

SUPPLEMENTARY FILE

Focused Group Discussion Guide (Students)

Objective: To identify various aspects of online medical education amongst medical undergraduates in selected medical schools in India.

Participants: Undergraduates studying in the selected institutes

Inclusion criteria: Undergraduate students enrolled at participating institutes attending online academic activity through similar platforms.

Exclusion criteria:

1. Students who did not give consent
2. Those who self-declared to have chronic physical and mental illness or internet addiction were excluded from the study.

Brief introduction to the topic:

The COVID-19 pandemic has changed many parts of our lives around the world, including how we learn in school. Because of safety rules, schools have switched quickly from teaching in person to teaching online. UNESCO says that more than 90% of students worldwide are not going to school because of COVID-19. Most schools are now using only online classes. Learning medicine has been especially hard because students need to work with real patients, which is difficult online.

In India, a new way of teaching medicine called competency-based medical education (CBME) focuses on building skills. It aims to make graduates who are good at their jobs and can help people's health globally. Moreover, the pandemic has made it hard because online learning is not common in Indian schools. Past studies have shown that online classes are becoming more popular because they let students learn at their own pace, in their own space, without needing to travel. They also let students use new technologies.

However, some evidence shows that students miss competing with each other and talking with their peers in online classes. This research wants to look at what students and teachers think about learning medicine online, and how it is going for them.

Guiding questions:

You must have attended the online classes during the pandemic and the offline classes after the restrictions are over. Now please introduce yourself and try to answer the questions we are planning to ask one by one.

1. What do you see as the benefits and drawbacks of online learning? Please share your thoughts on each separately, using your own words to explain

2. Having discussed the drawbacks of online learning, could you provide some suggestions on how we can make online learning better?
3. Since you have experienced traditional in-person classes as well, could you outline the pros and cons of learning offline?
4. Building on the challenges you have mentioned about traditional in-person learning, can you suggest ways to enhance offline learning?
5. Now that we have talked about both online and offline learning, let's focus on examinations, which are crucial. Can you discuss some of the advantages and disadvantages of online exams?
6. After discussing the drawbacks and benefits of online exams, could you share your thoughts on how we could make online assessment methods better?
7. Describe some of the pros and cons of traditional, offline assessments.
8. Following our discussion on the strengths and weaknesses of offline examinations, what are your ideas on improving traditional assessment methods?

Focused Group Discussion Guide (Teachers)

Objective: To identify various aspects of online medical education amongst medical teachers in selected medical schools in India.

Participants: Medical teachers from the selected medical schools.

Inclusion criteria: Teachers conducting online academic activity at the above-mentioned institutions.

Exclusion criteria:

1. Teachers who did not give consent
2. Those who self-declared to have chronic physical and mental illness or internet addiction were excluded from the study.

Brief introduction to the topic:

The COVID-19 pandemic has changed many parts of our lives around the world, including how we learn in school. Because of safety rules, schools have switched quickly from teaching in person to teaching online. UNESCO says that more than 90% of students worldwide are not going to school because of COVID-19. Most schools are now using only online classes. Learning medicine has been especially hard because students need to work with real patients, which is difficult online.

In India, a new way of teaching medicine called competency-based medical education (CBME) focuses on building skills. It aims to make graduates who are good at their jobs and can

help people's health globally. But the pandemic has made it hard because online learning isn't common in Indian schools. Past studies have shown that online classes are becoming more popular because they let students learn at their own pace, in their own space, without needing to travel. They also let students use new technologies.

However, some evidence shows that students miss competing with each other and talking with their peers in online classes. This research wants to look at what students and teachers think about learning medicine online, and how it's going for them.

Guiding questions:

You must have been engaged in the online classes during the pandemic and the offline classes after the restrictions were over. Now please introduce yourself and try to answer the questions we are planning to ask one by one.

1. What do you see as the benefits and drawbacks of online learning? Please share your thoughts on each separately, using your own words to explain.
2. Having discussed the drawbacks of online learning, could you provide some suggestions on how we can make online learning better?
3. Since you've experienced traditional in-person classes as well, could you outline the pros and cons of learning offline?
4. Building on the challenges you've mentioned about traditional in-person learning, can you suggest ways to enhance offline learning?
5. Now that we've talked about both online and offline learning, let's focus on examinations, which are crucial. Can you discuss some of the advantages and disadvantages of online examinations?
6. After discussing the drawbacks and benefits of online examinations, could you share your thoughts on how we could make online assessment methods better?
7. Describe some of the pros and cons of traditional, offline assessments.
8. Following our discussion on the strengths and weaknesses of offline examinations, what are your ideas on improving traditional assessment methods?