**The Brody Mnemonic Challenge: Deploying Mnemonics in Medical Education Instruction**

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**RESULTS**

- **Story mnemonics**
  - Great study tool.
  - A significant proportion of students (77%) utilized mnemonics as a learning tool.
  - Medical education includes the review and synthesis of a vast amount of information.
  - Incorporation of mnemonic strategies can help to aid in both short-term and long-term memory retention.
  - The study of the value of mnemonics education dates back to the 1970s and 1980s and an academic classification scheme has been proposed (Balleza, 1981; Malhotra, 1991).

**LITERATURE SEARCH**

- The study of the value and utility of mnemonics as a learning tool dates back to the 1970s and 1980s.
  - The primary purpose of mnemonics is to facilitate recall of information.
  - Functional MRI studies have found that "... mnemonic training drives distributed rather than regional changes, recruiting the brain's functional network organization to enable superior memory performance" (Dressler, 2017).
  - Mnemonic techniques facilitate generative learning, a process involving the creation of meaningful connections between new information and prior knowledge that ultimately leads to improved retention (Fiorella, 2016).
  - Medical students deploying the "method of loci" mnemonic device showed significantly improved performance on assessments vs. a control group (Qureshi, 2014).
  - Mnemonics have been shown to be helpful in learning psychology and other topics; studies have shown that mnemonics can be effective tool for learning complex concepts in higher education and suggests that such techniques can effectively improve learning outcomes (McBae, 2015).

**CONCLUSIONS**

- Students have embraced the use of mnemonics as an aid to remembering diverse pathology concepts.
- Future goals include composition of the best mnemonics in an online textbook organized by organ system.
- The majority of students found the Mnemonic Challenge beneficial in showcasing the effectiveness of mnemonics for learning new content, with 98% of them agreeing or strongly agreeing.
- A significant proportion of students (77%) utilized mnemonics as a learning tool, indicating that the challenge encouraged the adoption of mnemonics in their study habits.
- A majority of students (91%) expressed interest in having a compilation of excellent mnemonics to help them in their studies.
- Almost all students (99%) believed that the Mnemonic Challenge should continue in the future, reflecting the overall positive perception of the initiative and its potential impact on learning outcomes.
- These conclusions highlight students' positive experiences with the Mnemonic Challenge and emphasize the value of mnemonics in facilitating learning and information retention in medical education.

**REFERENCES**