ABSTRACT

Field trips are a significant aspect to geology programs. Bowling Green State University in Bowling Green, OH has a field program called GeoJourney. This program travels for nine weeks around the United States to teach undergraduate students introductory physical geology, historical geology, environmental studies, Native American studies, and critical thinking. To have a successful field trip Orion and Hofstein (1994) suggest that there are distracting factors called novelty space that should be addressed. Novelty space is comprised of three domains, geographic, psychological and cognitive novelty space. There is a fourth novelty space domain, social novelty space, which was created because of the nature of the field trip. Novelty space can be addressed while on a field trip, but if the instructors are unclear when a student was exhibiting high novelty space, then instructors cannot adjust their teachings to help the students. This study determined whether or not photographs could be a behavioral proxy for novelty space while on GeoJourney to help instructors adjust their teaching if necessary. This study was comprised of observations, interviews of the students that attended GeoJourney in fall 2007, the Novelty Space Survey (Elkins & Elkins, 2008), and a self-administered photo spreadsheet. The data from these sources were compared to determine if photographs could be a behavioral proxy for novelty space. The overall hypothesis was if the Novelty Space Survey results per novelty space domain decreased then photographs per novelty space domain should also decrease representing a decrease
in novelty space. It was determined that photographs could be a proxy for geographic and cognitive novelty space, but not for psychological and social novelty space.
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CHAPTER 1

Introduction

Field trips are used as a part of the course curriculum to teach geology and to supplement the classroom teaching (Michie, 1998; Orion, 1989). Field trips can range from day to weeks to year-long trips in which students learn concepts in geology (Krepel and DuVall, 1981). Some observations while being a student on a geologic field trip are that students bring cameras and take photographs of a variety of things throughout their trips. Students that go on field trips are, in the general sense, tourists. A tourist is simply a person that travels somewhere other than their place of residence and stays overnight (Leiper, 1979). Bowling Green State University (BGSU) offers a program that takes undergraduate students on a nine week long field trip called GeoJourney. This program covers introductory physical geology, historical geology, environmental studies, Native American studies, and critical thinking. GeoJourney students are not only tourists, rather, they fall into the category of geotourists. Geotourists go on trips that have geologic or geographical aesthetics (Tourtellot, 2003).

There is a connection between being a tourist or geotourist and having a camera available for taking photographs. MacKay and Couldwell (2004, pg. 395) state, “Intuitively, the pairing of visitors and cameras in tourism research is a natural partnership” Although the present study is not tourism research, the “pairing of visitors and cameras” connects the students to tourism. Haywood (1990, p. 25) says, “…photographs are profoundly important because they reveal something about us- how we see and interpret the world and the people and places in it, and all the meanings and associations we conjure up.” Markwell (1997) discovered how important photography was to a trip. Markwell’s students used photographs to be able to tell a story or
record their trip, while others want to confirm their journal writings with a photo. These are not only reasons why photography is important to the students, but also why they took photographs on a trip. While engaging in informal conversations students’ main reasons for taking photographs was scenery and memories to show other people once they got back. Photographs are an important aspect to travel and field trips. For most people it is common to carry a camera when you visit a new location.

The purpose of this study is to determine if students’ photographs are a behavioral proxy for the concept of novelty space. According to Orion and Hofstein (1994), novelty space is a distracting factor while on a field trip. Novelty space is comprised of three domains: geographic, psychological and cognitive novelty space. A student’s novelty space and their ability to learn the task at hand have an inverse relationship. For example, if a student is unaware of when they will stop for food or use the restroom, they may experience a higher degree of psychological novelty space. Another example is if a student is struggling with the concepts of the course s/he will exhibit higher cognitive novelty space because s/he is distracted by the unknown, affecting the ability to accomplish the required task (Elkins and Elkins, 2007/b). Field trips by themselves do not improve learning. For example, just taking students to a museum may not improve learning; rather there needs to be some way of connecting the concepts of the field trip and the environment in which the field trip takes place (Orion, 1993). Currently the Geoscience Concept Inventory created by Libarkin and Anderson (2005) is a way to evaluate learning of geoscience concepts for classrooms and field trips. There is not a way to evaluate the student’s level of novelty as the field trip progresses. High novelty space implies students will have difficulties completing a task, photo taking throughout the nine week field trip on GeoJourney might be an effective measure of the students’ novelty space.
Research Question and Novelty Space

The research question is: While on GeoJourney, do the number of photographs taken by the students and the motivation for taking them indicate their degree of novelty space throughout the field trip? This study might be useful for other geoscience instructors that use field trips as part of their courses because photographs might provide them with a visual proxy for novelty space. This study could benefit the students because the instructors might able to adjust their teachings to the needs of the group by accommodating novelty space. According to Mogk (1997), monitoring students’ performance and attitude is important during a field trip. By monitoring performance and attitudes throughout the trip, it makes the trip not only fun but meaningful. There may be a way to ensure that the students are having a meaningful field trip by studying the photographs of the students and their photography behavior while on GeoJourney.

There are three categories that Orion (1993) defines as novelty space, which are cognitive, psychological and geographic novelty. In creation of this project, Dr. Elkins and I discussed a fourth novelty space called social novelty space. Social novelty space is different from psychological novelty space. Psychological novelty space may have social aspects associated with it, such as the logistics encompassing group activities or the fact that the students live, eat and travel with one another for nine weeks, Social novelty space, however, deals with the interactions between the students and the interactions between students and staff. Social novelty space seems to be important while on a longer field trip because students have a lot more time to create new relationships. Students also have the opportunity to develop different relationships with their instructors because they spend every day with them. The format of GeoJourney allows students to create more of a rapport with the instructors than a traditional instructor-student relationship that occurs within a classroom. Making friends and getting to
know the staff and instructors might impact a student’s learning. According to Xie’s (2004, pg. 107) study, “life on the road” seemed to be an important aspect of the traveling experience. Xie’s field trip, however, is considered to be a short field trip of only four days, but the students found comfort in making friends while on the field trip. Xie’s students took the opportunity to “bond” with each other while on the long drive. If social bonding is possible on a short field trip, then it is possible that the dynamics of making friends with other students and staff might play a role while on GeoJourney. Sixty percent of the photos taken on Xie’s field trip were social type photos. This percentage of photos indicates that there is an important social aspect while on field trips.

Hypotheses

Based on the above description of novelty space, I propose the following eight hypotheses:

- Hypothesis 1: The number of photos taken at the beginning of the trip will be greater than the number taken by the end of the trip, indicating that their overall novelty space will be reduced throughout the trip.
- Hypothesis 2: By not taking photographs, the students would be exhibiting high psychological novelty space.
- Hypothesis 3: The students that take photos through the vehicle window show high psychological novelty space because they are unsure of what they will be doing or unfamiliar with the field trip logistics.
- Hypothesis 4: There will be more photographs associated with social novelty at the end of the trip rather than in the beginning of the trip, because students get to know one
another and the staff as the trip progresses. Social photographs will increase, which will represent a decrease in social novelty space.

- **Hypothesis 5:** Social novelty will be reflected by high photograph counts because many times when people go on a field trip, they take photographs of their friends and family. GeoJourney should be no different.

- **Hypothesis 6:** Geographic novelty will be reflected by high photo counts because the students are constantly moving to different locations.

- **Hypothesis 7:** Cognitive novelty space will decrease because the outcome of any course is that students learned something and their photographs will reflect the decrease indicating a decrease in cognitive novelty space.

- **Hypothesis 8:** If the Novelty Space Survey shows a decrease in a novelty space domain, then photographs should reflect a decrease as well indicating a novelty space domain decrease. This is because the Novelty Space Survey is a direct measure of the students’ novelty space.

The following chapter will encompass a literature review (Chapter 2) of how photographs and novelty space can be related. This chapter will describe similar ideas to novelty space that researchers had in tourism research. Chapter 3 will describe the methods that were used to determine whether photographs could be a proxy to novelty space. Chapter 4 presents a full description of the results. The results encompass the demographic information, total photograph counts, the Novelty Space Survey results, and the percent photo counts per novelty space domain. Chapter 5 describes the conclusions from the results and discusses the limitations and potential future research on photographs and novelty space.
CHAPTER 2

Literature Review

Novelty Space: How is it related to GeoJourney?

Psychological novelty relates to the previous experiences students have with field trips and the routine logistics associated with the field trips as learning environments (Orion and Hofstein, 1994). Examples of the routine logistics include, knowing when they will stop for the restroom, how much time they have to take photos, or when they will eat. After the first week, the students are assigned to crews, such as camp crew (11 students set up shelter for the kitchen, set up group tents, and help pack up the kitchen on move days), Ryder crew (six students load and unload the gear from the Ryder truck each move day), van crew (two students per van check the tire pressure, oil, and wash the windshield and windows at each gas stop) and kitchen crew (three rotating students help set up breakfast, lunch and dinner and wash kitchen dishes). All of the students were expected to learn their crews and complete the duties when necessary. Overall, psychological novelty space is indirectly addressed while on GeoJourney through briefings in the morning and at night (Elkins and Elkins, 2007/b).

