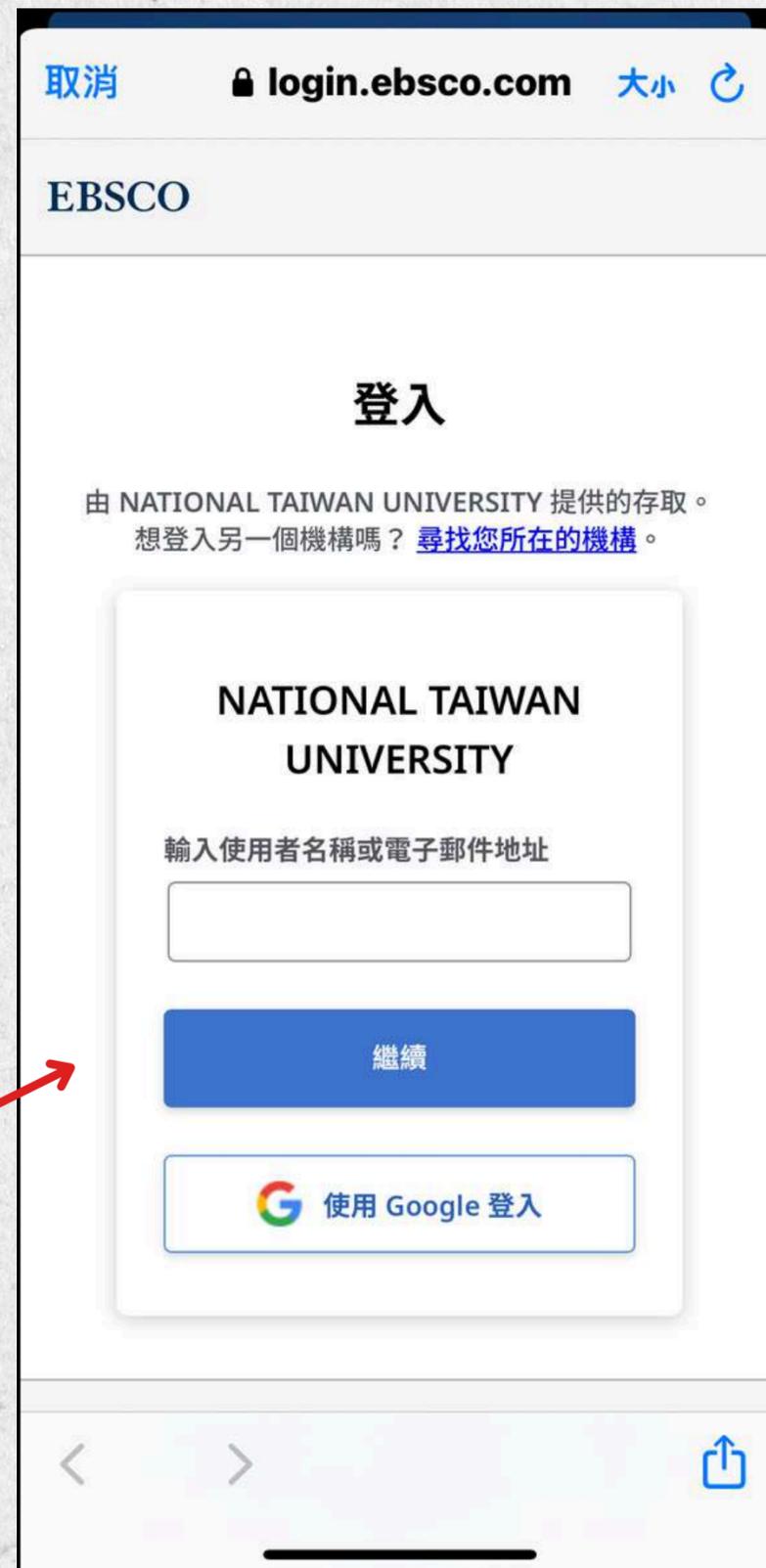
在搜尋欄輸入您所屬的機構或是點擊「使用我的地點」進行定位來查找機構，建議直接查找會比較快速。



輸入英文校名縮寫或機構名稱查詢會更快速！

EBSCO Mobile – 認證方式 1-(1)

🔍 | 回目錄



點擊「連結您所在的機構」後會跳到右方的畫面，輸入帳號密碼或是用您的 Google 帳戶登

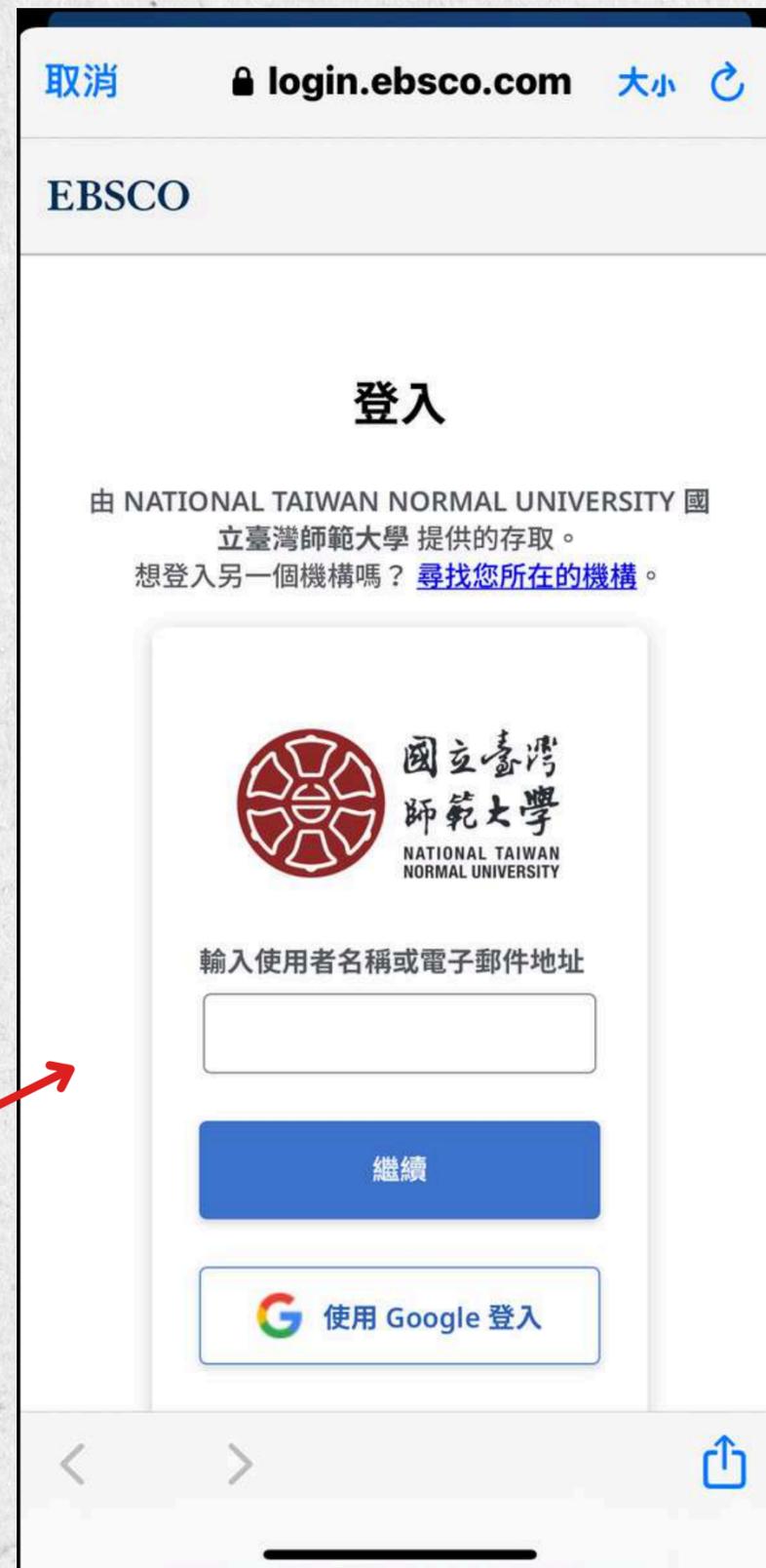


注意！若要在右方畫面直接登入，必須要在 EBSCO 平台已申請 MyEBSCO 帳號才可直接登入。若還未申請，請先到平台註冊帳號再進行登入。

connect.ebsco.com

EBSCO Mobile – 認證方式 1-(2)

