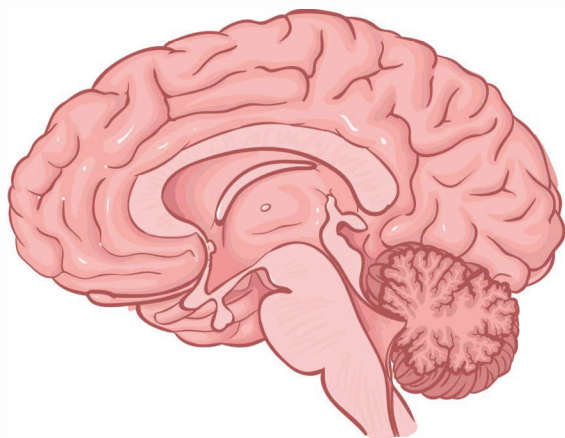


ARE YOUR PHYSICIAN ASSISTANT STUDENTS REALLY LEARNING?

Tips to Ensure They Are!



One of the common concerns we hear from physician assistant program 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 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 PA school and beyond:

1 Flip your classroom and exceed student expectations. Ever wished students showed up for class or actively engaged in discussions about concepts? When faculty can easily upload course materials and assign readings and questions on a technology platform like Osmosis, students are more likely to attend class, come prepared to lead discussions, and learn better. 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 greater autonomy and control over the curriculum with a platform that automatically aligns study materials with lesson plans.

“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



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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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 flashcards and questions they'll see on exams, the Osmosis Prime platform provides a multi-dimensional web of learning for your students. **With over 100 million all-time video views and 3 million flashcards created monthly, students are collaborating to learn and reinforce concepts.** Osmosis was founded by health professions students to aid in their own study and attracts the industry's most innovative health 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 health 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 workspaces, videos, note-taking tools, question banks and custom flashcards 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 can improve retention by up to 13%.²

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“ 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

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