Alison Monahan: Welcome to the Bar Exam Toolbox podcast. Today, I'm excited to be talking with Gabe Teninbaum – law professor and creator of spacedrepetition.com – about memorization for the bar exam. Your Bar Exam Toolbox host today is Alison Monahan, and typically, I'm with Lee Burgess. We're here to demystify the bar exam experience, so you can study effectively, stay sane, and hopefully pass and move on with your life. Together, we're the co-creators of the Law School Toolbox, the Bar Exam Toolbox, and the career-related website CareerDicta. I also run The Girl's Guide to Law School. If you enjoy the show, please leave a review on your favorite listening app, and check out our sister podcast, the Law School Toolbox podcast. If you have any questions, don't hesitate to reach out to us. You can always reach us via the contact form on BarExamToolbox.com, and we would love to hear from you. With that, let's get started.

Welcome back to the Bar Exam Toolbox podcast. Today, I'm excited to be talking with Gabe Teninbaum – law professor and creator of spacedrepetition.com – about memorization for the bar exam. Welcome, Gabe. Thanks so much for joining us.

Gabe Teninbaum: It's a pleasure to be with you, Alison. Thank you.

Alison Monahan: Well, to kick us off, can you give our listeners just some basic information on your background, so they have a bit of context?

Gabe Teninbaum: Sure. I am a law professor and legal technologist, and I work on teaching law students how to be more efficient, more effective in solving important problems using technology. And out of my teaching interests came this interest in helping students pass the bar exam and be more successful in law school using technology. And that gave birth to spacedrepetition.com, which is a company that I created and have run for the last many, many years, that helps students pass the bar at a higher rate and do better in classes.

Alison Monahan: That's awesome. And how can people learn more about you and connect if they want to?

Gabe Teninbaum: I'm all over the Internet, so for better or worse, you can just search my name – Gabe Teninbaum, or you can email me at gabe@spacedrepetition.com. I'm glad to talk to any law student or bar prepper.

Alison Monahan: Nice. How did you become interested in helping people improve their ability to memorize information? Obviously this is relevant for a lot of things, but what was kind of your entry point?

Gabe Teninbaum: So I was teaching a class and encouraging students to find problems that were local to them, and try to use technology to solve them. So because my students are going into law practice, a lot of them are doing sort of access to justice automation, trying to get people access to courts and I said, "I'm supposed to be modeling this sort of productive behavior. Let me come up with a good project that solves a problem that's important to me." We had and have with all law students, this problem with bar passage – we want to have 100% bar pass rate. No school has yet achieved that. I said, "I think I can help to close that gap." I had read this article in WIRED Magazine now about a decade ago on this long known but latent science of spaced repetition. And my insight was, the technology has now emerged that we can merge the science of spaced repetition with ubiquitous technologies like smartphones that all the students carry.

Alison Monahan: Nice. Well, let's talk about some basics here, because I know some people have heard of spaced repetition, other people may be not so familiar. What does the science actually say about how people memorize things?

Gabe Teninbaum: So, I'll give you the bottom line up front. By using the technology and the science of spaced repetition, students remember anywhere from two to four times as much as they would using traditional methods like cramming, and it takes them about half the net study time. So you save a bunch of time and you learn and retain a whole bunch more. And obviously that's important for performance in classes, on the bar exam, and just life in general. Actually, if you've heard about spaced repetition, it's most likely outside the context of legal education. Sites like Duolingo, which a lot of people use for foreign language learning, use spaced repetition as a science. And if you allow it, I actually have a couple of slides I can show that sort of help people to understand what we're doing and how we go about doing it.

Alison Monahan: Perfect, that sounds great. Yeah, I definitely used Duolingo when I was in Mexico trying to learn Spanish and I will never forget the word for "apple" because they gave me that word every few days and I'm like, "I remember 'apple'."

Gabe Teninbaum: That is the trick. You have to do it regularly, but it does really help things stick in your mind for long periods of time. So, I'm going to pull up on the screen for those who are watching it, a couple of slides. And Alison, can you tell me, are you seeing that fine?

Alison Monahan: I am seeing that, so hopefully everyone else will be. Oh, it just disappeared.

Gabe Teninbaum: Oops, sorry. That was a tech error.

Alison Monahan: I am seeing it. There we go.

