

## Chapter 1 : Download Field Trip Report Sample Pdf - swordgrove

*Below are links to five sample field trip reports. They are actual student reports in their original form (no editing or spelling correction), except that the names and photos have been removed.*

Hunt for the Yardang. The first half of the field trip, during the time of approximately 8: We spent that time either north of the dune sheet, or travelling northward through the dune sheet without stopping. Although there are thematic and pedagogical links between the pre-noon and post-noon sections of the trip, it seems profitable to discuss the two sections separately. The boundary between the two sections of the trip occurred temporally at noon and spatially at stop 4b on the trip itinerary, which is a viewpoint 1. From this viewpoint, it is possible to see the meeting of the northern edge of the dune sheet that lies to the south of that point with the southern edge of the basalt shelf that lies to the north of that point. Therefore, although stop 4b at the viewpoint south of Sea Lion Caves lasted only five minutes, it represents a spatial, temporal, and thematic meeting point for the two halves of the trip. Pedagogically, this stop serves to reinforce the transition from one set of thematic elements that set with which we were concerned on the first half of the trip to a second set that with which we were concerned during the second half. We spent the first half of the trip, from 8 a. Although there was a "mystery first stop" at Darlingtonia Gardens before The primary focus of this first half of the trip was on the basalt formations that underlie this area: We saw several surface manifestations of this underlying basalt formation, including a basalt shelf at Smelt Sands Beach, several sea-stacks composed of basalt at Heceta Head, and a series of basalt intrusions at Strawberry Hill. The primary source for the basalt in this area is "many local vents in the Cape Perpetua-Heceta head area," which formed "low shield-like accumulations composed largely of subaerial basalt flows 4 to 8 meters thick. Alt and Hyndman 9 The second half of the trip focused on the coastal dune sheet. The area with which we were concerned on this field trip extends from just north of the North Bend Bridge to the south end of the Siuslaw River. The dune sheet represents an extremely dynamic ecosystem. This dune ecosystem provides a striking visual contrast to the forested and mountainous ecosystem that surrounds it in this part of the state. The dune ecosystem also changes readily under the influence of varying climatic conditions from one season to another. An increase or decrease in the amount of rain on the sand and seasonal changes in the strength and direction of wind provoke dramatic changes in the dune-area topography. An example of this change will be seen in the write-up of stop seven on the trip itinerary, a location I also visited during the "Geology of the Oregon Coast" field trip in August. The ecological composition of areas currently part of the dune ecosystem is also highly susceptible to variations in biological composition. These variations occur as dunes are stabilized by plants capable of growing on them, and larger forms of plant life succeed as the beachgrass stabilizes the dunes and begins to convert the sand into soil. The photo below shows European beachgrass stabilizing dunes at our Eel Creek stop. Ultimately, a sandy area can be converted into a forested hillside if the sandy area is somehow insulated from the addition of further amounts of sand, and long-term changes in topography such as those caused by erosion, tectonic subsidence, or the formation of new rocks, i. The photo below shows a stabilized forest area further out in the Eel Creek stop: First Part 8 a. We stopped north of Florence at Darlingtonia Wayside identified on a sign as "Darlingtonia Gardens" to see a grove of Darlingtonia Californica. This wayside is the only Oregon State Park land that is intended to protect a single plant species. The plant preserved here is also known as the cobra lily or California pitcher plant, the only representative of the pitcher plant family in Oregon and a member of the American pitcher plant family, Sarraceniaceae. It is a carnivorous plant. These plants typically grow in acidic, nutrient-poor soil, such as bogs and wet meadows, so it thrives in areas where there is little else that is adapted to compete with it. Kloster The population we saw was thick and looked well suited to its environment, as it appeared to be thriving. Darlingtonia traps insects to produce nitrogen by luring the insects into pitcher-shaped hollows formed in its leaves. These pitchers range in size from 0. Darlingtonia 3 Once inside the chamber formed by its leaves, they become confused and slip to the bottom of the hollow, where they are trapped and drown. Bacterial action then breaks down the insect, and the cobra lily absorbs the released nutrients. This behavior if one can speak of plant "behavior" is an adaptive strategy for dealing with a nutrient-poor soil. Lang

