Introduction
Electronic learning (e-learning) has become more and more evident and incorporated in the field of medicine. To improve its efficacy and quality, feedback not only from students but from educators themselves has to be taken into consideration. Our study focused on student and educators perceptions of e-learning platforms designed to provide a system to create personalized learning environments. The study is based predominantly on Moodle an e-learning platform used at the University of Maribor.

Methods
A multiple open-type questions questionnaire was distributed among students and educators at the Faculty of Medicine, University of Maribor, Slovenia. It focused on their views on the advantages, disadvantages, implementation and possible improvements of computer assisted learning and e-learning platforms in general.

Results
Nine educators and 20 students completed the questionnaire. Six out of nine educators are incorporating some sort of e-learning currently in their educational process. They had a more favorable opinion on e-learning in contrast to those educators which had not used e-learning. All nine educators view Moodle and e-learning as very positive method with little disadvantages. The main advantages they mention are: 1) it is easy to use, 2) it has a wide range of applications and 3) allows a smoother interaction between students and educators. Student opinions were categorized into two groups - pre-clinical (1st and 2nd year medical students) and clinical students. Pre-clinical students represented 55 % and clinical students 45 % of respondents. The biggest differences were that pre-clinical students think: 1) the content on Moodle makes it easier to follow lectures and 2) it helps them prepare for exams. Both groups saw advantages in: 1) availability, 2) its accessibility and 3) up-to-date content. The disadvantages mentioned were: 1) impersonal attitude and 2) its current limited use.

Discussion
Generally there is a positive attitude towards e-learning and Moodle in general. Educators already using e-learning methods have a more positive opinion towards internet based learning methods than those who do not use them. Both parties agree mutual advantages, but also highlight an impersonal attitude as their main disadvantage. Among students, a more positive attitude towards e-learning in general was received from pre-clinical students using Moodle more frequently.

Conclusion
Our study points out that educators are satisfied and maintain a positive attitude towards e-learning after implementing it as part of the curriculum. Due to the win-win atmosphere presented in this study concerning e-learning further curricular changes should definitely include e-learning components in their changes.
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