Gabe Teninbaum: Alright. So just two scientific slides that will help you understand what it is that we're doing and why it is that we're doing it. So, about a hundred years ago, there was a scientist named Herman Ebbinghaus, and he studied how people remember and forget information. And he did this sort of landmark study where he had his test subjects memorize nonsense lists of words, words that aren't real words in any language. And he said, "Look, when you have those words down, come let me know and I'll test you on it." And the test subjects did that. And the first group of them came up and they tapped him on the shoulder and said, "I'm ready to be tested." And he tested them on the few words that they'd memorized and they all scored 100%. And then the second group of people, he did the same exercise – had them memorize nonsense lists of words and said, "Tap me on the shoulder when you're ready to be tested." And he did that with them, but the one sort of trick was, rather than immediately testing the people in that second group, he waited, and he waited over various intervals of time. And what you're seeing here is the sort of important chart that was generated by that. Here's how it works. If you wait just 20 minutes after you've memorized something and you have it down 100%, there's only about a 58% chance probability that you remember any given data point. And it continues to get worse from there. So a day later, it's like a one in three chance you remember anything that you knew perfectly 24 hours before. A week, it's like a 25% chance. At a month, it's like a 21% chance. So, Ebbinghaus's important insight was, we can map this stuff. We can predict when someone is likely to forget information, which on its own is kind of interesting. Each of us have this thing called the forgetting curve that allows it to be predictable when we'll forget information.

But it was the second scientist – a guy named Cedric Mace, who came along and really turned that into a learning superpower. So this is the second and final slide that I'll show you. This shows this thing that Mace discovered. He said, "Well, look, Ebbinghaus figured out that all of us have a good forgetting curve, and that you can predict when someone is likely to remember or forget something based on when they stop studying. So what if we do this? What if, rather than just waiting intervals of time for people to be tested again, we say that we want all of our students to remember 90% of the stuff that we learn? And because we've gathered a few data points about that person, we can make a prediction as to when they'd fall below 90% probability of retaining any given bit of information. Given that we know that, when we predict they'll fall below 90%, let's just prompt them to study again. And then they'll relearn the

information, and they'll retain it, and we'll see what happens. And what he discovered was that for each study repetition that you use, people remembered for longer and longer and longer periods of time. So, if someone was prompted on day one after studying, they would go back up to having perfect retention, but they wouldn't have to be prompted again until day three. And then after that, if they studied again, they wouldn't have to be prompted until day 10. And then after that, they wouldn't have to be prompted until day 30. And then after that, until day 60 or 90 or 100, depending on who they are and how their learning curve works. But the important insight is that we can predict when people will fall below a benchmark, remembering 90% of the stuff we want them to remember. And then all we have to do is prompt them to study again. And as long as they do it before they'd otherwise forget the information, the spacing effect takes over, which allows people to retain information for longer and longer periods of time. And in a sense, this is something that we implicitly understand. If you're reminded information over and over again, it's easier to hang on to it and remember it. But the reality is that there's actually a mathematically provable algorithm about how to optimize this. And if you use that algorithm, you remember information for increasingly long periods of time with increasingly little effort. So, that's the science behind this.

Alison Monahan: Right, which is super fascinating. And I will say I used your space repetition tool about a year ago because I was studying for a ski instructor exam and there was some information that we needed to memorize. And I was going to go back and look at it last night, because I still have the flashcards, I think I still have access. And I was just curious, how much of this do I remember before I start reviewing it? I'd say, I'm guessing maybe 60-70% of it is currently at hand. But my guess is if I go back over it a couple of days, it's probably all going to be right there for me, which is good because we're recording this right about December, which is when I need to start teaching skiing. So once a year, I'll just come and review it.

Gabe Teninbaum: Well, that's just it. So, once you've started to use this method, you're easily able to get back in the saddle. So if you need to remind yourself again, all that work that you've done, all that programming you've put into the individualized algorithm allows the information to come back to you more efficiently and easily, and you remember stuff. Contrast that with if you just created some flashcards and you studied them the day before the ski instructor exam, and then stopped studying them – you'd remember virtually nothing a year later. So that's the difference.

Alison Monahan: Right. I think I only did this over about a week because it was a little last-minute, and I actually gave it to another friend of mine who was also an instructor and she did it for a few days and she was like, "No, really, I could tell by day three, I

was really starting to get much more into it and it's much easier for me to remember this stuff." So, I think it works.

