odigia learning liberated

Different by design.

SIMPLE. POWERFUL. ENGAGING.

Courses built in Odigia transform traditional one-size-fits-all content into personalized learning experiences that improve student outcomes at a drastically reduced cost. Odigia promotes the development of 21st century skills, like critical thinking, problem solving, collaboration, and communication, to better prepare students for success in today's workplace.

Odigia is affordable, accessible, and dynamic, and it's changing the way people think about education.

Request A Demo Today! **www.odigia.com 336.462.8056**

A True Next Generation Learning Platform

Self Directed Learning

Empowers learners to focus on the areas most relevant to them, enabling them to engage how they learn best.

Inquiry Based Discovery

Engages all learning styles through questioning. Essential questions and content concepts integrate seamlessly with clear goals and opportunities to apply relevant skills and knowledge.

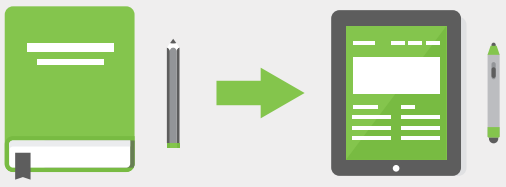
21st Century Skills

Encourages learners to develop critical thinking skills, by creating connections and applying knowledge based on key questions and new ideas. Connections and Discussions create deeper engagement with materials and lead to development of higher-level thinking skills.

Interactive Game Theory

Uses game theory to promote learner engagement, measure progress, and inform peer-to-peer review. Progress bars, concept icons, and learning check-ins transform learning into a rich and engaging experience.

Looking for something more affordable?



Rising student costs are a major challenge facing higher education. Odigia makes it easy for faculty to adopt and teach with Open Educational Resources (OER), **offering complete textbook replacements at up to 90% savings**. OER courses in Odigia transform textbooks into interactive learning experiences, while providing additional tools to measure and promote student engagement. In addition to ready-to-use courses, Odigia empowers authors and subject matter experts to create new courses utilizing existing OER content as a foundation.

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Created For Teachers And Learners

Powerful Insights

ODIGIA HELPS INSTRUCTORS MAKE SENSE OF DATA

- Numbers and formulas can provide useful analytics, but they can also be cumbersome and confusing. Instructors need information they can use. To maximize learning, Odigia provides real-time student data in a way that is easy to access and, more importantly, **easy to understand.**

- Odigia's powerful dashboard creates an unprecedented instructor experience. Instructors can adjust views to focus on the entire class, a portion of the class, or an individual student. Odigia provides the right amount of information **for instructors to proactively meet the needs of their students.**

- Odigia's clean and simple interface minimizes confusion and maximizes productivity, letting instructors get back to what they do best: **teaching.**

Student Success

ODIGIA PROVIDES THE GUIDANCE THAT STUDENTS NEED

- Self-reflection is an important part of any student's growth. Odigia builds positive metacognition by chunking information into manageable sizes and displaying dynamic course progress. Students know where they are **anytime, anywhere.**

- Reducing cognitive load means students are less stressed and more successful. Odigia's use of intuitive visual tools **helps focus attention and guides students throughout the content.**

- Because learner autonomy is built directly into Odigia, students can discuss content with their peers, monitor their own progress, and **engage with the content in the way that best meets their individual needs.**

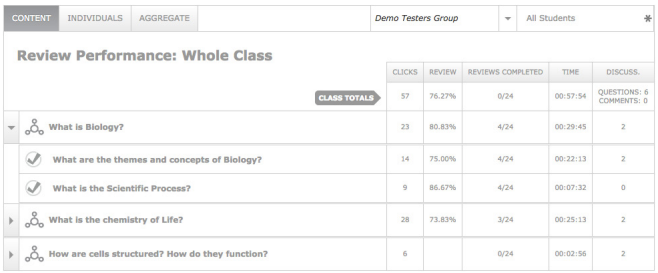
Teacher Dashboard with Real-Time Learning Data

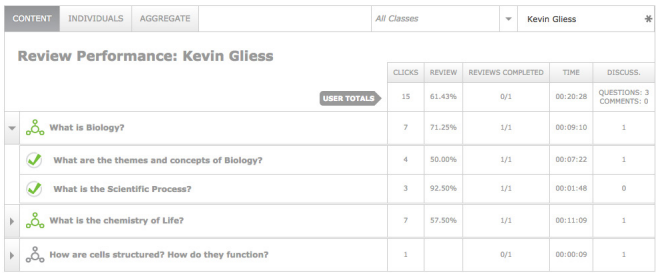
Odigia's Teacher Dashboard allows teachers to review class and individual student performance. Insights provided by real-time learning data can assist teachers in how time is used in and out of the classroom.

