



Supplement of

Learning outcomes, learning support, and cohort cohesion on a virtual field trip: an analysis of student and staff perceptions

Clare E. Bond et al.

Correspondence to: Clare E. Bond (clare.bond@abdn.ac.uk)

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Supplementary Material - Learning outcomes, learning support and cohort cohesion on a virtual field trip: an analysis of student and staff perceptions

1. Internet Test Form
2. Staff Pre-course Survey
3. Staff Post-course Survey
4. Student Pre-course Survey
5. Student Post Course Survey

Supplementary Material - Learning outcomes, learning support and cohort cohesion on a virtual field trip: an analysis of student and staff perceptions

1. Internet Test Form

Virtual Field (aka Torridon)

This form asks you a series of questions that we NEED you to answer so that we can best deliver the Virtual Field 'Trip' that will replace Torridon. Please answer it to the best of your ability. The more prepared you, and we, are the better it will run.

* Required

Computing Facilities

1. What computing hardware do you have access to? *

Check all that apply.

- ☐ Laptop
- ☐ ipad
- ☐ desktop
- ☐ other
- ☐ None

2. Do you have access to a mobile phone or digital camera for taking photos of your work to upload? *

Mark only one oval.

- ☐ Yes
- ☐ No

3. What is your internet access? *

Mark only one oval.

- ☐ ethernet (cable into wall)
- ☐ home wifi
- ☐ phone only

How good is
your internet?

Go to <https://broadbandtest.which.co.uk>
run the test in the conditions/time that you expect to be working and
then answer the following questions.
NOTE the tests can take some time to run, wait until you have
numbers for each of the 3 tests.

4. latency (number only) *

5. download speed (number only) *

6. upload speed (number only) *

Access to
Resources
& Time

We will run the Virtual Field 'Trip' over 5 weeks starting on May 25th.
Exercises will be introduced on the Monday and Wednesday each week.
These introductions will be recorded so that you can access them at other
times. There will also be online Q&A sessions and demonstrator time.

In order to support you as best we can, we will put you into groups based on
when you are most available, to access demonstrators and to work together.
Please indicate your likely availability over the five weeks on the days and
times specified. If you are generally available please select this option to give
the most flexibility.

7. Mondays

Check all that apply.

- ☐ Generally available
- ☐ 9-10am
- ☐ 10am-11am
- ☐ 11am-12 noon
- ☐ 12 noon- 1pm
- ☐ 1-2pm
- ☐ 2-3pm
- ☐ 3-4pm
- ☐ 4-5pm
- ☐ early evening

8. Tuesdays *

Check all that apply.

- ☐ Generally available
- ☐ 9-10am
- ☐ 10am-11am
- ☐ 11am-12 noon
- ☐ 12 noon- 1pm
- ☐ 1-2pm
- ☐ 2-3pm
- ☐ 3-4pm
- ☐ 4-5pm
- ☐ early evening

9. Wednesdays *

Check all that apply.

- ☐ Generally available
- ☐ 9-10am
- ☐ 10am-11am
- ☐ 11am-12 noon
- ☐ 12 noon- 1pm
- ☐ 1-2pm
- ☐ 2-3pm
- ☐ 3-4pm
- ☐ 4-5pm
- ☐ early evening

10. Thursdays *

Check all that apply.

- ☐ Generally available
- ☐ 9-10am
- ☐ 10am-11am
- ☐ 11am-12 noon
- ☐ 12 noon- 1pm
- ☐ 1-2pm
- ☐ 2-3pm
- ☐ 3-4pm
- ☐ 4-5pm
- ☐ early evening

11. Fridays *

Check all that apply.

- ☐ Generally available
- ☐ 9-10am
- ☐ 10am-11am
- ☐ 11am-12 noon
- ☐ 12 noon- 1pm
- ☐ 1-2pm
- ☐ 2-3pm
- ☐ 3-4pm
- ☐ 4-5pm
- ☐ early evening

Where
are you?

