

Multimedia appendix

Supplementary tables and questionnaire

1.1 Table 1 integrated UTAUT model

Variable	Statements	Response (SD), (D), (N), (A), (SA)
Perceived risk	1- believe Chat-GPT powered educational content is not always correct	(1)(2)(3)(4)(5)
	2-Application of Chat-GPT for admission purpose is confusing	(1)(2)(3)(4)(5)
	3- I shall not prefer to use ChatGPT application for administrative purpose	(1)(2)(3)(4)(5)
	4-Use of Chat-GPT technology for answering student's query is risky	(1)(2)(3)(4)(5)
Performance expectancy	1-It will be hand to develop a prefect CHAT-GPT application catering the needs of administration in higher education	(1)(2)(3)(4)(5)
	2- CHAT-GPT powered learning activity will enhance the efficiency of higher education system	(1)(2)(3)(4)(5)
	3- Educational content prepared by CHAT-GPT technology is useful	(1)(2)(3)(4)(5)
	4-Using CHAT-GPT powered Chabot technology I can get accurate answer	(1)(2)(3)(4)(5)
	5-Smart educational content can be prepared using CHAT-GPT technology	(1)(2)(3)(4)(5)

Effort expectancy	1-I need to put a lot of effort to learn CHAT-GPT technology	(1)(2)(3)(4)(5)
	2- If I know the basic CHAT-GPT technology, I can easily learn CHAT-GPT based applications	(1)(2)(3)(4)(5)
	4- I can have my query answered quickly using CHAT-GPT-Chabot technology	(1)(2)(3)(4)(5)
	5-Individuanlized content can be prepared using CHAT-GPTtechnology	(1)(2)(3)(4)(5)
Facilitating conditions	1- My institute has all the necessary resources to use Chat-GPT technology for smart content creation	(1)(2)(3)(4)(5)
	2- I can have all the required resources to develop CHAT-GPT based smart content	(1)(2)(3)(4)(5)
	3- My institute sponsor any CHAT-GPT related learning opportunity	(1)(2)(3)(4)(5)
	4- All the classrooms of my institute are equipped with necessary devices for using CHAT-GPT technology for teaching purpose	(1)(2)(3)(4)(5)
	5- My institute encourages its staff to use modern technology	(1)(2)(3)(4)(5)
Attitude	1- I can learn CHAT-GPT technology quickly	(1)(2)(3)(4)(5)
	2- CHAT-GPT technology is useful for teaching-learning activities	(1)(2)(3)(4)(5)
	3-using CHAT-GPT technology for query answering is a good idea	(1)(2)(3)(4)(5)
	4-People should learn CHAT-GPT technology for the future need of the higher education sector	(1)(2)(3)(4)(5)
	5- CHAT-GPT technology can cater the individual needs more accurately	(1)(2)(3)(4)(5)

Behavioral intention	1-I believe Chat-GPT technology is very easy to learn by beginner	(1)(2)(3)(4)(5)
	2- I am willing to use Chat-GPT technology for developing smart content	(1)(2)(3)(4)(5)
	3-I believe Chat-GPT technology could be used for answering student's query	(1)(2)(3)(4)(5)
	4- I Shall recommend all the stakeholders in medical education to explore Chat-GPT technology for their learning purpose	(1)(2)(3)(4)(5)
	5- I intend to use CHAT-GPT technology for teaching-learning purpose by next couple of years	(1)(2)(3)(4)(5)
Actual use of ChatGPT	1- Application of CHAT-GPT in medical education is good for society	(1)(2)(3)(4)(5)
	2- Application of Chat-GPT in medical education will make education more interactive	(1)(2)(3)(4)(5)
	3- Application of Chat-GPT in medical education will make it cost effective	(1)(2)(3)(4)(5)
	4- Application of Chat-GPT in medical education will make the teaching-learning activity more interesting	(1)(2)(3)(4)(5)

20. Chatterjee S, Bhattacharjee KK. Adoption of artificial intelligence in higher education: a quantitative analysis using structural equation modelling. *Educ Inf Technol (Dordr)*. 2020;25(5): 3443-3463.doi:10.1007/S10639-020-10159-7/TABLES/6

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3.1 Questionnaire:

https://drive.google.com/file/d/1IPA63nliFbHKW8zC4d4npJDiv_67x3s/view?usp=drivesdk

https://drive.google.com/file/d/1rT4240Fq9tuL0ZmSo_xBrY7sHbntZQzX/view?usp=drivesdk

4.1 IRB



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To whom it may concern

This is to acknowledge that the Institutional Review Board at Jordan University Hospital, the University of Jordan, (IRB-JUH) convened on 21/5/2024 and evaluated the research proposal presented by Saif Aldeen AIRyalat, and entitled:

Adoption of Chat-gpt in medical education: a quantitative analysis using structural equation modelling

The IRB approves the conduct of the proposed research according to the following conditions:

- The compliance with the Good Clinical Practice (GCP) stated in the Hospital Research Policy (Adm p021/3. Adm p032/1), the Declaration of Helsinki, and the International Council for Harmonization (ICH).
- The notification of the IRB-JUH of any major modifications in the proposed research.
- Refraining from exploiting the research participants or their health insurance to cover any procedure solely related to the proposed research.
- Refraining from using the hospital facility solely for the research without the approval of IRB-JUH or covering its cost.

- The collected samples and/or data cannot be used in any unrelated research without prior approval of the IRB-JUH.
- In case of any harm inflicted on the research participants, whether physical, psychological, or social, the principal investigator must inform the IRB-JUH within 24 hours of the incidence.
- The IRB-JUH has the right to request the original research material, such as raw data or the signed consent forms, at any time during or after the completion of the research work.
- The IRB-JUH has the right to suspend its approval in case of major deviations from the proposed research or of any harm inflicted on the research participants.

by the research team

Head of the IRB

Prof. Shawqi Saleh

This approval is valid for one year and must be renewed by a written request presented by the research team represented by the principal investigator(s).

Head of IRB-JUH,

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