PERMISSIONS

The Teacher Dashboard is course specific and is accessible to Teachers and Local Administrators.

Editing and Non-Editing Group Teachers can access the Teacher Dashboard and view data for the groups they teach as well as data for each individual student within those groups.
Course Editors and Course Creators can access the Teacher Dashboard to view data for all the groups enrolled to the courses they create. Creators can also view data for each individual student enrolled to the course.
Local Administrators can access the Teacher Dashboard for all courses and can view data for all groups enrolled to the course as well as data for each individual student in the course.





CAPTURED DATA

The learning-data defined in the dashboard gives insight to student engagement and performance.

Content Tab:

The content tab allows viewers to review group and individual student activity by viewing the course outline by sets and concepts. When viewing individual student data, the set and concept icons in the outline turn green to show what material has been completed by the student.

Clicks determines the number of loads per concept page for every student. This data gives insight into how much time a student is spending on reviewing course content.

Reviews determines the grades of each assessment located in the course's Review tab. Incomplete reviews are not taken into account.

Reviews Completed data represents review completed number out of all reviews number. Review is considered complete when all questions of the review are completed. Data is displayed as Completed Reviews/ Total Number of Reviews in the course.

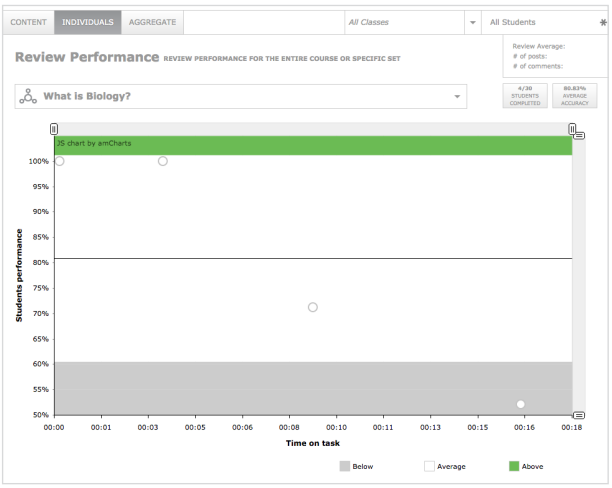
Time is data collected to count the time a student has spent on reading any concept. A timer is started on concept page load and finished once a student jumps to another page. If a browser or the page was closed or user session finished by timeout, time doesn't count in. This data computes to show the total time spent reading in each set.

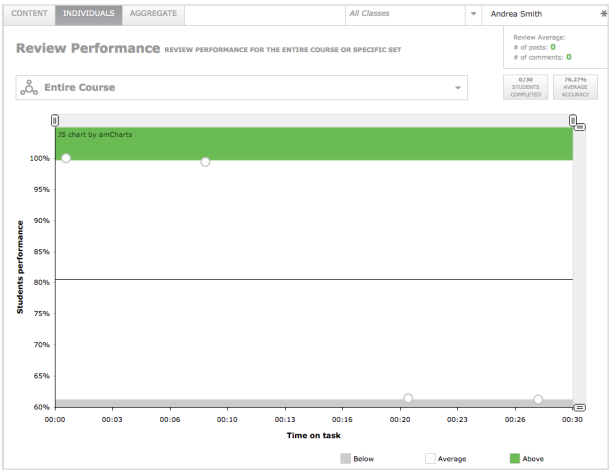
Discussions counts the number of discussions and comments entered for each concept. The Teacher Dashboard allows users to see how many discussions and comments are created in the group or how many discussions and comments are created by an individual student.

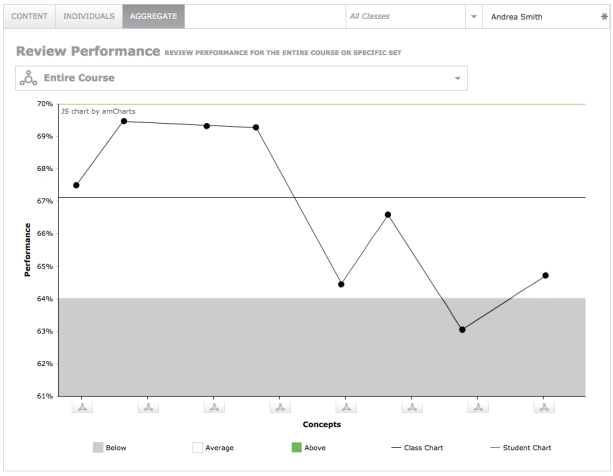
Individuals Tab:

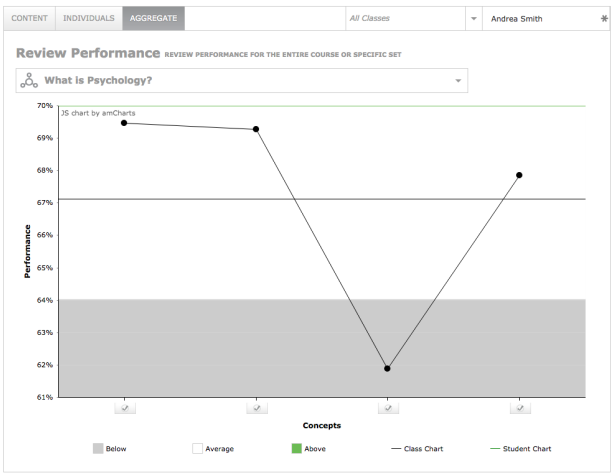
The individuals tab presents a scatter plot of data for groups or individual students. When viewing an individual student, a snapshot of how many discussion and comments the student created is shown in the top right corner above the scatter plot.

This data can be viewed for the entire course or specific sets from the course outline. The horizontal axis represents the amount of time students have spent in learning and the vertical axis represent students' review performance. The scatter plot also includes a linear element to display the class average.









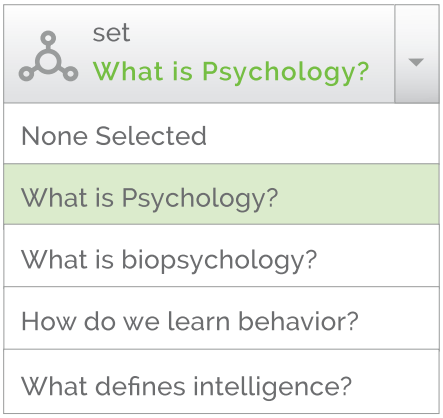
Aggregate Tab:

The aggregate tab presents a line graph of data for groups or individual students. This data can be viewed for the entire course or specific sets from the course outline. The horizontal axis represents the sets of the course (or the concepts if a concept is defined in the filter). The vertical axis represent students' review performance. The line graph also includes a linear element to display the class average.

Supported By Proven Learning Theory

Flexible Navigation

A sense of accomplishment and progress is promoted by the **"complete check"** as the learner moves through the material; a benefit from traditional textbooks. This feature **provides helpful feedback** at the time in which it is needed in support of learner satisfaction (Keller, 1987).



Flexibility, in which the learner can decide and control how information is presented **supports learner autonomy** (Bonk & Khoo, 2014).

Multiple navigation options are available for user control. This **promotes ease of use and supports learner choice,** which promotes relevancy to the learner (Keller, 1987).

Learning Tools

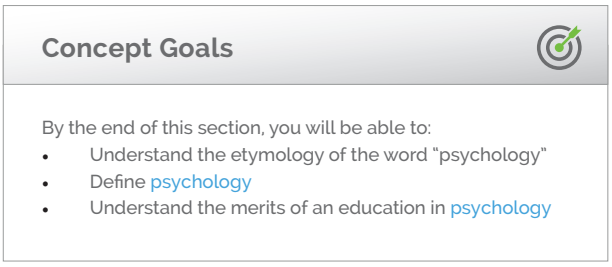
Embedded links and interactive glossary terms **provide just-in-time learning functions** (Khan, 1997) and **promote positive metacognitive strategies** (Garrison, 2003).

The Resources tab provides added interest to learners through **curiosity, autonomy, and interactivity** (Bonk & Khoo, 2014).

Instructors can **target and prioritize individual student communications,** enhancing the dialogue (Shearer, 2013) as well as their teaching presence (Garrison, Anderson & Archer, 2003).

Course Connections allow learners to **manipulate content in ways that are meaningful to them** (Driscoll, 2005). The accuracy of the students' mental models can be verified by the instructor and shared in support of social presence (Garrison, Anderson & Archer, 2003).

Easily Digestible Concepts

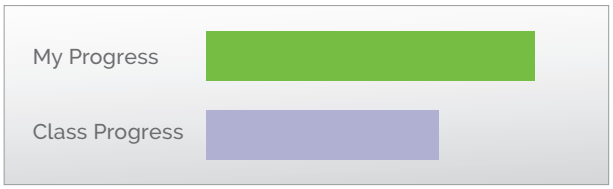


Chunking supports learning by **creating manageable sets of information** and providing for multiple learning levels, ensuring a learner can return to important concepts.

Concepts are organized and automatically update as the learner engages with the material, which **reduces cognitive load** (Driscoll, 2005). The working memory is free to focus on the material at hand.

Measurable Progress and Outcomes

Students visibly see how they are progressing in comparison to the rest of the class, which supports lowering transactional distance (Shearer, 2013), as well as **enhanced social presence** (Garrison, Anderson & Archer, 2003).



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