We would like to send out a printed workbook, in addition to the online resources that will be available.
Please provide the details of where you are below so that we can get this sent out to you.

12. Name *

13. Address (please ensure you include a postcode) *

Other
issues

We realise that looking forward over the next two months is tricky, but please use this section to highlight any other issues that you feel you may have in completing the work (e.g. childcare commitments, key-working, lack of quiet space/time to work - note that these are just examples, this list is not exhaustive). Please give as much information as possible as to how any issues raised will likely affect you.

14. Anything else you would like to raise?

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2. Staff Pre-course Survey

Perceptions and Outcomes of a Virtual Field Trip

This is an online set of questions designed to help us assess the perception of and effectiveness of Virtual Field Trips in the geology curriculum. This research is led by Clare Bond at the University of Aberdeen.

Participation in the research is completely voluntary. You can withdraw at any time, without reason.

AIMS

We aim to use the results to inform teaching practice at the University of Aberdeen and more broadly within the sector through academic publications and presentations.

WHAT YOU WILL BE ASKED TO DO

You will be asked to answer a series of questions that ask about your personal perceptions of Virtual Field Trips and your experience of taking part in one. You will be asked to answer questions at the start, the middle and the end of the Virtual Field Trip.

DATA MANAGEMENT AND STORAGE

The data collected will be anonymous and stored on University of Aberdeen secure servers while it is analysed for the research. Summary data may be made available in data stores associated with publication.

Thank you for taking part in this research.

If you have any questions about this research please contact:

clare.bond@abdn.ac.uk

Investigating perceptions and outcomes of running a Virtual Field Trip

Please read the statements below and tick the final box to confirm you have read and understood the statements and upon doing so agree to participate in the project.

I confirm that the research project "Investigating perceptions and outcomes of running a Virtual Field Trip" has been explained to me. I have had the opportunity to ask questions about the project and have had these answered satisfactorily.

I consent to the material I contribute being used to generate insights for the research project "Investigating perceptions and outcomes of running a Virtual Field Trip".

I understand that my participation in this research is voluntary and that I may withdraw from the research at any time.

I consent to allow the fully anonymised data to be used for future publications and other scholarly means of disseminating the findings from the research project.

I understand that the information/data acquired will be securely stored by researchers, but that appropriately anonymised data may in future be made available to others for research purposes. I understand that the University may publish appropriately anonymised data in its research repository for verification purposes and to make it accessible to researchers and other research users.

Consent

1. I confirm that I have read and understood the above statements *

Check all that apply.

☐ Confirm

2. Are you a demonstrator or a staff member? *

Mark only one oval.

☐ staff

☐ demonstrator

Expectations of a virtual field trip

These first set of questions ask about your expectations of a virtual field trip.

3. 1. What do you think the positive aspects of a virtual field course might be?

4. 2. What do you think the negative aspects of a virtual field course might be?

Some expected learning outcomes for this course, of which this field trip is a part, are listed below.

Please rate each learning outcome on a scale of 1-5 of how likely you think it is to be achieved given the move to a virtual field trip; where 1 is unlikely to be achieved and 5 is likely to be achieved.

5. 3 a. Seeing rocks in their context in the field

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

6. 3 b. Making detailed observations of rock outcrops and fabrics

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

7. 3 c. Collecting structural data

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

8. 3 d. Completing sedimentary logging

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

9. 3 e. Interpreting and analysing structural data

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

10. 3 f. Interpreting and analysing sedimentary logs

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

11. 3 g. Building and maintain a field notebook

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

12. 3 h. Field sketching

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

13. 3 i. Interpretation of field observations to make predictions

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

17. 4b. A virtual field trip will in comparison to an actual field trip decrease student cohesion

Mark only one oval.

	1	2	3	4	5	
no to little impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	significant impact

18. 4c. A virtual field trip will in comparison to an actual field trip provide individual students with less academic support

Mark only one oval.

	1	2	3	4	5	
less support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	more support

19. 4d. A virtual field trip will in comparison to an actual field trip provide the group with less academic support

Mark only one oval.