🔍 | 回目錄



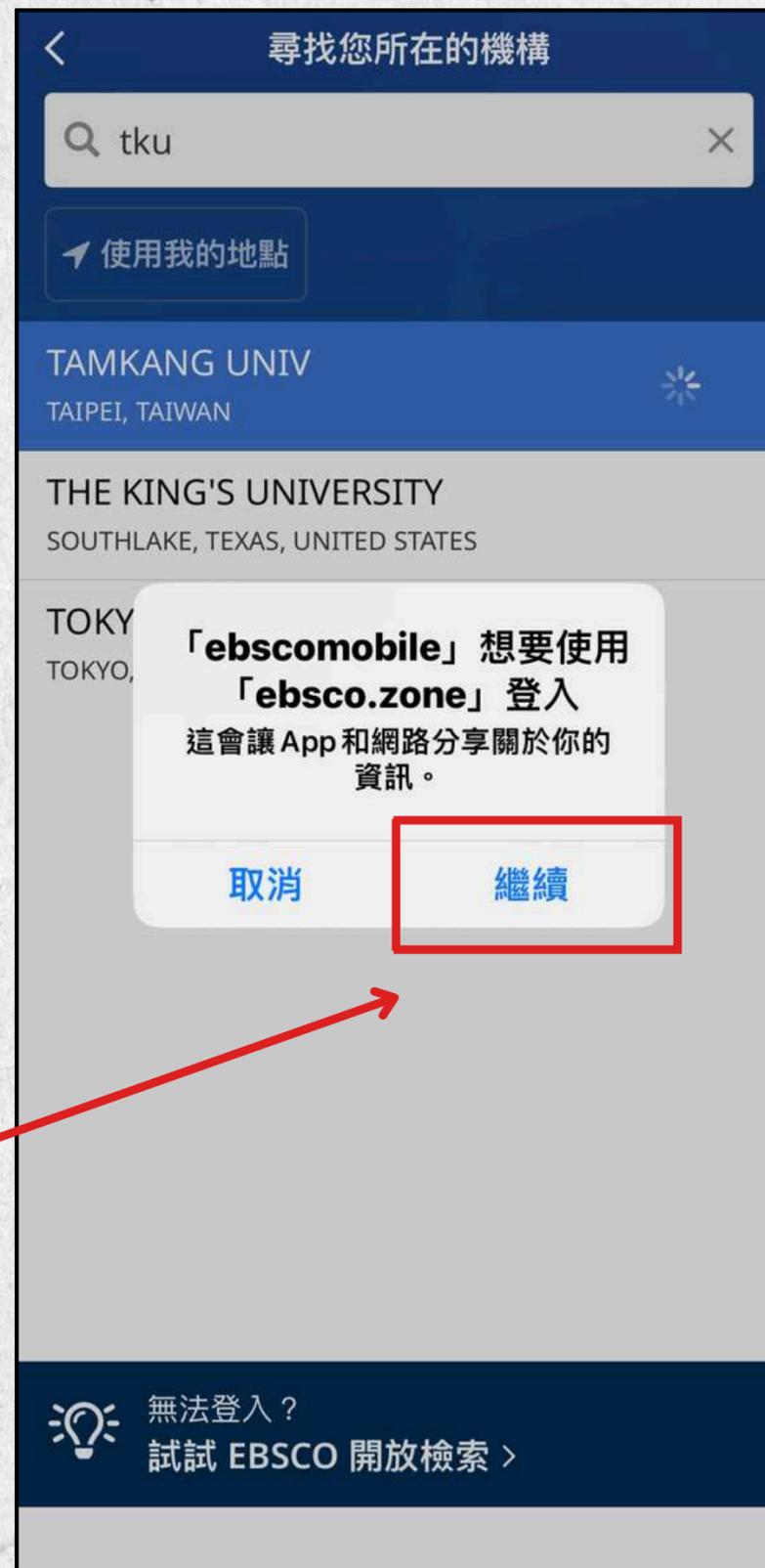
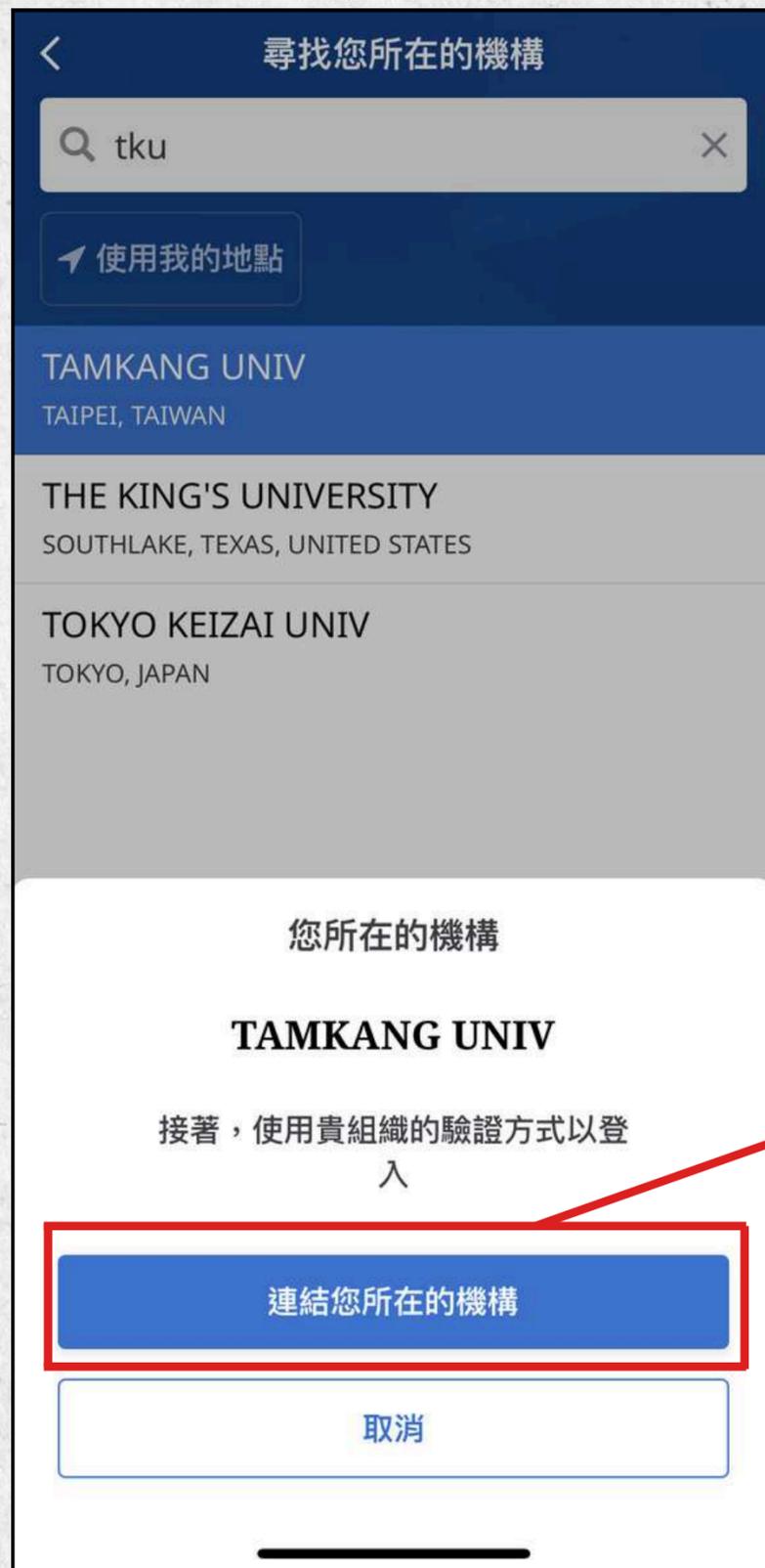
若您是使用電子資源系統帳號登入，一樣先尋找所屬機構，選取「連結您所在的機構」，並選「繼續」，以方便後續的操作。