Gabe Teninbaum: There's no doubt, there's something like 200 peer-reviewed studies that have been printed in journals about the science of spaced repetition, and it's literally the most effective way to learn and retain information. And I'm always happy to share that research with people, and I have sort of a file of all the interesting studies. But the reality is, if you just Google "spaced repetition effectiveness", you get hits from New York Times, Wall Street Journal, Harvard Business Review, American Psychological Association, all saying this is directly the most efficient, effective way to learn and remember information.

Alison Monahan: No, that's great. So, tell me about the website spacedrepetition.com. How does this work? And I know this because I've looked at it, but you're also pulling information from other places. So, tell us a little bit about that in terms of law students/bar exam specifically.

Gabe Teninbaum: So, users of spacedrepetition.com – just go to that website, spacedrepetition.com – and when they arrive there, they are greeted by a message that tells them what content they need to look at today. This is all content related to law school and the bar exam – more on that in a few minutes. But effectively, they click the button that says "Study Now". And once they've done so, they get a digital flashcard on the screen, and it asks them a law-related question. It might be, "What is res ipsa loquitur?" So, just like the sort of physical flashcard you might create on index cards, and you treat it like a physical flashcard. You read the question over, you think about it for just a second, and then you click anywhere on the screen, the card flips over, and it gives you the answer. Again, nothing revolutionary at this point, but here's where the magic comes in. After you've read the answer, you then rate how well you knew it on a zero to five scale. Five out of five means, "I knew it before I could even form words, I knew it perfectly." So it'd be like if I said, "Alison, you grew up in some hometown. What was the hometown?" or, "Alison, you live on a street now. What's the name of that street?" There's obviously some cognitive process that's happening, but we want to train people to make it so that it's effortless and it just comes by rote. So that would be a five on a five-point scale. And then there's a range from zero to four. Zero on a five-point scale would be, "I've never seen this card. I don't even understand the context. It's just news to me." And everything else is a gradient in between. So let's say that you rated the card four out of five – you just press a little button that says "Four." And what will happen is, in an instant, the algorithm will schedule the next time that you need to see that card. And it's individualized to each user so to say, "Oh, Gabe has seen that card before. Last time he rated it a three, we showed it to

him seven days ago. He rates it a four now, so we can now safely wait 15 days." Now when you log on 15 days from now, that card will be there and waiting for you. And the idea is that when you log onto the site and you see all the cards that you've seen before, that the algorithm says it's time for review and then you're asked to do a few new cards. We ask people to do 10 new cards a day. They can do more or less, but we just try to create a steady, even, easy rhythm for them to work through.

Alison Monahan: Yeah, and one of the crazy things I recall about this is, didn't you say that it really needs to be about 10 minutes per day?

Gabe Teninbaum: No more than 10 minutes. The hope and expectation is that people use this regularly, and by using it regularly, they'll be able to memorize vast troves of information and be able to retain it for days, weeks, months, and years. This is one of those things where just by doing 10 minutes a day, or 10 new cards a day, you do all that you need to do. And actually, if you allow the little timer at the top of the screen to count down to zero, there's a pop up that comes up and it says, "You've done your 10 minutes. Finish your review of old cards you've seen before. Don't do any new cards, get off the site." And we want to create habits so that it's easy for people to do and it's an enjoyable process and they can feel themselves learning more, but not feel like it's painful.

Alison Monahan: That sounds great. Well, our audience today is people taking the bar exam, but they might be at different points in the process. So, where do you see students really falling down when they're trying to memorize for the bar?

Gabe Teninbaum: Sure. So, the first thing to recognize is that memorization, knowing the information is necessary, but not sufficient. It's not on its own enough to get you through the bar exam. So it's not like when you're in high school Chemistry class and you have to memorize the periodic table and be able to match the element's abbreviation with the name of the element, and that's the whole test. What we're trying to do with law students in class and on the bar exam is to make sure that they know all of the foundational knowledge they need to succeed on the bar, so that when they are presented with an issue spotting multiple choice question on the MBE, they immediately have this trigger: "Oh, this is that sort of situation. Here are the elements that are at play and can hone in on it." Likewise, when they're on the essay portion of the bar exam, they're doing IRAC or another formula to make sure that they get the relevant information. We want the "R" in IRAC to come to them like a lightning bolt. We want them to get it perfectly, we want them to get all the points, we want them to save time. And then, of course, the other thing that comes along with having things well memorized is the development of a schema. The more information

you know, the more easy it is to create context around that information. So, memorizing information, having it retained, having it at the ready for exams, in class, and into your career is totally vital – although it's not the end of the story, it's just the start of the story. And of course, this is why organizations like yours are so important. It's necessary to know the information; then you have to really understand what to do with that information.

