This study aims to quantify the relationship between student usage of supplemental digital flashcards of gross neuroanatomical structures delivered in a spaced repetition model on student practical examination scores in neuroanatomy coursework.

**NEED/RATIONALE**

Practical-based exams can induce stress in students, and can often present a barrier to the completion of targeted degrees. The need to be present in the lab to study these courses can pose a barrier, as it is often difficult to schedule a time to be present in the laboratory. There is a growing belief that digital cadaveric imaging may increase students’ understanding and performance on these practical-based assessments (Allen, Eagleson, & de Ribaupierre, 2016; Bakr, Massey, & Massa, 2016; Lamperti & Sodicoff, 1997). Can cadaveric images in a digital flashcard format increase student performance on practical-based coursework by utilizing spaced repetition?

**METHODS**

Spaced repetition is a learning technique that utilizes a time interval system in which the intervals gradually increase as the material is studied. This technique is premised on the Ebbinghaus forgetting curve, which demonstrates the retention of learned material over time (Murre & s, 2015).

**REFERENCES**


