

Chapter 1 : Field Observations

Field observations are a method where you observe people in 'real' locations and situations, such as workplaces, homes, etc. They can be particularly helpful if the causes of 'wasteful' energy behaviour are not clear to you.

Berry is trying to teach me to recognize nineteen kinds of bare trees by the color and texture of their bark, their size and growth habit, where they occur, and the dead leaves on the ground beneath them. I make many mistakes, and he patiently points out the trees again and again as he strolls on long legs ahead of me up the hollow. Berry says the names with appreciation: He knows them not as a botanist but as a country boy who grew up to be a farmer. In between the trees are mossy piles of rocks, some quite large and heavy, carried from the fields as the plow turned them up. The country in front of us now falls off steeply toward Cane Run and the horse barn. Berry says he hunted squirrels here as a boy. At first the thing is simply a place to put clothes. With time, the grown man or woman learns to see more of it: And by gazing at its sturdiness for so many years, he or she knows something about how to make things that last. Late evening, and Berry has carried in wood from the box next to the wringer washing machine on the back porch and stoked the two wood burners to capacity. He sits reading with his feet up in a large comfortable chair in the living room, in front of a full wall of bookshelves. Berry looks satisfied and replies that he thinks this is a good move. I ask him what he thinks about the widely accepted virtues of the view of fragile earth from space. It looked like a poor old Christmas ornament. I squeeze into the cab next to two of his granddaughters, and Berry drives us to a graveyard. We work for a while gathering the brush into piles, then set fire to them. We stand near the blaze to warm ourselves as the wind picks up. The tales seem to have a formula, featuring the remembered person as a comic character at the center of some hilarious misadventure. A couple of the other men have gathered to listen and poke at the fire with sticks and hand tools. Everyone bends toward the old man as he delivers the punch line, and then they explode outward in laughter. Berry takes me back to the graveyard a day or two later. I remark that the stories of the dead people seem to have been preserved as comedy. Berry turns the pickup around and drives us home to supper in the gray evening light. On a frosty, sunny Sunday, Berry and I sit at the kitchen table after milking, chores, breakfast, and a couple of hours of writing. Brilliant red cardinals are pecking around outside in the sun between the kitchen window and the cistern on the uphill side of the farmhouse. He regards each question seriously and waits patiently as I paw through my papers, looking for a note about something I wanted to ask him. At one point he stops in midsentence and looks out the window to watch his ewes cross from the barnyard into the upper pasture. What happens to us if we forget the dead? But practicalities are involved also. It would be extremely local and extremely particular at its best, because it would consist of information about the history of various fields and patches of forest and that sort of thing. It would be too local to need to be preserved for any but the local posterity. This man who was my grandfather is present in me, as I felt always his father to be present in him. Can you tell me something about what you feel the obligations of the older man are toward the younger? The obligation is very great and moves two ways. The old have an obligation to be exemplary, if they can "and since nobody can be completely exemplary, they also have an obligation to be intelligent about their failings. And of course the young, the inheritors, have an obligation to remember these people and live up to them" be worthy of them. Once you become involved in this sequence of lives, there is no way to escape the responsibility. You inherit, and in turn you bequeath an inheritance of some kind. This phenomenon of mobility is now maybe our major social institution. Who is benefiting from all this mobility? For work to get good, it has to be carried on for generations, not just for a few years until you get tired of it. How would you advise them to begin deepening their relationship with place? Well, I think that I would give the same advice as Gary Snyder. You just have to start again, and I think what people have to experience "have to let themselves experience" is the knowledge and understanding and even happiness that come with long association with people and places and kinds of work. Of course, along with those enrichments there are griefs and worries too. And if you stay in a place and make connections, make relationships, you experience losses that are difficult to bear. Nobody has ever said that this was easy to do, but I think that everybody who has done it has done it out of this faith that

there are rewards. My experience suggests very powerfully to me that there are rewards. Something like half of all American marriages will fail, and 40 percent of all adults are single now. Is there a relationship between the present failure rate in marriages and families, and the failure to form a sustainable human relationship with the land? As I see it, there is. And so people enter into their relationships with one another and with their places with the idea that they have a right to expect those places and those people and those connections to be perfect. And then when imperfection appears, as it inevitably does, they feel that they have a right to be offended. We have an obligation to make them perfect, if we can. It would also be a form of oppression. I make a plan for every day I live. The day almost never exactly fits the plan. Some days depart wildly from the plan. Make plans that are appropriately small. If you do those things, then the future will take care of itself. What are the most dangerous superstitions, as you refer to them, of modern industrial culture? That industry will inevitably come up with solutions for the problems that it has created; that knowledge is neutral or value-free; that education is good; that education makes people better; that you can make people better by means of technological progress. Those are some of them. The superstition that knowledge is neutral reminds me of a discussion you and I had about the Luddites in early nineteenth century England, who broke up weaving machines and burned factories when faced with new machines they felt would disrupt their way of life. I notice that the term Luddite has a kind of sting in popular usage. Luddism has been far too simply defined. Luddism has to do with a choice between the human community and technological innovation, and a Luddite is somebody who would not permit his or her community to be damaged or destroyed by the use of new machinery. The Amish, for instance, have succeeded simply by asking one question of any proposed innovation, namely: If we wanted to be truly progressive, if we were truly committed to improving ourselves as creatures and as members of communities, we would always ask it. I think some of us are beginning to ask it. Much of this environmental action seems to focus on legal remedies: In the long run, our attempts to control the effects of economic activity on culture and on nature seem to result in a body of regulations and an expensive bureaucracy to manage them. Is there an alternative way of controlling what is done for profit? The alternative is revival of the idea of community. Communities do refuse bad innovations. Or with the understanding that you may need help in defending your back yard, or that you may need to help others defend theirs. However, a community has to understand that if it refuses the public proposal, then it has to come up with something better. Sometimes it will be a devastating question, but the community nevertheless has to begin to look to itself. You mean the people and the natural communities that are supposed to exist there — the trees, the grasses, the animals, the birds, and so on. Everything has to be included and considered. But I notice that there is not much of a constituency for coyotes in this part of Kentucky, especially around your sheep. How do you address this apparent failing, in practice, of the stewardship ethic you are proposing? Such an ethic seems to favor those things for which you have affection. We obviously have to enlarge affection so that it includes more than those things that are most congenial or profitable. Originally, it meant the care of property belonging to God. They seem to be a species that thrives on human malevolence. A better question is how can you raise sheep in spite of the coyotes, and there are ways of doing that. All kinds of questions are involved in any of these issues, but the important thing to me is to define the issue with a due regard for its real complexities. The necessary, and the most interesting, question is how these two things can exist together. It may be that in some places this effort ought to be given up. I thought when the coyotes came in here that this might be one of those places. The proper approach to any kind of land use begins with that question. What is the nature of this place? What will nature permit me to do here? There was a lively interest in such questions in the poetic tradition from Virgil to Pope, and it undoubtedly goes back well beyond Virgil. That way of thinking continues in the work of some modern agriculturalists — Albert Howard and Wes Jackson, among others — whose approach is to ask what the nature of the place is, what nature would be doing here if left alone. What will nature permit me to do here without damage to herself or to me? What will nature help me to do here?