Social novelty space is associated with the relationships students have with each other and the instructors and staff. Social novelty space can encompass issues such as, whether the students feel liked by the instructors and staff, feel liked by each other, or missing friends and family from home. On GeoJourney, social novelty space is not addressed throughout the program. There is no set time that the instructors try to reduce social novelty space. There are, however, partner projects and group projects on which the students are told to work together. In addition, there are some special days, such as slaughtering a buffalo and long hikes, during which the students, instructors, and staff all interact. The buffalo day was a rapport building day.
The students, instructors and staff had to work together to skin, gut, and package the meat from a buffalo. Everyone had to begin with a piece of sharp obsidian to skin the buffalo to experience how the Native Americans got their food and supplies. The buffalo day (a long twelve hour day) is intended to help create new relationships between students and between students and staff. The special days were planned, however, there were no direct instructions to anyone about becoming acquainted with one another.

Geographic novelty space reflects how familiar someone is with their surroundings such as being able to locate themselves on a map or their familiarity with the field trip locations (Orion and Hofstein, 1994). According to Falk, et al. (1978), evidence shows that performance and behavior vary based on familiarity with a location. Also according to Falk et al. (1978), the group of children (ages 10-13) that was most familiar with their surroundings was more attentive to the task at hand, whereas the unfamiliar group seemed to have more negative comments and had trouble completing the task. They found that the more novel the situation, the more students had to explore their surroundings before they started the task. Once they explored, the students were able to complete their task. Geographic novelty is typically only addressed on GeoJourney as reviewing maps of the field locations and highlighting field stops, but the location never remains the same throughout the entire program (Elkins and Elkins, 2007/b). GeoJourney in 2007, however, implemented an intervention to help reduce geographic novelty. James Hayes, a Masters student at BGSU, created an intervention that consisted of Google Earth™ fly-throughs of ten different national parks that the students visited. The fly-throughs consisted of different photographs of the sites they would see at each national park and a virtual trip through the extent of each national park. He also provided a short discussion of the background and geology of the ten national parks. All of these components were grouped together to create a movie that was
loaded onto an Apple iPod. Each student was issued an iPod while on the field trip, therefore every student had access to watch and re-watch the Google Earth™ fly-throughs as much as needed to become acquainted with the new locations.

Cognitive novelty refers to the concepts pertaining to the subject of study and the students’ overall mastery of content (Orion and Hofstein, 1994). The students were introduced to introductory geology, historical geology, Native American culture, environmental studies, and critical thinking. Each of these courses was pre-planned just as a classroom course would be. The students had to keep a field notebook for in-the-field lectures and a regular notebook for in-camp lectures. The students had many projects and papers that they had to write for each course and four exams to take. Cognitive novelty space is therefore reduced due to the structure of the program. Lectures, activities and discussions of each field activity are examples of how cognitive novelty space was addressed.

As part of the GeoJourney program, students were given the Novelty Space Survey (NSS). This survey was created by Dr. Joe Elkins and Nichole Elkins (Elkins and Elkins, 2008) to quantify novelty space. The NSS is a Likert Scale survey that consists of 32 questions: (eight questions per novelty space domain.) The students were given the same assessment early and late in the trip to determine whether their novelty space changed throughout the field trip. For photographs to be a proxy to novelty space, photographs would have to reflect the outcome of the Novelty Space Survey.
Photographs and Novelty Space

Can photos be a behavioral proxy for the level of novelty a group possesses? Although no direct studies have been done with novelty space and photographs, studies by people such as Markwell (1997) and Xie (2004) in tourism studies are quite relevant to the novelty space concept and photographs. Markwell’s study (1997) evaluated the reasons behind photography on a nature-based tour. He showed a decline in photographs, by category type, over the course of the trip. The categories consisted of “natural phenomena” and “other members of the group.” “In seeking to postulate an explanation for this pattern, one is tempted to draw upon the high degree of novelty the tour participants experienced in the first days of their tour and the accompanying strong desire to capture elements of these new landscapes and experiences on film” (Markwell, 1997). Markwell cited Chalfen’s (1987) idea of “first time events.” Chalfen (1987) says that first time events are important to tourists and they tend to want to capture them on film. Markwell also credits the reduction of photographs to students changing from “looking at” to “involvement in” while on the trip (Markwell, 1997). Markwell (1997) hypothesized that the reason behind students taking such a large number of photographs in the beginning of the trip compared to the end was that they were unable to distinguish between “stereotypical images” and what was “authentic.” He adds (p. 139), “…according to this hypothesis, [the students] would become more discerning as they spent more time on the tour and subsequently gained the cognitive skills to better make sense of their new environment.” In relating Markwell’s work to novelty space, his photograph categories, decline in photograph count and his hypotheses correspond with the novelty space concepts and my hypothesis of reduction of novelty space throughout the trip.
Xie (2004) took tourism students on a tourism field trip to Niagara Falls. He was studying experiential learning and students’ attitudes towards field trips. His results support the hypotheses (4 & 6) that students will take more pictures of social and geographic content than other types of novelty. Xie’s study shows that 60% of pictures taken were “life on the road” pictures (social or groups of people), and 20% were of the “natural landscape” (or the novelty space definition of geography) (Xie, 2004, p. 107). These results are similar to those from Markwell’s study, in which 35% of the photographs were of “natural phenomena” and 24% were of “other members of the group” (1997). According to Xie (2004, p. 109), “Photoanalysis shows that students’ photographs maybe an appropriate tool to understand the impacts of field trips…In this case, students’ photographs were useful tools because they allowed students’ perceptions to be examined in a qualitative fashion.”

Another aspect of photography that Markwell (1997) noticed is the absence of photos. The absence of photos may suggest that the students are unclear of what the logistics of the field trip are indicating that the students’ psychological novelty space might be high. He noticed there were no pictures of domestic amenities, such as satellite dishes, and people did not take photos at memorials. In my informal conversations with previous GeoJourney students it was the same case. Both the students from Markwell’s study and previous GeoJourney students did not take many pictures of day to day basic need activities or amenities and did not take pictures at memorials. Both groups of students unanimously agreed that they all felt uncomfortable and thought that taking photographs was inappropriate at the time to take photos of memorials. Previous GeoJourney students also expressed that there were times when they did not know when to have their camera or the amount of time they were going to have to take photos. In Maxwell’s (1997) study, transit time, fatigue, and poor weather were other factors in why
students did not take photos. This evidence may indicate that not only does picture taking relate to novelty space, but lack of picture taking may also indicate a greater degree of novelty space.
CHAPTER 3

Methodology

Context of Study

This study was conducted on GeoJourney, a nine-week (65 days) long field-based program offered through the Department of Geology at Bowling Green State University. The design of this study is a mixed method case study because I am looking at the GeoJourney students as a whole case and not single students within GeoJourney. This design allows me to look at photographs being taken by the group of people and their behavioral relationship to novelty space in both a qualitative and quantitative aspect.

Participants

In the fall 2007, GeoJourney was attended by 25 undergraduate students. The students were chosen based on a highly competitive process. Many students applied, but only the students that had high GPA’s, could handle camping for nine weeks, and high a high interest for the outdoors were chosen to go on the field trip. The students’ grade levels ranged from first year freshman up to seniors that were typically in the honors program (see Table 4.1). There were relatively equal female (52%) to male (48%) ratio. This group of students had many different majors ranging from science to political science. Majority of the students went on GeoJourney for the traveling aspects. All 25 of the students consented to participate in the study.

Procedures

Data were collected in four different ways: (1) field observations, (2) video-taped interviews, (3), photo count spreadsheet (Appendix C) and the (4) Novelty Space Survey. I observed the students as a participant observer for the whole nine week duration of the program. I was a participant observer because I was a teaching assistant/staff member while on the field
trip, although I did not participate directly in the activities the students were doing. I recorded in a notebook photography behaviors and comments of the students at each geology stop, lecture, down-time, etc., to see if their actions correlated with their photo taking along the trip. Photography behavior and comments might include when the students are taking photos (e.g., immediately out of the vans), my impression of what the students are taking a photo of (e.g., scenery, wildlife, friends), and comments of how they feel about the situation (e.g., they feel rushed to take a photograph).

All 25 of the students were interviewed while on the field trip. Each interview consisted of five students in a semi-structured focus group environment. The interview questions are located in Appendix D. The interviews lasted from about thirty minutes to one hour depending on how much the students had to say. Each interview was video-taped for transcription purposes. Three of the interviews occurred on day 55 in Shreveport, Louisiana. They were conducted at a KOA campground at a picnic table with a gas-lighted lantern. The fourth interview was on day 61 on Jekyll Island in Georgia. It was similar to a KOA campground and was also conducted at a picnic table with a gas-lighted lantern. The conditions were less than favorable at this particular campground because of all the insects. The fifth interview was on day 63 in the Smoky Mountains National Park in North Carolina. It was conducted at a campsite within the national park. Again, the interview was at a picnic table away from the rest of the group, lighted by a gas-lantern. Conditions were better, but it was very cold. These locations and days were chosen based on convenience. Each day is indicated on the itinerary located in Appendix C.

