



ARE YOUR MEDICAL STUDENTS REALLY LEARNING?

TIPS TO ENSURE THEY ARE!



One of the common concerns we hear from medical school faculty relates to what **should** be taught, what is **being** taught and what is **being retained** by students. What will students need to be compassionate, communicative and successful caregivers? Whatever your curricular style or medical specialty, ensuring that your students are learning is likely top of mind for you and your colleagues. Here are a few tips to improve teaching outcomes and ensure that students retain information for success in medical school and beyond:

“Osmosis becomes your go-to place. Both faculty and students are starting there rather than deciding to maybe try Osmosis.”

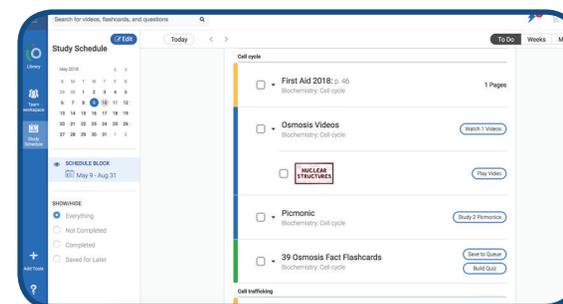
—Raymond H. Curry, MD, FACP
Senior Associate Dean for Educational Affairs,
University of Illinois College of Medicine

1 Flip your classroom and exceed student expectations: ever wished more students showed up for class or engaged more in discussions about concepts? When faculty can easily upload course materials and assign readings and questions in a technology platform like Osmosis, students are more likely to attend class, come prepared to lead discussions, and learn more. The flipped classroom approach not only draws more students to class, it improves retention of information compared to content delivered by lecture alone.¹

Today's most effective educators are finding ways to do more than meet student expectations; they're exceeding them and facilitating active learning to help students prepare for class, licensing exams, and clinical experience. Faculty also have more autonomy and control over the curriculum with a platform that automatically aligns study materials with lesson plans.



2 Make preparation and collaboration easier for everyone: advanced notice of discussion-based topics draws students to class, as do opportunities for increased collaboration. Students can work in teams to focus on the near- and far-term goals with resources that align with the curriculum, giving them a place to review material that's been covered and prepare for what's to come. From videos to flash cards and questions they'll see on exams, the Osmosis Prime platform provides a multi-dimensional web of learning for your students. **With 50 million all time video views and 3 million flash cards created monthly, students are collaborating to learn and reinforce concepts.** Osmosis was founded by medical students to aid in their own study and attracts the industry's most innovative medical educators as consultants, researchers and users to help optimize usage of the platform.



3 Establish lifelong habits for self-guided study and adaptive learning: planning, learning, assessing and adjusting are critical stages for an adaptive learner in the ever-evolving medical field. With so much focus on near-term goals, a platform like Osmosis can help students map a more longitudinal view of their studies and develop adaptive learning skills. The Osmosis platform helps with time management by creating study schedules and focusing on the information they must know for exams and patient care. **Group work space, videos, note taking tools, question banks and custom flash cards help students learn, retain and recall content.** Before taking exams or walking into a clinical setting, students refresh their knowledge and quiz themselves on material on their laptops or mobile devices. Technology platforms like Osmosis support lifelong learning and continue to evolve as new concepts are introduced. Studies have shown that students applying the evidence-based learning strategies built into the Osmosis platform into their learning can improve retention by up to 13%.²

“Our Active Learning Team works with faculty to identify Osmosis videos that meet the independent learning objectives of session. We create recall quizzes, which are completed prior to class, aligned to the objectives and videos to ensure that students are ready to apply their medical knowledge in class.”

–Cara M. Simone
Project Manager Active Learning,
The Robert Larner, M.D. College of Medicine
at The University of Vermont

We're interested in hearing how you and your colleagues think about supplemental learning opportunities to support student success.

Contact Osmosis partner TDS Health at 800-901-5494
or theteam@tetondata.com for more details.

1 - Academic Medicine - AAMC. (2014). The Flipped Classroom: A Course Redesign to Foster Learning and Engagement in a Health Professions School February 2014, from https://journals.lww.com/academicmedicine/Fulltext/2014/02000/The_Flipped_Classroom___A_Course_Redesign_to.17.aspx

2 - Med Educ (2009). Repeated Testing Improves Long-term Retention Relative to Repeated Study: A Randomized Controlled Trial December 2009, from www.ncbi.nlm.nih.gov/pubmed/19930508