Suchman Inquiry Model

BACKGROUND

Richard Suchman’s model supports the belief that students should become autonomous, self-directed learners. This inquiry strategy presents a puzzling problem related to a concept. Suchman calls this problem a “discrepant event.” Students are then instructed that they are to propose hypotheses and ideas that would explain the phenomenon by asking questions that the teacher can answer with "Yes," "No," or "Maybe."

The Suchman Inquiry Model facilitates students to think through an event or problem and ask questions to find a solution. Students take an active role and engage in applying higher-order thinking skills.

PROCEDURE

1. Introduce a discrepant event, a puzzling situation that challenges students to provide a theory of explanation.

2. Have students ask questions to gather data. They can only ask the teacher single questions that can be answered by a “yes” or “no” response.

3. The teacher responds to the questions to help students gather data and also guides students to clarify as needed.

4. The teacher asks student to formalize the data and formulate an explanation. Students solve the problem with the information they have collected.

5. Finally, the teacher guides students to analyze their thinking and questioning patterns; they also decide how the information was helpful or misleading in finding the solution.

References:
Skoog, G. and Lein, V. Strategies for Teaching Physical Science. Texas Tech University