

Geosci. Commun. Discuss., community comment CC1
<https://doi.org/10.5194/gc-2021-18-CC1>, 2021
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Comment on gc-2021-18

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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 stereonet (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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