Attachment 2: Online teaching of the future

Wishes for the upcoming semesters		Combinability of good teaching and online teaching	Limits of online teaching	Political framework
Didactic	**Organisational**			

On-site face-to-face
• Link between theory and practice (19)
• Discussion of patient presentations / examples (10)
• Catch up on missed lessons (2)
• Return to in-person lectures (2)
Digital format
• Retain digital lectures (12)
• Opportunity to discuss questions synchronously (7)
• Support from teachers (4)
• Desire for videos of synchronous events (4)
• Increased case-based study (1)
• Greater familiarity with new digital concepts (1)
• Provision of materials collectively at the beginning of the semester (1)
• Expansion of the existing digital repertoire (2)
	• Assistance in teaching design from the university
	  - Medical-didactic exchange (4)
	  - Increased capacities of university platforms (2)
	• Explicit verbal feedback (5)
	• Clearly structured course rooms on learning platforms (4)
	• Timely provision of materials (3)
	• Improved technical implementation of teaching on offer (2)
	• More planning security regarding semester course (2)
	• Training for lecturers in didactics of online teaching (1)
	• Coordination among subjects regarding study load (1)
	• Need for alignment of existing teaching content (1)
		• Concepts of mixing digital and on-site face-to-face teaching (6)
		• Feasibility of good online teaching (6)
		• Individual teaching concepts for each subject (4)
		• Student-friendly teaching (3)
			• Lack of preparation for professional qualification
			  - Insufficient acquisition of practical skills (6)
			  - Lack of sustainability of acquired knowledge (1)
			• Lack of guided introduction to new areas of teaching (1)
			• Not addressing various learning preferences (1)
				• Expansion of time resources for teachers (3)
				• Expansion of financial resources (2)
				• Support from education policy (2)

Mix of on-site teaching and digital concepts			
• Inverted classroom to prepare for on-site face-to-face courses (9)			
• Dualism in teaching implementation (8)			
• Optional in-person attendance in lectures with online streaming (4)			
Individuality			
• Personal responsibility regarding mental health (2)			
• Multimodal teaching (1)			
• Subject-specific teaching design (1)			

Note: The numbers in parentheses indicate the absolute number of times interviewees mention each category.