此認證方式需在後台設定好才會連結至電子資源登入頁面，否則會跳至以 MyEBSCO 帳號登入畫面。

connect.ebsco.com

EBSCO Mobile – 認證方式 1-(2)



輸入帳號密碼
進行登入



不論何種認證方法，認證成功後，30天內只要有連接網絡就不必重新登入！



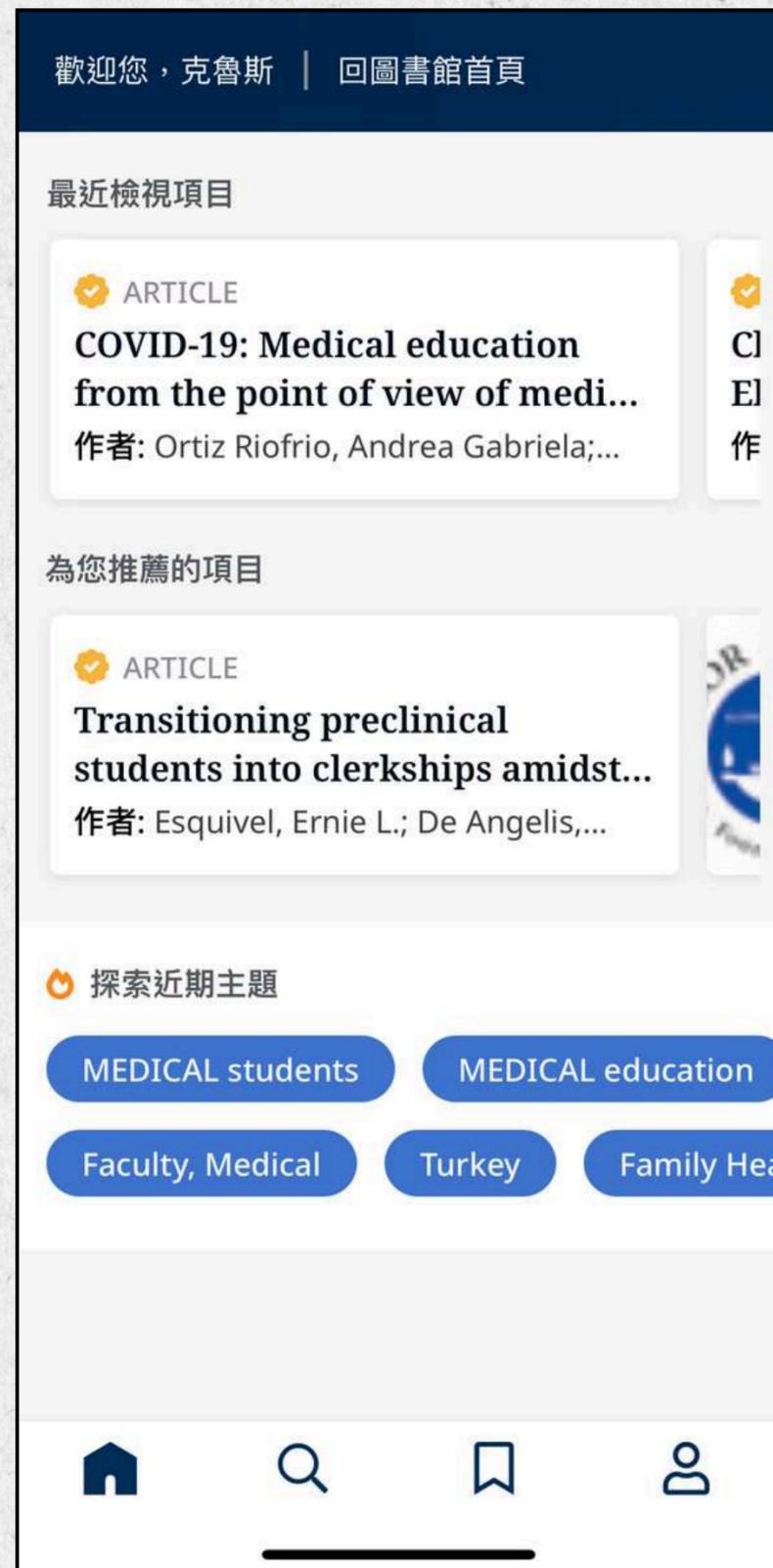
點此也可直接檢索

功能列

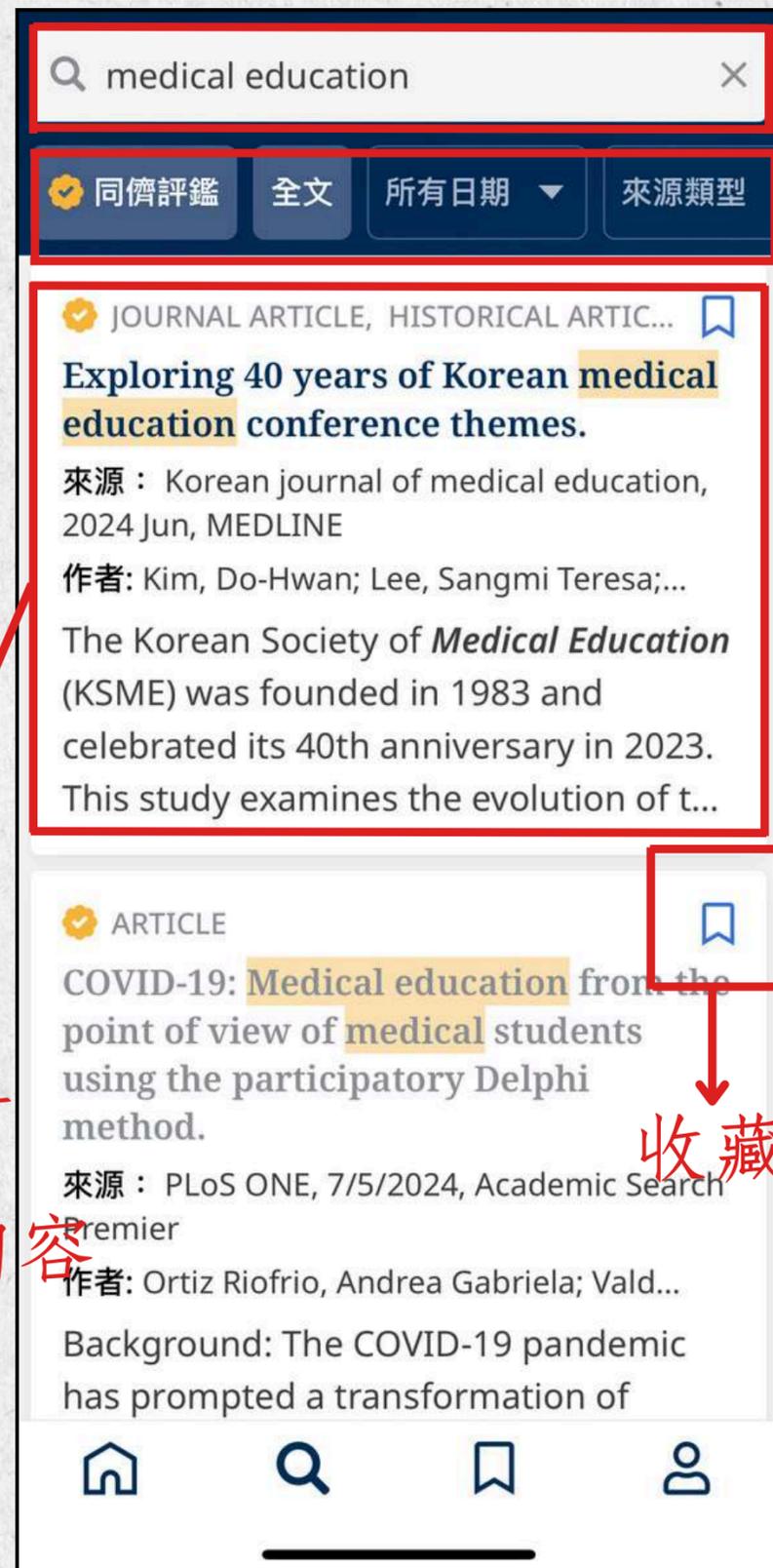