Chapter 2 : On-Field Observations: Nick Chubb turning heads with old-school approach

Field research, field studies, or fieldwork is the collection of raw data outside a laboratory, library, or workplace setting. The approaches and methods used in field research vary across disciplines.

How to Approach Writing a Field Report How to Begin Field reports are most often assigned in disciplines of the applied social sciences [e. Field reports are also common in certain science disciplines [e. Professors will assign a field report with the intention of improving your understanding of key theoretical concepts through a method of careful and structured observation of, and reflection about, people, places, or things existing in their natural settings. Field reports facilitate the development of data collection techniques and observation skills and they help you to understand how theory applies to real world situations. Field reports are also an opportunity to obtain evidence through methods of observing professional practice that contribute to or challenge existing theories. We are all observers of people, their interactions, places, and events; however, your responsibility when writing a field report is to create a research study based on data generated by the act of designing a specific study, deliberate observation, a synthesis of key findings, and an interpretation of their meaning. When writing a field report you need to: Systematically observe and accurately record the varying aspects of a situation. Always approach your field study with a detailed plan about what you will observe, where you should conduct your observations, and the method by which you will collect and record your data. Continuously analyze your observations. Always look for the meaning underlying the actions you observe. What does this observed activity mean? What else does this relate to? Note that this is an on-going process of reflection and analysis taking place for the duration of your field research. Recording what you observe should not be done randomly or haphazardly; you must be focused and pay attention to details. Enter the observation site [i. Consciously observe, record, and analyze what you hear and see in the context of a theoretical framework. This is what separates data gatherings from simple reporting. The theoretical framework guiding your field research should determine what, when, and how you observe and act as the foundation from which you interpret your findings.

Techniques to Record Your Observations Although there is no limit to the type of data gathering technique you can use, these are the most frequently used methods: **Note Taking** This is the most commonly used and easiest method of recording your observations. Tips for taking notes include: See drop-down tab for additional information about note-taking. **Photography** With the advent of smart phones, high quality photographs can be taken of the objects, events, and people observed during a field study. Photographs can help capture an important moment in time as well as document details about the space where your observation takes place. Taking a photograph can save you time in documenting the details of a space that would otherwise require extensive note taking. Also, you should reject the idea that photographs are some sort of "window into the world" because this assumption creates the risk of over-interpreting what they show. As with any product of data gathering, you are the sole instrument of interpretation and meaning-making, not the object itself. **Video and Audio Recordings** Video or audio recording your observations has the positive effect of giving you an unfiltered record of the observation event. It also facilitates repeated analysis of your observations. This can be particularly helpful as you gather additional information or insights during your research. However, these techniques have the negative effect of increasing how intrusive you are as an observer and will often not be practical or even allowed under certain circumstances [e. This can also take the form of rough tables or graphs documenting the frequency and type of activities observed. These can be subsequently placed in a more readable format when you write your field report. To save time, draft a table [i. You may consider using a laptop or other electronic device to record your notes as you observe, but keep in mind the possibility that the clicking of keys while you type or noises from your device can be obtrusive, whereas writing your notes on paper is relatively quiet and unobtrusive. Techniques of observation and data gathering are not innate skills; they are skills that must be learned and practiced in order to achieve proficiency. Before your first observation, practice the technique you plan to use in a setting similar to your study site [e. The characteristics of an occupied space and the human use of the place where the observation s are being conducted. **Objects and material culture.** This refers to the presence, placement, and arrangement of

