

## Supplement C. Qualitative results for emergency remote teaching experiences (n = 328)

Concept of question	P/N	N (%)	Main themes	Comments
9. Overall satisfaction	P	83	A necessity during COVID-19	<p>“The online teaching and learning process during the pandemic is considered effective because it minimizes exposure to the COVID-19 virus” [ID:117, Indonesia]</p> <p>“Based on the feedback from the students, I think I have achieved my goal” [ID:159, South Korea]</p> <p>“Overall, the class went well as planned and the student attendance rate was high” [ID:169, South Korea]</p> <p>“Supported by qualified online learning media such as Zoom, MS Teams and e-learning developed by the institution” [ID:115, Indonesia]</p> <p>“Because it can be done anywhere because of the online system” [ID:113, Indonesia]</p> <p>“ERL was not monotonous” [ID:214, Brazil]</p> <p>“The online method provided is not fixated on one type of platform” [ID:144, Indonesia]</p> <p>“You can also invite Brazilian and international speakers” [ID:192, Brazil]</p> <p>“It is a future possibility for certain didactic situations (post-pandemic).” [ID:221, Brazil]</p> <p>“I think that in this challenge, you can reinvent and ‘force’ the reinvention of teaching, which is essential” [ID:269, Brazil]</p>
	N	109	Limitation of ERL	<p>“It is hard to keep students engaged in remote teaching” [ID:74, Brazil]</p> <p>“There are signal constraints, [a] lack of interaction between lecturers and students, and the inability to evaluate student responses during teaching” [ID:111, Indonesia]</p>
			Insufficient infrastructure	<p>“The distance and location influence the maintenance of the network” [ID:266, Brazil]</p> <p>“There were technical issues in the programs used, such as limited time for Zoom and not all students were able to access Microsoft Teams” [ID:62, Jordan]</p>
			Unsuitable for practice	<p>“It was very difficult to transition providing meaningful clinical experiences” [ID:44, US]</p> <p>“I would need face-to-face interaction, especially to evaluate students’ skills; for example, injection in any route of parenteral administration” [ID:37, Philippines]</p>
			Lack of preparation	<p>“The experience was not entirely good due to the limited ability to handle platforms (both of the teacher and students)” [ID:79, Mexico], [ID:37, Philippines]</p> <p>“Because students are not ready for an online teaching system, they experience difficulties” [ID:103, Indonesia]</p>
10. Contents (in-depth)	P	53	Advantage of ERL	<p>“In the case of LMS, students were satisfied because they could listen to classes repeatedly” [ID:183, South Korea]</p> <p>“Teaching in remote education took place through different tools/strategies, which we seldom used in classroom teaching” [ID:309, Brazil]</p>
			Active learning	<p>“Because students can use more learning opportunities at the same time, not just ‘listening’ to the lecturer” [ID:124,150, Indonesia]</p> <p>“The application of emergency remote education changed the attitudes of the students toward participating more actively”</p>

		[ID:152, South Korea]	
N	103	Difficulty concentrating	<p>“Family members impaired performance during remote classes” [ID: 250, Brazil]</p> <p>“The student is more distracted, tired, and does not have the opportunity to learn from laboratory practice” [ID: 289, Brazil]</p> <p>“I cannot monitor the students’ responses; sometimes the bad signal is a constraint” [ID:125, Indonesia]</p> <p>“Most students complain that they do not understand everything being explained” [ID:60, Jordan]</p> <p>“Nursing requires a lot of practice and contact with the patient to be able to perform the nursing actions and interventions well” [ID: 237, Brazil]</p> <p>“Limited internet connection makes lectures disrupted” [ID:103, Indonesia], “Access is sometimes interrupted” [ID:131, Indonesia]</p> <p>“Students learned the usage of various technologies, such as e-libraries, virtual simulation learning resources, etc.” [ID:19, Indonesia]</p>
P	69	Diversity and creativity	<p>“Students learned the usage of various technologies, such as e-libraries, virtual simulation learning resources, etc.” [ID:19, Indonesia]</p> <p>“The Professor found and reflected on various educational materials” [ID:171, South Korea]</p>
		11. Contents (wide range)	
		Repeatability	<p>“It was opportune to rethink our practices.” [ID: 256, Brazil]</p> <p>“Students can revisit the material given” [ID:121, Indonesia]</p> <p>“They can repeat learning if they want to” [ID:312, Taiwan]</p>
N	64	Irreplaceability of face-to-face learning	<p>“Workgroups with students and live comments on readings or materials provided cannot be replaced by remote teaching” [ID:66, India]</p> <p>“It also does not provide wider learning opportunities, it is just that students know more about technology use” [ID:106, Indonesia]</p>
		Unsuitable for practice	<p>“Very few software programs provide advanced nursing practice/medical skills at a reasonable price” [ID:49, Canada]</p> <p>“Practical learning is restricted. We work more with simulations and problematization of clinical cases. The on-site experience is impaired” [ID: 277, Brazil]</p>
		Tech barrier	<p>“It was difficult to learn various technologies because they could not use equipment and materials themselves” [ID:183, South Korea]</p>
P	30	Delivered well	<p>“Not all students have direct access to the Internet network” [ID: 295, Brazil]</p> <p>“The learning objectives that have been determined have been achieved” [ID:123, Indonesia]</p> <p>“I taught the contents of the class well” [ID:171, South Korea]</p>
		12. Delivery	
		Student-led learning	<p>“I tried to provide assignments or contents so that students could take the lead in learning” [ID:182, South Korea]</p> <p>“All students are enthusiastic about gaining knowledge” [ID:132, Indonesia]</p>
N	97	Indirect method	<p>“Distance learning is constrained by how to control and provide feedback” [ID:114, Indonesia]</p> <p>“I sometimes have problems evaluating students’ abilities because their presence is virtual” [ID:141, Indonesia]</p>
		Unsuitable for practice	<p>“What cannot be done is the evaluation of nursing practical” [ID:130, Indonesia]</p> <p>“I personally have not been able to accompany students in achieving the expected competencies, especially in achieving the</p>

			competence of 'soft skills'" [ID:130,150, Indonesia]
	Lack of preparation		<p>"Sometimes there are technical barriers such as lack of network coverage" [ID:115, Indonesia]</p> <p>"Not entirely, the methodological part was completely redesigned" [ID: 255, Brazil]</p>
13. Teacher-student interaction	P 28	Active interaction	<p>"The students participated more and were less distracted" [ID:82, Argentina]</p> <p>"Students were free to ask questions because the structure required feedback"[ID:183, South Korea]</p>
		Individual-level contact	<p>"Individual questions were handled and continuously explained" [ID:175, South Korea]</p> <p>"Video uploads during non-face-to-face classes have restrictions on interaction, but they wanted to communicate smoothly through chatting or e-mail in the program" [ID:155, South Korea]</p>
	N 113	Less interaction	<p>"Less interaction; tends to be passive" [ID:99, Indonesia]</p> <p>"There were few doubts and questions" [ID:219, Brazil]</p> <p>"Due to the limitation of the software, we can only interact with a small number of students" [ID:315, Taiwan]</p> <p>"Among many students, only some students are active" [ID:111, Indonesia]</p> <p>"The loss of eye contact limits the inclusion of quieter students, unless I specifically call on them" [ID:49, Canada]</p>
		Unsyncronized feedback	<p>"The fact of not knowing each other personally made difficult on rapport formation " [ID:93, Argentina]</p> <p>"With the camera off, it is difficult to track the nonverbal gestures" [ID:298, Brazil]</p>

P: positive, N: negative, ERT: emergency remote teaching.