Once the trip was over, I asked the students to fill out a self-administered pre-made spreadsheet about their photographs (Appendix C). There was no incentive given to the students
to fill out the photo count spreadsheet because it did not seem needed at the time it was distributed. There also was not sufficient funds to given an incentive to all 25 students. The spreadsheet contained an itinerary of GeoJourney for 2007 and novelty space domain modifiers. The modifiers were created based on topics that I believed described each novelty space domain (e.g., scenery, wildlife, group photos, etc.). The spreadsheet was officially created after the field trip had ended. Many of the modifiers were based on what I observed on the field trip and what Orion and Hofstein (1994) described for each novelty space domain. The students were asked to tally up their photos for each day and put them in the appropriate category or domain modifier that they saw fit. Each novelty space domain contained three domain modifiers. Every three domain modifiers is another novelty space domain. The students were not explicitly given the name (e.g., geographic, psychological, etc.) of each novelty space domain, rather they only saw the modifiers per domain. The spreadsheet data was collected starting in November with a deadline date of January 25, 2007, but subsequently I stopped pursuing more students’ spreadsheets because of time constraints. Only 13 of the 25 students (52%) responded to my solicitation of the spreadsheet; three of the students could not fill out the spreadsheet about their photographs because their digital cameras malfunctioned (corrupted memory cards) when they arrive home from the field trip; the other nine students did not respond at all. The procedures, observational methods, categorizing of photos and interviewing method, are similar to the methods that Markwell (1997 and 2000) and Xie (2004) followed in their studies.

The Novelty Space Survey (Elkins and Elkins. 2008) was administered twice throughout the field trip as a pre- and post-test assessment. The pre- and post-test assessments were administered using scantron answer sheets. The pre-test was given on the first night (August 11, 2007) of GeoJourney at Mill Bluff State Park in Wisconsin. The post-test was given on the
second to last night (October 13, 2007) on GeoJourney in the Smoky Mountains National Park in North Carolina.

Data Analysis

Thematic content analysis and descriptive analysis were performed on the field observations and interview transcriptions. A thematic content analysis is the process of looking for common themes within and between interviews and observations. Those themes can encompass specific words students say, phrases they say or repeated notes that I wrote down from day to day.

Percentages per day of photographs for each novelty space domain per person were determined from the photo count spreadsheets. I averaged the percentage per day per person to see the central tendency of the group, which a linear regression against time was performed to determine the significance of the trend for each novelty space domain. Linear regression determines how well the data fits a straight line. A linear regression was used because I wanted to determine the significance of change in photos for each novelty space domain. A linear regression provided an $F$ and a $p$ value. The $F$ value showed how far from the straight line the data was and the $p$ value determined how significant the $F$ value was indicating a significant change. The linear regressions for average percentage of photographs per day for each novelty space domain was then graphed and interpreted.

The student’s pre- and post-test scores were calculated from the NSS. The scores were separated by novelty space domain. The scores were based off a Likert scale; one (a) being the lowest novelty space and 5 (e) being the highest novelty space. The lowest score a student could have for one domain of novelty space is 8 and the highest score is 40. The NSS scores for each student per domain were then added together to determine the average total novelty space for
each domain. The pre- and post-test scores for each domain were then plotted on a radar graph to visually represent their change. A repeated measures ANOVA was performed on the NSS. A standard ANOVA could not be used because the pre- and post-test were not paired for the students but the responses from both surveys were still correlated. A repeated measures ANOVA is a better technique to use for this situation, because if there was a significant change in total score between the pre- and post-test scores without having to follow the assumptions for a standard ANOVA test. This test was performed by the Statistical Consulting Center at BGSU, in which they used SAS, a statistical software package. I compared the thematic content analyses of the observations/interviews, the photo count spreadsheet results and the Novelty Space Survey results to test my specific eight hypotheses.
CHAPTER 4

Results

This chapter presents the results of the Novelty Space Survey and photo spreadsheet. The first portion of the results is the demographics of the students. It will discuss what type of students went on GeoJourney in 2007 and their reasoning for going on the field trip. The next portion will be the results of the overall Novelty Space Survey (NSS). It will be followed by the ANOVA results for the NSS. Total percent photo counts per day of all the novelty space domains and the total photo counts will then be discussed.

Once the general results have been presented, each novelty space domain will be discussed as follows: psychological, social, geographic and cognitive. For each novelty space, a brief description of concept of novelty space will be followed by the NSS survey results. Following the NSS results, average percentage of photos per day results and the analysis will be discussed. (The psychological domain will also separate the average percentage of photos per day into analysis of the photo spikes and photos taken through the window.) The hypotheses listed in Chapter 1 will then be evaluated. At the end of each section, a summary of the results will be presented.

General Information

Demographics

GeoJourney is a nine week long field trip for undergraduate students at Bowling Green State University. The students earn a total of 18 credits in geology, environmental studies, Native American studies, and critical thinking. GeoJourney covers some classes needed for students’ general education requirements. They travel each day to different national parks, state
parks, museums and visitor’s centers, to learn about each subject (Elkins and Elkins, 2007 a). GeoJourney is mainly geared towards first and second year students. This program is also designed to attract more students to the geology major. The students do not have to have any camping or class experience to attend GeoJourney. Most students that go on GeoJourney go for the traveling aspect or because they were interested in the environmental/geological sciences and felt that GeoJourney would provide a great overview of those subjects (Table 4.1). All but two of the students had digital cameras of some type on the field trip. The other two students used disposable cameras. Overall, the students thought it was a neat opportunity to see their country and get 18 hours of college credit towards their general education.

| Table 4.1 Demographic Characteristics of Students on GeoJourney (n = 25) |
|-----------------------------|---|
| **Gender**                  | No. |
| Female                      | 13  |
| Male                        | 12  |
| **Year in School**          |     |
| 1                           | 12  |
| 2                           | 7   |
| 3                           | 5   |
| 4                           | 1   |
| **Major**                   |     |
| Biology                     | 2   |
| Environmental Health        | 1   |
| Environmental Policy        | 1   |
| Environmental Science       | 2   |
| Geology                     | 1   |
| International Studies       | 1   |
| Journalism                  | 1   |
| Life/Environmental Education| 1   |
| Nursing                     | 2   |
| Political Science           | 1   |
| Sports Management           | 1   |
| Telecommunications          | 1   |
| Visual Communication Technology | 3 |
| Undecided                   | 4   |
| Unknown                     | 3   |

**Reason for Going on GeoJourney** *(students gave more than one response)*

<table>
<thead>
<tr>
<th>Reason</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveling</td>
<td>13</td>
</tr>
<tr>
<td>Science Aspect</td>
<td>5</td>
</tr>
<tr>
<td>Previous Student Peaked Interest</td>
<td>3</td>
</tr>
<tr>
<td>Photo Opportunity</td>
<td>3</td>
</tr>
<tr>
<td>Told to by Parent</td>
<td>2</td>
</tr>
<tr>
<td>Liked to Camp</td>
<td>2</td>
</tr>
</tbody>
</table>
The contents of Table 4.1 represent the demographic profile of the 25 students that attended GeoJourney 2007. The female to male ratio on GeoJourney was virtually equal (52% female and 48% male.) Forty-eight percent of the students were first year students and 28% were second year students. Hence, the majority of the students (76%) that attend GeoJourney are in their first two years of college. The first two years of college is when most students tend to take a variety of courses to discover what they want to do and to complete their general education requirement. Out of the 25 students, the most common major was undecided (16%). Otherwise, there was great diversity among the student’s interests on the field trip. Fifty-two percent of the students said they went on GeoJourney because of the traveling aspect. This shows a major motivation for students to attend this program. Many students indicated that they were not very interested in geology or science, but that was alright because they were getting the opportunity to see the country. The 20% of students that said they attended GeoJourney because of the science aspects tended to be students past their first year of college. One student from interview one in Shreveport, Louisiana indicated their science reason for attending GeoJourney. This student said,

I like science a lot and I was hoping to be a teacher of geology and biology since this is good exposure to geology I would go on the trip… I thought it would be cool as a high school teacher to know how to teach in the field and I thought that this would give tid bits of information about teaching in the field.

These types of students were more established at school and had a better idea of what they wanted to do with their college career. Those students recognized that GeoJourney was more directed at first and second year students, but this program would give them an opportunity to have hands-on field experience that would be beneficial at any level of a science or science education major undergraduate.
To summarize, GeoJourney is an undergraduate program geared towards freshman and sophomores. This program also encourages students to become interested in geology. Although most of the students go on GeoJourney for the traveling element, there are still students that go for science reasons. In general, GeoJourney is an appealing field trip with a hands-on, up close and personal look at the natural wonders of the United States.

**Total Photo Counts**

The total number of photos and percentages of photos are listed in Table 4.2. The table shows that the majority of the photos involved geographical and social novelty. These results support hypotheses (4) and (6). The distribution of the percent of total photos per day is represented in Figure 4.1. Overall, according to a linear regression there is no significant decrease in photos throughout the trip ($F = 2.79, p > 0.05$). Hypothesis (1) states that the number of photos taken by the end of the trip, indicating that students’ novelty space will be reduced throughout the trip. This hypothesis is rejected. Novelty space is not one whole entity; rather it is four specific domains that cannot be generalized into one group. The following sections will provide a clearer view of decreases in novelty space for each separate domain. Another reason for no significant decrease is because the novelty space overall did not change. Separating them into each domain is a better way to determine whether novelty space is decreasing because you can look at each individually.

