TABLE 1

Coding scheme applied to free-response post-semester survey question.

Category	Category definition	Code	Code definition/criteria	Example(s)
Emotional valence category (code 1)	Describes the primary emotional valence/tone of the response.	Positive	The primary emotional valence/tone of the response is positive.	"I owe a lot of my success to [Dr. Lock] and her team because I don't think I could've made it through this year without them. Her passion and understanding motivated me to want to learn and grow."
		Neutral	The emotional valence/tone of the response is neutral.	"It was alright [sic]."
		Negative	The primary emotional valence/tone of the response is negative.	"Way harder than other classes and the format of having everything open at once was completely overwhelming in class."
		Mixed	The response expresses a combination of positive and negative reactions.	"While [Dr. Lock] is an excellent instructor it was difficult for me to learn the content through an online setting."
Focus category (code between 0 and 3)	Describes the explicit focus (or foci) of the response. Should be coded such that the emotional valence can be attributed to the coded focus. Only code if explicitly mentioned (i.e., do not infer an unnamed focus).	Structure	An explicit focus of the response is on course structures (assignments, class routines, organization, supports, etc.).	"The breakout rooms help me truly understand the content, I can work on chemistry problems and receive feedback." "It was one of my most organized online lectures."
		Instructor	An explicit focus of the response is on the instructor (actions, interactions, attitude, etc.).	"The learning experience was much better than my other courses. The professor took extra time during lectures to make sure every student understood what was being taught."
		Team	An explicit focus of the response is on the instructional team (actions, interactions, attitude, etc.).	"This is by far the most active and helpful learning team I have come across in all my classes. All the learning team is happy to help and there is always an office hour if you need help."
Team-related reasons for positive experience (code between 0 and 3 for positive response)	Describes team-related reasons described for students' positive experiences. A response does not have to explicitly name the team for this category to be coded (i.e., does not necessarily need to be coded as a team focus).	Resources for help	The response describes the availability of help from the team or team-supported course structures.	"I really liked the integration of the breakout zooms so that I can ask individual questions and get one on one help at any time, it helped me understand the information a lot better." "[I] liked having the [D]iscord to constantly ask questions."
		Motivation/ Caring	The response describes the caring of the team as a motivator.	"[Dr. Lock] and her learning team genuinely care about us students and strive to motivate us and help us do well through the course."
		Engagement/ Participation/ Interaction	The response describes increased engagement, participation, and interaction due to the team or team-supported course structures.	"There were plenty of activities that allowed me to participate and the learning team and [Dr. Lock] always encouraged the class to stay active and interested on the coursework at hand." "I loved how interactive it was in the breakout rooms."