	1	2	3	4	5	
less support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	more support

Timing,
Duration
& Home
working

This field trip would normally take place over 10 days in the NW Highlands of Scotland. We have decided to run the course over 5 weeks, with the equivalent of 2 days of activity each week. We have done this in an attempt to maximise the ability for individuals to take part effectively in the field trip given other commitments (including but not limited to: key working, caring, responsibilities, internet access issues etc.). Please rate the following statements from: 1 to 5 (see descriptors below).

20. 5a. Running the field trip over 5 weeks, rather than in a compressed 10 day field trip slot (online), will be good for individual students

Mark only one oval.

	1	2	3	4	5	
bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good

21. 5b. Running the field trip over 5 weeks, rather than in a compressed 10 day field trip slot (online), will be good for the student group as a whole

Mark only one oval.

	1	2	3	4	5	
bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good

22. 5c. I think the ability for students to engage in and complete work on the Virtual Field Trip will be affected by caring responsibilities

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

23. 5d. I think the ability for students to engage in and complete work on the Virtual Field Trip will be affected by lack of a quiet place to work and think

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

24. 5e. I think the ability for students to engage in and complete work on the Virtual Field Trip will be affected by internet access issues

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

25. 5f. I think the ability for students to engage in and complete work on the Virtual Field Trip will be affected by having to work (non-academic)

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

Printed
Workbook

We have sent out a printed Workbook. Please rate the following statements from 1 (not really) to 5 (yes alot):

26. 6a. A printed workbook will help the students learn because it will allow them to find a quieter space/place to learn.

Mark only one oval.

	1	2	3	4	5	
not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

27. 6b. A printed workbook will help the students learn because it will allow them to read instructions whilst working on the computer.

Mark only one oval.

	1	2	3	4	5	
not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

28. 6c. A printed workbook will help the students learn because it will allow them to reflect and read things away from the computer screen.

Mark only one oval.

	1	2	3	4	5	
not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

29. 6d. A printed workbook will help the students learn because it will provide useful as a future reference resource.

Mark only one oval.

	1	2	3	4	5	
not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

Anything else to add?

30. 7. Please add any other thoughts or feeling you have about delivering a Virtual Field Trip.

Supplementary Material - Learning outcomes, learning support and cohort cohesion on a virtual field trip: an analysis of student and staff perceptions

3. Staff Post-course Survey

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1. I confirm that I have read and understood the above statements *

Check all that apply.

☐ Confirm

How you found the virtual field trip

Having completed the virtual field trip, please complete the following questions.

2. 1. What do you think the positive aspects of a virtual field course are?

3. 2. What do you think the negative aspects of a virtual field course are?

Some expected learning outcomes for this course, of which this field trip is a part, are listed below.

Please rate each learning outcome on a scale of 1-5 of the level to which you felt it has been achieved; where - 1 has not been achieved and 5 has been achieved.

4. 3 a. Seeing rocks in their context in the field

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

5. 3 b. Making detailed observations of rock outcrops and fabrics

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

6. 3 c. Collecting structural data

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

7. 3 d. Completing sedimentary logging

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

8. 3 e. Interpreting and analysing structural data

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

9. 3 f. Interpreting and analysing sedimentary logs

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

10. 3 g. Building and maintain a field notebook

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

11. 3 h. Field sketching

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

12. 3 i. Interpretation of field observations to make predictions

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

16. 4b. A virtual field trip in comparison to an actual field trip decreases student cohesion

Mark only one oval.

	1	2	3	4	5	
no to little impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	significant impact

17. 4c. A virtual field trip in comparison to an actual field trip provided me personally with less academic support

Mark only one oval.

	1	2	3	4	5	
less support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	more support

18. 4d. A virtual field trip in comparison to an actual field trip provided the group with less academic support

Mark only one oval.