<table>
<thead>
<tr>
<th>Novelty Space Domain</th>
<th>Number of Photos</th>
<th>Percent of Photos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological</td>
<td>490</td>
<td>4%</td>
</tr>
<tr>
<td>Social</td>
<td>3,018</td>
<td>27%</td>
</tr>
<tr>
<td>Geographical</td>
<td>6,295</td>
<td>57%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>771</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>594</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,168</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Novelty Space Survey

The Novelty Space Survey (NSS) is given to the students as a pre- and post-test assessment. It is used to determine if the students’ novelty space decreased throughout the field trip. Only 24 of the 25 students took both the pre and post test assessment. It is not known why one student failed to complete the post-test (Because the survey is anonymous). The NSS results are plotted in Figure 4.2 with the results of the repeated measures ANOVA listed in Table 4.3. Evidently psychological and social novelty space does not have a statistically significant change. Geographic and Cognitive novelty space do have statistically significant change. The following sections will discuss the results of each novelty space domain.
Figure 4.2: Novelty Space Survey Results (n = 24)

Results of Novelty Space Survey 2007

Table 4.3: Repeated Measures ANOVA Results for the Novelty Space Survey (α = 0.05)

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>1</td>
<td>1.1131</td>
<td>1.1131</td>
<td>3.13</td>
<td>0.09</td>
</tr>
<tr>
<td>Error</td>
<td>23</td>
<td>8.17</td>
<td>0.3552</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>1</td>
<td>0.0035</td>
<td>0.0035</td>
<td>0.02</td>
<td>0.9</td>
</tr>
<tr>
<td>Error</td>
<td>23</td>
<td>5.1679</td>
<td>0.2247</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>1</td>
<td>1.3793</td>
<td>1.3793</td>
<td>11.4</td>
<td>0.0026</td>
</tr>
<tr>
<td>Error</td>
<td>23</td>
<td>2.7833</td>
<td>0.121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>1</td>
<td>9.4868</td>
<td>9.4868</td>
<td>35.12</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Error</td>
<td>23</td>
<td>6.2136</td>
<td>0.2701</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Novelty Space Domains

**Psychological Novelty Space**

Psychological novelty space deals with previous experiences with field trips and the routine logistics associated with the field trips as learning environments (Orion and Hofstein, 1994). Previous experiences can encompass whether the students have been on an extended field trip before, have they been camping before, have they traveled in a 15 passenger van before, or have they done their own dishes before. Routine logistics encompass their everyday camp duties, as mentioned in Chapter 1.

The decrease in psychological novelty space is shown in Figure 4.2. The average pre- and post-test scores of the NSS for psychological novelty space were 23.2 and 20.9. The repeated measures ANOVA results in Table 4.3 shows that psychological novelty space did not significantly change as the trip progressed, \( F = 3.13, p > 0.05 \). Hypothesis (8) states that if the NSS shows a decrease in a novelty space domain, then photographs should reflect a decrease as well. The decrease in psychological novelty space according to the NSS is not statistically significant, although there is a statistically significant decrease in psychological type photos throughout the field trip.

The average percent of psychological type photographs is represented in Figure 4.3. According to a linear regression, the group average did have a statistically significant decreasing trend, \( F = 10.71, p < 0.05 \). The average percent of the students was used to see the central tendency of the 13 students that responded.
In addition to the decreasing trend, there are seven noticeable photo spikes throughout the field trip, as pointed out in Figure 4.3 (1-4 and A-C). Four prominent photo spikes are identified. Prominent photo spikes were chosen based on the number of students that took photographs on those days and spikes that were distinctly higher than the rest. Photo spikes 1 through 4 include all 13 students’ responses are distinctly higher. The other spikes (A-C) are from one or two students’ photos. A spike from one or two students is does not represent the larger group.

The first prominent spike occurred across days 2 and 3. This is when the students arrived at the Badlands National Park in South Dakota. The second spike is on day 12, which was the first day we drove through Yellowstone National Park in Wyoming and the first camping night just outside the park in Montana. The third spike was across days 19 and 20. These days were the first days in Washington. We stayed at Kanaskat-Palmer State Park. The fourth spike was across days 36 and 38, which is when the students were at the Valley of Fire State Park in Nevada (Appendix C).
These four spikes correlate with the comments made by the students when asked if they took pictures of the different campgrounds. Sixty percent of the students interviewed indicated they took those campground photographs because they unique. One student commented, “As for the campgrounds I’ll take a picture of them if it is out of the ordinary and it is something I don’t normally see.” I can relate to this as a staff member on the field trip because we would be in a cool temperate type of environment one day and then a few days later we would be in a dry desert-like environment. There was a dramatic environmental change as we travelled across the country which may have accounted for photo spikes throughout the field trip.

GeoJourney starts in Bowling Green, Ohio, which has a flat-lying, small town, deciduous tree atmosphere. The first different environment that we encountered was the Badlands National Park in South Dakota. It is unique because of the signature Badlands topography. It was unusual and new to most students. The next environment was the campground just outside of Yellowstone National Park. It was very scenic. We had a great view of all the mountains in Yellowstone and we could see for miles. Kanaskat-Palmer State Park in Washington was unique because the campground was a temperate rainforest environment. There were large ferns and huge slugs all over the campground. It was definitely not something you see in Bowling Green, Ohio. The Valley of Fire State Park was a drastic change as well because we were now in the desert. There were large red rocks and small desert plants surrounding our campsite. By the time we had looped around heading back towards Louisiana and Georgia, we were now seeing more familiar types of campgrounds similar to those in Ohio. The environment was no longer far from the norm. When looking at my observations from the field trip, however, on the four days that had spikes, I thought I was observing the students taking photos of geographic novelty space reasons rather than psychological novelty space reasons. This is a concern because I was
not able to distinguish between what the students thought was a “campground” photo versus a “scenic” photo.

To explain the decrease of photographs, students were asked whether they took more photographs in the beginning of the trip versus the end of the trip and why; 48% of the students thought they did. One reason they thought they took so many photos in the beginning of the trip was because the location and logistics were new to them. One student said, “I definitely took a lot more pictures in the beginning…Well before I was like oh my gosh I have never seen this before.”

Hypothesis (2) states that by not taking photos, the students would be exhibiting high psychological novelty space. Forty of the students interviewed indicated that they did not take any photos of camp duties. One reason for not taking photos was because they were too busy doing their camp duties (e.g., camp crew, Ryder crew, van crew and kitchen crew). One student expressed, “I am way too busy to take pictures of camp at any time. If anyone is taking pictures at that time, then they need to be doing some [stuff].” Another reason was that some students never had the idea to take those types of photos at all. Some other students felt like it was an everyday mundane feeling. Most people would not think camping for nine weeks was a mundane feeling, but for the students it was the one constant in their lives while on the field trip. They had to be up about the same time every day. After the first week, the students were assigned camp duties that they had to do every day. There were ten staff members who were the leaders of the different camp crews and they made sure that the students were always on top of their duties each day. After the first few days of their duties, it became a routine for them. They may have been in different campgrounds often throughout the trip, but they still were expected to do the same duties relatively in the same manner everyday. Another student echoed, “You are
just running around doing everything. You are not picking up a camera, you are like oh crap, there are people yelling at me. Or it’s early in the morning and I am trying to make my breakfast.”

Another response for not taking photographs was because they wanted to be respectful. The students had the opportunity to visit the Wounded Knee Massacre site in South Dakota and the 9th Ward in New Orleans. In both of these places, students felt it was inappropriate to take a photo. Many students did not feel comfortable taking photographs of where many people’s homes once were or a cemetery full of headstones where many people were murdered. A few students also specified that they did not take photos because a photo would not capture what they were seeing at the moment. One student commented:

[I did not take photos of] especially the 9th ward, I was surprised we even went there. Part of me wants to see it and the [other] side didn’t because I didn’t want to make them feel like they were a tourist attraction. Taking pictures like that kind of makes you feel like that… Some other reasons I didn’t take pictures were when it just wouldn’t do it justice. I don’t [know] some things I think you need to experience for yourself.

It appears that Hypothesis (2) is rejected. Being busy, respectful, etc., does not indicate that the students have high psychological novelty space. The comments from the students indicate that they have some understanding of logistics of the field trip. Not taking a photograph does not signify the student is distracted.

Students also took photographs through the van windows. Hypothesis (3) stated that students who took photos through the window must have high novelty space because they are unsure of what they will be doing or unfamiliar with the field trip logistics. Forty of the students interviewed indicated that they did take photos through the window. There is a statistically significant decrease in the number of photographs through the window, Figure 4.4; \( F = 13.05, p < 0.05 \). It should be noted that the four spikes mentioned earlier are correspond to the five spikes in Figure 4.4.
Students who indicated that they did take photos through the window said that they usually took those kinds of photos because they were not going to get the chance to stop and get out of the vans or were unsure when they would get the opportunity. However, throughout the trip, 32% of the students believed they became more specialized with their photos as the trip progressed. This is probably the most common reason why the student’s photographs decreased throughout the whole trip. One student summed up their photographs as:

When we first started the trip I looked back and I am like why did I take pictures of the plains, here is like nothing there! I took like 60 buffalo pictures and had to take them out of the car window. Then I am like why take any pictures out of the car when because you can see reflections and people and the sun and they were horrible pictures at the time but I was like I have to get a whole bunch of pictures of everything. Now I am like, ah that is cool out the window but I am [not going to take a picture] I’ll get some when I get there.

They indicated that they were no longer taking numerous photographs of the same thing; rather they were being more selective when taking a photograph. Many of the students realized that they would have time to take photographs when they arrived and that they did not need to have a lot of one picture to make a memory.
Summary

Based on the above analysis, although the psychological novelty space does not appear to have a statistically significant decrease according to the NSS, there appears to be a statistically significant gradual decreasing trend to the student’s photographs throughout the field trip. There are four spikes on the photo counts, which indicate highly interesting or unique days on the field trip.