objects that impact the behavior or actions of those being observed. If applicable, describe the cultural artifacts representing the beliefs--values, ideas, attitudes, and assumptions--used by the individuals you are observing. This refers to documenting when and who performs what behavior or task and how often they occur. Record at which stage is this behavior occurring within the setting. The order in which events unfold. Note sequential patterns of behavior or the moment when actions or events take place and their significance. Physical characteristics of subjects. If relevant, note age, gender, clothing, etc. This would include things like body posture or facial expressions. Note that it may be relevant to also assess whether expressive body movements support or contradict the language used in conversation [e. Brief notes about all of these examples contextualize your observations; however, your observation notes will be guided primarily by your theoretical framework, keeping in mind that your observations will feed into and potentially modify or alter these frameworks. Sampling Techniques Sampling refers to the process used to select a portion of the population for study. Qualitative research, of which observation is one method, is generally based on non-probability and purposive sampling rather than probability or random approaches characteristic of quantitatively-driven studies. Sampling in observational research is flexible and often continues until no new themes emerge from the data, a point referred to as data saturation. All sampling decisions are made for the explicit purpose of obtaining the richest possible source of information to answer the research questions. Decisions about sampling assumes you know what you want to observe, what behaviors are important to record, and what research problem you are addressing before you begin the study. These questions determine what sampling technique you should use, so be sure you have adequately answered them before selecting a sampling method. Ways to sample when conducting an observation include: Ad Libitum Sampling -- this approach is not that different from what people do at the zoo--observing whatever seems interesting at the moment. There is no organized system of recording the observations; you just note whatever seems relevant at the time. The advantage of this method is that you are often able to observe relatively rare or unusual behaviors that might be missed by more deliberate sampling methods. This method is also useful for obtaining preliminary observations that can be used to develop your final field study. Problems using this method include the possibility of inherent bias toward conspicuous behaviors or individuals and that you may miss brief interactions in social settings. Behavior Sampling -- this involves watching the entire group of subjects and recording each occurrence of a specific behavior of interest and with reference to which individuals were involved. The method is useful in recording rare behaviors missed by other sampling methods and is often used in conjunction with focal or scan methods. However, sampling can be biased towards particular conspicuous behaviors. Continuous Recording -- provides a faithful record of behavior including frequencies, durations, and latencies [the time that elapses between a stimulus and the response to it]. This is a very demanding method because you are trying to record everything within the setting and, thus, measuring reliability may be sacrificed. In addition, durations and latencies are only reliable if subjects remain present throughout the collection of data. However, this method facilitates analyzing sequences of behaviors and ensures obtaining a wealth of data about the observation site and the people within it. The use of audio or video recording is most useful with this type of sampling. Usually you have a set of predetermined categories or types of behaviors that you are interested in observing [e. However, with this method, you likely have to conduct a lot of focal samples before you have a good idea about how group members interact. It can also be difficult within certain settings to keep one individual in sight for the entire period of the observation. Instantaneous Sampling -- this is where observation sessions are divided into short intervals divided by sample points. At each sample point the observer records if predetermined behaviors of interest are taking place. This method is not effective for recording discrete events of short duration and, frequently, observers will want to record novel behaviors that occur slightly before or after the point of sampling, creating a sampling error. Though not exact, this method does give you an idea of durations and is relatively easy to do. It is also good for recording behavior patterns occurring at a specific instant, such as, movement or body positions. One-Zero Sampling -- this is very similar to instantaneous sampling, only the observer records if the behaviors of interest have occurred at any time during an interval instead of at the instant of the sampling point. The method is useful for capturing data on behavior patterns that start and stop repeatedly and rapidly, but that last

only for a brief period of time. The disadvantage of this approach is that you get a dimensionless score for an entire recording session, so you only get one data point for each recording session. Scan Sampling -- this method involves taking a census of the entire observed group at predetermined time periods and recording what each individual is doing at that moment. This is useful for obtaining group behavioral data and allows for data that are evenly representative across individuals and periods of time. On the other hand, this method may be biased towards more conspicuous behaviors and you may miss a lot of what is going on between observations, especially rare or unusual behaviors. It is also difficult to record more than a few individuals in a group setting without missing what each individual is doing at each predetermined moment in time [e. Psychology Course Documents. University of Washington; Emerson, Robert M. Waveland Press, ; Emerson, Robert M. Paul Atkinson et al. Sage, , ; Emerson, Robert M. Colorado State University; Hazel, Spencer. A Sourcebook for Qualitative Researchers. Jon Prosser, editor London: Falmer Press, , pp. Writing Empirical Research Reports: Pyczak Publishing, ; Report Writing. Collection Strategies and Background Expectancies. The Higher Education Academy.

Chapter 3 : Field Observations | Florida Ornithological Society

Field observation placement may be limited during the period of Florida Standards Assessments during the spring term. Some schools limit student access to the school campus during the preparation period and assessments testing days.