Alison Monahan: I agree 100% on that. And we also see people, I think, getting confused about the level of detail and the amount of knowledge they need, either going over or under. Is that something you see with your students?

Gabe Teninbaum: Yes, for sure. So, one of the ways that we've dealt with that is we've created content for users that we know is going to be tested on the bar exam. So Alison, you know this, your listeners may not have read up on this yet, but the National Conference of Bar Examiners – the folks that design the bar exam – have an outline and they say, "Here are the topics that are in balance for us." And there's something that's really interesting within that – there are some topics that are overweighted. So by example, if you think about the topic Torts, everyone's going to be tested on Torts on the bar exam. You know it's going to be whatever it is, 33 questions from Torts. But when you look at the Torts outline that the National Conference of Bar Examiners give, there're, what is it – four or five subtopics, but one subtopic – Negligence – makes up 50% of the points. So, the rationale that we've approached this with is, if by studying 20% of the content, you can make 50% of the points, we want to for sure focus there. And that's the way that we've dealt with that, is by trying to get students to know inside and out the things that we know are going to be overweighted on the bar exam. And the other things that they can fill in from there. But that's the easiest way to solve it, is to give students stuff that you know is vital for them to know. No question about it, they are going to be tested. They are going to be expected to know that information verbatim.

Alison Monahan: I absolutely agree. And it's amazing how hard it is sometimes to try to convince students of that. I'm like, "If it's an Evidence question, you're probably going to need to know something about hearsay. If it's Torts, probably going to be Negligence. Crim – probably a dead body." There are these things that it's like you need to be really solid on that. And then people get obsessed about the detail of the details – that is pretty unlikely to sink your bar score.

Gabe Teninbaum: That's just right. It's like the Michael Lewis book and the movie *Moneyball*. You want to make wise economic decisions about how you spend your time, effort, and energy. So if by spending 20% of the time to make 50% of the points, that's what you want to do. And it gives you more time to get into the picayune stuff

that is in the weeds, or you're interested in, or you just feel the urge to learn, even though it's not the maximum efficiency of your time.

Alison Monahan: Yeah. I think most people studying for the bar just really have to focus their time. And one of the interesting things about this tool is you could actually start using this, say, as a 1L. And then if you use it for a few minutes a day, a few times a week, it sounds like you might actually have memorized a lot of this.

Gabe Teninbaum: That's just right. And because of the way the spacing effect works, you have to do less work as you proceed through your legal education. It's no secret that the topics that are most tested on the bar exam are the ones you take during your first year. So, if you use spaced repetition as a 1L, you can learn these things to do better on your Contracts or Crim exam. But the reality is that by the end of that school year, if you've just put in a few minutes a day, you can maintain that high level of expertise just by doing very, very little work over the next couple of years. And when you get to the bar exam at the end of 3L year or 4L year if you're an evening student – it's there. And there's much less work to do, which allows you to do the other stuff – to focus on essay writing, to focus on good analysis, to focus on work/life balance, which is really vital too, not just for exam performance, but just as a life skill.

Alison Monahan: Absolutely. No, I think that's so key, that you've got to have this information, but it's definitely not the end of the process. So, the quicker you can get that baseline knowledge and actually be able to start applying it, the better off you're going to be. Before we wrap up on this part, if you could give people one piece of advice if they're struggling with bar exam memorization, what would it be?

Gabe Teninbaum: Other than use spaced repetition, the, answer is…

Alison Monahan: That could be the answer.

Gabe Teninbaum: Give yourself as much time as you possibly can. Cramming the night before an exam is not only not particularly productive, it is counterproductive. It takes away time, energy, and the ability to do well. You need to give yourself some time.

Alison Monahan: Yeah, I think that's one of the big fall down places of some of these bigger courses, is they have people try to memorize the last couple of weeks. And it's like, that is a terrible idea for any number of reasons. You've got to start sooner, whether it's with a spaced repetition tool, we have some quizzes we've developed that people could do for themselves where you're basically filling in

the blanks. It's kind of like training wheels for memorization, but just the more you see this stuff and the more frequently, I think the better off you're going to be.

