

AGU/AGI Heads and Chairs Webinar

Field Trips for All: accessibility and inclusivity for students with disabilities

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Traditional Field Culture is Exclusive

- Field work is necessary, the culture surrounding it needs to change.
- Field culture marginalizes people with disabilities, both in and out of the field.



Are We Allowed to Ask?

Getting to know your students

- Faculty & Admin perspective:
Legal, ethical & safety considerations.
- Student Perspective:
Privacy and Discrimination concerns, otherness.



Promotion of Field Trips & Courses

Consider these:

How are you promoting field learning opportunities?

Who are you ultimately targeting or excluding in the way you promote the trip?



Key Information for Field Trips

Information is key for inclusion!

Lack of specific information is one reason students with disabilities choose not to attend field courses (Hall & Healey, 2005).

You MUST be prepared to answer questions about:

- Basic accessibility: lodging details, terrain, physical expectations.
- Daily routine: hours in the field per day, bathroom situation, breaks, meals, etc.

During the Field Trip

What you say matters!

Students look to faculty to set the tone. Are you excluding people by the way you talk about activities?

Example: Accessible routes as boring/uninteresting.



Identifying and Dismantling Barriers

Academic Components:

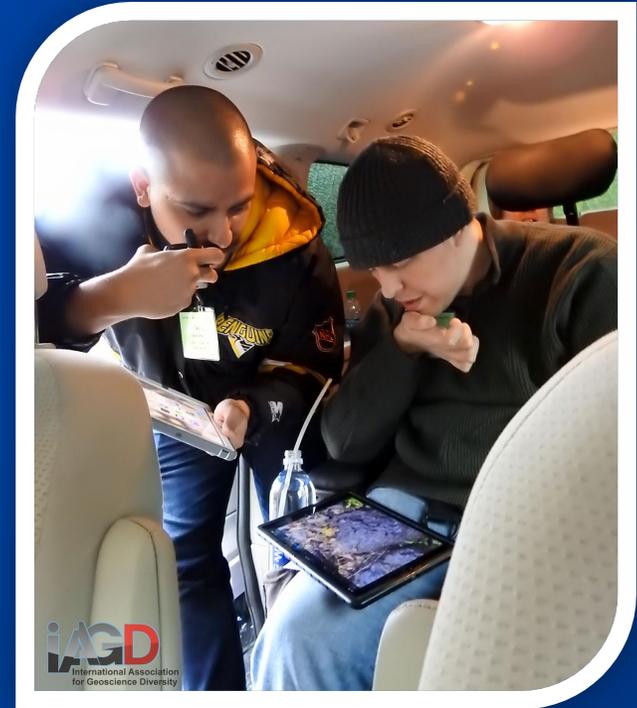
- Accommodations – modifications for one, versus Universal Design for all.
- Teaching individually versus whole group overview and debriefing.

Social Components:

- Build in time for purposeful and inclusive collaboration.
- Plan/ encourage social activities to be as inclusive as possible .

Contingency Planning & Supporting Student's Needs

- Thinking through the “what ifs”?
- Utilizing resources:., accessible field tech kit, the IAGD network.
- Finding support at your institution: disability services, education technology departments, accessible vehicles, etc.



Learn More

Atchison, C.L., Parker, W.G., Riggs, N.R., Semken, S., and Whitmeyer, S.J., (2019). **Accessibility and inclusion in the field: A field guide for central Arizona and Petrified Forest National Park**, In Pearthree, P.A., ed., GSA 2019 Phoenix Field Guides: Geological Society of America Field Guide 55, 1–23, DOI: [10.1130/2019.0055\(02\)](https://doi.org/10.1130/2019.0055(02)).

Atchison, C.L., Marshall, A.M., & Collins, T., **A multiple case study of inclusive learning communities enabling active participation in geoscience field courses for students with physical disabilities**. Journal of Geoscience Education. DOI: [10.1080/10899995.2019.1600962](https://doi.org/10.1080/10899995.2019.1600962).

Feig, A., Atchison, C.L., Stokes, A., & Gilley, B. (2019). **Achieving inclusive field-based education: Results and recommendations from an accessible geoscience field trip**. Journal of the Scholarship of Teaching and Learning, 19(2), 66-87. DOI: [10.14434/josotl.v19i1.23455](https://doi.org/10.14434/josotl.v19i1.23455).

Marshall, A & Thatcher, S., **Creating Spaces for Geoscientists with Disabilities to Thrive**. Eos, 100, <https://doi.org/10.1029/2019EO136434>.

Carabajal, I.G., Marshall, A.M., & Atchison, C.L. (2017). **A synthesis of access and inclusion in geoscience education literature**. Journal of Geoscience Education, 65, 531-541. DOI: [10.5408/16-211.1](https://doi.org/10.5408/16-211.1).

Gilley, B.H., Atchison, C.L., Feig, A. & Stokes, A. (2015). **Impact of inclusive field trips**. Nature Geoscience, 8, 579-580. DOI: [10.1038/ngeo2500](https://doi.org/10.1038/ngeo2500).

Designing Remote Field Experiences

New and existing resources and activities to support remote or virtual summer capstone field experiences



https://nagt.org/nagt/teaching_resources/field/designing_remote_field_experie.html

Summary

- Traditional field culture is exclusive, but we can change that .
- Get to know your students! Establish a climate of trust and inclusion .
- How you promote field experiences, both in and out of the field, matters!
- Many academic and social barriers to participation can be addressed proactively .
- There are resources available to help you make field work more inclusive for all students .

Connect with us!

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