

1-2020

An Investigation of Anki Flashcards as a Study Tool Among First Year Medical Students Learning Anatomy

Tanvi Rana

Thomas Jefferson University, tanvi.rana@jefferson.edu

Chaiya Laoteppitaks, MD

Thomas Jefferson University, chaiya.laoteppitaks@jefferson.edu

Guiyan Zhang, MD, PhD

Thomas Jefferson University, guiyun.zhang@jefferson.edu

Gregory Troutman

Thomas Jefferson University, gregory.troutman@jefferson.edu

Shruti Chandra, MD

Thomas Jefferson University, shruti.chandra@jefferson.edu

Follow this and additional works at: https://jdc.jefferson.edu/si_me_2022_phase1



Part of the [Anatomy Commons](#), and the [Medical Education Commons](#)

[Let us know how access to this document benefits you](#)

Recommended Citation

Rana, Tanvi; Laoteppitaks, MD, Chaiya; Zhang, MD, PhD, Guiyan; Troutman, Gregory; and Chandra, MD, Shruti, "An Investigation of Anki Flashcards as a Study Tool Among First Year Medical Students Learning Anatomy" (2020). *Phase 1*. Paper 7.

https://jdc.jefferson.edu/si_me_2022_phase1/7

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's [Center for Teaching and Learning \(CTL\)](#). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in Phase 1 by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: JeffersonDigitalCommons@jefferson.edu.

**An Investigation of Anki Flashcards as a Study Tool Among First Year Medical Students
Learning Anatomy**

Tanvi Rana, BS; Chaiya Laoteppitaks, MD; Guiyun Zhang, MD/PhD; Gregory Troutman, BS;
Shruti Chandra, MD*

Purpose: Anatomy is a challenging course in medical school, in part because of the vast number of facts that must be memorized. Current literature suggests the value of spaced repetition in the learning of factual information, and online tools such as Anki flashcards have been developed to facilitate it. The purpose of this study is to investigate the role of curriculum-specific Anki flashcards as a study tool for first year medical students learning anatomy.

Methods: A set of Anki flashcards was created for the anatomy thread of the first block (i.e. back, pectoral, shoulder, vertebral regions) of the JeffMD curriculum at Sidney Kimmel Medical College. Upon completion of an initial survey, study volunteers were provided with the curriculum-specific flashcards. Following the Block 1 anatomy exam, another survey was administered to gather data regarding participants' usage and opinions of the flashcards.

Results and Conclusions: 143 students completed the initial survey and were provided with the flashcards. Of the 78 students that used the curriculum-specific flashcards, 20.1% found them extremely helpful, 29.5% very helpful, 33.3% moderately helpful, 15.4% slightly helpful, and 1.3% not at all helpful. Moreover, 60.3% believed that the flashcards helped reduce anxiety related to the anatomy, 18.0% did not believe they reduced anxiety, and 12.8% either did not

answer or selected “other”. These results suggest that spaced repetition of anatomy facts through curriculum-specific Anki flashcards may have a positive impact on affective learning outcomes among first year medical students.