Gabe Teninbaum: Yeah, you've put it well. And everyone's had this experience as a 1L, where you go through the first few weeks and it just seems like all of this disjointed information without context. And the more you work with it, the easier it is to understand the context. And as a result, the easier it is to spot issues, to respond to information. Candidly, if you don't quite know the answer, the easier it is to ballpark what the right answer is going to be and get some points, which is, of course, an important exam-taking skill. Even if you can't get all the points, you want to salvage some of the points, and giving yourself time to work with the information is vital.

Alison Monahan: Absolutely. We often say you can't memorize something if you haven't learned it. That's kind of a problem too. People sometimes want to just sit down and memorize a bunch of rules. It's like, well, you don't understand anything about how these actually work in practice, so that's also a problem. Alright, well, before we wrap up, a couple of things I do want to talk to you about, unrelated. People, the Internet, talk a lot about learning styles and they encourage people to play to their strengths. But this idea has gotten pushed back too. What's your take on this as a professor?

Gabe Teninbaum: Intuitively, it seems like people should have learning styles, but empirically, they apparently do not have learning styles. That's just the right answer. I think that what educational theorists would tell you is that you need to put yourself in a position where you can focus on the material in front of you in a distraction-free way, and the stuff about learning styles is not empirically supported.

Alison Monahan: Yeah, which I totally… I hear you on and I've read the same things, but I'm completely convinced that I'm a visual learner.

Gabe Teninbaum: Intuitively, I am in full agreement, but I know what the science says.

Alison Monahan: Yeah, it was very interesting. Don't get too hung up on that. Use all the styles, I guess, is the answer. Whatever works. Well, let's shift gears a little bit before we wrap up, and talk about some of your academic interests in the specific context of generative AI, because I read the transcript that you and Lee had a conversation about a year ago, and one of you made a comment at the time about how technology couldn't teach you to write out an answer. But we're getting very close to that now. So, how do you see gen AI shaping legal education and also the future of practice?

Gabe Teninbaum: It will change the future of practice and the impact of law in society in every conceivable way. You're correct. I think generative AI has gotten to the point where it is quite close to being able to emulate a human response in certain scenarios. And in some scenarios, it actually does better work than humans. There's a bunch of research now that says that if you take a complex document, like a case opinion, a published opinion, and ask generative AI to summarize it, it will do so better than a human reviewer would, and of course it'll do it in a fraction of the time. So, I think what we'll see increasingly is, is that there're opportunities for lawyers to do the things that generative AI still can't do as effectively as lawyers, and those are things like exercise empathy, creativity, judgment, leadership, and counseling skills. And law students and lawyers will more and more be expected to learn to use these tools as an adjunct to their law practice. And it'll create interesting dynamics – the kind of work that you used to be able to bill four hours to do, it may very well be that you can now only bill one hour to do, and most of that time is spent reviewing generative AI tools. So, the explosion is remarkable and unexpected, and I teach it, and it's very hard to keep up even week to week with the developments. It's just remarkable stuff.

Alison Monahan: It really is crazy. I've been doing a couple of videos with Claude, who Lee and I just refer to as our new friend, Claude, who's been trained both on counseling, coaching, and also on the law. So, that's a pretty interesting dynamic, when you can go to it and have it basically generate practice hypos for you on a topic or give you an attack plan to a topic or kind of teach me the basics of this topic and then quiz me on it. It's pretty incredible. But then you find other things it's not very good at at all, that sometimes are surprising. So, I think it's finding that balance of, "Where is this useful and how should I use it?" versus, "Wow, this is really not working the way that it should, or I expect it might."

Gabe Teninbaum: Right. So, where generative AI is not quite ready for primetime is when it's forced to identify specific pieces of information and make reference to them. If you asked it to write you a case brief on topic A, B, or C, citing relevant law for your jurisdiction, it might not have access to the database of cases, or it might not be up to date, and it might just make stuff up. And worse than that, it will make stuff up that looks real and is not Shepardizable, because the cases it references are not real; it's just hallucinating. Contrast that with general narrative creation. So if you said, "Write me an opening argument based on this summary of facts", it would do a terrific first draft. I'd say now it's on par with what one of my research assistants would do, who are really highly skilled, qualified, thoughtful law students who just don't have the world experience to maybe put the extra little bit on it, but do 95% of the work where a lawyer

would. So that's where we are with it. If we have this call in a year, it might be up to 99%, or it might even be better than you or I could do, and that'll create a different set of challenges.

