

<b>METHODOLOGY</b>  <b>M 3</b>	<b>INFO HUNT</b>
	<b>Tactical methods</b>

Date (13/08/2010)

<b>WHAT IS?</b>	<p>This method forces trainees to read and search through all of the material to hunt out the information to answer some key questions.</p> <p>So, info hunt is a good way of getting people to become familiar with a relatively large amount of written material.</p> <p>It is also useful for helping people remember key items of information.</p> <p>The questions are not designed to test learners' knowledge or memory but to help them to realise the scope and coverage of the information that is provided in the written material.</p> <p>The questions will appear in the same sequence as the information.</p>
<b>WHY</b>	<p>This method is useful because it promotes the reading of a relatively long document or several documents during a field visit. People have to read and search through all the written materials to hunt out the information needed to answer the questions</p>
<b>HOW</b>	<p>This activity is justified where there is an appropriate piece of written material that your learners need to become familiar with.</p> <p>For example, the written material is given to be read between two training sessions or presented during a field visit through posters. But it could also be presented using commentaries during the field visit.</p>
<b>WHAT I NEED</b>	<p>You have to prepare a sheet with a collection of different questions based on the topic which participants will read about in a document or will receive written or oral comments on during a field visit.</p> <p>The most effective types of question for this activity are a mixture of:</p> <p>► <b>True/false questions:</b> This type of question is produced by simply taking a statement from the text, and reproducing it as a true statement or changing it in order to make it false. Try to ensure that each statement represents an important piece of information and word it so that it is unequivocally true or false.</p>

	<p>► <b>Short answers:</b> This kind of question can be drafted in two main styles: accompanied by a box or by a sentence with a blank to fill-in.</p> <p>► <b>Multiple choice:</b> This kind of question consists of a 'stem', which is the question, with several alternative answers for people to choose from. One or several are correct answers. The incorrect answers should not be too obviously incorrect.</p>
EXAMPLES	<p>► <b>True/false questions</b></p> <p>Seeing the results during the visit, we can say that mechanical weed control has a better effectiveness than the thermic one on blackgrass.</p> <p><input type="checkbox"/> True                      <input type="checkbox"/> False</p> <p>► <b>Short answers</b></p> <p>How many alternative measures available on Oriental fruit moth did you see during the visit?</p> <div style="border: 1px solid black; height: 20px; width: 150px; margin: 5px 0;"></div> <p>There are _____ alternative measures available on Oriental fruit moth</p> <p>► <b>Multiple choice</b></p> <p>The following alternative measures are available to fight the Oriental fruit moth:</p> <p><input type="checkbox"/> 1. Natural beneficial insects</p> <p><input type="checkbox"/> 2. Introduced beneficial insects</p> <p><input type="checkbox"/> 3. Bt products</p> <p><input type="checkbox"/> 4. GMO peach trees</p> <p><input type="checkbox"/> 5. Mating disruption</p> <p><input type="checkbox"/> 6. Virus products</p>
SOURCES	<p>J. Rodwell: Activity-based training design - Gower editions</p>