### Purpose

Traditionally, the independent learning component of medical education has been delivered through static documents, such textbooks or PDF files of the conventional Essential Core (EC) syllabus. Incorporating technology into the learning process offers the benefits of multimedia, interactive self-monitoring of progress, and a richer learning experience. We aimed to present the Pathology and Epidemiology and Evidence-Based Medicine (EEBM) content of the Methods, Mechanisms & Malignancies (M3) block using the online Odigia platform.

### Background

Our project builds on the work of other EC blocks in migrating course content to a platform more feature-rich than the current paper syllabus, such as the Infection, Immunity & Inflammation (I3) block, the Brain, Mind & Behavior (BMB) block, and the Biochemistry and Genetics portions of the Essential Core. Presentation with technology has been shown to be as or more effective than traditional “book” learning, with the added convenience of being paperless and easily revised and disseminated by course faculty. Merging multimedia such as high quality images and videos with traditional text accommodates the learning styles of different students. Students can also quickly access and refer to longitudinal content that is distributed throughout our integrated curriculum.

### Methods

Presenting content within Odigia necessitates breaking a larger syllabus chapter into smaller chunks called “leaves,” all tied to the same “branch” that represents the original chapter and corresponding lecture. Each leaf is constructed around a question, enabling the student to tackle content from a position of inquiry rather than passive absorption. Pathology and EEBM syllabus chapters were broken into a series of questions, and content was rearranged as needed to answer each guiding question. As much as possible, leaves included a relevant graphic or video. Original faculty authors reviewed each completed branch for accuracy. In some cases faculty developed leaf questions or requested that content be presented in a particular order. We also participated in meetings regarding the creation of new features for content navigation and user interface design to generate a better student experience.

### Evaluation Plan

We plan to use 5-point scale survey after the Prologue and M3 blocks for the Class of 2017 and 2016, respectively, to assess ease of use and learning satisfaction in comparison to traditional syllabus learning. We will also look at usage patterns of the platform including leaf completion rates and self-assessment data. A separate faculty survey will assess the educator’s
| **Dissemination** | Odigia has been rebranded as the “iRocket Reader” on the Moodle 2 platform to promote congruency with the existing iRocket learning tools and is accessible through the standard UCSF login. The platform will be promoted by an online tutorial and an in-class demonstration of the essential features. Faculty will indicate in class and through the Ilios calendar when required branches are to be completed. |
| **Reflective Critique** | The project was guided by feedback from weekly advisory meetings with faculty, technology, and Odigia design experts. Changes discussed at these meetings were incorporated into the content and presentation of syllabus material on Odigia. We also received student feedback during Curriculum Ambassador Project Consultation sessions. |