

Semi-Structured Interview Guide Used in the Case Study

Purpose. This guide was used to explore medical students' experiences of learning through social media, the benefits and stresses they encountered, the strategies they used to manage these challenges, and the forms of support that may facilitate digital resilience.

Format. Individual semi-structured interviews. The interviewer used the questions below flexibly and employed probing prompts where clarification, elaboration, or examples were required.

Component	Interview guide / procedure
1. Invitation and preparation	Send an invitation to selected medical students explaining the purpose and objectives of the interview. Provide the date, time, and venue/online meeting details. Request confirmation of willingness to participate and ensure informed consent has been obtained. Test the audio-recording function and prepare the interview guide and note-taking materials.
2. Opening and ground rules	Introduce the interviewer and explain the purpose and format of the interview. Remind the participant that participation is voluntary and encourage open sharing of experiences and opinions. Confirm permission to proceed with audio recording before beginning the interview.
3. Introductory questions	1. Please briefly introduce yourself and describe your experience of using social media for learning. 2. How familiar are you with learning through social media platforms? 3. What social media platforms or tools have you used for learning?
4. Transition prompt	"Now that we have discussed the social media platforms you use for learning, I would like to explore the benefits and challenges you have experienced."
5. Core interview questions	4. What aspects of learning through social media have positively influenced your learning experience? 5. Can you describe any experiences in which social media supported or enabled your learning? 6. What barriers, challenges, or stresses have you experienced while learning through social media? 7. In your opinion, what are the key factors involved in dealing with challenges or stress experienced on social media? 8. How have you managed or coped with these stresses? 9. What strategies could be used to prevent or reduce these stresses associated with social media use?
6. Probing prompts	"Can you tell me more about that experience?" "Can you give me a specific example?" "How did that affect your learning?" "What did you do in response?" "What helped you manage that situation?" "Can you elaborate further on the specific advantage or stress you mentioned?" "How do these advantages or stresses compare with traditional in-person learning?" "What role do you think social media plays in facilitating effective learning?" "How can teachers better support students in adapting to social media challenges and developing digital resilience?" "How can institutions better support students in adapting to social media challenges and developing digital resilience?"

7. Additional questions used when relevant	10. Have you experienced digital fatigue or burnout while learning through social media platforms? If so, how did you cope with it? 11. How do you manage distractions and maintain focus while learning online? 12. Have you encountered any accessibility issues with online learning materials? How do you think these could be addressed?
8. Closing questions	13. In what ways could teachers support students in developing digital resilience when using social media for learning? 14. In what ways could institutions support students in developing digital resilience when using social media for learning? 15. Is there anything else about your experience of learning through social media, or dealing with its benefits, challenges, or stresses, that you would like to add? 16. Do you have any final remarks or insights you would like to share?
9. Post-interview procedure	Verify that the audio recording is complete and saved securely. Complete field notes or annotations on important insights from the interview. Review the interview notes to identify issues that may require clarification or exploration in subsequent interviews.

Note: The guide was used semi-structurally. Question order and probing varied according to participant responses, while the core domains were retained across interviews.