

ISSOTL18

Lundmark, A., Augland L. and Jørgensen, S. 2018: How Do Digitale Influence Geoscience Students' Learning Experience in the field?

Fieldwork is an integral part of most higher education Earth Science curricula. Field mapping combines many of the field skills taught in various sub-disciplines such as sedimentology, structural geology, petrology etc. That is, identifying, measuring, documenting and interpreting field evidence in the rocks and in the landscape. Field mapping is therefore taught as a capstone course for the bachelor program in geology and physical geography at Oslo University, Norway. Until now, we have regarded it as a given that field skills such as measuring structures, sketching, finding geographical locations on maps, and recording data are best learnt using traditional analogue field methods, even though digital tools are becoming more and more prevalent in professional Earth Science fieldwork. In the spring of 2018 we implemented field teaching using the program Fieldmove run on Ipad pros in our capstone field mapping course. In this study we report the students' experiences of this trial. The students were observed in the field, and answered questionnaires during and after the course. Using this data, along with the maps the students produced as part of the course, we examine how the students use their limited time in the field on different tasks as they work with or without digital tools, how they perceive the digital tools to affect their learning, the relevance of the field course and their overall experience of the field work, and the effect the digital tools had on the final products of the mapping projects.