1 In the bogs in which these plants grow, the nitrogen-poor soil to which the plant is adapted is particularly sandy. This sand is covered with a thin layer of organic material and mud. The *Darlingtonia* wayside lies in the mouth of the Siuslaw River, just off of Highway near Florence, an area where Highway follows the beach closely towards the northern edge of the dune sheet. In fact, *Darlingtonia* can develop directly on the wet sand of coastal deflation plains. Their growth can begin adding organic material to the soil and lead to an ecological succession, which may eventually result in a forested area. *Darlingtonia* normally only remains dominant in areas where no other species are well adapted to compete with it. It often spreads to a new area devastated by fire by colonizing the new area through the spread of rhizomes from an existing population. *Darlingtonia* The fact that the soil here is still sandy may indicate that this boggy ecosystem represents a comparatively recent intrusion of plant life into a formerly sandy area. The picture below shows a section of the *Darlingtonia* garden. We departed at 9: En route to Smelt Sands. The bus passes the remainder of the slide that closed highway for several months a few years ago. This slide, which became known as the Cape Creek slide in the coastal press, occurred on 18 December , covering Highway with a vast amount of mud. It closed the highway for four months and caused significant economic damage to small tourist towns north of the slide location on Highway , as it prevented tourist traffic from reaching these towns. The slide forced those traveling between Yachats and Florence to take a three-hour detour through Corvallis and Elmira. Some residents of the area contended at the time that clear-cutting above the slide area contributed to the slide by removing living tree roots, which absorb water running through the soil. The removal of living tree roots by clearcutting, then, resulted in a heavier, more waterlogged soil in the area of the slide. Browning and Gallob Strong metal netting and some spray-on concrete, according to the on-bus lecture, has since fixed this slide. More specifically, the Oregon Department of Transportation solved the problems causing the slide by installing a foot retaining wall, a foot-high steel mesh curtain, and a system of drainage pipes. This beach lies in the town of Yachats, which lies on a Pleistocene-era terrace cut into the Yachats basalt sequence. These ugly brown rocks are molded together by compacted, wet beach sand that is not yet, however, lithified into sandstone. The sand here is extremely coarse; grains that were identified include shell pieces, quartz, agates, basalt, and serpentine. The base rock formation is basalt, weathered and pressurized. There is also a Pleistocene terrace, formed during an ice age, when sea level was lower. It has since been lifted to its present level -- above the present sea level. The fact that a large amount of the sand here is composed of the same rock as the base rock formation seems to indicate that a great deal of the rock that is broken down by erosion is returned to the beach in the form of sand. The photo below shows the basalt visible at this stop and the Pleistocene terrace. The location of this stop is just south of the beginning of the Yaquina formation. There is an interesting basalt flow here with rounded pieces. This basalt underlies the Pleistocene terrace. The basalt here is 36 to 40 million years old; the Pleistocene terrace deposit is by definition 10, to 1. Hyndman and Alt refuse to answer this question, pointing out that either the sea level could have dropped or the land could have risen due to tectonic activity during this time. The entire town of Yachats is built on this old-beach terrace. Much of what is not in the tsunami zone is built on a steep hill, and therefore likely to be damaged by the earthquake that would cause the tsunami. Peterson 2 Siletz Bay is somewhat farther north than the location we visited in Yachats, but these figures still indicate, in general terms, the magnitude of the problem: We saw a large number of houses, hotels, shops, and other buildings within 50 meters of the water in Yachats. Assuming that the expected subsidence in Yachats is more or less the same as the expected subsidence in Siletz Bay helps to provide a mental image of what the view of Yachats from above would look like after the Subduction Zone event: Fifty meters of ocean encroachment would wipe out a large portion of this small town. It is difficult or impossible to find specific estimates of damage to the small town of Yachats, of course, but the more broadly based study of Wang and Clark provides a more specific idea of the damage that a Cascadia Subduction Zone tectonic event might cause. Wang and Clark used a computer modeling system to estimate the damage caused by an 8. They provide estimates for every county in Oregon; in this context, the estimates for Lincoln County of which Yachats is part and Lane County which has its northern border about four miles south of Yachats are particularly relevant. Wang and Clark estimate that an 8. Still, these figures give a general sense of the magnitude of the problem. Wang and Clark emphasize several times that "Tsunami damages are not included