Af-Am, maroon shirt Regardless of how you are measuring your dependent variable, you will need "identifiers" for the individuals observed. The "identifiers" are so that you and your partner can go back over your individual data later and check your reliability. Before the observation, agree upon the symbols and identifiers and set up the columns, being sure to have a few extra data sheets made up in case you get more subjects than you expect. Comment whenever it is difficult to decide how to categorize someone on the independent or dependent variable, or to explain "other" codes. Plan your sampling procedure. That is, explicitly decide who will count as a subject. In this study, you are "sampling" one period of time, and you should try to study everyone who comes into the setting during that time who is an appropriate subject. However, you should define who "counts" as a subject, both in terms of being in a position for your dependent variable to be relevant, and in terms of their personal characteristics. For example, will you consider children, or only adults? Will people have to enter a certain space or spend a certain amount of time in the setting to count as subjects? Will you exclude certain people e. Will you include only those people who enter a certain physical area, or spend a minimum amount of time in the area? What will you do if too many people come in at once for you to observe? You do not have to worry about random or representative sampling at this point. Carry Out Your Research Using the form you have developed, you and your partner observe independently each uses a form, both watch the same people, no discussion for a minimum of 30 minutes until you obtain a minimum of 40 observations. If you are not working with another member of the class, you must take someone with you as a reliability checker. If it turns out that the pace is so slow that you cannot observe at least 40 people in the time you have available, move to a different setting, or come back at a different time. If it turns out that people are coming in so fast that you cannot possibly observe them, stop and move to a better location or come back at a slower time. If you realize part way through that there is a problem with your operationalization or sampling, use the comments column to note the details for difficult cases and keep going. If you add a decision rule part way through, record it on your sheet and keep observing. Quit observing early only if the problems are so bad that you just cannot use your scheme at all, in which case you need to fix the problem and start over. Roster your data and enter it into the computer Set up a final data sheet in which the rows are individuals and the columns are variables. Set up five columns. The first one is for a case identification number. You should then have two columns for the independent variable, and two columns for the dependent variable. You label the independent variable columns with a name indicating what the variable is, such as sex1 coding of the sex of the case as recorded by partner 1 and sex2 ditto for partner 2 , using a name with no more than 8 letters and numbers, beginning with a letter. Do the same for the dependent variable columns. Record all of the data from people you both observed onto the data sheet first. At the bottom of the data sheet, record first the ones that partner 1 saw but partner 2 did not, and then those partner 2 saw but partner 1 did not. You will learn to use SPSS for data analysis. Data entry will be discussed and demonstrated in class, and there will then be a lab in which you will enter and analyze your own data. Data from both partners are entered into the same data file, so that the extent to which both partners have seen the same thing can be calculated. We will be able to calculate both a sample selection reliability the proportion of cases on which both partners saw the same individuals and coding reliability the proportion of cases in which the same people were seen in which the partners agreed on the coding of behavior. Science depends on researchers telling the truth about what really happened in their research, not what they wish had happened. At the same time, students worry that they will be graded down if they tell the truth. So, for each question, I insist that you tell the truth about what really happened in the research, but then follow it with an opportunity to explain what you now think you should have done. If there was a mistake and your self-criticism gives a correct statement about what you should have done, you will receive full credit as if you had done things right in the first place. Title of report, author s , date. Write one paragraph which summarizes your research methods, hypotheses, and

findings. You may include this on the title page if you wish. Write a paragraph stating your topic and why it is worth researching. Discuss in some detail what you saw in your unstructured observation that made you develop your hypothesis. State your bivariate hypothesis. We will write this section in a more closely structured format than the usual research article. This is so I can more easily grade your paper. Number each section of this discussion as it is numbered here, e. Describe the setting of your research, the date and time of day you conducted it, and any details relevant to understanding your data. A diagram of the physical setting is often helpful here. Discuss any differences between settings or times of day between the structured and unstructured observations. Talk about how you fit into the setting, and how you presented yourself so as not to influence the data collection. Describe your sampling procedures, including any restrictions placed on eligible subjects, or other procedures for deciding whom to study within the setting. Why you chose your particular conceptual variable and its operationalization. Complete details on your operationalization as you planned it. How the operationalization actually worked out, why you think these procedures were good, or what you now believe should have been done differently. This answer is typically short, but it must be worded to show that you know what an operationalization is. Even sex must be operationalized. Attach the original messy structured data collection sheet to the back of your paper as an appendix. You will be graded down if it is missing. Present the results of the reliability analysis you performed; include the computer printout in an appendix. Did you have more than trivial disagreements more than one case over either sampling or coding? Can you figure out what caused the problem s? You had different views of the room. Prepare a bivariate statistical table to show the relationship between your independent variable and dependent variable, BASED ON the computer printout. If you categorized, use a contingency table, with frequencies and percentages; if you timed or counted or rated, present frequency distributions and a difference of means table. We will discuss this in class. The table must have a title, and the variables must be identified. Write a paragraph discussing your statistical results, saying what they show and whether your hypothesis is confirmed or disconfirmed. Discuss anything else worth mentioning that you learned in your research, including unexpected events or surprising findings. Discuss the ethical implications of your research. How did you feel about doing covert observations? This is where you talk about the larger issues your research raises, whether you feel that your findings are likely to be more generally true, and what research, if any, you would like to see pursued by yourself or others as a consequence of your research. Appendices Your unstructured observation notes and hypotheses. Your original structured observation data collection sheet, the one you actually used in the field to get the data. DO NOT recopy or retype this sheet. I want to see the real data. The computer printout, including frequencies on your variables, reliability analyses, and hypothesis tests. I check them against your data sheet, to be sure you did not make an error. I actually do this. Pick the category that applies to you and answer the relevant questions. How did you feel about working alone? Would you do it again, or would you prefer a group? How much effort did you have to put into this project? How well prepared did you feel in terms of course materials and understanding what to do? Tell me if there is anything I should know about you or your life that you want me to know, especially if it might affect your grade or my ability to be fair in grading your work. Had partner, wrote separate papers. Compare you and your partner in the effort you put into the project. Compare you and your partner in the extent to which you studied course materials and knew what to do for the assignment. Who did your statistical analysis? Did you start trying to work together before deciding to write separate papers? How far did you get? Were there some things you found necessary to discuss in preparation for writing your papers? How did the group process work out? Was it a positive or negative experience? Would you do things differently in the future? Do you stand by the paper as written, or is there something you feel should have been said differently? Any corrections you offer at this point will be factored into your grade. This answer may be as long or short as you feel is appropriate. How did you go about getting the writing done?

Chapter 4 : FIELD OBSERVATION EXERCISE

The author covers early primate field studies, the turning of field observation into a science, the changing definitions of onaturalo in mid-twentieth century primate studies, and a variety of other related subjects over the bookAEs six chapters.

