### TABLE 1
Emerging themes and subthemes from interview data.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
</tr>
</thead>
</table>
| Challenges experienced by students in remote learning | • Distractions at home  
• Technical issues  
• Lack of communication with others  
• Lower motivation |
| Student adaptations to remote learning      | • Creating a new routine  
• Adapting to new study environments  
• Understanding and learning more about technology  
• Having a positive mindset/thinking about the big picture  
• Adjusting learning strategies and using more resources |
| Recommendations from students to improve remote learning | • Instructor: teaching, communication, social-emotional support  
• University: resources and communication  
• Family: understanding and support |

### TABLE 2
Instructor reflections and pedagogical strategies implemented in subsequent semesters in response to the interview data.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
<th>Instructor reflections and actions taken</th>
</tr>
</thead>
</table>
| Challenges experienced by students in remote learning | Distractions at home  
• Technical issues | • Provided information about infrastructure with quiet spaces and stable internet and device loaner programs for electronic devices from the universities |
|                                             | Lack of communication with others | • Created and monitored collaborative chemistry problems/tasks via Google Jamboards or discussion threads via learning management systems  
• Created group chats in apps such as GroupMe or Remind to send reminders of important deadlines of assignments or tasks |
|                                             | Lower motivation | • Sent personalized early-alert motivational messages to all students during semesters via a tool named Canvas Insights  
• Used frequency formative assessments and employed more interactive tech tools such as the Pear Deck program or Kahoot game to increase engagement and feature exemplary student responses to improve motivation  
• Incorporated a real-world application group project based on student interest to increase student perceived task value, motivation, and peer-to-peer communication skills |
| Student adaptations to remote learning      | Creating a new routine | • Helped students establish a weekly calendar |
|                                             | Adapting to new study environments | • Shared instructors’ personal stories and used icebreakers to connect with students |
|                                             | Understanding and learning more about technology | • Provided handout and gave brief instruction on tech tools during lectures  
• Provided information about virtual IT training/tech support for students from universities |
|                                             | Having a positive mindset and thinking about the big picture | • Integrated an online module to teach growth mindset |
|                                             | Adjusting learning strategies and using more resources | • Integrated an online module to teach effective learning strategies |