



Simm, D. and Marvell, A. (2018) 'The emotional geographies of place: developing effective learning and teaching strategies for international fieldwork', *Royal Geographical Society Annual International Conference*, London, 29 August - 1 September 2017.

ResearchSPAce

<http://researchspace.bathspa.ac.uk/>

Your access and use of this document is based on your acceptance of the ResearchSPAce Metadata and Data Policies, as well as applicable law:-<https://researchspace.bathspa.ac.uk/policies.html>

Unless you accept the terms of these Policies in full, you do not have permission to download this document.

This cover sheet may not be removed from the document.

Please scroll down to view the document.

The emotional geographies of place: developing effective learning and teaching strategies for fieldwork

Alan Marvell¹ and David Simm²

¹ University of Gloucestershire, ² Bath Spa University



Thursday 31st August 2017
Royal Geographical Society with IBG
International Annual Conference, London

**Royal
Geographical
Society**
with IBG

Advancing geography
and geographical learning

Structure of the talk

- Define emotional geographies
- Examples of emotional geographies and fieldwork
- What makes emotional geographies difficult to capture during fieldwork?
- What are the opportunities and challenges to staff and students?
- Effective teaching and learning strategies
- Potential research
- Emotional Intelligence
- Closing remarks
- Discussion

[Image removed for copyright reasons]

[Image removed for copyright reasons]

Defining emotional geographies

“The recent ‘emotional turn’ in geography results as much from positive recognition that emotions already have an important place in our own and others’ work” (Bondi, Davidson and Smith, 2005, p. 1).

“Places exert a powerful influence on people’s feelings and knowledge productions, while people exert a powerful influence on and within place” (Bartos, 2013, p. 89).

“The ‘feel’ of a place is made up of experiences, mostly fleeting and undramatic, repeated day after day and over the span of years. It is a unique blend of sights, sounds, and smells, a unique harmony of natural and artificial rhythms registered in one’s muscles and bones” (Tuan, 1977, p. 184).

“Emotions contribute to our situatedness and to the ways in which we relate bodily to the world, hence to our emplacement... In addition, emotions connect us to ourselves and to others... and engage us with each other but also with space and with memory...” (Berrens, 2016, p. 76).

“Fieldwork should be seen as a shared achievement, and one that involves negotiating a range of subjective elements that might include emotions, skill-sets, intimacies and abilities alongside the aforementioned structural positionings” (Bhakta et al., 2015, p. 283).

How emotional geographies affects students

“Psychogeography, part of Cultural Geography, which explores the emotional impact of places” (Coverley, 2006 in Haigh, 2008, p. 25).

“... are invited to deconstruct their habitat in terms of its dominant emotional message...” (Haigh, 2008, p. 28).

“... students choose to self-censor emotional experiences which instructors may want them to reflect upon, and second, that research exercises lacking the immediacy of field journals will likely address the same encounter in a less emotional manner than in coeval accounts” (Glass, 2014, p. 81).

“... emotions, feelings and values... lead to perceptions of learning tasks (or moods) that help to determine students’ approach to learning activities” (Boyle et al., 2007, p. 301).

“Emotion is central to the way people experience the world” (Geoghegan, 2013, p. 41).

“... direct experience can stimulate emotional connection and deepen understanding of ‘the other’” (Hope, 2009, p. 171).

Examples of emotional geographies and fieldwork

“Experiencing emotion in relation to a destination is an important part of a geographical experience but one that is not always easy to express or convey in words (Bondi et al., 2005; Thien, 2005).

[Image removed for copyright reasons.]

Field-course notebooks provide a chance to reflect but it is not certain to what extent this assessment tool can capture the range of personal feeling. Arguably it cannot but offers the possibility for students to explore their own feelings and to reflect on their feelings.”

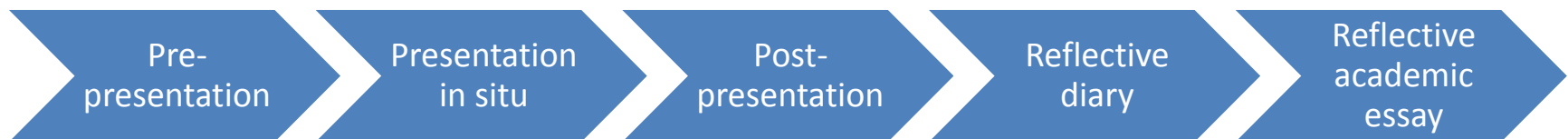
(Marvell, 2008, p. 328)

“Student-led learning, and in particular being in situ, provides a greater emotional engagement with place (Bondi, Smith, & Davidson, 2005) as students are using their senses in making a judgement based on their bodily experiences (Askins, 2009). Students expressed feelings of becoming “emotionally attached” (S8, F, G) to the environment and being “overwhelmed by what I saw” (S1, F, G).

(Marvell et al., 2013, p. 555)

What makes emotional geographies difficult to capture?