	1	2	3	4	5	
less support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	more support

Timing,
Duration
& Home
working

This field trip would normally take place over 10 days in the NW Highlands of Scotland. We decided to run the course over 5 weeks, with the equivalent of 2 days of activity each week. We did this in an attempt to maximise the ability for individuals to take part effectively in the field trip given other commitments (including but not limited to: key working, caring, responsibilities, internet access issues etc.). Please rate the following statements from: 1 to 5 (see descriptors below).

19. 5a. Running the field trip over 5 weeks, rather than in a compressed 10 day field trip slot (online), was good for me personally.

Mark only one oval.

	1	2	3	4	5	
bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good

20. 5b. Running the field trip over 5 weeks, rather than in a compressed 10 day field trip slot (online), was good for the student group as a whole

Mark only one oval.

	1	2	3	4	5	
bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good

21. 5c. I think my ability to engage in and complete work on the Virtual Field Trip was affected by caring responsibilities

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

22. 5d. I think my ability to engage in and complete work on the Virtual Field Trip was affected by lack of a quiet place to work and think

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

23. 5e. I think my ability to engage in and complete work on the Virtual Field Trip was affected by internet access issues

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

24. 5f. I think my ability to engage in and complete work on the Virtual Field Trip was affected having to work (non-academic)

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

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Mark only one oval.

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	1	2	3	4	5	
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28. 6d. A printed workbook will help me to learn because it will provide useful as a future reference resource.

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	1	2	3	4	5	
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I consent to the material I contribute being used to generate insights for the research project "Investigating perceptions and outcomes of running a Virtual Field Trip".

Consent

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1. I confirm that I have read and understood the above statements *

Check all that apply.

☐ Confirm

Expectations of a virtual field trip

These first set of questions ask about your expectations of a virtual field trip.

2. 1. What do you think the positive aspects of a virtual field course might be?

3. 2. What do you think the negative aspects of a virtual field course might be?

Some expected learning outcomes for this course, of which this field trip is a part, are listed below.

Please rate each learning outcome on a scale of 1-5 of how likely you think it is to be achieved given the move to a virtual field trip; where 1 is unlikely to be achieved and 5 is likely to be achieved.

4. 3 a. Seeing rocks in their context in the field

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

5. 3 b. Making detailed observations of rock outcrops and fabrics

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

6. 3 c. Collecting structural data

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

7. 3 d. Completing sedimentary logging

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

8. 3 e. Interpreting and analysing structural data

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

9. 3 f. Interpreting and analysing sedimentary logs

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

10. 3 g. Building and maintain a field notebook

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

11. 3 h. Field sketching

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

12. 3 i. Interpretation of field observations to make predictions

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

13. 3 j. Interpretation of field observations to build a geological history

Mark only one oval.

	1	2	3	4	5	
unlikely to be achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	likely to be achieved

14. 3 k. Synthesising datasets to create maps, cross sections, evolutionary understanding and analysis of palaeoenvironments.

Mark only one oval.

1 2 3 4 5

unlikely to be achieved ☐ ☐ ☐ ☐ ☐ likely to be achieved

Other influences

A virtual field trip may have other influences. Please rate the following statements from: 1 to 5 (see descriptors below)

15. 4a. A virtual field trip will in comparison to an actual field trip decrease peer-peer learning

Mark only one oval.

1 2 3 4 5

no to little impact ☐ ☐ ☐ ☐ ☐ significant impact

16. 4b. A virtual field trip will in comparison to an actual field trip decrease student cohesion

Mark only one oval.

	1	2	3	4	5	
no to little impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	significant impact

17. 4c. A virtual field trip will in comparison to an actual field trip provide me personally with less academic support

Mark only one oval.

	1	2	3	4	5	
less support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	more support

18. 4d. A virtual field trip will in comparison to an actual field trip provide the group with less academic support

Mark only one oval.

	1	2	3	4	5	
less support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	more support

Timing,
Duration
& Home
working

This field trip would normally take place over 10 days in the NW Highlands of Scotland. We have decided to run the course over 5 weeks, with the equivalent of 2 days of activity each week. We have done this in an attempt to maximise the ability for individuals to take part effectively in the field trip given other commitments (including but not limited to: key working, caring, responsibilities, internet access issues etc.). Please rate the following statements from: 1 to 5 (see descriptors below).