in the estimates for this earthquake, and would seriously increase losses for coastal counties. Rare plant life in this area includes golden-eyed grasses and bog anemones. We departed at We observed a series of large igneous basalt intrusions running parallel to each other. A particularly noticeable formation runs down the length of the hill near the path leading down to the beach. Its surface seems to be composed of remarkably regular, brick-like shapes. A small arm of the ocean cuts through this longest and most prominent basalt flow, which is the one on which we concentrated: These flows are dikes, not sills. The photos below show the texture of this igneous intrusion and the way that it can be seen rising above the ridge from above. The sand here is fine-grained and, for the most part, uniformly tan. It is dark, partly because it is wet. There are piles of shell midden lying around this area. Native peoples removed the shells from the shellfish on the coast before transporting them back inland because the transportation of inedible shells over a substantial walking distance would be a waste of effort. Because those removing the shells from the shellfish remained stationary while doing so, the shells accumulated in a heap, and some of these shell heaps have been preserved as shell midden. These remains may provide clues to diet and, because fragments of tools may be found in it, ways of life for native peoples. These shells were deposited by native people shelling shellfish and not, for instance, by the uplifting of a fossil bed. Because it is organic and of comparatively recent origin, the shell midden can be dated with radiocarbon dating techniques. We hiked down to the beach from the bus. The churn was formed by erosion of a fault in flows of the Yachats Basalt.

**Chapter 2 : EC3 Field Trip Report**

*GG Sample Field Trip Report. Kauai's Black Sand Beach Waimea, Kauai Kauai is the oldest of the Hawaiian Islands and has some of the most beautiful white sand beaches.*

However, there are a couple of spots on the island that are black sand beaches. The largest one is the beach at Waimea on the West Side of the island. Waimea beach is a long stretch of beach. At one end lies the mouth of the Waimea River and the far end goes out past the pier and towards Kekaha. It had been a few years since I had been to that beach and walked along the shore, and I have to admit that although it is not one of my favorite spots I found my trips there to be relaxing. There were also many things that I noticed about the beach, which I had never paid attention to before. For one, there is a large stone by the entrance with a metal plaque informing visitors that the site is of historical importance because Captain Cook had landed there. One of the first things I noticed when I stepped onto the beach is that the sand shimmers and sparkles. It is more of a dark brown color and the sand is very fine and gritty. The waves crash right on the shore and the beach slopes upward. It is not a very wide beach, about fifty feet wide at the widest point and the beach slopes upward towards the backyards of the homes along the beach. Many of the trees that are growing on the boundaries of the beach homes have their roots exposed where the sand has eroded from the tides. The color of the ocean is a brownish mixture probably from the sediments that wash down from the river and the dark sand of the coastline. About five hundred yards out beyond the pier the water changes to green, gray, and blue color. The water is probably pretty deep and there does not appear to be any reef outside. That is probably the reason the waves only break at shore. As I walked along the beach I saw many things like kukui nuts in all the various processes of aging. They varied from a light brown color all the way to a dark black; many of the black shells were cracked open. There was a lot of driftwood, but no seaweed along the beach. Seedpods also litter the beach and there are numerous crab holes scattered along the coast. Along the shore break there are small to medium sized stones and pebbles. Many are worn smooth from the constant tumbling of the waves and sand. Some of the pebbles are dark black, others are dark gray, and a few are reddish-brown in color. Many are smooth and not very porous, but there are also ones that are full of surface holes. In one of those rocks I could see little bits of greenish-yellow glasslike minerals. There were also tiny glittering pieces that sparkled in the sunlight. With the help of my magnifying glass, I was able to view the larger minerals more clearly. They may have been bits of Olivine or Apatite. Other details I noticed about the sand was its dark brownish-black color, its fine, silty texture, and the glittering characteristics, but other minerals present too. There was some biogenic sand, which may be bits of broken shells since they were reddish-brown in color. There was also lots of magnetite which was very small and black and could only be seen clearly with the magnifying glass. A magnet that I brought along with me was able to attract large amounts of the fine sand to it. There were also bits of glasslike minerals, some were clear, or tinged with hues of yellow and green. Basalt fragments were present and even with the magnifying glass looked like bits of pepper. Some of the minerals may be Pyroclastics, but the pieces are so tiny that I could not see if they were vesicular. The sand is very fine and silt-like in composition. Grains are very fine and visible at arms length, but not identifiable except for the shimmering minerals. The sand on the beach is very well sorted. The area near the shore break is where the small to medium sized pebbles is concentrated, but the rest of the beach is filled with the fine sand. Even with the magnifying glass, it was difficult to clearly identify the shape of the sand. The black sand has a fine, gritty texture and through the magnifying glass they appear to be angular. I believe because this is attributed to the characteristic of the glasslike textures; however, the Basalt fragments appear to have more rounded shapes. Overall, I enjoyed my time at the beach. I saw things that I never noticed before, was able to identify most of what I was observing, and have a better awareness and appreciation of the forces of nature and the beauty of the sand which is something I usually just take for granted.