完成認證後，就可進入到首頁，可在首頁中看見：

- 開始檢索
- 最近檢視項目
- 為您推薦的項目
- 探索近期主題

下方功能列包含搜尋、收藏、建立個人帳戶的功能。



- 最近檢視項目：查看您最近瀏覽過的項目
- 為您推薦的項目：針對您檢視過的項目，推薦其他可能適合您的資料
- 探索近期主題：針對您檢索過的主題，延伸的相關主題。



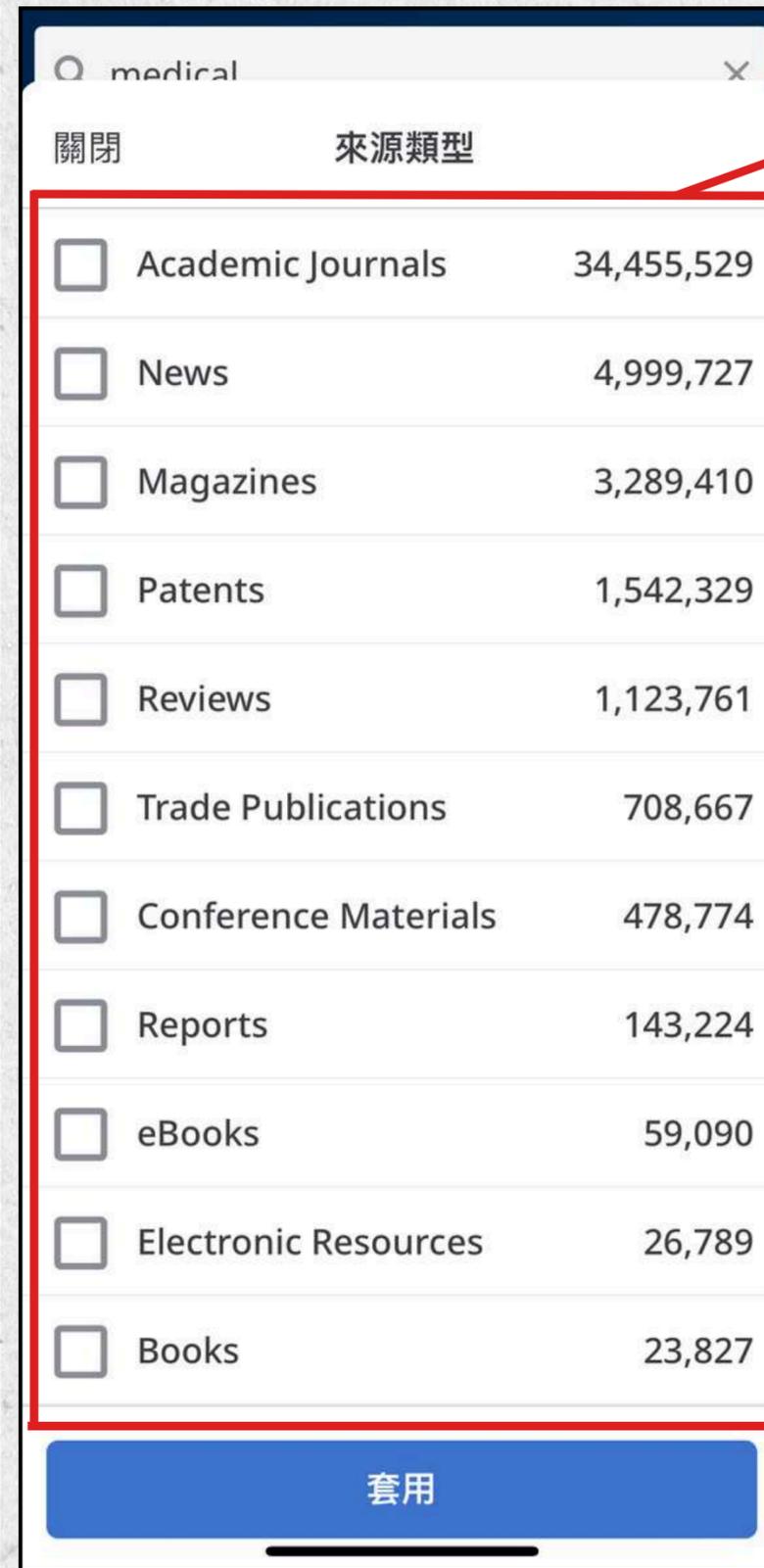
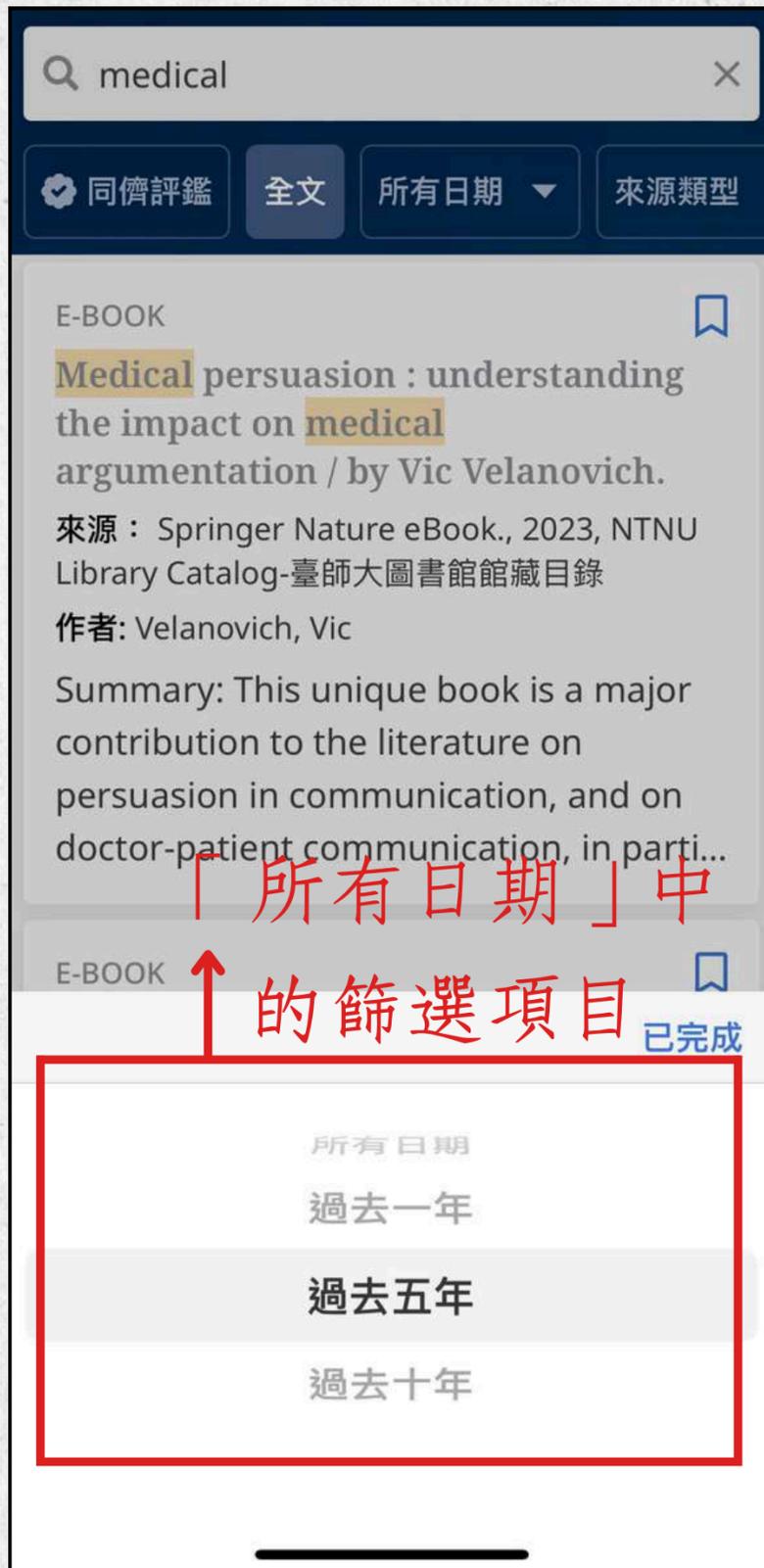
輸入關鍵詞