Key words or phrases are written down while in the field. Field Notes Proper A description of the physical context and the people involved, including their behavior and nonverbal communication. Methodological Notes New ideas that the researcher has on how to carry out the research project. Jot notes[edit] The first writing that is done typically consists of jotted or condensed notes. Thus, key words or phrases are written down while the researcher is in or very close to the field. Some researchers jot field notes openly in the presence of those being studied. However, some researchers find that people develop expectations of what should be recorded and what should not, which can intrude upon the work being done. Other ethnographers try to avoid taking notes in the middle of scenes and experiences and instead try to place themselves on the margins of scenes and events. Others strictly avoid writing anything in the presence of those being studied. They feel that such writing can overtly remind the participants that the researcher has different commitments and priorities. Such writing can also distract the researcher from what is happening in the immediate scene in which he or she is participating. Thus, many researchers choose to make jotted notes outside the presence of those being studied. Some therefore retreat to bathrooms or stairwells in order to record field notes. First, converting jot notes into field notes should take place as soon as possible after the events take place. Secondly, field notes should be very detailed. Thus, included in field notes should be a description of the physical context and the people involved, including their behavior and nonverbal communication. Field notes should also use words that are as close as possible to the words used by the participants. Thirdly, field notes should include thoughts, impressions and explanations on the part of the researcher. In assessing the quality of field notes, the accuracy of the description and the level of detail are of utmost importance. Also included can be which methods are chosen, on what basis they were chosen, how they were carried out and the outcome of such methods. Methodological notes can be kept with field notes or they can be filed separately. These also serve the researcher when later writing up the methods section of a report or paper. When constructed chronologically these journals provide a guide to the information in field notes and records. Interviewing[edit] Another method of data collection is interviewing , specifically interviewing in the qualitative paradigm. Interviewing can be done in different formats, this all depends on individual researcher preferences, research purpose, and the research question asked. Analyzing data[edit] In qualitative research , there are many ways of analyzing data gathered in the field. One of the two most common methods of data analysis are thematic analysis and narrative analysis. Field research across different disciplines[edit] Anthropology[edit] In anthropology , field research is organized so as to produce a kind of writing called ethnography. Ethnography can refer to both a methodology and a product of research, namely a monograph or book. Ethnography is a grounded, inductive method that heavily relies on participant-observation. Participant observation is a structured type of research strategy. It is a widely used methodology in many disciplines, particularly, cultural anthropology, but also sociology, communication studies, and social psychology. Its aim is to gain a close and intimate familiarity with a given group of individuals such as a religious, occupational, or sub cultural group, or a particular community and their practices through an intensive involvement with people in their natural environment, usually over an extended period of time. The method originated in field work of social anthropologists, especially the students of Franz Boas in the United States, and in the urban research of the Chicago School of sociology. Observable details like daily time allotment and more hidden details like taboo behavior are more easily observed and interpreted over a longer period of time. Archaeology[edit] Field research lies at the heart of archaeological research. It may include the undertaking of broad area surveys including aerial surveys ; of more localised site surveys including photographic, drawn , and geophysical surveys, and exercises such as fieldwalking ; and of excavation. Biology[edit] In biology , field research typically involves studying of free-living wild animals in which the subjects are observed in their natural

habitat, without changing, harming, or materially altering the setting or behavior of the animals under study. Field research is an indispensable part of biological science. Knowledge about animal migrations is essential to accurately determining the size and location of protected areas. Earth and atmospheric sciences[edit] In geology fieldwork is considered an essential part of training [8] and remains an important component of many research projects. In other disciplines of the Earth and atmospheric sciences, field research refers to field experiments such as the VORTEX projects utilizing in situ instruments. Permanent observation networks are also maintained for other uses but are not necessarily considered field research, nor are permanent remote sensing installations. Economics[edit] The objective of field research in economics is to get beneath the surface, to contrast observed behaviour with the prevailing understanding of a process, and to relate language and description to behavior e. Deirdre McCloskey, The Nobel Prize Winners in Economics, namely, Elinor Ostrom and Oliver Williamson, have advocated mixed methods and complex approaches in economics and hinted implicitly to the relevance of field research approaches in economics. They believe that policymakers need to give local people a chance to shape the systems used to allocate resources and resolve disputes. Sometimes, Ostrom points out, local solutions can be the most efficient and effective options. This is a point of view that fits very well with anthropological research, which has for some time shown us the logic of local systems of knowledge and the damage that can be done when "solutions" to problems are imposed from outside or above without adequate consultation. Elinor Ostrom, for example, combines field case studies and experimental lab work in her research. Using this combination, she contested longstanding assumptions about the possibility that groups of people could cooperate to solve common pool problems as opposed to being regulated by the state or governed by the market. Nell argued that there are two types of field research in economics. One kind can give us a carefully drawn picture of institutions and practices, general in that it applies to all activities of a certain kind of particular society or social setting, but still specialized to that society or setting. Although institutions and practices are intangibles, such a picture will be objective, a matter of fact, independent of the state of mind of the particular agents reported on. Approaching the economy from a different angle, another kind of fieldwork can give us a picture of the state of mind of economic agents their true motivations, their beliefs, state knowledge, expectations, their preferences and values. Management[edit] Mintzberg played a crucial role in the popularization of field research in management. The tremendous amount of work that Mintzberg put into the findings earned him the title of leader of a new school of management, the descriptive school, as opposed to the prescriptive and normative schools that preceded his work. Simon, and others endeavored to prescribe and expound norms to show what managers must or should do. With the arrival of Mintzberg, the question was no longer what must or should be done, but what a manager actually does during the day. More recently, in his book *Managers Not MBAs*, Mintzberg examined what he believes to be wrong with management education today. On the contrary, it is fragmented, irregular, choppy, extremely changeable and variable. This work is also marked by brevity: Rather, it is an unbroken series of reactions to all sorts of request that come from all around the manager, from both the internal and external environments. Third, the manager deals with the same issues several times, for short periods of time; he or she is far from the traditional image of the individual who deals with one problem at a time, in a calm and orderly fashion. Fourth, the manager acts as a focal point, an interface, or an intersection between several series of actors in the organization: He or she must constantly ensure, achieve, or facilitate interactions between all these categories of actors to allow the firm to function smoothly. During the Algerian War in, Bourdieu undertook ethnographic research into the clash through a study of the Kabyle peoples, of the Berbers laying the groundwork for his anthropological reputation. *The Disenchantment of the World: The Sense of Honour: The Kabyle House or the World Reversed*: The book was based on his decade of work as a participant-observer with the Algerian society. One of the outstanding qualities of his work has been his innovative combination of different methods and research strategies as well as his analytical skills in interpreting the obtained data. Throughout his career, Bourdieu sought to connect his theoretical ideas with empirical research, grounded in everyday life. His work can be seen as sociology of culture. Bourdieu labeled it a "Theory of Practice". His contributions to sociology were both empirical and theoretical. His conceptual apparatus is based on three key terms, namely, habitus, capital and field. Furthermore, Bourdieu fiercely

