

10-2



The 10-2 structure was developed by noted science educator, Dr. Mary Budd Rowe, to allow students time to process information and concepts during large group instruction.

In the 10-2 structure, the instructor lectures or presents material for ten minutes then stops for two minutes. During the "pause", student teams share their notes, fill in gaps in their own notes, and help each other clarify concepts. Students usually are not allowed to ask the instructor questions during these pauses. This builds interdependence among teams, causing students to rely on one another for help instead of assuming the teacher will bail them out.

Unresolved questions and issues are reserved for the last five minutes of the period. During this time, students and teacher interact to sort out misconceptions and gaps in data or logic.

The time structures can be varied, depending on student dynamics and the complexity of the material being presented.

This structure works well with audio-visual presentations. Materials need to be carefully pre-viewed when this is done, to identify logical pausing points.

Experimental groups that followed the 10-2 pattern performed better than control groups on more complex test items, had greater delayed retention of material, and had more positive attitudes toward the subject and instructional method. The quality of student questions and in-class notes also improved.

References:

Rowe, Mary Budd. Wait Time: Slowing Down May Be a Way of Speeding UP!. Journal of Teacher Education, Jan-Feb., 1986, 43-49.

Rowe, Mary Budd. Getting Chemistry Off the Killer Course List. Journal of Chemical Education, Vol. 60, Number 11, Nov., 1983, 954-956.