19. 5a. Running the field trip over 5 weeks, rather than in a compressed 10 day field trip slot (online), will be good for me personally.

Mark only one oval.

	1	2	3	4	5	
bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good

20. 5b. Running the field trip over 5 weeks, rather than in a compressed 10 day field trip slot (online), will be good for the student group as a whole

Mark only one oval.

	1	2	3	4	5	
bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good

21. 5c. I think my ability to engage in and complete work on the Virtual Field Trip will be affected by caring responsibilities

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

22. 5d. I think my ability to engage in and complete work on the Virtual Field Trip will be affected by lack of a quiet place to work and think

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

23. 5e. I think my ability to engage in and complete work on the Virtual Field Trip will be affect by internet access issues

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

24. 5f. I think my ability to engage in and complete work on the Virtual Field Trip will be affected by having to work (non-academic)

Mark only one oval.

1 2 3 4 5

not much ☐ ☐ ☐ ☐ ☐ a lot

Printed
Workbook

We have sent out a printed Workbook. Please rate the following statements from 1 (not really) to 5 (yes alot):

25. 6a. A printed workbook will help me learn because it will allow me to find a quieter space/place to learn.

Mark only one oval.

1 2 3 4 5

not really ☐ ☐ ☐ ☐ ☐ yes alot

26. 6b. A printed workbook will help me learn because it will allow me to read instructions while working on the computer.

Mark only one oval.

	1	2	3	4	5	
not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

27. 6c. A printed workbook will help me learn because it will allow me to reflect and read things away from the computer screen.

Mark only one oval.

	1	2	3	4	5	
not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

28. 6d. A printed workbook will help me to learn because it will provide useful as a future reference resource.

Mark only one oval.


	1	2	3	4	5	
not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

Anything else to add?

29. 7. Please add any other thoughts or feeling you have about completing a Virtual Field Trip.

Supplementary Material - Learning outcomes, learning support and cohort cohesion on a virtual field trip: an analysis of student and staff perceptions

5. Student Post-course Survey



Perceptions and Outcomes of a Virtual Field Trip

This is an online set of questions designed to help us assess the perception of and effectiveness of Virtual Field Trips in the geology curriculum. This research is led by Clare Bond at the University of Aberdeen.

Participation in the research is completely voluntary. You can withdraw at any time, without reason.

AIMS

We aim to use the results to inform teaching practice at the University of Aberdeen and more broadly within the sector through academic publications and presentations.

WHAT YOU WILL BE ASKED TO DO

You will be asked to answer a series of questions that ask about your personal perceptions of Virtual Field Trips and your experience of taking part in one. You will be asked to answer questions at the start, the middle and the end of the Virtual Field Trip.

DATA MANAGEMENT AND STORAGE

The data collected will be anonymous and stored on University of Aberdeen secure servers while it is analysed for the research. Summary data may be made available in data stores associated with publication.

Thank you for taking part in this research.

If you have any questions about this research please contact:

clare.bond@abdn.ac.uk

* Required



Investigating perceptions and outcomes of running a Virtual Field Trip

Please read the statements below and tick the final box to confirm you have read and understood the statements and upon doing so agree to participate in the project.

I confirm that the research project "Investigating perceptions and outcomes of running a Virtual Field Trip" has been explained to me. I have had the opportunity to ask questions about the project and have had these answered satisfactorily.

I consent to the material I contribute being used to generate insights for the research project "Investigating perceptions and outcomes of running a Virtual Field Trip".

Consent

I understand that my participation in this research is voluntary and that I may withdraw from the research at any time.

I consent to allow the fully anonymised data to be used for future publications and other scholarly means of disseminating the findings from the research project.

I understand that the information/data acquired will be securely stored by researchers, but that appropriately anonymised data may in future be made available to others for research purposes. I understand that the University may publish appropriately anonymised data in its research repository for verification purposes and to make it accessible to researchers and other research users.

