Abstract No: 78648 - Is fieldwork good? An analysis of the student view.

Kara & Carpenter (1994, 1998) demonstrated the benefits of geological fieldwork in the academic domain. This poster reports on a project that investigated the ‘effective achievement’ as well as the ‘academic achievement’ through selecting visit and residential fieldwork across a range of geology, geography and environmental science programmes in the UK. The project collected evidence using post- and pre-course questionnaires addressing student perceptions of their experience. Statistical analysis of the data suggested there was a positive shift with respect to pre- and post- responses: students were more confident in working with others, advised students of the situation as early as possible; Room sharing and accommodation may cause anxiety; Maintain residential field courses in the GEES disciplines and consider developing their use in other subject areas. 3. Early analysis shows that fieldwork encourages students to take a deeper approach to learning. 4. Research has shown that academic and social integration aids retention. Field courses are a mechanism for achieving academic and social integration.

Requirements

1. The field courses in this sample were effective in terms of both academic and social integration. 2. Care needed with student briefing in the pre-field course preparation to allay apprehension/anxiety: Advise students of the situation as early as possible; Many teachers believe fieldwork to be an effective and enjoyable teaching method (Kent et al., 1997). 3. Early analysis shows that fieldwork encourages students to take a deeper approach to learning. 4. Research has shown that academic and social integration aids retention. Field courses are a mechanism for achieving academic and social integration.