INQUIRY TRAINING MODEL

Inquiry Training Model was developed by Richard Suchmann to teach students a process for investigating and explaining unusual phenomenon

The main assumption behind this model are:

- New strategies can be taught directly and added to the students existing one
- Students inquire naturally when they are puzzled.
- Students can become conscious of and learn to analyse their thinking strategies.
- The objectives of Inquiry Training Model are:

1.To develop scientific process skills- observing ,collecting and organising data, identifying and controlling variables, formulating and testing hypothesis and the ability to explain and infer.

2. To develop among students the strategies for creative inquiry.

3. To develop among students an independence or autonomy learning

4. To make students understand the tentative nature of knowledge.

Description of the Inquiry Training Model

Syntax

Phase 1:Encounter with the problem

Teacher presents the preplanned discrepant event and explains the inquiry procedure.

Phase 2: Data gathering verification

The students inquire about the nature of the objects events and conditions related to the problem.

Phase 3: Data gathering : Experimentation

Asks students to organise the data which they have gathered and to give the more appropriate explanation which fits the data.

Phase 4: Formulating rules or explanation

Teacher asks the pupil to formulate rules or explanation as solution to the discrepent event.

Phase 5: Analysis of the Inquiry process

Asks the students to analyse their inquiry strategies and developing more effective ones.

Social system

Teacher selects or designs the puzzling situation and presents it to the students. During the inquiry session teachers and students participates as equals .As the students learn the principles of inquiry the teacher guides them use the resources materials and perform experiments and conduct discussion with other students.

Principles of reaction

Ensure that the phrasing of the questions eliciting yes/no answers is done correctly. If the teacher is asked questions that cannot be answered by a yes or no ,she must ask the students to rephrase the questions. Ask the students to make clear statements of theories and provide support for their generalization.

Support system

The main requirements of the model are a set of discrepant events, teachers knowledge of the inquiry process and the resource material related to the problem.

Instructional effects

Scientific process skills

Strategies for creative inquiry

Nurturant effects

Spirit of creativity

Autonomy in learning

Tolerance of ambiquity

Tentative nature of knowledge

Thank You!