opposed Rational Choice Theory as grounded in a misunderstanding of how social agents operate. Bourdieu argued that social agents do not continuously calculate according to explicit rational and economic criteria. According to Bourdieu, social agents operate according to an implicit practical logic—a practical sense—and bodily dispositions. Social agents act according to their "feel for the game" the "feel" being, roughly, habitus, and the "game" being the field. Bourdieu criticized the primacy given to the economic factors, and stressed that the capacity of social actors to actively impose and engage their cultural productions and symbolic systems plays an essential role in the reproduction of social structures of domination. The researcher spent time studying two groups of teenagers in a housing project in a Northeastern city of the United States. The study concludes that three different levels of analysis play their part in the reproduction of social inequality:

Chapter 5 : Field research - Wikipedia

Normally field observations are related to freshman and sophomore level coursework and is related to service learning. The purpose of the internship is to provide the student with an opportunity to work with credentialed professionals and apply knowledge, skills, and abilities from coursework from the major.

Direct Observation Data is gathered primarily through close visual inspection of a natural setting Rather than actively engaging members of a setting in conversations or interviews, the direct observer strives to be unobtrusive and detached from the setting Direct observation is not necessarily an alternative to other types of field methods, such as participant observation or qualitative interviews. Rather, it may be an initial approach to understanding a setting, a group of individuals, or forms of behavior prior to interacting with members or developing interview protocols Advantage of direct observation: It offers contextual data on settings, interactions, or individuals Disadvantage of direct observation: Behaviors observed during direct observation may be unusual or atypical Forms of data gathered from direct observation: The principle form of direct observation is field notes, which detail behaviors, conversations, or setting characteristics as recorded by the researcher A complementary or alternative approach is Structured Protocols, which may include a checklist or rating scale Photographs or video images are another form of data collected Direct observation as a research method is most appropriate to open, public settings where anyone has a right to be or congregate. Conducting direct observation in private or closed settings -- without the knowledge or consent of members -- is more likely to raise ethical concerns. Participant Observation A field research method whereby the researcher develops an understanding of the composition of a particular setting or society by taking part in the everyday routines and rituals alongside its members Originally developed in the early 20th century by anthropologists researching native societies in developing countries; now employed by researchers studying a range of issues The principal research method used by ethnographers -- specialists within the fields of anthropology and sociology who focus on recording the details of social life occurring in a setting, community, or society. The ethnographer, who often lives among the members of the society for months or years, attempts to build trusting relationships so that he or she becomes part of the social setting. As the ethnographer gains the confidence and trust of the members, many will speak and behave in a natural manner in the presence of the ethnographer Advantage of participant observation: The ethnographer develops a rich, "thick" understanding of a setting and of the members within a society Disadvantages of participant observation: Field notes are the primary type of data. The ethnographer takes notes of observations and experiences and later develops them into detailed, formal field notes Frequently, ethnographers keep a diary, which is often a more intimate, informal record of the happenings within the setting The practice of participant observation, with its emphasis on developing relationships with members, often leads to informal, conversational interviews and more formal, in-depth interviews. The data from these interviews can become part of field notes or may consist of separate interview transcripts Ethical issues concerning ethnographic study A main ethical issue confronting ethnographers is deciding when and how to inform members that they are part of a research study. An ethnographer should identify himself or herself as a researcher at the onset of participant observation. A general but forthright description of the aims of the research should be sufficient As relationships with members deepen any controversial aspects of the study should be revealed An ethnographer must obtain informed consent from any member who agrees to a formal, in depth interview Qualitative interviews are a type of field research method that elicits information and data by directly asking questions of members. There are three primary types of qualitative interviews: Informal, Conversational Interviews Frequently occur during participant observation or following direct observation The researcher begins conversing with a member from a setting. As the conversation unfolds, the researcher formulates specific questions, often spontaneously, and begins asking them informally Appropriate when the researcher wants maximum flexibility to pursue topics and ideas as they emerge during the exchange Advantage of informal interviewing: Allows researcher to be responsive to individual differences and to capture emerging information Disadvantage of informal interviewing: May generate less systematic data, which are difficult to classify and analyze Semi-Structured

Interviews Involves formally recruiting a member from a setting for the specific purposes of conducting an interview Prior to the interview, a list of predetermined questions or probes, also known as an interview guide, are devised so that each interviewee will respond to a similar series of questions Questions should be of an open-ended nature to elicit as much detail and meaning from the interviewee as possible The researcher is free to pursue and probe other topics as they emerge during the interview Advantage of semi-structured interviewing: Systematically captures data across interviewees Disadvantage of semi-structured interviewing: Does not offer as much flexibility to respond to new topics that unfold during the interview Standardized, Open-Ended Interviews Similar to a survey since questions are carefully scripted and written prior to the interview, which serves to minimize variability in question wording The researcher asks a uniform series of questions in the same order to each interviewee. The questions are open-ended to capture individual differences across interviewees Particularly appropriate for qualitative studies involving multiple interviewees Advantage of standardized interviewing: Enables comparability across interviewees Disadvantage of standardized interviewing: Does not offer as much flexibility to respond to new topics that unfold during the interview Both standard and semi-structured interviews are typically tape-recorded and should begin with obtaining informed consent from the interviewee prior to starting the interview.