Alison Monahan: Yeah. I talked to the founders of a company called Paxton AI a few weeks ago. They're doing the RAG thing, as I refer to it, where they sort of take the generative AI and they give it specific data to work from. And so they're giving it, basically everything that would be in Lexis, Westlaw, statutes, cases. And the same with the Casetext stuff. It's pretty incredible, some of the stuff they're coming up with.

Gabe Teninbaum: Yes. Casetext, for example, just sold for 650 million dollars. So we know what they're betting on. And the next generation of these tools is not just pointing large language models at general databases, but saying, "Focus specifically on all of the binding law in our database and supplement it with some secondary law." And then the step beyond that, which is starting to emerge now is, individuals and corporations and other entities being able to say, "Point your large language model on our database." So it's no longer draft answers to interrogatories; it's draft answers to interrogatories in the style of our firm, based on the thousands of examples in our database. Incidentally, for those who are interested in careers in new law jobs like knowledge management, this is the best time that has ever existed. With the challenges that will arise from traditional legal work, there has never been a better time to be a legal solutions architect, a process engineer, a knowledge manager, any of these other new jobs that are just fascinating.

Alison Monahan: No, I agree. I think it's a super interesting time and some people are frightened, but I think it's actually a world of opportunity for people who are interested in process, and how do you manage all this stuff and what do you do with the data you have? It's typical programming. I used to be a programmer. It's like garbage in, garbage out. So it's not just that you can be like, "Oh, I have ChatGPT to solve all my problems." These are actually still difficult things to figure out. Alright, well, Gabe, before we wrap up, any final thoughts you'd like to share, I guess back to memorization?

Gabe Teninbaum: Get started now. Use spaced repetition and use it as an opportunity to free up a whole bunch of time, energy, and mental space. If any student has questions for me, I always respond. You're welcome to email me at gabe@spacedrepetition.com and I'm happy to chat with you.

Alison Monahan: Awesome. And I think we even have a promo code. Tell us about that.

Gabe Teninbaum: So, anyone who uses the code TOOLBOX15 will get 15% off of any purchase on spacedrepetition.com. We have a number of different options – everything from just basic use of the database itself, if you want to create your own cards, to cards called the Boost Deck, which are specifically geared to the MBE, to the entire Aspen Law in a Flash library that have been used free-ons and law students. Those are now available only as a digital product and only on spacedrepetition.com. So, if there's a specific class people want support with, or they want all their first classes, they're all different products. So go to spacedrepetition.com, check it out. And again, feel free to hit me up with any questions at gabe@spacedrepetition.com as well.

Alison Monahan: Awesome. Well, thank you so much for joining us. It's been really interesting.

Gabe Teninbaum: A pleasure. Thank you, Alison.

Alison Monahan: Thanks for listening! For more, check out barexamtoolbox.com, which is full of helpful tips to help you prepare and stay sane as you study for the bar exam. You can also find out about our courses, workshops, and one-on-one tutoring programs to support you as you study for the UBE or California bar exams. If you enjoyed this episode of the Bar Exam Toolbox podcast, please take a second to leave a review and rating on your favorite listening app. We would really appreciate it. And be sure to subscribe so you don't miss anything. If you're still in law school, you might also like to check out our popular Law School Toolbox podcast as well. If you have any questions or comments, please don't hesitate to reach out to Lee or Alison at lee@barexamtoolbox.com or alison@barexamtoolbox.com. Or you can always contact us via our website contact form at BarExamToolbox.com. Thanks for listening, and we'll talk soon!

RESOURCES:

Spaced Repetition Systems, LLC
Paxton AI
Casetext
Claude
Emanuel Law in a Flash Series
Podcast Episode 42: Memorization Techniques for the Bar Exam
Podcast Episode 118: More on Memorization for the Bar Exam
Podcast Episode 191: Quick Tips – Using Spaced Repetition to Memorize
Podcast Episode 199: Using Spaced Repetition for Your Law School and Bar Exam Studies (w/Gabriel

Teninbaum)
Can Spaced Repetition Help You Learn the Law?
Why Waiting to Memorize Until the Last Two Weeks Is a Bad Idea