*There is a four-day field trip in southern Nevada and southern California. Each student is expected to write a report. Below are the sample student reports. This is one of over 2, courses on OCW. Find materials for this course in the pages linked along the left. MIT OpenCourseWare is a free.*

**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 4 : Format for Field Trip Report

vii) limestone sample viii) limestone sample with fossils At about after lunch, a presentation on analytical physical and chemical processes in cement production was given to us by Mr. Philemon Mubiru a laboratory chemist.

The field trip report must be typed, and include the following: Abstract A short statement, not more than one page, which gives a quick overview of the rest of the report. Introduction The introduction will introduce the reader to important concepts for the report. A review of pertinent literature is a must, and a good review will be a good source of points. Typically, this might include a hypothesis statement, but since there was no "experiment" done, a hypothesis is not necessary. Although we will all use the same dataset, every report can be really unique because of the literature that you choose to cite in the introduction. Is there one particular aspect of the report that you like--perhaps the wetlands community, the insects, the crayfish, the water quality? Materials and Methods Unfortunately, many students simply cite "the lab manual" for this section of most of their lab reports. Fortunately, there was no lab manual for this exercise, and you must write your own materials and methods section. Be sure to also include a discussion of the study site, and feel free to include a map. Include a mention of the formulae for Shannon Index and Evenness. You might choose to cite any handouts or manuals that you received while at the Wetlands Center. Results Straightforward, but points can be lost here due to poor formatting. When presenting the data set as a graph, be sure to include such important features such as units on your axes, and a clear, easily understood legend. Include calculations and resulting values for Shannon index and evenness. See data set below. Discussion Be sure to relate the results to your review of literature. Is what we found what you might expect from the literature that you found? The strength of your literature cited section will greatly affect the effectiveness of your introduction and discussion sections, so be sure to spend plenty of time finding literature. For ecology lab, use the Name-Year format. This section of your paper will be graded on quality of sources, as well as their pertinence to your report. Maximum point yield will occur if all are either primary or secondary literature from scientific journals such as Ecology, Journal of Ecology, Journal of Wildlife Management. Generally speaking, sources such as Time, Newsweek, and Scientific American are magazines, and will result in moderate grade reductions. References to websites will significantly weaken your paper, so avoid getting any information from them. Tips for your literature search: The more time you give yourself, the more complete your bibliography will be. Galileo has two that are particularly good: Academic Search Premier and Ecology Abstracts. Each has its own strengths and weaknesses, so use them in combination. It will yield nothing when searching on "invertebrates Georgia". It might give a ton of papers when searching on "invertebrates and Georgia". Naturally "invertebrates" alone is too broad, and will come up with too many hits to be useful to you. Likewise, "invertebrates Clayton water County October Reynolds Nature Preserve" is unlikely to yield any useful information, as it is too narrow of a search. Try using our Interlibrary Loan Service!

## Chapter 5 : Geology Sample Report

The field trip report template is specially designed for the reports about field trips. It has designated spaces for the name of the reporter, trip destination and date. It also has space for putting a photo on it.

## Chapter 6 : Example field lab report for dendrochronology

Geology Field Report - Free download as PDF File (.pdf), Text File (.txt) or read online for free. It is a sample geology feild report prepared by IOE, Pulchowk batch in forth semester. Search Search.

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report writing Field trips and field reports Field trips and reports are very variable in purpose and format, but will often be

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*about the spatial relationships among data (eg archaeology, geology, geography, soil science, forestry, vegetation studies).*

### Chapter 8 : Geology Field Trip Report -- Dunes (Hunt for the Yardang)

*The field trip report must be typed, and include the following: abstract, introduction, materials and methods, results, and conclusions. Abstract A short statement, not more than one page, which gives a quick overview of the rest of the report.*

### Chapter 9 : Field Trip Guidebooks - \* Geological Sciences - Research Guides at University of Kentucky

*Field Trip Report in KFBG Background Information In order to learn more about the conservation of natural resources, a field trip was held on 30th October, It took place in Kadoorie Farm and Botanic Garden (KFBG).*