Chapter 6 : Field Observation Essays: Examples, Topics, Titles, & Outlines

Field Observation can be a useful process for virtually any discipline and in a number of classroom activities, from informal observation around campus used as part of class instruction to more extensive observations that serve as integral parts of major projects.

Field Observations Field Observations During the turnaround, the planner will have the opportunity to verify the quality of his work order estimates and planning logic. Since it is not practical, possible or worthwhile to check on every activity or a majority of activities , field observations should be limited to certain items which fall into these categories: Critical path work Problem equipment high repair history "Sampling" different types of equipment i. The planner should prepare a special booklet containing copies of the work orders, and copies of the equipment vendor engineering prints, if available. Every day, with this special book to make field entries as necessary , the planner should make three or four rounds, observing any activity around the selected work, and soliciting information from the supervisors in charge to gain a better understanding of the events. There are three basic things that should be noted during the observations: Are all activities as defined correct? Are the time duration estimates adequate? Are the manpower estimates adequate? Have any support crafts been omitted? You may obtain some of this information from the Lap Books updated by the field supervisors , but you should not rely on that entirely as they may not be updated as scrupulously as desired. When making daily rounds, you should also avoid alerting the workers of your intent. Otherwise, they will become self-conscious and may change their pace or cause intentional interruptions , which will distort the performance and affect the validity of your observations. One way to achieve this low profile is to pretend to be interested in something else, and not stare at the work in progress or directly at the workers involved. Also, avoid writing in your book where you can be seen doing so by those you are observing. And by all means, do not let the supervisors know what you are doing, as they may try to expend an extra effort to look good at the expense of other work. If you are suspected of spying on workers, it will affect their behavior performance and sabotage your effort. Keep in mind, also, that you are interested in the work - not in the individual workers, crews or supervisors involved. In making these field observations, you will gain a better "feel" for planning and estimating work order scopes for the work having been observed. These observations will also help you in the preparation of the turnaround final report. Additionally, the observations will increase the visibility of the planner in the field, which contributes to an improved morale and higher quality of progress reporting by the field supervisors.

Chapter 7 : Turnaround Project Planning Primer - Field Observations

Field observations consist of significant bird observations compiled by the Field Observations Committee (FOC). "Significant" observations include: high numbers of individuals, unusual distribution (i.e., not usually found here), or early or late records compared to the local or regional historical.

This walk into the world of plants was most educational and fascinating. We learned about the various strategies flowering plants use for seed dispersal, including wind, animal dispersal and mechanical dispersal from touching the plant. Ferns produce spores, which are dispersed and grow into new ferns. Not all vines smother plants the way Porcelain Berry does. Poison Ivy is an important food source for migrating birds, with high levels of fatty acids they require for migration. It winds around the trunk but does not grow further into the crown of the tree. The fruit of the Poke Weed is source of carbohydrates for birds. We learned that plants can create galls around larva deposited on their leaves, and the galls are specific for each plant. Bald Cypress form knees for support in areas that are subject to water damage, but not in drier areas. Milkweed leaves are hosts for Monarch larvae and are hosts for the eggs of the Lacewing on their stems. Mugwort is invasive and does not provide food for insects. The green covering on the Pool is Duck Weed, one of the smallest flowering plants. It does not flower every year. It can also reproduce through asexual reproduction. It shades the Pool and prevents invasive plants along with Watermeal, which is even smaller. Overgrowth can cause oxygen depletion. Ducks love these plants. Burdock is a biennial. Its seeds have hooks which stick, and this led to the discovery of Velcro. Christmas Fern is an evergreen most of the year. Its spores are densely packed on the back of its fronds. In any case, the spores are released, and more ferns grow. The park is planting a native tree, River Birch. This tree sheds bark to prevent alien growth. Trees that reproduce quickly are the Hackberry and the Sweet Gum. The tall Tupelo Tree with its lovely flowers loses its lower branches. We saw lichen growing on the base of a tree. Lichen is a symbiotic association between algae and fungi. The fungi break down nutrients for the algae, which produces sugar for the fungi. Sweet Pepperbush retains its stigmas on its raceme after the fruit is formed. Blue Lobelia reproduces on its own, but the Cardinal flower, which resembles the Blue Lobelia does not. Jewelweed is an annual, and new Jewelweed grows every year. Touch it, and it might suddenly shoot out its seeds. Wineberry is non-native, is edible, but not as tasty as Raspberry or Blackberry. Multiflora Rose spreads out and is an invasive shrub. Our native rose species do not spread out and are not invasive. Virginia Knotweed is native. Japanese Knotweed is non-native, deliberately planted and invasive. Sweet Bay Magnolia is native. The following is a list of some of the plants we studied while on the walk in C. We explored the plant life around the Pool and the beginning of the Loch.

Chapter 8 : How to do field observations? | MECHANISMS

One of the most rewarding aspects of EDU , EDU , or EDU is the opportunity to observe and work with students at a grade level you are interested in eventually teaching.