Hypothesis (2), predicted that not taking photographs indicates high psychological novelty space, is rejected. Not taking photographs does not mean the logistics are unfamiliar to the students; rather it is probably the opposite, according to what the students said in their interviews. Reasons such as being busy, not thinking about it, everyday mundane feelings, or out of respect does not mean they are unfamiliar with the field trip logistics; rather, it seems that they are familiar with the logistics and it does not need to be documented.

Hypothesis (3) stated that taking photographs through the van windows indicates high psychological novelty space. This hypothesis is supported by the data. There appears to be a statistically significant decrease in the number of photos taken. The distinction of photographs through van windows is important because the assumption is that when a student takes a photograph through a van window, they are unsure of the field trip logistics. Being unfamiliar with field trip logistics is part of psychological novelty space. The decrease implies that the students begin to understand when they will be getting out of the vans, how much time they will be allotted to take photographs, and other field trip logistics. The students’ photos also become more specialized, which implies the students no longer need many photographs of one thing to make sure they remember the trip.
In summary, the NSS determined that psychological Novelty Space did not statistically decrease throughout the trip, but the students’ photographs suggest otherwise. There seems to be outside factors that contribute to the decrease of photographs. The exogenous factors may be psychologically unrelated reasons why the photos decreased. Examples might include camera malfunctions or that the students were getting tired. Camera malfunctions include issues such as lack of batteries, it just broke, lack of memory space, or not enough disposable cameras. After traveling for nine weeks, I can attest to the fact that it is tiresome to ride in a fifteen passenger van for nine weeks. There is a lot of driving and a lot of time spent cooped up with the same people. I recall many students counting down until the day they arrive home. Counting down really started once they left Las Vegas, day 37. The overall result is that photos do not appear to be a proxy to psychological Novelty Space.

Social Novelty Space

On short field trips students don’t usually have a long opportunity to create new friendships and develop them on the field trip. On a nine week long field trip, on the other hand, there are stages that students go through when making new friends. The experience of making new friends and getting to know the instructors and staff tends to be a novel experience all in itself.

Social novelty space does not decrease according to the NSS in Figure 4.2. The pre- and post-test assessment scores are both 19.3 indicating that there was no change in social novelty space. The repeated measures ANOVA results in Table 4.2 confirmed that social novelty space did not show a statistically significant change throughout the field trip ($F= 0.02, p > 0.05$). Hypothesis (1) stated that all of the novelty space domains would decrease by the end of the field trip. The NSS and percent photo counts per day did not support this hypothesis.
Figure 4.5 also shows that there is not a statistically significant change in counts per day of photos related to social novelty space throughout the field trip. The linear regression confirmed that there was no statistically significant change of social type photos throughout the field trip ($F = 1.56, p > 0.05$). In order to see a decrease in social novelty space using photographs, there should be an increasing trend of photographs throughout the field trip. Since there was no significant change in photographs throughout the entire field trip, there seemed to be no change in social novelty space. The students were asked if they thought they took more social type photographs in the beginning of field trip versus the end and most of the students thought that they did take more photographs towards the end. Their responses contradict the results of the NSS and the percent photo counts.

The questions that the students were asked about social novelty space in the NSS have a lot to do with why their social novelty space from the NSS did not reduce. Table 4.4 represents the question numbers and average pre- and post-test scores for social questions on the NSS. Questions one, five, and 29 all had a negative change in social novelty space indicating that the students’ social novelty space decreased for those questions. These questions referred to the relationships the students had with each other. According to their responses, the students seemed to become better acquainted and the discomfort of making new relationships seemed to reduce by the end of the field trip. Questions nine, 13, 17, and 25 had a positive change in social novelty space indicating that the students’ social novelty space increased. These questions asked the students about their relationship with the instructors and staff. When observing, I noticed the students having issues with some of the staff and instructors throughout the field trip. The increase in social novelty space for the questions that pertain to student-instructor relationships confirms my observations. Question 21, however, did not change at all. This question asked the
students if they missed people from back home, which the students expressed the entire field trip. When comparing the increasing social novelty space scores to the decreasing social novelty space score they virtually negate each other leaving no change in social novelty space on the NSS.

Table 4.4 Average Answers for Social Questions on the NSS

<table>
<thead>
<tr>
<th>NSS Question</th>
<th>Pre</th>
<th>Post</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.2</td>
<td>2.0</td>
<td>-1.2</td>
</tr>
<tr>
<td>5</td>
<td>1.8</td>
<td>1.7</td>
<td>-0.1</td>
</tr>
<tr>
<td>9</td>
<td>2.1</td>
<td>2.6</td>
<td>0.5</td>
</tr>
<tr>
<td>13</td>
<td>1.7</td>
<td>2.8</td>
<td>1.1</td>
</tr>
<tr>
<td>17</td>
<td>2.7</td>
<td>3.1</td>
<td>0.4</td>
</tr>
<tr>
<td>21</td>
<td>3.7</td>
<td>3.7</td>
<td>0.0</td>
</tr>
<tr>
<td>25</td>
<td>1.8</td>
<td>1.9</td>
<td>0.1</td>
</tr>
<tr>
<td>29</td>
<td>2.3</td>
<td>1.7</td>
<td>-0.6</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>19.3</strong></td>
<td><strong>19.3</strong></td>
<td><strong>0.0</strong></td>
</tr>
</tbody>
</table>

Figure 4.5: Average Percent of Social Type Photographs Per Day

An explanation for the lack of change in social type photographs throughout the whole field trip could be that the students took photos regardless of their inhibitions. One student said,
What I would do is if there were people in the scenery picture I wouldn’t ask them to move or anything because I knew in a couple of weeks I would ask them to be in them. I have a lot of people in the picture but not necessarily on purpose.

This mentality when taking photographs might explain why when given the spreadsheet the students may have considered some of their photos to be social photographs even when they were not friends yet. This may account for the constant social photographs throughout the entire field trip.

From observations, the students seemed to get along with each other very well from the beginning. Within the first few days, the students were already creating social groups. This may account for the constant percent of photos as well. The students may have felt comfortable enough to get in photos with one another from the start. Although 36% of the students said they felt awkward and did not take photos, this is not represented from the spreadsheet data. It is also possible that 13 out of the 25 students do not accurately represent the group’s social dynamics as a whole.

In addition to the constant trend, Figure 4.5 shows four prominent spike days on which the students took photos. Prominent spikes were determined like the previous section. Overall, the social type photos had a random pattern.

The first spike is on day 5. The students learned how to skin and gut a buffalo using sharpened pieces of obsidian. It seemed to be a significant social event because it was the first time that all of the students had to work together to finish a project. The second spike is on day 21. The students learned how to fish using Northwestern Indian fishing techniques. They used spears and nets they handmade as a group to catch the fish. Many times the students were taking photos of each other trying to catch fish or posing with the fish they caught. The third spike was on day 24, the group hike up Mt. St. Helens. It was an all day hike in which the students got to
choose with whom they hiked. On the way up, the students took photos of each other and once they made it to the top they posed with their group. There was also an entire group photo taken by the instructors that I observed once everyone made it to the top. The fourth spike was on day 58. Everyone had the day off in New Orleans. The students had the opportunity to explore the French Quarter all day and/or go see the Saints play in the Super Dome. This day was their last day off and one of the most anticipated places to visit while on the field trip.

The group photos per day are represented in Figure 4.6. It shows that, overall, the students did tend to take more group photos in the first half (days 1-33) of the trip relative to the second half (days 34-65), despite the fairly constant amount of social photos overall throughout the field trip (Figure 4.5). Showing the half way point of the trip was used instead of a linear regression because I am not trying to show a linear decrease. I am demonstrating that the students changed what types of social photos they were taking. The change in group photos indicates that there is possibly a social novelty space change reflected by certain types of social photographs, but not others.

Figure 4.6: Percent of Group Photos Per Day Per Student
The students were asked if they thought they took more group photos in the beginning versus the end of the field trip and 32% of the students believed that they did take more group photos rather than of individual people in the beginning. The students believed that they eventually became more specialized when choosing to take a photograph. One student commented,

In the beginning I took a lot more pictures of the group in general. I mean when we were doing the buffalo day, when we were skinning the buffalo, I took a lot of pictures of a bunch of people all working together; a big group all in one picture. By the time we got to Goblin Valley State Park I was taking more pictures of a closer group of friends.

Hypothesis (4) states that social type photographs would increase as the field trip progressed because the students would get to know one another and the staff. The increase of social type photographs would indicate a decrease in social novelty space. Since the data do not show an increase in social photos, hypothesis (4) is not supported. The NSS determined that their social novelty space did not significantly change as well. The results of the NSS and the results of the percent photo count of social photographs did not correlate with what the students thought they took pictures of. Many students made comments such as, “I didn’t really take too many pictures of people in a group before I knew people because I didn’t want to be this random freaky little girl going [holding up camera pose].” Although students had reservations about taking photos of the students they did not know, according to the spreadsheet data they still took photographs.

Hypothesis (5) stated that social type photographs would be the second highest number of photos they took on the field trip. Twenty-seven percent of their photos were social type photos, which was the second highest percent photo count. This high percent is probably because having photos of friends with whom you spend nine weeks on a significant trip in one person’s life is
considered valuable. Most people want to remember the friends they made and what they did with their new friends.

