

Medicine

The Medic Method Journal · Issue 01

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Issue 01

10 entries

Welcome to Issue 01. The Medic Method Journal turns what learning-science research actually says into study protocols a teenager can run this week. No motivation talk, no study-tip folklore. Just the few things that move grades, and how to do them.

The thesis

Results come from method

Two students can revise for the same number of hours and walk out with very different grades. The gap is almost never effort, it is technique. Medical school selects for students who already revise the right way; we teach it on purpose.

Most revision is a comfortable illusion

Re-reading and highlighting feel productive because the material starts to look familiar. Familiarity is not the same as recall, and the exam asks for recall.

The three levers (deep-dives in this series)

Active Recall

Close the book and retrieve the answer before you check it. The act of pulling a fact out of memory is what makes it stick. See the Active Recall briefing.

Spaced Repetition

Review each topic on a widening schedule so it returns just before you would forget it. Cramming loses to spacing every time. See the Spaced Repetition briefing.

Exam-Board Forensics

Read the mark scheme like a map. Match every command word and every mark to the response the examiner rewards. See the Exam-Board Forensics briefing.

Start this week

Turn notes into questions

After each topic, write 5 questions from memory and answer them the next day, closed book.

Book the reviews in

Put each new topic back on the calendar for day 1, 3, 7 and 21. Short reviews, not re-reads.

Mark one past answer

Take one of your answers and a real mark scheme, and score yourself line by line. Find the lost marks.

Coming in future issues

Interleaving

Why mixing topics in one session beats blocking, and how to do it without feeling lost.

Sleep and consolidation

What the evidence says about sleep, timing and how memories are made permanent overnight.