- A stigma around the recognition of emotion in geography fieldwork and its role in the production of knowledge (Punch, 2012).
- Field diaries and reflective essays are often used to capture emotion
- The further away from the experience personal responses have the potential to become less emotional



Background to the module

- International Fieldwork – Barcelona, Spain
- Year 3 optional module at BSU
- Geography and Tourism Management undergraduates
- Aims and objectives:
 - attain a geographical sense of ‘place’
 - actively involved in logistical planning
 - each group delivers a student-led field presentation and field activity
 - conduct independent and advanced research
 - teamwork and project management skills
 - confidence and ability to cope with unfamiliar environments
 - critical self-appraisal of field experience and performance

*[Image removed
for copyright reasons]*

*[Image removed
for copyright reasons]*

Background to the module

Structure:

- Lectures and workshops before fieldtrip
- 5-day fieldtrip to Barcelona: 1.5 days staff-led, 0.5 day reconnaissance, 2 days student-led
- 30 students, 6 groups of 5 students

Assessment:

Group pre-placement project report	Pass/Fail
Group field presentation and activity	40%
Field notebook and self-reflective essay	20%
Essay: 'Transformation of Barcelona'	40%

*[Image removed
for copyright reasons]*

Capturing emotion

Fieldwork diaries and personal reflective essays

“...when participating in a field activity on a topic I was interested in I found myself becoming far more involved and emotionally attached than I would in a lecture.”

“Every day I was subject to new ways of thinking, feeling and studying about topics I initially knew little about. I realised lived experiences are more powerful in promoting learning in comparison with desk-based research...”

“The looks of the buildings gave me a feeling of astonishment... I felt very privileged to be able to explore...”

[during the activities there was] “...the presence of emotions, feelings and values that indirectly link to the learning outcomes.”

“I find the shift in architecture styles throughout the city really interesting and stimulates the senses.”

“...I loved the lush greenery and the parrots. I felt that this provided character to the place, which helped with its identity.”

Capturing emotion

Interview post-presentation

“Nervous... we were worried because we came here once in the morning and the shutters were down with graffiti on them and we came back a second time and the shutters were up, so you couldn't see the graffiti on the shutters... so we were a bit nervous coming in the middle of the time so whether it would be busy or not...”

“[It went] Really well... wow... no, for us it went really well... I think at the beginning it was quite nerve wracking, in the sense that we had a presentation this morning, we have been speaking to the other group and talking about how the fact that the audience did not get involved as much as they wanted which made it difficult, whereas our presentation we found that we got them involved... and gave us the answers we wanted...”

“We were all quite nervous about it, because obviously it is quite daunting the fact that we had such a long presentation, we have all of the factors we don't know what's going to happen when we are out there... And we are responsible for 20 people around Barcelona, that was quite scary... It sounded more difficult than it would be, but like when, as we said when it started it flowed, it was easier than we anticipated...”

“I loved it... I thought it was great... felt it was successful... everything we had hoped for with regards to audience participation on our part of the tour and interacting, people were so perceptive to everything, every question we asked we got an answer, the interaction was really, really good...”

Effective learning and teaching strategies

- It is important to recognise how students learn during fieldwork so that learning and, in particular, assessment are aligned to what students are actually experiencing (and not what the tutor thinks/expects they should be).
- Differences in style of emotional reflection based on the nature and type of data collection. An assessed fieldwork diary and a reflective essay receives a more formal approach where descriptions of emotion become detached from the individual.
- An interview post-presentation provides a more candid and instantaneous response. Descriptions of emotion appear to be more personalised and focused on the activity. Is one approach any more valid than the other?
- Students appear to be using emotion in different ways, at different times for different purposes. How best to capture these different 'states'?

Effective learning and teaching strategies

- Daily reflective questions can help to reveal development (e.g. what are initial experiences? / how have your views changed?) and be flexible to adapt to arising situations.
- Aligning marking criteria to the (emotional) stage during the fieldtrip, i.e. fieldtrip is a formative experience so have to be careful with summative assessments that they acknowledge the development of the students.
- Should we expect (even Level 6) students to read and cite pedagogic literature? It would help students to make sense of what they are experiencing, but may lead to prescriptive (or forced) answers (the tutors have recommended that I read this, therefore this must be right).

Effective learning and teaching strategies

- Provide students with a range of methods to record emotion from video blogs (vlogs), still images, drawings and other creative means.
- Group discussions based around questions that focus on sensory perception rather than processes.
- Reconsider learning outcomes to reflect upon emotional geographies and to encourage students to use a multi-sensory approach. Not just visual stimuli but also sound, smell, touch, taste (Phillips, 2015).
- The challenge here is to develop an appropriate set of assessment criteria.
- What do students experience between fieldwork sites? – emotional geographies whilst in transit and during ‘down-time’.

