# 10 – Appendices

## 10.1 – Appendix 1. Student Interview Protocol.

Using a semi-structured format, students will be asked to discuss various factors relating to their field experience, primarily focusing on their perceptions of the place(s) that the field trip is occurring in. The following topics may be addressed during the interviews, using students’ questionnaire responses to generate discussion and tailor individual interview trajectories:

1. The student’s personal background
	1. Where are they from?
	2. What are they majoring in (solely geology, or double major)?
	3. Why are they majoring that field?
	4. When did they decide on their major?
	5. Educational motivation or socio-environmental perceptions of interest that arise from the questionnaire.
2. General perceptions of the field trip
	1. What they like/dislike about it.
	2. What do they think the purpose was? What did they learn?
	3. What was most/least useful to learn?
	4. When was it most/least engaging?
3. How the location contributes to or detracts from the field trip
	1. Had they visited this location before? How many times? In what capacity?
	2. What are the most/least beneficial aspects of the location, as an educational environment?
4. Local visitation and education (where “local” is defined specifically for each area)
	1. What activities do they think locals participate in here?
	2. What features of the area do they think locals should learn about?
5. Tourist visitation and education (from further afield than what is defined as local)
	1. What activities do they think tourists participate in here?
	2. What features of the area do they think tourists should learn about? Do they think this should differ from what locals should learn about?
6. Personal interest in the location
	1. Would they return to this field trip location, in their own time?
	2. What types of activities could they see themselves doing?
	3. What are its most interesting/important features?
7. Impact of the field trip on their perceptions of the location
	1. How would they describe their relationship with the location(s)?
	2. Has the field trip changed their perceptions of its location(s)?
8. Any additional comments/questions that the interviewee introduces, based on the above series of topics.

## 10.2 – Appendix 2. Instructor Interview Protocol.

Using a semi-structured format, lecturers will be asked to discuss general perceptions of field trips, their own field experiences, place-based teaching, and the specific place(s) in which they lead field trips. The following topics may be addressed during the interviews:

1. The lecturer’s personal background
	1. Where are you from originally?
	2. How long have you lived here?
	3. How much time do you spend in the outdoors here? What do you do?
	4. How would you describe your research specialty?
	5. How long have you been teaching this field course? What about other courses, at UC or elsewhere? Your uni? How much time spent with FA?
2. Perceptions of field experiences
	1. Do you think field education is valuable for the development of undergraduate geoscientists? Why? Are there any negatives?
	2. Can you think of any of your own examples as a student, demonstrator, or lecturer?
	3. How do you think your students perceive the field experience? Why?
3. General perceptions of the field trip
	1. What is the purpose of this field trip? Why?
	2. How does field teaching differ from in class teaching?
	3. What teaching methods work particularly well in the field? Which don’t? Why?
4. How the location contributes to or detracts from the field trip
	1. What are the most important educational features of this field trip location? Why?
	2. How might this place further contribute to field teaching?
	3. What is your ideal field teaching location? Why?
5. Impact of the field trip on their perceptions of the location
	1. Have you visited this location outside of this or other field courses? If so, to do what?
	2. Do you remember the first time you taught a field course in this location?
6. Any additional comments or questions?