直接輸入關鍵詞即可進行檢索，也可以使用下方的限制條件來縮小檢索範圍。點選條目即可查看完整內容，書籤按鈕則是收藏您所選的資料。

點擊即可查看完整內容

收藏

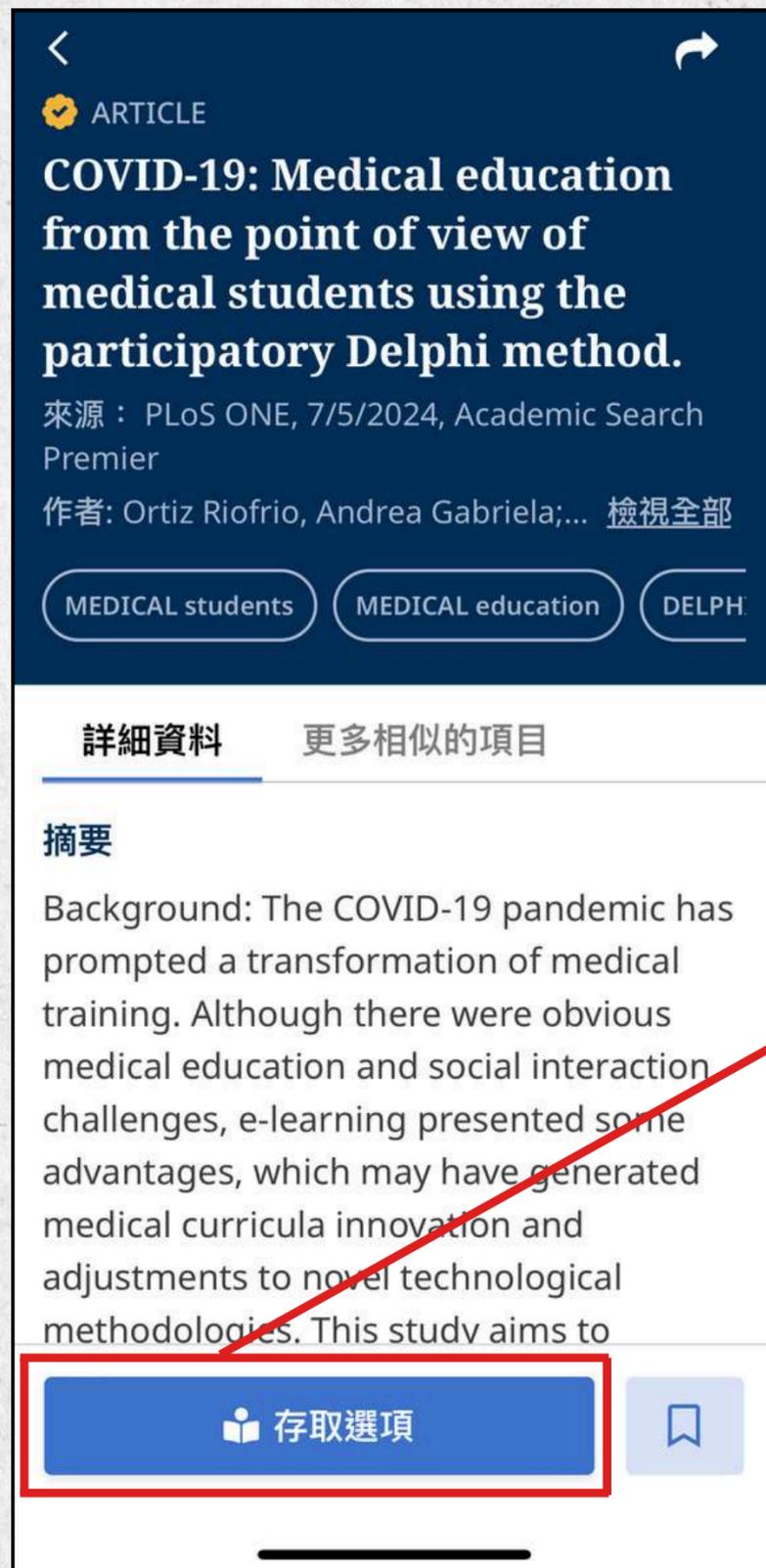
限制條件



「來源類型」中的篩選項目

限制條件包含：

- 同儕評鑑：期刊是否有經過專家審閱及互評
- 全文：是否有全文提供
- 日期：五年為一個級距
- 來源類型：包含學術期刊、電子書、圖書等資源



點擊「存取選項」後會跳到右方的畫面，從可用的選項中進行閱讀或聆聽。

<

COVID-19: Medical education from the point of view of medical students using the participatory Delphi method

