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Comment on gc-2021-18

Steven Rogers

Community comment on "Transformation of geological sciences and geological engineering field methods course to remote delivery using manual, virtual, and blended tools in fall 2020" by Jennifer Jane Day, Geosci. Commun. Discuss., https://doi.org/10.5194/gc-2021-18-CC1, 2021

Hello Jennifer,

I enjoyed reading this preprint, its really good to see what others have been upto when delivering geol courses over the past year! A few thoughts I have, which I hope are constructive and think could help increase the use and scope of the peice:

The changes you made are clearly communicated, but I think the pedagogical context of the innovations used is sometimes missing - what are the educational frameworks that support these innovations? -It feels like the digital mapping excercise was ultimately scaffolded by the field videos etc, for example. An interesting (and probably important/useful) addition could also look into student engagement - did the students engage? Why? What had to be taught differently (other than the virtual nature) e.g. with stereonets (which are known troublesome knowledge/associated with a concept threshold) did the online sessions work the same as they would have previously? Something on student attainment would be useful too - how did the students perform, and again, why might this be? Were the tools used potentially more inclusive/accessible (being able to rewatch videos etc.). My final thought would be what happens now? You highlight the need to return to the field (and I dont think anyone can argue that virtual trips can truely replace in situ fieldwork!) but would there be a case for keeping elements of the virtual fieldwork - could this prepare students for field work? Are you planning to keep some of the digital sessions or resources - you briefly mention this in the conclusions - how would you see this working and how might that work pedagogically (how might you build a blended learning environment)?

Sorry, lots to think about there - I really think sharing our practice of the last year is super important, so think this could be a really useful "case study" for some bestpractice, and do think that some additional pedagogic framework/supporting theory would be of benefit. Happy to chat if you would like? s.l.rogers@keele.ac.uk or I am also on Twitter @SLRogersGeol

Cheers,

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