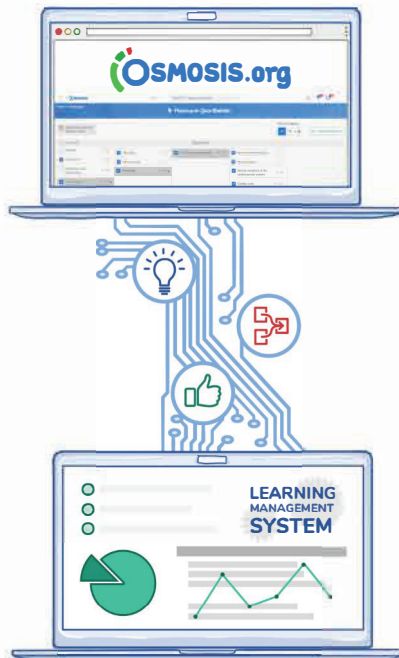


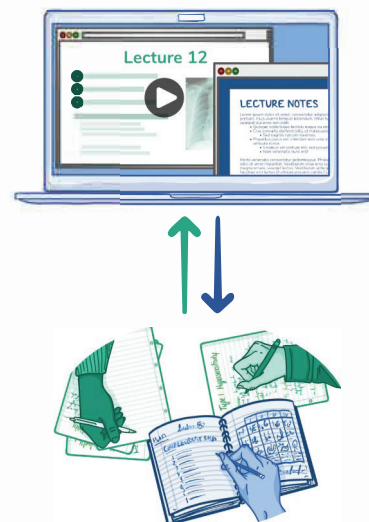
FOSTERING INCREASED COLLABORATION & SUCCESS IN PHYSICIAN ASSISTANT PROGRAMS



Consider several realities of PA school: students have access to myriad parallel curriculum resources to support their studies, they're more stressed than ever, and lecture halls are emptying. What if faculty and administrators could play a larger role in identifying a technology that best aligns with their curriculum and supports increased faculty/student engagement? Imagine a platform that meets contemporary learning needs and incorporates the latest advantages in ed tech—one that supports discussion-based learning, promotes self-guided study, tests comprehension of coursework and licensure exams, and helps students retain what they're learning so they're better prepared for life beyond PA school.

As we create supplemental learning opportunities, these are all goals the Osmosis team has in mind each day. With all-time video views exceeding 100MM and 3MM flashcards answered monthly, Osmosis provides high-quality, ready-made resources for both students and faculty. Our platform promotes increased collaboration and success inside and outside the classroom in the following ways:

Supporting the flipped classroom learning model. Faculty can easily upload course material in advance and provide pre-notification of discussion topics so **students come to class prepared to engage in active discussion**. According to Raymond H. Curry, MD, FACP, Senior Associate Dean for Educational Affairs at the University of Illinois College of Medicine, "Faculty find that the Osmosis videos are nice to embed in pre-session work." With faculty having control over the curriculum and students enjoying a more collaborative learning community, **both class attendance and retention of information increase**. "Osmosis becomes your go-to place. Both faculty and students are starting there rather than deciding to maybe try Osmosis," says Curry.



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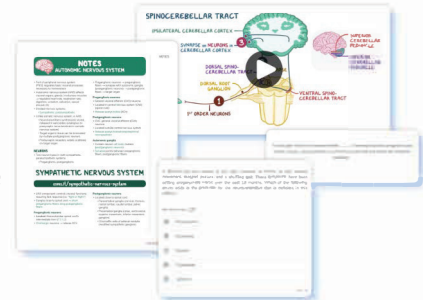
- Raymond H. Curry, MD, FACP
Senior Associate Dean for Educational Affairs, University of Illinois College of Medicine

Start a conversation to learn how Osmosis can support your institution's goals by contacting our partner TDS Health at 800-901-5494, theteam@tetondata.com or www.tetondata.com.



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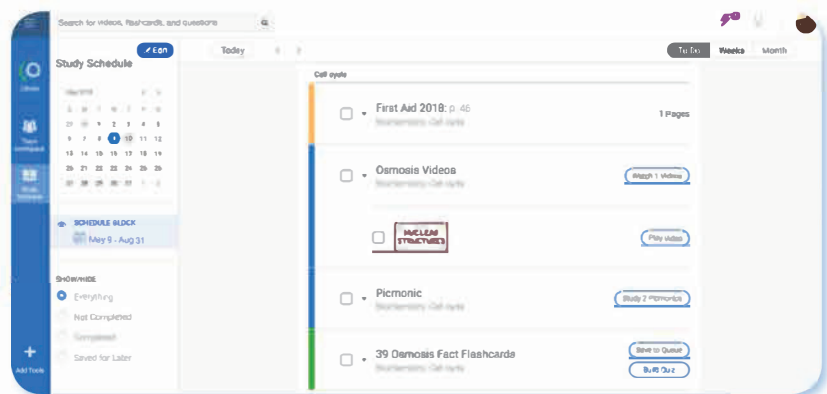
Increasing collaboration. Advanced notice of discussion-based topics draws students to class, as do opportunities for more interaction with faculty. The Osmosis platform features videos and notes, assessment tools like flashcards, and question banks for collaboration outside class. **Students can work individually and in teams to focus on the near- and far-term goals using resources that align with their curriculum.** Osmosis offers a multi-dimensional web of learning giving health sciences students a place to review material and prepare for what's to come. Sinky Zheng, Ph.D., Senior Faculty and Instructional Developer at University of the Pacific Dental School, likes how “the design of Osmosis videos is based on learning sciences...and the student-centered animation format is more engaging than traditional lectures.”



Promoting self-guided study. In addition to facilitating collaboration, the Osmosis platform meets students where they are and simplifies their choices for information finding as they design their own self-guided learning plans. With the support of custom study schedules, content that aligns with the curriculum and academic calendar, students develop longitudinal learning plans. From content production and curricular mapping, to spaced repetition and gamification, Osmosis makes learning more efficient and effective. **Founded by health professions students and based on principles of learning sciences, Osmosis prepares students for long-term success and promotes lifelong learning habits.**



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



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