Introduction

Background: The COVID-19 pandemic has prompted a transformation of medical training. Although there were obvious medical education and social interaction challenges, e-learning presented some advantages, which may have generated medical curricula innovation and adjustments to novel technological methodologies. This study aims to generate consensuses among medical students regarding medical education provided during the pandemic in the resource-limited context of a Global South university. Methods: The implementation of a participatory Delphi method included a recruitment campaign, training, constitution of Delphi panels and questions, and development of the Delphi exercises. Students from the second to the sixth year of medicine of a university in Quito, Ecuador, constituted two Delphi panels, developed questions about the education received during the pandemic, and answered them over 3.5 rounds. Findings: Twenty-two medical students participated in the Delphi exercises about their perception of medical education during the COVID-19 pandemic. The analysis consisted of a total of 22 Delphi questions divided into five distinct categories: adaptations and innovations, curriculum and assessment changes, virtual clinical practice, time management, and mental health. The authors established high, medium, and low

<

PLOS ONE

RESEARCH ARTICLE

COVID-19: Medical education from the point of view of medical students using the participatory Delphi method

Andrés Gabriela Ortiz Rieffro^{1,2*}, Emilia José Valdivieso-Andrade^{1,2}, Nathaly Monserrath Acosta Mascazu¹, Alex S. Aguirre^{1,2}, Nicolás Alexander Almeida Villavicencio¹, Cynthia Samantha Calderón Pilla¹, Prisca Del Pozo Acosta¹, Auki Guaitas Japón¹, Darwin Vicente Luna Chonata¹, Navila Bianca Mafía Roca¹, Alissa Solange Mendoza García¹, Lenin Andrés Muñoz Caicedo¹, Gustavo Alexander Muñoz Salazar¹, Kimberly Mishell Pacheco Reinoso¹, Camila Nicole Pazmiño Chávez¹, Nuria Karina Proaño Lozada¹, Jonathan Rzonzew Sauer¹, Gianni Alexander Saldaña Armas¹, Ivonne Estefanía Salinas Avalo¹, Ana Cristina Santos Granizo¹, Bonny Francisca Soria Sarabia¹, Doménica Alejandra Suárez Morales¹, Rodrigo Felipe Sulca Caillagua¹, María Antonia Zavala Cárdenas¹, Flavio Carrera Verdesoto^{3,4}, Diego Cisneros-Heredia^{5,6}, Pablo Estrella Porter⁷, Jonathan Raymond Guillemot^{1,2,4}

1 Escuela de Medicina, Universidad San Francisco de Quito USFQ, Quito, Ecuador, 2 Instituto de Medicina Social & Desafíos Globales, Universidad San Francisco de Quito USFQ, Quito, Ecuador, 3 Programa UNIDiversidad, Universidad San Francisco de Quito USFQ, Quito, Ecuador, 4 Instituto de Estudios Avanzados en Desigualdades, Colegio de Ciencias Sociales y Humanidades, Universidad San Francisco de Quito USFQ, Quito, Ecuador, 5 Laboratorio de Ecología Urbana y Rural, Instituto IBOTROP, Colegio de Ciencias Biológicas y Ambientales, Universidad San Francisco de Quito USFQ, Quito, Ecuador, 6 Laboratorio de Salud Animal, Escuela de Medicina Veterinaria, Instituto IBOTROP, Hospital de Fauna Silvestre TUERI, Universidad San Francisco de Quito USFQ, Quito, Ecuador, 7 Departamento de Medicina Preventiva y Salud Pública, Hospital Clínico Universitario de Valencia, Valencia, Spain

* agortiz00@outlook.com; jonathan.guillemot@gmail.com

Check for updates

OPEN ACCESS

Citation: Ortiz Rieffro AG, Valdivieso-Andrade EJ, Acosta Mascazu NM, Aguirre AS, Almeida Villavicencio NA, Calderón Pilla CS, et al. (2024) COVID-19: Medical education from the point of view of medical students using the participatory Delphi method. PLOS ONE 19(7): e0297602. <https://doi.org/10.1371/journal.pone.0297602>

Editor: Nabeem Mubarak, Lahore Medical and Dental College, PAKISTAN

Received: January 9, 2024

Accepted: April 4, 2024

Published: July 5, 2024

Peer Review History: PLOS recognizes the benefits of transparency in the peer review process; therefore, we enable the publication of all of the content of peer review and author responses alongside final, published articles. The editorial history of this article is available here: <https://doi.org/10.1371/journal.pone.0297602>

Copyright: © 2024 Ortiz Rieffro et al. This is an open access article distributed under the terms of the [Creative Commons Attribution License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Data Availability Statement: All relevant data are within the manuscript and its Supporting Information files.

Abstract

Background

The COVID-19 pandemic has prompted a transformation of medical training. Although there were obvious medical education and social interaction challenges, e-learning presented some advantages, which may have generated medical curricula innovation and adjustments to novel technological methodologies. This study aims to generate consensuses among medical students regarding medical education provided during the pandemic in the resource-limited context of a Global South university.

Methods

The implementation of a participatory Delphi method included a recruitment campaign, training, constitution of Delphi panels and questions, and development of the Delphi exercises. Students from the second to the sixth year of medicine of a university in Quito, Ecuador, constituted two Delphi panels, developed questions about the education received during the pandemic, and answered them over 3.5 rounds.

PLOS ONE | <https://doi.org/10.1371/journal.pone.0297602> July 5, 2024 1 / 16

PLOS ONE

COVID-19: Medical education from the point of view of medical students using the participatory Delphi method

Funding: The author(s) received no specific funding for this work.

Competing interests: The authors have declared that no competing interests exist.

