**Supplemental Table 1.** Survey items on participant impression of assigned textbook chapter reading and on textbook utility.

| **Item** | **Yes** | **No** | **Skipped** |
| --- | --- | --- | --- |
| **I13. Is there sufficient detail on anatomical/embryological components to the lesion covered?** | 34 | 2 | 0 |
| **I14. Is there sufficient detail on physiology?** | 33 | 3 | 1 |
| **I15. Is there sufficient detail on clinical presentation?** | 35 | 1 | 1 |
| **I16. Is there sufficient details on imaging/diagnosis?** | 35 | 1 | 1 |
| **I17. Is there sufficient detail on management (medical surgical or catheterisation)?** | 34 | 2 | 1 |
| **I18. Was there a clear line (alignment) joining up anatomy, physiology, clinical presentation, investigation and management for this lesion?** | 28 | 7 | 1 |
| **I19. Is there excessive detail (cognitive overload) in any of the above components to the chapter?** | 19 | 16 | 1 |
| **I21. Is the terminology used too verbose or wordy?** | 18 | 17 | 1 |
| **I22. Are the learning objectives clearly defined at the start of the chapter?** | 18 | 17 | 1 |
| **I23. Are the figures adequate (number, quality, colour, clarity)?** | 32 | 2 | 2 |
| **I24. Are the tables adequate (number, clarity, composition)?** | 27 | 5 | 4 |
| **I25. Are there sufficient references?** | 34 | 0 | 2 |
| **I26. Would algorithm trees help with understanding management better?** | 27 | 6 | 3 |
| **I27. Are the learning objectives clearly represented in the conclusion?** | 13 | 19 | 4 |
| **I28. Did you learn from reading the chapter?** | 34 | 0 | 2 |
| **I29. Would you prefer greater links to videos in the chapter?** | 23 | 11 | 2 |
| **I31. Would you welcome self-test questions at the end of the chapter?** | 33 | 0 | 3 |
| **I32. Are textbooks out of date and defunct?** | 4 | 30 | 2 |
| **I33. I prefer the printed textbook format over electronic books.** | 24 | 9 | 3 |
| **I35. I prefer lots of text and minimal tables or diagrams when reading textbooks.** | 1 | 32 | 3 |
| **I36. I prefer a mixture of short/medium paragraphs mixed with tables and figures.** | 33 | 0 | 3 |

**Supplemental Table 2.** Participant open-ended response themes to“Are there any points about learning you would like to make in relation to textbook use?”

| **Limitations of textbooks** | **Authority of textbooks** | **Ways to improve textbook use** |
| --- | --- | --- |
| Cognitive overload | Repository of knowledge | Key notes would help at end of chapters |
| Make it available for free | Consistency and patience while reading | Need smaller paragraph/walls of text |
| Too expensive | Necessary as a reference | Need simpler language |
| Too bulky | Useful to learn individual lesions | More practical examples/use cases helpful |
| Verbose | Helpful overall | Need more figures and tables |
| Chapters are too long | Place in learning | Summaries would be helpful |
| Poor chapter layout | Excellent reference | Access to individual chapters via PDF would be useful |
| Complicated language | Textbooks have different roles; shorter ones, larger references | Need to be easy to follow, simplified |
| Difficult to follow |  | Flowcharts would be helpful |
|  |  | eBook would be useful |
|  |  | Questions would be helpful to solidify learning |
|  |  | Option for eBook vs. physical is important |