

Title: “Practice makes perfect”- Bridging Learning Gaps in UK Medical Education with Spaced Repetition

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Dear Editor,

We read with great interest the recent article by French et al.¹ regarding the synergistic potential of spaced repetition and co-creation models. As medical students in the United Kingdom, we have firsthand experience with similar challenges and support the proposed integration of spaced repetition into traditional curricula.

In clinical years, study methods have evolved to become more independent, centred around finding our own strategies. While some students prefer making revision notes, many rely on online question banks.

Despite these advancements, medical students continue to struggle with retaining the vast amount of information required, demanding a change in our study strategies.

Spaced repetition, particularly through platforms like Anki, has become an indispensable tool by enhancing revision efficiency and prioritising poorly understood concepts.² Its effect has been well documented in studies, which show that students who have used Anki scored higher on examinations than those who have not.³

However, as it was rightly highlighted, while spaced repetition is excellent for consolidating knowledge, it falls short in providing the depth needed for understanding and application of concepts. By co-creating educational materials with lecturers, we can bridge this gap. Students can collaborate with lecturers to design flashcards that align with lecture content and exam requirements. Decks

can be shared before lectures, helping students to be better prepared. Thus, students can spend time in class, applying knowledge and clarifying their doubts.

Although it presents challenges, we encourage medical schools to integrate the use of spaced repetition softwares to improve students' learning.

References

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