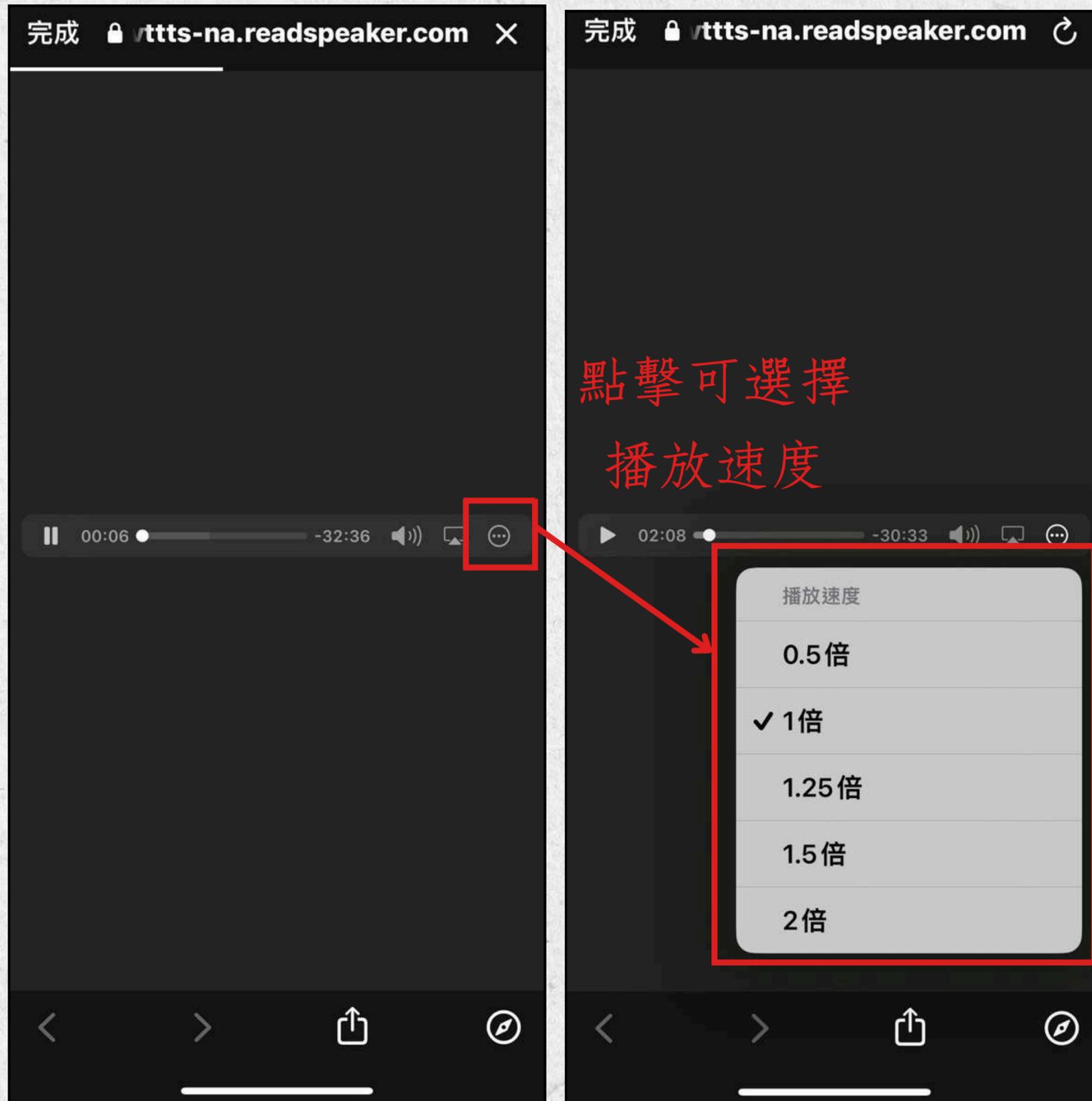
Findings

Twenty-two medical students participated in the Delphi exercises about their perception of medical education during the COVID-19 pandemic. The analysis consisted of a total of 22 Delphi questions divided into five distinct categories: adaptations and innovations, curriculum and assessment changes, virtual clinical practice, time management, and mental health. The authors established high, medium, and low consensuses for analysis.

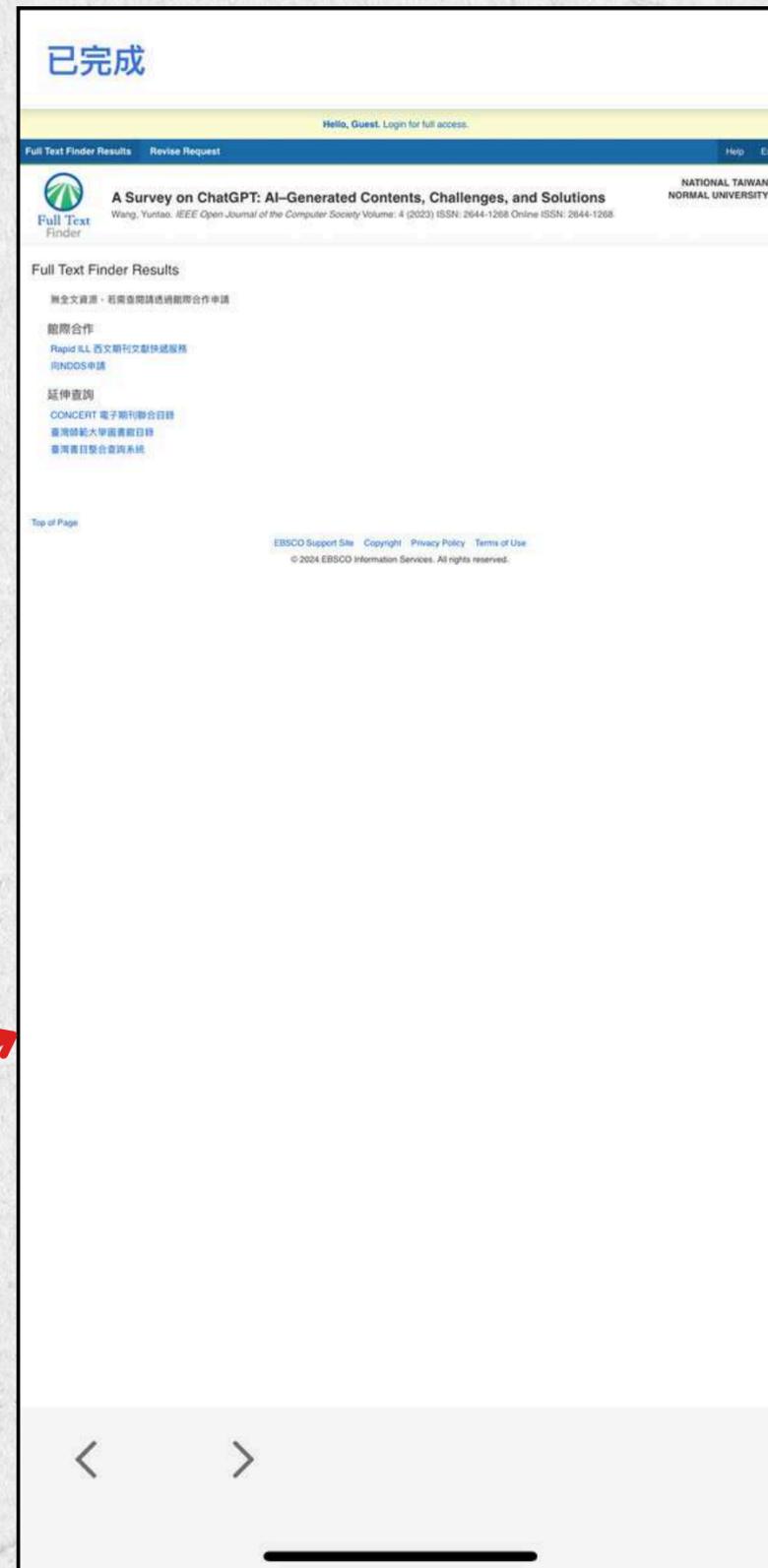
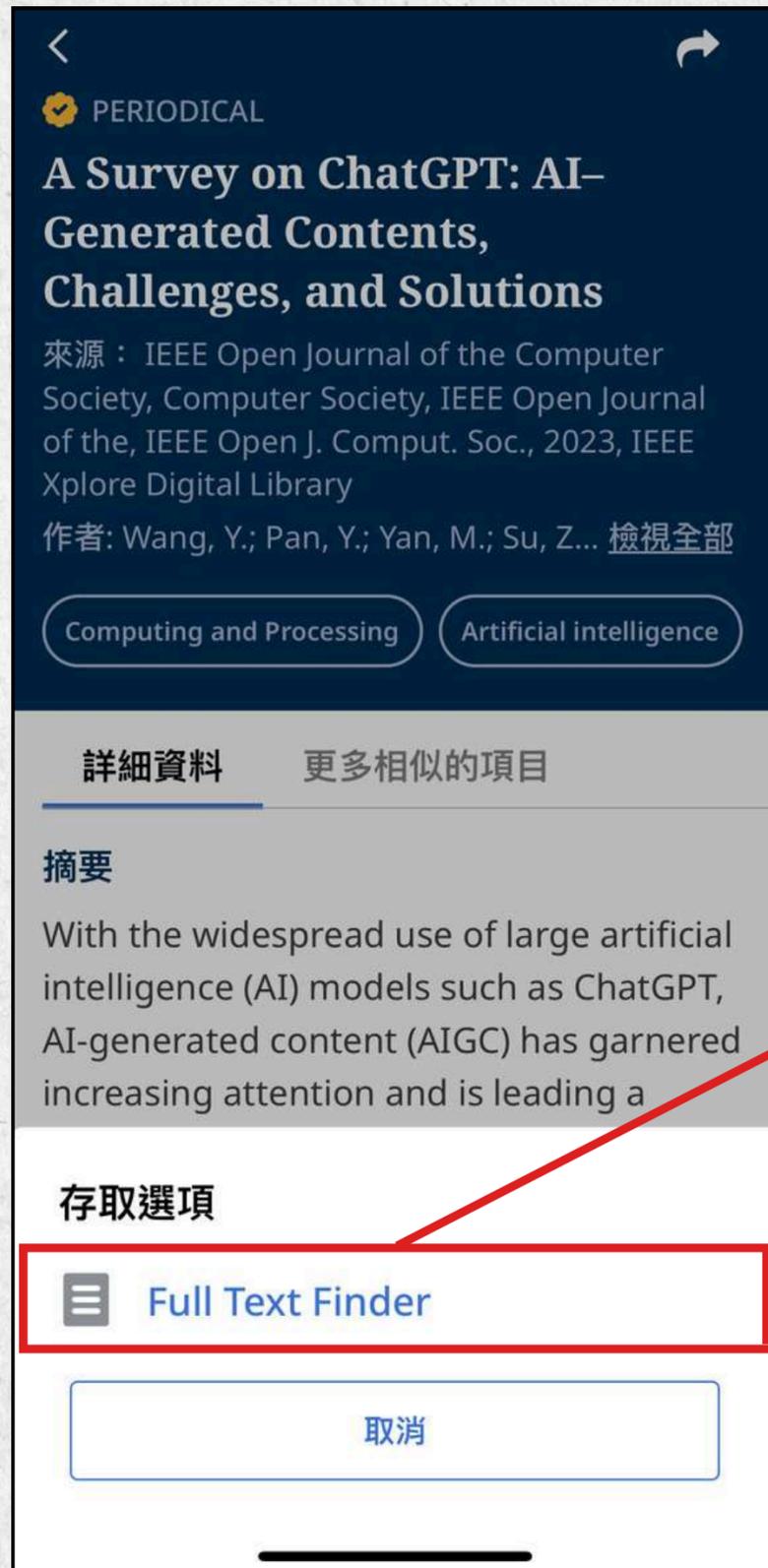
Conclusions