1. I confirm that I have read and understood the above statements *

Check all that apply.

☐ Confirm

How you found the virtual field trip

Having completed the virtual field trip, please complete the following questions.

2. 1. What do you think the positive aspects of a virtual field course are?

3. 2. What do you think the negative aspects of a virtual field course are?

Some expected learning outcomes for this course, of which this field trip is a part, are listed below.

Please rate each learning outcome on a scale of 1-5 of the level to which you felt it has been achieved; where - 1 has not been achieved and 5 has been achieved.

4. 3 a. Seeing rocks in their context in the field

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

5. 3 b. Making detailed observations of rock outcrops and fabrics

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

6. 3 c. Collecting structural data

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

7. 3 d. Completing sedimentary logging

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

8. 3 e. Interpreting and analysing structural data

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

9. 3 f. Interpreting and analysing sedimentary logs

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

10. 3 g. Building and maintain a field notebook

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

11. 3 h. Field sketching

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

12. 3 i. Interpretation of field observations to make predictions

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

13. 3 j. Interpretation of field observations to build a geological history

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

14. 3 k. Synthesising datasets to create maps, cross sections, evolutionary understanding and analysis of palaeoenvironments.

Mark only one oval.

	1	2	3	4	5	
not achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	achieved

Other influences

A virtual field trip may have other influences. Please rate the following statements from: 1 to 5 (see descriptors below)

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Mark only one oval.

1 2 3 4 5

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16. 4b. A virtual field trip in comparison to an actual field trip decreases student cohesion

Mark only one oval.

	1	2	3	4	5	
no to little impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	significant impact

17. 4c. A virtual field trip in comparison to an actual field trip provided me personally with less academic support

Mark only one oval.

	1	2	3	4	5	
less support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	more support

18. 4d. A virtual field trip in comparison to an actual field trip provided the group with less academic support

Mark only one oval.

	1	2	3	4	5	
less support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	more support

Timing,
Duration
& Home
working

This field trip would normally take place over 10 days in the NW Highlands of Scotland. We decided to run the course over 5 weeks, with the equivalent of 2 days of activity each week. We did this in an attempt to maximise the ability for individuals to take part effectively in the field trip given other commitments (including but not limited to: key working, caring, responsibilities, internet access issues etc.). Please rate the following statements from: 1 to 5 (see descriptors below).

19. 5a. Running the field trip over 5 weeks, rather than in a compressed 10 day field trip slot (online), was good for me personally.

Mark only one oval.

	1	2	3	4	5	
bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good

20. 5b. Running the field trip over 5 weeks, rather than in a compressed 10 day field trip slot (online), was good for the student group as a whole

Mark only one oval.

	1	2	3	4	5	
bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good

21. 5c. I think my ability to engage in and complete work on the Virtual Field Trip was affected by caring responsibilities

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

22. 5d. I think my ability to engage in and complete work on the Virtual Field Trip was affected by lack of a quiet place to work and think

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

23. 5e. I think my ability to engage in and complete work on the Virtual Field Trip was affected by internet access issues

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	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

24. 5f. I think my ability to engage in and complete work on the Virtual Field Trip was affected having to work (non-academic)

Mark only one oval.

	1	2	3	4	5	
not much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a lot

Printed
Workbook

We sent out a printed Workbook. Please rate the following statements from 1 (not really) to 5 (yes alot):

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	1	2	3	4	5	
not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

26. 6b. A printed workbook helped me learn because it allowed me to read instructions whilst working on the computer.

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	1	2	3	4	5	
not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

27. 6c. A printed workbook helped me learn because it allowed me to reflect and read things away from the computer screen.

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not really	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes alot

28. 6d. A printed workbook will help me to learn because it will provide useful as a future reference resource.

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	1	2	3	4	5	
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Anything else to add?

29. 7. Please add any other thoughts or feeling you have about completing the Virtual Field Tri

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