**Summary**

Overall, social novelty space did not decrease according to the NSS and the students’ percent photo counts. The questions related to social novelty space on the NSS explain why there was no change according to the survey. When looking at the photographs, there were more group photographs in the first half of the field trip versus the second half of the field trip, which suggests that there is a possible change in novelty space that was not observed or seen in the NSS or percent photo counts. The explanation for no decrease in social novelty space could be simply because 13 out of 25 students do not accurately represent the entire group. Another reason might be that the students did get along well from the beginning and actually did take photos of each other, regardless of what they thought they did. In conclusion, on the surface, photographs do not represent social novelty space because the NSS results and average percent of photos stayed constant. It is possible, though, that photographs do represent subtle changes in novelty space, such as the change from group photos to more specific friend type photos. With this data, photographs do not seem to be a proxy to social novelty space.

**Geographic Novelty Space**

Geographic novelty is how familiar someone is with their surroundings such as being able to locate themselves on a map or their familiarity with the field trip location (Orion and Hofstein, 1994). On GeoJourney, the students are constantly moving around from state to state. Being familiar with their surroundings is a challenge while on GeoJourney. The students are required to bring an atlas with them to help them locate themselves across the United States. On GeoJourney in 2007, the students were given another means of locating themselves. A fellow
geology graduate student at Bowling Green State University also did his thesis research on GeoJourney pertaining to novelty space. He developed ten fly-throughs of national parks that the students visited using Google Earth Pro™. The fly-throughs were specifically designed to reduce geographic novelty space (Hayes, 2008).

The decrease in geographic novelty space according to the NSS is represented in Figure 4.2. The pre- and post-test assessment scores were 22.8 and 20.3. The repeated measures ANOVA results in Table 4.3 confirm that geographic novelty space had a statistically significant decrease throughout the field trip ($F=11.4, p < 0.05$). Hypothesis (8) says that if the NSS shows a decrease in a novelty space domain, then photographs should reflect a decrease as well. This hypothesis is supported for geographic novelty space by the NSS results and percent photos counts.

The decrease in average percent geographic photo count throughout GeoJourney is represented in Figure 4.7. Linear regression confirms that the decrease of geographic type photographs is statistically significant ($F=10.9, p < 0.05$). Forty-eight percent of the students interviewed said that they thought they took more photographs in general in the beginning of the field trip compared to the end and 32% said they took fewer photographs because they used more discretion when choosing to take a photograph. Using more discretion when taking photos may not apply in the case of geographic novelty space. The decrease of geographic novelty space might be connected to where they were on the field trip. For example, there were many more photos on the days that they visited a national park for the first time or when they first arrived at a city. In addition, the decrease of geographical type photos is similar to the decrease in psychological type photos and the connection to different campgrounds. There were certain days on which the students tended to take more photographs and the number of photographs started to
decrease when the students headed towards Louisiana and Georgia. This connection is a good indication that geographic type photographs represent geographic novelty space because a high percent of photos are consistent with new places and scenery.

**Figure 4.7: Average Percentage of Geographic Type Photographs Per Day**

In addition to the decrease in the number of geographic type photos, there seem to be five prominent spikes in geographic photos. Prominent spikes are determined like previous novelty space domains. The spikes are also consistent with introduction to a new environment. All of the spikes were either first days in a national park or a city that they visited. For instance, the first spike is on day 3. This was the first day the students got to spend in the Badlands National Park in South Dakota. The second spike was on day 5. The students had the opportunity to spend the whole day on a buffalo ranch where they learned how to skin and gut a buffalo. Not only was this a very involved social building day, it was also unique in the sense that we were surrounded by buffalo herds. It was not just buffalos along the street; we were fairly close and got to see their wild behavior. The third spike is on day 12, the student’s first day in
Yellowstone National Park in Wyoming. The fourth spike was on day 24, when the students hiked Mt. St. Helens. There was beautiful scenery all around as they hiked. It is not every day that someone gets the opportunity to hike to the top of an active volcano and see the changed landscape after such a large event as the 1980 eruption. The fifth spike was on day 38, the day that the students had the opportunity to spend the whole day exploring the Valley of Fire State Park in Nevada. There were uniquely large red rocks and desert landscapes. Overall, the spikes indicated highly interesting scenic days. These type of days tended to decrease as the field trip progressed.

Geographic novelty space is often thought as a distracting factor that does not change throughout a nine week field trip because the location is different almost every day. It is possible that geographic novelty space could decrease on its own because students start to rely on the atlas and informing themselves on where they are located, but on GeoJourney in 2007 an intervention was administered. Hayes’ (2008) fly-throughs using Google Earth Pro™ was designed to specifically reduce geographic novelty space. The idea is that by giving the students visuals of where they would be visiting next they would be more aware of their surroundings and it would not be such a novelty for them when they arrive. This would then allow them to be more focused on their task or lecture at hand. This project is still in analysis, but it is possible that it aided in the decrease of geographic novelty space.

Hypothesis (6) stated the students would take more geographic photographs than any other photos on the field trip. The hypothesis is supported by the data. 57% of the student’s photographs were geographic type photographs. One student said,

[I took photos] To show people where I have been, [and] what I’ve done. A lot of family has supported me on this trip so I want to show them the places that I’ve gone and things that I’ve done and to save the memories. We have been to a lot of places; a lot of cool places. You can’t really describe with words what it was like. To be able to show somebody a picture is great.
Taking photographs of geographic aspects is not only something GeoJourney students do, but what most people do when they travel. It is common for someone to want to have mementos of the trip they just went on and to show others what they did. Photos are a great way to capture those moments and probably the main reason for so many photographs of this type.

**Summary**

Based on the above analysis, geographic novelty space had a statistically significant decrease, according to the NSS and percent photo counts throughout the field trip. This decrease is probably connected to where the students were visiting. Once the students started heading towards Louisiana and Georgia, the student’s percent photo counts decreased. The landscape started to look less exotic to them and more like Ohio. In addition, GeoJourney students in 2007 were given an intervention to help reduce geographic novelty space. It is possible that the Google Earth Pro™ fly-throughs did have an effect on the student’s geographic novelty space (Hayes, 2008). In conclusion, the students took more geographic type photos than any other type of photos and the number of photographs did significantly decrease. The decrease in percent photo counts matches the results from the NSS, suggesting that photographs could be a proxy for geographic novelty space.

**Cognitive Novelty Space**

Cognitive novelty refers to the concepts pertaining to the subject of study and the students’ overall mastery of the content. Overall, cognitive novelty space is the subject matter that students are learning and is the simplest of the four domains to address on a field trip because it is the overall focus for going on a field trip. Instructors typically create field trips for the students to learn. If the students arrive home from the field trip and nothing cognitive has
changed, then the field trip has been a waste. Lectures, activities, and discussions are examples of how cognitive novelty was addressed while on GeoJourney.

The decrease in cognitive novelty space according to the NSS is represented in Figure 4.2. The pre- and post-test assessment scores for cognitive novelty space were 24.2 and 17.2. The repeated measures ANOVA results in Table 4.3 confirmed that cognitive novelty space had a statistically significant decrease throughout the field trip ($F= 35.1, p < 0.05$).

The daily percent of cognitive type photographs is shown in Figure 4.8. The decrease of cognitive type photographs is statistically significant according to the linear regression ($F= 10.5, p < 0.05$). Sixty-four percent of the students said that they did take photos for learning purposes. Twenty-five percent of those students that did take cognitive type photographs took them only because they did not want to write all the notes on the white board or to capture the timelines drawn on the white board. The other 75% of the students that did take cognitive type photos took them of only certain things they definitely wanted to remember. For example, one student said, “I take some of them, but mostly the striking ones that I’ll remember for a long time.” This might include museum exhibits or significant timelines. Hypothesis (8) states that if the NSS shows a decrease in a novelty space domain, then photographs should reflect a decrease as well. This hypothesis is supported for this domain because cognitive novelty space shows a statistically significant decrease according to the NSS and there is a decrease in cognitive type photographs.
In addition to the decreasing trend of cognitive novelty space, there are five prominent spikes throughout the field trip. A prominent spike is determined like the previous novelty space domains. They are labeled 1 through 5.

The first spike was on day 3. On this day the students had a lecture in the Badlands National Park in South Dakota, visited Wounded Knee Massacre site on the Pine Ridge Native American Reserve and the Mammoth site in Hot Springs, South Dakota. According to my observations, the students mainly took photographs at the Mammoth site and the Badlands. I observed no photographs at Wounded Knee. The second spike occurred on day 5. This was the buffalo day. The buffalo day tended to largely be an activity to engage the group to work with one another, but in addition the students learned a skill. They learned how Native Americans used to get their food and the tools they used to accomplish that task. They had the opportunity to use the same tools to skin the Native Americans used to gut the buffalo and the essentials on how to tan the hide. Day 12 was the third spike. On this day the students were on their way to
Yellowstone National Park, but along the way they stopped in Cody, Wyoming at the Buffalo Bill Historical Center. I observed many students taking photographs throughout the museum. In addition, on their way into Yellowstone National Park, they stopped at Yellowstone Lake, but they did not take any photographs. The fourth spike was on day 24. This was the climb day up Mt. St. Helens. There were no lectures that I was aware of on that day. The whole day was set aside for the hike. The students probably felt that, since the day before they went to the Mt. St. Helens visitor’s centers, some of the photographs they were taking up the volcano were of things they just learned. The fifth spike was on day 38. The students started the day visiting the waste water plant and water treatment plant in Las Vegas, Nevada. They then returned to the Valley of Fire State Park and visited some of the sites there. I did not observe the students taking photographs of the waste water plant or the water treatment plant. It is possible that the students took the majority of their cognitive type photographs while on the short hike to Mouse’s Tank in the Valley of Fire State Park. As a part of the Native American studies, here the students observed petroglyphs up close. Although almost everyday was a learning day while on GeoJourney, it did not seem that the students were interested in taking photographs of what they were learning unless it was to help them study for an exam. Even then, photos for cognitive reasons seemed to be few and far between. Cognitive type photographs were only 7% of the total photos on GeoJourney.

