Attachment 1: All survey items in context of the research questions and categories

What are the experiences and attitudes of medical *students towards DLT*? (cf. RQ1)
Category I: Students personal online learning management, influencing factors
When studying, I look for online material specifically because it supports my learning.
When I have a question about a podcast or a lecture, I usually look online for answers.
I am able to study efficiently and effectively using online study materials.
The use of online learning material is compatible with my way of learning.
I learn differently with online tools than with scripts or books.
Category II: DLT Competency: Self-reported DLT, technical and computer skills
My computer skills are sufficient for online learning.
I am technically well equipped for online learning (ie good internet connection, working device, etc.).
Category III: Motivation and engagement during e-learning
I generally feel more motivated to learn with online materials than with analogue materials (e.g. books).
I would like to have more online learning materials available.
I do not have trouble motivating myself to study at home.
I often get distracted while completing an assigned online study task. (reversed)
I feel overwhelmed by the vast amount of materials and resources available online from my school. (reversed)
Category IV: Coping, overall satisfaction with e-learning
I can organize my learning activities better when learning online.
I feel confident editing online materials independently.
Category V: Students experience with and attitude to online exams
I prepare for my written and oral exams mainly with the help of online study material.
I prepare for my clinical practical exams (e.g. OSCE) mainly with the help of online learning material.
I prefer to take my exams online rather than in person.
Category VI: Content, form, and effectiveness of e-learning versus traditional learning
I am convinced that online preparation with learning media on clinical skills and communication is a good basis for further learning with patients.
In my opinion, online learning materials provide a good basis to improve interaction with patients.
I prefer a combined learning approach of online learning and face-to-face events.
I find that all content of my curriculum can be supported by online tools.
For me, it is more efficient to study online instead of in direct contact with my teachers.
Category VII: Communication with peers
I usually communicate with my fellow students using various online tools such as email, discussion forums and messaging tools.
I find that using a video tool (e.g. Zoom) is efficient and effective for interactive team learning.
I feel comfortable actively communicating with my fellow students and teachers online.
I feel more comfortable sharing my thoughts in an online educational setting than presenting them in an in-person classroom.

Attachment 1 to Gogollari A, Schmitz FM Schnabel KP, Huwendiek S, Gysin S, Schirlo C, Tolks D, Schauber S, Guttormsen S. Perceptions of digital learning and teaching among Swiss medical students after the COVID-19 pandemic: Results of a nationwide cross-sectional survey in 2022. GMS J Med Educ. 2026;43(7):Doc99. DOI: 10.3205/zma001893

Category VIII: Impact of learning online on health and emotions
My emotional state during the pandemic has positively impacted my learning.
I do not feel isolated studying from home for too long.
What are the experiences and attitudes of medical students towards their *teachers DLT skills*? (cf. RQ 2)
Category IX: Students' perceived Teachers' preparedness and support offered
My teachers have the necessary skills and willingness to teach online at a high level.
My teachers make clever use of available opportunities to improve online learning.
The communication and interaction with my teachers have improved through the online lessons.
My teachers answer my online questions promptly.
The answers of the teachers to my online questions are helpful.
What are the experiences and attitudes of medical students towards DLT at *their medical school*? (cf. RQ 3)
Category X: Students perceived Institutional management and support
My medical school offers a sufficient number of online learning opportunities.
My medical school enables useful tools for online learning.
My medical school offers a quality online learning experience.
My medical school gives me all the support I need to complete online learning with ease.
My medical school supports me when I have technical problems.
My medical school offers enough tools to help me communicate online with my fellow students.
I know who to contact at my medical school if I'm having trouble learning online.
I believe my school is committed to making online learning easier for students.
How do demographic factors mediate students' perception of DLT? (cf. RQ4)
Consent
Gender [male, female, other]
Age
Where do you mainly live? [postcode]
At which medical school are you studying?
In which semester are you currently studying?
"Approximately how many hours per week do you spend on online learning?" [Hours]
How competent do you rate yourself in using computers? (*1=very incompetent* to *5=very competent)*