[Image removed for copyright reasons]

[Image removed for copyright reasons]

The role of Emotional Intelligence (EI)

- “The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer, Salovey and Caruso, 2000, p. 396).
- The concept of EI is based around three themes:
 - Emotions play an important role in life
 - People vary in their ability to perceive, understand, use, and manage emotions
 - These differences affect individual adaptation in a variety of contexts, including the workplace (Cherniss, 2010, p. 111).
- Fieldwork can be seen to develop EI and in turn EI can play an important part in fieldwork and geographical research. The issue of a researcher's EI is seldom investigated as we study others rather than ourselves (Scheyvens, 2014).

Concluding remarks

- Emotions are a key feature of international fieldwork
- They are essential in making sense of place
- Traditional assessments have focused on knowledge and process rather than feelings and emotions
- Should we be more aware of a range of emotions and how this affects perception and experience?
- People who lack emotional recognition and understanding of emotions may experience a very different sense of place
- Different cultural backgrounds, age, gender, level of education and life experiences are also contributing factors that may affect an emotional response
- The overall challenge is how we recognise the importance of emotion in the experiences of staff and students during fieldwork

References

- Askins, K. (2009) "'That's just what I do": placing emotion in academic activism', *Emotion, Space and Society*, 2(1), pp. 4–13.
- Bartos, A.E. (2013) 'Children sensing place', *Emotion, Space and Society*, 9, pp. 89-98.
- Berrens, K. (2016) 'An emotional cartography of resonance', *Emotion, Space and Society*, 20, pp. 75-81.
- Bhakta, A., Dickinson, J., Moore, K., Mutinda, D., Mylam, A. and Upton, C. (2015) 'Negotiating the responsibilities of collaborative undergraduate fieldcourses', *Area*, 47(3), pp. 282-288.
- Bondi, L., Davidson, J. and Smith, M. (2005) 'Introduction: Geography's "Emotional Turn"'. In: Davidson, J., Bondi, L. and Smith, M. (eds.) *Emotional Geographies*. Aldershot: Ashgate Publishing, pp. 1-18.
- Boyle, A., Maguire, S., Martin, A., Milsom, C., Nash, R., Rawlinson, S., Turner, A., Wurthmann, S.A. and Conchie, S. (2007) Fieldwork is good: the student perception and the affective domain', *Journal of Geography in Higher Education*, 31(2), pp. 299-317.
- Cherniss, C. (2010) 'Emotional intelligence: toward clarification of a concept', *Industrial and Organizational Psychology*, 3, pp. 110-126.
- Coverley, M. (2006) *Psychogeography*. Harpenden: Pocket Essentials.
- Geohegan, H. (2013) 'Emotional geographies of enthusiasm: belonging to the telecommunications heritage group', *Area*, 45(1), pp. 40-46.
- Glass, M.R. (2014) 'Encouraging reflexivity in urban geography fieldwork: study abroad experiences in Singapore and Malaysia', *Journal of Geography in Higher Education*, 38(1), pp. 69-85.
- Haigh, M. (2008) 'Colouring in the emotional language of place', *Journal of Invitational Theory and Practice*, 14, pp. 25-40.
- Hope, M. (2009) 'The importance of direct experience: a philosophical defence of fieldwork in human geography', *Journal of Geography in Higher Education*, 33(2), pp. 169-182.
- Marvell, A. (2008) 'Student-led presentations in situ: the challenges to presenting on the edge of a volcano', *Journal of Geography in Higher Education*, 32(2), pp. 321-335.
- Marvell, A., Simm, D., Schaaf, R. and Harper, R. (2013) 'Students as scholars: evaluating student-led learning and teaching during fieldwork', *Journal of Geography in Higher Education*, 37(4), pp. 547-566.
- Marvell, A. and Simm, D. (2016) 'Unravelling the geographical palimpsest through fieldwork: discovering a sense of place', *Geography*, 101(3), pp. 125-136.
- Mayer, J.D., Salovey, P. and Caruso, D.R. (2000) 'Models of emotional intelligence'. In: Sternberg, R.J. (ed.) *Handbook of Intelligence* 2nd edn., pp. 396–420. New York: Cambridge University Press.
- Phillips, R. (2015) 'Playful and multi-sensory fieldwork: seeing, hearing and touching New York', *Journal of Geography in Higher Education*, 39(4), pp. 617-629.
- Punch, S. (2012) 'Hidden struggles of fieldwork: exploring the role and use of field diaries', *Emotion, Space and Society*, 5, pp. 86-93.
- Scheyvens, R. (ed.) (2014) *Development Fieldwork: A Practical Guide*. London: Sage.
- Smith, M., Davidson, J., Cameron, L. and Bondi, L. (2009) *Emotion, Place and Culture*. Farnham: Ashgate.
- Thien, D. (2005) 'After or beyond feeling? A consideration of affect and emotion in geography', *Area*, 37(4), pp. 450–454.
- Tuan, Y.-F. (1977) *Space and Place: The Perspective of Experience*. Minneapolis: University of Minnesota Press.