Supplementary materials

Appendix 1 Questionnaire/ Survey form (course evaluations)

Quantitative questions on the Likert scale of one to five.

1. The Instructor stimulated student's interest in the subject
2. The instructor managed classroom time and pace well
3. The instructor was organized and prepared for every class
4. The instructor encouraged discussions and responded to questions
5. The instructor demonstrated in-depth knowledge of the subject
6. The instructor appeared enthusiastic and interested
7. The instructor used a variety of instructional methods to reach the course objectives (e.g., group discussions, audiovisual aids, & Standardized Patient program, etc.)-
8. Information about the assessment was communicated clearly.
9. Feedback was provided within the stated time frame. (Providing the rationale).
10. Feedback showed how to improve my work
11. The course objectives were clear
12. The course procedures and assignments support course objectives
13. The instructor gave guidance on where to find resources.
14. Overall, how student's experience in this course
15. Student contributed constructively to in-class activities.
16. Student's perception of achieving course learning objectives

Appendix 2- Interview Schedule Questions

1) What is your opinion on online teaching in general even before the Covid-19 pandemic?

2) What are the stimulators to online teaching?

3) What are the obstacles to online teaching?

4) What are the best things that you like about online teaching?

5) What are the things that you like the least about online teaching?

Coding tree

Codes	Categories/subthemes	Themes
did not have any previous experiences with online teaching		
Few students did some online courses		Earlier experience with online teaching and learning
had never thought of online teaching in medical school		
current circumstances and the ongoing pandemic		
Online instruction for basic science courses is the only option	Current circumstances and ongoing Pandemic	
have all kinds of resources and technologies		
think it's time	Saving Time	Stimulators for emergency remote teaching
helpful for students with financial issues and physical disabilities.		
technological difficulties, power issues, and network problems, sometimes		
might not understand or acknowledge the technical challenges	Technological difficulties and technical challenges	
time differences (different time zones).		Obstacles for emergency remote teaching
faculty members get fatigued	Online Fatigue and lack of personal interactions	
Faculty were not ready		
class could be very monotonous in remote education when no personal interaction		
availability of many resources and technologies		
convenient and flexible	Convenience and flexibility	
teaching can have sessions recorded, and recorded videos can be played again		
saving time with remote teaching,	Saving time and other benefits	Advantages of emergency remote teaching

introverts and shy students became very communicative and interact well during online classes.		
lack of hands-on experiences and personal interaction	Limited hands-on experience and personal interactions	
lacks classroom experience		Disadvantages of emergency remote teaching
lack of motivation for students.	Lack of motivation	
Procrastination		