Hypothesis (7) states if cognitive novelty space decreased throughout the field trip, then photographs should decrease as well. The hypothesis is supported by the data. Both the NSS and photographs had a statistical significant decrease. Cognitive novelty was expected to decrease, as the alternative is that the students did not learn anything from the field trip.
Summary

From the above analysis, both the NSS and percent photo counts had a statistically significant decrease, suggesting that photographs could be a proxy to cognitive novelty space. Cognitive photographs were, however, only 7% of the photos taken on the field trip. Seven percent of the total photos is 771 photos, but this is from only 13 of the 25 students. This low of a percentage might suggest that there were not enough photos to adequately represent this domain and to visually see while observing.

In addition, why didn’t the students take photographs of all the lecture material, museums and/or visitor’s centers for the entire field trip? This question might suggest that the decrease in photographs was not only because they were learning more, but possibly they were becoming less interested. The students were saturated with geology, environmental studies, and Native American studies for nine straight weeks. They were shown many examples of the same types of things. Hence there seem to be exogenous factors that could have an effect on the decrease of cognitive photographs throughout the field trip.
CHAPTER 5

Discussion

This chapter will give an overview of the results of Chapter 4, limitations that this project possesses and possible future research. Each domain will be discussed following the order from Chapter 4. The overall outcome of all novelty space domains relating to the NSS and percent photo counts is represented in Table 5.1.

Table 5.1 shows that psychological novelty space did not have a statistically significant decrease according to the NSS. The percent photo count, however, did show a statistically significant decrease. If the NSS does not show a decrease, does the decrease in percent photo counts actually represent a decrease in novelty space? No, there are a few significant concerns. Psychological novelty space is a student’s familiarity with the field trip logistics and their previous experience with field trips. The student’s psychological photographs were mainly of the unusual campgrounds that they visited. There were not many photos relating to the other logistics on the field trip, such as cooking, van crew, camp crew, and Ryder crew. There were many reasons given by the students for why they did not take many psychological photographs, such as not enough time, or they did not think about taking those types of photos. This suggests that their photos are not representative of all aspects of psychological novelty space; therefore the decrease in psychological type photos does not reflect a true novelty space decrease. The decrease of psychological type photos is vulnerable to external factors.

In addition to this, I noted in my observations that the students were taking photos of the campgrounds for geographic reasons and not for psychological reasons. This is a concern, because I was not able to distinguish between two domains of novelty space by just observing their photo taking. If the overall outcome of this project is to benefit the instructors and students
by being able to adjust teaching to reduce novelty space, then not being able to distinguish between types of photos being taken is not a good sign. Overall, there seem to be many exogenous factors and too many concerns that aid in the decrease of psychological novelty space and photos are probably not a behavioral proxy for psychological novelty space.

Table 5.1: The Novelty Space Domains Statistically Significant Decreases

<table>
<thead>
<tr>
<th></th>
<th>Novelty Space Survey</th>
<th>Photos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Novelty</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Social Novelty</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Geographic Novelty</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Cognitive Novelty</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

NO= no significant decrease; YES= significant decrease

Social novelty space did not change throughout the field trip. The NSS did not show a change. In order for photographs to represent a change in social novelty space they should have increased and photographs did not. This is a surprising result because many of the students indicated that they felt awkward taking photos of someone they did not know and said they did not take photos of each other in the beginning. The students did take more group photos in the beginning versus the end of the field trip. This decrease suggests that the initial awkwardness responded by the students was actually present and a way around that feeling was to take more group photos. If this category of social type photos is not separated out, then there is no visible change in social novelty space.

While on the field trip, I observed dynamic situations between the students and staff. Throughout most of the trip, many of the students did not get along with some of the staff. I think this can be apparent on any field trip, but on a longer field trip there is more time for issues to arise and persist. The students are together with the instructors and staff in fairly close proximity for nine weeks. This definitely caused some tensions between the staff and students. This situation seems to be a reason why the NSS results for social novelty space did not decrease. Many of the social type questions ask if the students like the staff or if they think the
staff like them. If the students did not feel liked or did not liked by the staff for the entire field trip, then this might be the reason for no change on the NSS. The overall conclusion for social novelty space is that it is not a behavioral proxy for novelty space. If there were no decreases at all, then photos cannot represent a change in novelty space.

Geographic novelty space did have a statistically significant decrease according to the NSS and the percent photo count (Table 5.1). This is also a surprising result because I thought geographic novelty space would not decrease because the course experiences constantly different locations. It is very good progress to be able to reduce geographic novelty on a location changing field trip. What probably had a significant impact on reducing novelty space was the Google Earth Pro™ fly-throughs created by James Hayes. He implemented the fly-throughs to specifically reduce geographic novelty space. Other reasons for this decrease could be that we started to see similar scenery to Ohio’s half way through the field trip. The actual location may have been different but the types of scenery the students were seeing were not. In addition, nine weeks traveling around the United States is a long time, so it is possible that the students lost interest and were ready to return home. Overall, photographs could be a proxy to geographic novelty space.

Cognitive novelty space had statistically significant decrease according to the NSS and percent photo counts (Table 5.1). The concern with cognitive photos is that there were so few of them (7%). This may not represent cognitive photos of the entire group. It is a possible problem because there does not seem to be enough photos to determine if photos are a behavioral proxy for cognitive novelty space. A small amount of photographs would be hard to distinguish and observe among the many photos that the students take on a field trip.
Limitations

One limitation to this study is that the results cannot be generalized because of the qualitative nature of the study. The study cannot be generalized because there are very few students in the study and because these students are not randomly chosen. The results, however, can be transferable to similar types of programs. Other similar programs can use my methods with their students to determine if photographs can be used a proxy to novelty space.

Another limitation to this study was the lack of complete photo count data. It was a self-administered spreadsheet. Only 13 of the 25 students returned their information about their photographs. Having so few students responding may have affected the overall photo count results. Also, it is possible that the 13 students were not representative of the entire group because some students took many more photos than other and some students used only disposable cameras versus a digital camera. It would have been more conducive to the research to have more students reply.

A very significant limitation to this study was what I was observing. Trying to observe students take photographs and determining what they were taking photographs of tended to be a difficult task because it is hard to be sure what the motivation behind taking a photograph was without asking the photographer. If the overall outcome was to be able to visually see what kind of novelty space the students have, then not being able to distinguish between novelty space domains is a problem.

Another limitation was the layout of the spreadsheet (Appendix C). The modifiers that I used to represent each novelty space domain may have been too ambiguous. In addition to this, 5% of the photos taken by the students fell into the ‘other’ column. This column encompassed photos that fell into more than one novelty space domain or photos that the students did not
know how to categorize. Having this many photos in the ‘other’ column suggests that my spreadsheet method needs to be adjusted to be less wooly. My suggestion for future work on this topic would have the students categorize their photos as they saw fit and create common themes from the students' categories. After this has been done one time, the common themes the students created can be used again for the next year’s group of students.

The final limitation is that using photos for a proxy to novelty space on a nine week long field may not be an ideal situation. This type of study might be more conducive for a shorter field trip. You might be able to be more detailed on your observations and look deeper within a specific novelty space domain for changes. Also, there were 25 students that I observed and needed to keep track of what types of photos they were taking. Decreasing the number of students to observe might also make my observations more precise.

**Future Research**

To further this research, one could compare these results to a shorter field trip. Such a study would allow you to determine if social novelty space can still be a significant novelty space domain on a short trip.

Social novelty space reduction was not shown on this particular field trip and with these particular students. There is the potential to look deeper within the realm of social novelty space. For example, there seemed to be a decrease of group photos, indicating that their social novelty space could be decreasing. I assumed that group photos meant that the students had a higher social novelty space. Pooling all of the social type photographs together did not represent the change from group photos to specialized friend photos. The overall social photo counts did not show a change, but since if there is a change in group photos, there still possibly can be a change in social novelty space. When I observed, I was not looking within a novelty space domain. I did
not specifically look for people taking group photos, rather I just noticed it was a social photo. More attention should be given to the types of social novelty type photos to see if there really is a change. Simply just noting they took a social type photo may not be the way to capture what is socially going on.

In addition, more data from future field trips could be collected and compiled with this data to create a sequential study. This expansion will provide more data to give a better conclusion to the question of whether photographs can be used for a behavioral proxy to novelty space. Including more NSS data will also aid in better data through time.
References


Hayes, James, 2008, Evaluating the Impact of Animated Topographic Fly-throughs on Students’ Geographic Novelty Space During a Geology Field Trip, unpublished M.S. Thesis, Bowling Green State University, Bowling Green, OH.


Appendix A

Human Subjects Review Board

Consent Form
April 9, 2008

TO: Kelsey Garner / James Hayes
    GEOL

FROM: Richard Rowlands
    HSRB Administrator

RE: Continuing HSRB Review for Project H04E254FFB

TITLE: Making Efficient Use of Travel Time to the Next Outcrop: Development of Mobile Education Technology for Instructional Use In Route on Field Excursions

This is to inform you that your research study indicated above has received continuing Human Subjects Review Board (HSRB) review and approval. This approval is effective May 7, 2008 for a period of 12 months and will expire on May 6, 2009. You may continue with the project.

