

## Field Education Supplemental Support Request

For all requests related to field education support, please complete this form after submitting a regular UNAVCO Support Request:

<https://achaia.unavco.org/public/newproject/supportform.aspx>. This will ensure that both you and UNAVCO have all the information needed for a high quality learning experience.

\*Required | Underline indicates a question to answer or options to select.

### Section 2: Primary Contact Information

\*First Name:

\*Last Name:

\*Phone Number:

\*Email Address:

\*Affiliation:

Shipping Address for Equipment:

### Section 3: Course Information

\*Course name:

\*Course duration:

\*Anticipated dates of UNAVCO support:

\*Approximate number of students in the course:

\*Course level: (select one or more)

Graduate

Upper-level majors

Lower-level majors

Introductory; non-majors

### Section 4: Request Details

Please indicate the geodetic method and type of support requested from UNAVCO. (NOTE: Support is contingent on availability. Some types of support will require funding from the requester.)

Terrestrial laser scanning (TLS) (select one or more)

Instrumentation

Field engineering

Curriculum support

Structure from Motion (SfM)

Curriculum support

Campaign GPS (select one or more)

Instrumentation

Field engineering

Curriculum support

Real-time Kinematic (RTK) GPS (select one or more)

Instrumentation

Field engineering

## Curriculum support

### Other comments related to support request

\*What type of training or experience do you have with your requested method?

## **Section 5**

If you are requesting TLS support, please review the existing resources for teaching with terrestrial laser scanning. (Even if you are requesting another method, reviewing the materials may help you consider the necessary pedagogical components.)

<http://www.unavco.org/education/resources/educational-resources/lesson/field-geodesy/field-geodesy.html>

\*Do you anticipate using these provided resources?

YES

NO OR UNSURE

## **Section 6: UNAVCO TLS Education Resources (complete if YES to using UNAVCO TLS Resources)**

\*Which units are you planning on using? (select one or more)

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

If you plan to modify the units, resources, please summarize anticipated changes?

## **Section 7: Learning Outcomes (complete if NO OR UNSURE of using UNAVCO TLS Resources)**

What are the desired learning outcomes for the project? I.e., what do you want the students to be able to know and do by the end of the geodetic methods course section?

Resources on writing learning goals:

[http://serc.carleton.edu/integrate/info\\_team\\_members/currdev/effective\\_materials/learning\\_goals.html](http://serc.carleton.edu/integrate/info_team_members/currdev/effective_materials/learning_goals.html)

\*What are the desired learning outcomes?

## **Section 8: Assessment (complete if NO OR UNSURE of using UNAVCO TLS Resources)**

How will student learning be assessed? How will you determine that the outcomes you defined above are achieved? Project write-up? Students apply knowledge to new field site? Exam?

Resources on designing assessments that match learning goals:

[http://serc.carleton.edu/integrate/info\\_team\\_members/currdev/effective\\_materials/assessment.html](http://serc.carleton.edu/integrate/info_team_members/currdev/effective_materials/assessment.html)

\*How will student learning be assessed?

**Section 9: Student Engagement (complete if NO OR UNSURE of using UNAVCO TLS Resources)**

With most types of geodetic instrumentation, not all students can be involved in using/running the equipment at all times. The most successful field education projects have secondary tasks for the students to work on while a subset of the class actually operates the equipment. Examples include:

1. Taking detailed notes, photos of the outcrop/field area, and drafting a site map
2. Making calculations or prepare for subsequent surveys
3. Compiling a list of required equipment
4. Developing a standard operating procedures list
5. Starting working on components of the final write-up that can be completed early (e.g., project purpose, methods)

\*How will you manage student time when not actively engaged in running equipment?

**Section 10: Logistics – 1**

Please outline your anticipated schedule.

\*What topics and activities do you expect the students to be doing each day?

**Section 11: Logistics – 2**

At what site/s will the field education geodesy be conducted?

Considerations include:

1. Compact sites with limited vegetation are preferable
2. Close proximity (<1 mile) to road so equipment can be efficiently transported by the students and instructors
3. Interesting and relevant geoscience question. (E.g., stratigraphic analysis, fault scarp diffusion, fluvial terrace risers and cut banks, post-fire or hillslope erosion processes)

\*Describe the field site/s.

**Section 12: Logistics – 3**

Do you have the computing resources necessary to accomplish the desired learning outcomes?

If you are not sure, please describe the computing resources available. Considerations include:

1. Do you have a computer lab with appropriate software, or the ability to add software? For example, if you expect students to do significant data processing and analysis, GIS software and/or other method-specific processing software will be necessary.
2. What process will you use to distribute gigabytes of data to all the students (e.g., central server for file sharing, hard/thumb drives)?

\*Describe your computing resources.