

Elsevier's Osmosis is an engaging longitudinal curricular support tool built to clarify what students cover in class, while providing an engaging, efficient, and approachable learning experience. Osmosis uses learning science, including content-chunking and multimedia design, to present complex material so that it's easier to absorb.



### ON-DEMAND, BITE-SIZED ILLUSTRATED VIDEOS

- Basic science and diseases
- Case-based pathology review videos
- Clinical practice videos



### LEARN PAGES AND ASSESSMENTS ITEMS

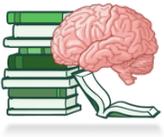
- High-yield notes for pathology and physiology
- Board-style questions with detailed answer explanations
- Flashcards with spaced repetition

The screenshot shows the Osmosis interface for a video titled "Dilated cardiomyopathy". The video player is at the top, showing a diagram of the heart with handwritten annotations: "DILATED CARDIOMYOPATHY", "LUNGS", "BODY", "WEAK CONTRACTIONS", "LESS PUMPED OUT (LOWER STROKE VOLUME)", and "BIVENTRICULAR CONGESTIVE HEART FAILURE". A sidebar on the right lists "Pathology" and "Vascular disorders" with options like "Arterial disease", "Angina pectoris", "Stable angina", "Unstable angina", and "Myocardial infarction". Below the video player is a "High Yield Notes" section with a "Print" button and "8 pages". At the bottom right, there are "Assessments" for "Dilated cardiomyopathy", including "Flashcards" (6/16 complete) and "Preclinical Questions" (0/1 complete). Numbered callouts 1-6 point to various UI elements: 1 (video title), 2 (sidebar), 3 (notes), 4 (video player), 5 (notes), and 6 (video player).

- 1 Students can learn visually and control what comes next
- 2 Assessments to reinforce learning objectives
- 3 Scan videos at 2x speed for lecture alignment
- 4 Content accessible to all via closed captioning
- 5 Quickly scan video transcripts to sync with learning objectives
- 6 Video chapters allow for bite-sized learning

## HOW DO FACULTY USE OSMOSIS?

- **Pre-work:** Pre-work for flipped classrooms, small group sessions, or case-based learning, so students come prepared to participate in class.
- **Active self-directed learning:** Students make playlists, watch videos, and quiz themselves on weak or borderline topics, while tracking progress through their analytics dashboard.
- **In-class:** Videos and assessment items can be played during class to support student engagement in a group or during pair-and-share sessions.
- **Early course correction and remediation:** Students create playlists or watch videos assigned by faculty to strengthen knowledge deficits. Dashboard analytics help guide discussions between students and faculty on areas of focus.



You can explore resources that align with your curriculum by searching topics from your course objective or syllabus.



**CREATING AN OSMOSIS PLAYLIST**



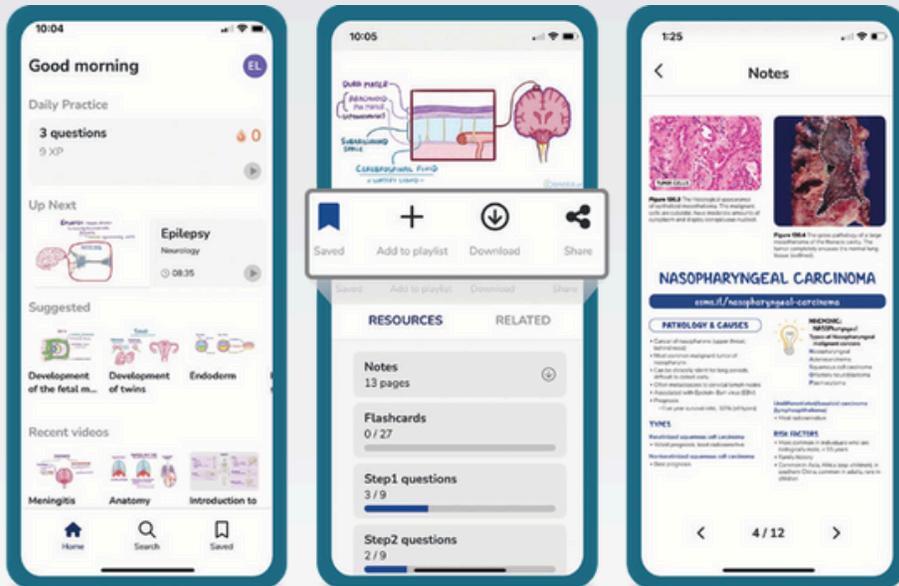
**FACULTY ANALYTICS WALKTHROUGH**



**EMBEDDING OSMOSIS VIDEO LINKS**



**AND SO MUCH MORE**



## OSMOSIS MOBILE APP

Students can watch Osmosis videos offline and review assessment items anywhere with the Osmosis mobile app.

### HOW DO STUDENTS LEARN MORE ABOUT OSMOSIS?

Students can learn more about Osmosis by watching the training video located on our [Student Life](#) page. This video will provide an overview of standalone Osmosis to introduce learners to the platform. The [orientation](#) will review key features, functionality, platform navigation, and more.