The purpose of Field Observation FO is to provide meaningful learning experiences for pre-service educators in accordance with state mandated guidelines for teacher preparation. Through Field Observation, students should have an opportunity to: Observe best practices and techniques for effective classroom management Connect theory with practice Obtain assistance in career decisions Develop personal skills and values The School District requires that all students placing in the public schools have a Level 2 Security Badge labeled "Student Teacher". Charter, private and out-of-county public schools may have separate security requirements. Please see instructions for obtaining security clearance for placement. Students can complete their field observation through a variety of ways. Public school, charter school, and private school settings are available, as well as placement opportunities in the surrounding counties. Students may select the venue that works the best for them. If you have questions about the field observation assignment requirements, please consult with your professor. Questions about the observation placement process should be directed to Cyndi C. Prophete for details of the additional practicum placement requirements. This process requires all students enrolled in field experience and practicum courses to complete the Field Observation Online Placement Request. For the complete Field Observation Process please visit: The form has two parts: Access to the previous submitted online placement request form is accomplished by going to palmbeachstate. Log-in and click on "My Messages". Find the message related to your online request and click on the link at the bottom of the message. This will take you to the online request you have submitted and allow you to update it as needed, attach a file and resubmit the request. You must make this payment 24 hours before going in to get fingerprinted or submitting a badge renewal and you must bring your credit card payment receipt with you. The office will issue you a new Student Teacher badge while you wait. Please note students need a badge labeled Student Teacher. The SDPBC Fingerprinting Office allows online credit card payment for badge renewal and new badges in addition to taking money orders or checks. Field observation placement may be limited during the period of Florida Standards Assessments during the spring term. Some schools limit student access to the school campus during the preparation period and assessments testing days. It is advisable to start the placement process as early as possible so that you can work with the assigned school contact to work around these blackout dates. Placements secured this way will not be accepted and will need to be done over. Students can self-place in a charter or private or out-of-county public school Hendry, Broward but must complete a permission memo and have it signed by the school administrator. The memo is on the field observation website. Charter, Private or Out-of-County Hendry, Broward School Placements are secured by the student and approved by the course professor before an observation schedule is arranged. Please be aware that this is an activity that will reflect on Palm Beach State and on your future job prospects with the School District. As you know flip flops, short shorts, halter tops, revealing, dirty or baggy clothes are not appropriate dress nor is disrespectful talk or inappropriate actions for observation in any school venue. In the case of a problem, the school principal or director will contact me. I will contact your professor to determine the best course of action and then notify you of any decision that is made related to the incident. Additionally, you should treat this activity professionally. If you schedule a time to be at the school and cannot make it, you should contact the school to let them know. You should also not show up unannounced. All your time at the school should be scheduled and cleared with your classroom teacher or the assistant principal. In all cases, please communicate professionally with the School Placement contacts as this reflects on Palm Beach State College and your future employment as a teaching professional.

Chapter 9 : Field Trip Observations LSNY

In making these field observations, you will gain a better "feel" for planning and estimating work order scopes for the work having been observed. These observations will also help you in the preparation of the turnaround final report.

Bibliography Definition Refers to notes created by the researcher during the act of qualitative fieldwork to remember and record the behaviors, activities, events, and other features of an observation. Field notes are intended to be read by the researcher as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied. The notes may constitute the whole data collected for a research study [e. How to Approach Writing Field Notes The ways in which you take notes during an observational study is very much a personal decision developed over time as you become more experienced in observing. However, all field notes generally consist of two parts: Descriptive information, in which you attempt to accurately document factual data [e. Field notes should be fleshed out as soon as possible after an observation is completed. Your initial notes may be recorded in cryptic form and, unless additional detail is added as soon as possible after the observation, important facts and opportunities for fully interpreting the data may be lost. Characteristics of Field Notes Be accurate. You only get one chance to observe a particular moment in time so, before you conduct your observations, practice taking notes in a setting that is similar to your observation site in regards to number of people, the environment, and social dynamics. This will help you develop your own style of transcribing observations quickly and accurately. Taking accurate notes while you are actively observing can be difficult. It is therefore important that you plan ahead how you will document your observation study [e. Notes that are disorganized will make it more difficult for you to interpret the data. Use descriptive words to document what you observe. For example, instead of noting that a classroom appears "comfortable," state that the classroom includes soft lighting and cushioned chairs that can be moved around by the study participants. Focus on the research problem. For example, if the purpose of your study is to observe the discursive interactions between nursing home staff and the family members of residents, then it would only be necessary to document the setting in detail if it in some way directly influenced those interactions [e. Record insights and thoughts. As you observe, be thinking about the underlying meaning of what you observe and record your thoughts and ideas accordingly. This will help if you to ask questions or seek clarification from participants after the observation. To avoid any confusion, subsequent comments from participants should be included in a separate, reflective part of your field notes and not merged with the descriptive notes. General Guidelines for the Descriptive Content Describe the physical setting. Describe the social environment and the way in which participants interacted within the setting. This may include patterns of interactions, frequency of interactions, direction of communication patterns [including non-verbal communication], and patterns of specific behavioral events, such as, conflicts, decision-making, or collaboration. Describe the participants and their roles in the setting. Describe, as best you can, the meaning of what was observed from the perspectives of the participants. Record exact quotes or close approximations of comments that relate directly to the purpose of the study. Describe any impact you might have had on the situation you observed [important! Include any unanswered questions or concerns that have arisen from analyzing the observation data. Include insights about what you have observed and speculate as to why you believe specific phenomenon occurred. Record any thoughts that you may have regarding any future observations. Analysis of your field notes should occur as they are being written and while you are conducting your observations. This is important for at least two reasons. Second, preliminary analysis reveals emergent themes. Colorado State University; Pace, Tonio. Writing Empirical Research Reports: Pycszak Publishing, ; Report Writing. Collection Strategies and Background Expectancies. The Higher Education Academy.