Consensuses were reached based on students' academic year and focused on the changes in lecture delivery, the usage of new technologies, patient care skills, the impact of the educational routine, and the mental health of the COVID-19 pandemic. The way the pandemic affected medical education in the Global South set the stage for the need for a comprehensive review of tools, skills, and curricula for students from culturally diverse backgrounds. This study offers a highly replicable methodology to generate consensuses and introduce students to academic research.

左圖為「線上全文」形式
右圖為「PDF全文」形式



此為「聆聽」形式，也可以調整播放速度以符合您的需求。



另外一種存取選項為「Full Text Finder」，必須要連接到機構的 WIFI 才可以正確連結到資源。

ARTICLE

COVID-19: Medical education from the point of view of medical students using the participatory Delphi method.

來源： PLoS ONE, 7/5/2024, Academic Search Premier
作者: Ortiz Riofrio, Andrea Gabriela;... [檢視全部](#)

[詳細資料](#) 更多相似的項目

摘要
Background: The COVID-19 pandemic has prompted a transformation of medical training. Although there were obvious medical education and social interaction challenges, e-learning presented some advantages, which may have generated medical curricula innovation and adjustments to novel technological methodologies. This study aims to generate consensuses among medical

[存取選項](#)

[Del Pozo Acosta, Prisca;](#)
[Guailas Japón, Auki;](#)
[Luna Chonata, Darwin Vicente;](#)
[Mafla Roca, Navila Bianca;](#)
[Mendoza García, Alissa Solange;](#)
[Muñoz Caicedo, Lenin Andrés;](#)
[Muñoz Salazar, Gustavo Alexander;](#)
[Pacheco Reinoso, Kimberly Mishell;](#)
[Pazmiño Chávez, Camila Nicole;](#)
[Proaño Lozada, Nuria Karina;](#)
[Rzonzew Sauer, Jonathan;](#)
[Saldaña Armas, Gianni Alexander;](#)
[Salinas Avalo, Ivonne Estefania;](#)
[Saltos Granizo, Ana Cristina](#)

文件類型
Article

DOI
10.1371/journal.pone.0297602

ISSN
1932-6203

出版品類型
Academic Journal

[存取選項](#)

在「詳細資料」中，可看到摘要、作者、文件類型等資訊，點擊「檢視全部」也可看文件的詳細資料。



點擊並選擇欲分享平台即可分享

「更多類似的項目」中，會提供更多與項目有關的其他資料。

若想將資訊分享到外部時，點選右上角的「箭頭」並選擇您要分享到的外部平台即可。

ARTICLE

COVID-19: Medical education from the point of view of medical students using the participatory Delphi method.

來源： PLoS ONE, 7/5/2024, Academic Search Premier

作者: Ortiz Riofrio, Andrea Gabriela;... [檢視全部](#)

詳細資料 更多相似的項目

ARTICLE

Transitioning preclinical students into clerkships amidst curricular d...

作者: Esquivel, Ernie L.; De Angelis, Paol...

ARTICLE

Consensus on communication curriculu...

作者: Engel, Kirsten Greineder;...

ARTICLE

點擊即可收藏

存取選項

我的儀表板

儲存的項目 電子書

ARTICLE

COVID-19: Medical education from the point of view of medical students using the participatory Delphi method.

來源： PLoS ONE, 7/5/2024, Academic Search Premier

作者: Ortiz Riofrio, Andrea Gabriela; Vald...

Background: The COVID-19 pandemic has prompted a transformation of medical training. Although there were obvious medical education and social i...

JOURNAL ARTICLE

Medical students' contribution to research; the scientific output of medical theses held in Moroccan medical schools during the last deca...

來源： Medical education online, 2023 Dec, MEDLINE

作者: Touissi, Youness; Boulaich, Ouajih;...

In order to obtain their medical degree,

功能列中的書籤可查看您收藏的完整資訊

若您想收藏這篇文章，點擊右方的「書籤」，即可收藏！

想查看收藏項目，可於功能列點擊「書籤」中的「儲存的項目」查看完整內容。

功能列中的書籤可查看您收藏的完整資訊



想了解更多資訊，歡迎使用EBSCO支援網站

<https://connect.ebsco.com/>