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STUDY METHODS IN GRADUATE SCHOOL

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The purpose of this article is to share data from one student who used three different study methods to prepare for a final comprehensive written examination in a graduate level special education (mental retardation) seminar. Each study method was used to prepare for a specific topic covered in the seminar. The study methods and topics were: (1) rereading 1-2 page abstracts dealing with various conceptualizations of mental retardation; (2) writing and rereading an essay comparing and contrasting ten authors' perspectives on mainstreaming; and (3) reviewing and taking a daily timing on flashcards, with author names and publication dates on the front and with 2-3 relevant facts or ideas about observational learning from the respective authors on the back of the cards.

Many Precision Teachers endorse the use of flashcards and timings (SAFMEDS) as a highly effective learning tool. Bower and Orgel (1980) documented the effectiveness of SAFMEDS with college students.
Chart 1. Kris Learns and Generalizes Color Names Using Meaningful Material