Please communicate any proposed changes in your project procedures or activities involving human subjects, including consent form changes or increases in the number of participants, to the HSRB via this office. Please notify me, at 372-7716 or hsr@bgsu.edu, upon completion of your project.

Good luck with your work. Let me know if this office or the HSRB can be of assistance as your project proceeds.

Comments:
Stamped original consent documents are coming to you via campus mail.

C: Dr. Peg Yacobucci and Dr. Sheila Roberts
December 20, 2007

TO: Kelsey Garner / James Hayes
GEOL

FROM: Richard Rowlands
HSRB Administrator

RE: HSRB Project #: H04E254FFB

TITLE: Making Efficient Use of Travel Time to the Next Outcrop: Development of Mobile Education Technology for Instructional Use in Route on Field Excursions

The Human Subjects Review Board (HSRB) has reviewed the requested modifications you submitted for your project involving human subjects. Effective December 20, 2007 the following modifications have been approved:

1. Change PI from Dr. Joe Elkins to Kelsey Garner and James Hayes as co-PI’s.
2. Add Dr. Peg Yacobucci and Dr. Sheila Roberts as project advisors for Ms. Garner and Mr. Hayes, respectively.

If you seek to make any additional changes in your project activities, complete the Request for Modifications/Addendum application and submit it to the HSRB via this office. Please notify me in writing upon completion of your project (fax: 419-372-6916 or email: hsrb@bgsu.edu).

Good luck with your work. Let me know if this office or the HSRB can be of assistance as your project proceeds.

COMMENTS:

C: Dr. Peg Yacobucci and Dr. Sheila Roberts
RESEARCH PARTICIPANT CONSENT FORM

You are being asked to participate in a research study by Joe Elkins, an assistant professor in the Geology department at Bowling Green State University. This research examines the effectiveness of the use of electronic instructional media (for example, instructional videos) while in route to field stops on student learning of concepts in, student perceptions of, and student attitudes toward geology. This research also examines the relationship between photographs students take on field trips and factors that distract them from learning.

As a student participating in a field-based course in geology that requires you spend many hours in a van traveling to field stops your participation is very important. If you decide to participate in this study you will be asked to watch instructional videos while in route to some field stops and to listen to lectures that will use electronic audio and visual aids while in route to some field stops during the nine-week field trip. You will also complete multiple choice exams before the course begins and after it is over. You will also be asked to complete a survey about the course on the first night and the last night of the course. You will also be video taped while being asked some questions regarding your general knowledge of geology, your motivation for taking photographs, and some specific geologic concepts before the course begins and after the course is over. During the field trip there will be no more than 30 lessons given in route. Each lesson will last no longer than 2 hours. Video taped interviews will last approximately 30 minutes each. The surveys will take no longer than 20 minutes to complete. The multiple choice exams will last no longer than one hour each. Participation in the study will provide you more time exposed to the content in the course in route to field stops resulting in your not having to attend 20 additional one hour long lectures on the subjects that are covered using the instructional media in route own once we get to camp. Participation in the study will give you up to 20 hours of unstructured time on your own in the camp setting. You may use that time as you see fit. You will also be encouraged to take as many photographs as you like when on a field trip. At the end of the field trip I will ask you to group your pictures based on the reason you took the photographs. I might also ask you to provide a few pictures that you think best represent the types of photos you take. This will involve filling out a spread sheet, grouping the photographs and indicating the total number for that group. Advantages of having this time include additional time for study, completion of reading assignments, taking extracurricular hikes, or attending to personal tasks such a laundry, phone calls, and written correspondence. Anticipated risks in completing this research are no greater than those encountered in daily life. Advantages of growing your photographs will result in you looking at you photographs, and considering why you took them. This reflection might be helpful to you in organizing your photos for a scrapbook project or for posting on the internet.

Your responses on the multiple choice exam and the survey will remain anonymous and you will not be asked to share your last name during your video taped interview. Your performance on the multiple choice exams, the survey, and in the interview will not impact your grade in the course nor will they impact your relationship to BGSU. Any photos you choose to share will not be posted or made public. You name will not appear in any connection to your photographs nor will the be used for any purposes without additional consent by you. You do not have to participate in this research project. If you do agree to participate you can stop your participation at anytime. If you have any questions about the project you can contact Joe Elkins (419-372-7374) jelkins@bgnet.bgsu.edu. If you have concerns about your treatment as a research participant, contact the Chair, Human Subjects Review Board (419-372-7716).
Appendix B

Novelty Space Survey
Novelty Space Survey
Select the choice that best matches your response to the statement at this point in the field trip

1.) Most of the students on this field trip like me.
a.) Strongly Agree  b.) Agree  c.) Disagree  d.) Strong Disagree  e.) I don’t know

2.) I know a lot about geology.
a.) Strongly Agree  b.) Agree  c.) Somewhat  d.) Disagree  e.) Strong Disagree

3.) Most of the places on this field trip are unfamiliar to me.
a.) Strongly Disagree  b.) Disagree  c.) Somewhat  d.) Agree  e.) Strongly Agree

4.) I know when I will eat.
a.) Strongly Agree  b.) Agree  c.) Somewhat  d.) Disagree  e.) Strong Disagree

5.) I dislike most of the students on this field trip.
a.) Strongly Disagree  b.) Disagree  c.) Somewhat  d.) Agree  e.) Strongly Agree

6.) I understand the geologic processes that create different landscapes.
a.) Strongly Agree  b.) Agree  c.) Somewhat  d.) Disagree  e.) Strong Disagree

7.) I have visited most of the places on this field trip before.
a.) Strongly Agree  b.) Agree  c.) Somewhat  d.) Disagree  e.) Strong Disagree

8.) I know when I am leaving to go to the field each day.
a.) Strongly Agree  b.) Agree  c.) Somewhat  d.) Disagree  e.) Strong Disagree

9.) The instructors and staff members on this field trip dislike me.
a.) Strongly Disagree  b.) Disagree  c.) Somewhat  d.) Agree  e.) Strongly Agree

10.) I understand how different rocks are formed.
a.) Strongly Agree  b.) Agree  c.) Somewhat  d.) Disagree  e.) Strong Disagree

11.) I know where we are going on this field trip.
a.) Strongly Agree  b.) Agree  c.) Somewhat  d.) Disagree  e.) Strong Disagree

12.) I know what my assignments are.
a.) Strongly Agree  b.) Agree  c.) Somewhat  d.) Disagree  e.) Strong Disagree

13.) I dislike most of the instructors and staff members on this field trip.
a.) Strongly Disagree  b.) Disagree  c.) Somewhat  d.) Agree  e.) Strongly Agree
14.) I know how to read maps.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

15.) I could find the places we visited on this field trip on a map.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

16.) I know how I am doing in my coursework.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

17.) My acquaintance with an instructor or staff member affects my studies.
   a.) Strongly Disagree   b.) Disagree   c.) Somewhat   d.) Agree   e.) Strongly Agree

18.) I understand the history of life.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

19.) I have never seen places like the ones visited on this field trip before.
   a.) Strongly Disagree   b.) Disagree   c.) Somewhat   d.) Agree   e.) Strongly Agree

20.) I know what to expect at campsites.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

21.) I miss the people I am close to at home.
   a.) Strongly Disagree   b.) Disagree   c.) Somewhat   d.) Agree   e.) Strongly Agree

22.) I understand how rivers and streams shape the landscape.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

23.) I understand how the places visited on this field trip relate to the subjects I am learning on this field trip.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

24.) I know how long I will be in automobiles each day.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

25.) I wish I were not on this field trip because of my relationship with others.
   a.) Strongly Disagree   b.) Disagree   c.) Somewhat   d.) Agree   e.) Strongly Agree

26.) I know why geological hazards occur.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree
27.) I know where north is when I am outside.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

28.) I know when I will be able to talk to the people at home.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

29.) I will try to maintain the relationships I have developed with other people on this field trip after it is over.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

30.) I understand the relationship between geological materials and man-made objects.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree

31.) I am disoriented when I am in new places.
   a.) Strongly Disagree   b.) Disagree   c.) Somewhat   d.) Agree   e.) Strongly Agree

32.) I adapt easily to uncertain situations and new challenges in my surroundings on field trips.
   a.) Strongly Agree   b.) Agree   c.) Somewhat   d.) Disagree   e.) Strongly Disagree
Appendix C

Photo Count Spreadsheet/Itinerary
Appendix D

Interview Transcripts (1-5)
INTERVIEW TRANSCRIPT LEGEND

- #) Number given to each student to keep confidentiality
- ???: Cannot hear the students on the interview tape
- *Italicized words* Questions I asked or Comments I made
- ACS Native American Studies course
- (#) Actual student name mentioned by another
- GJ GeoJourney
- ENVS Environmental Studies course
INTERVIEW 1

Shreveport, LA
7:30 pm
Hot and humid
After a long day of driving

Why did you go on GJ?

1) Because I am a science major and I thought it would help and I enjoy camping and being outside. I have never been to a lot of these places ever. It was a good opportunity to go.

5) Mine was because my brother went on a road trip and my parents would not let me do that by myself. And I thought this was the way to go.

3) I took a lot of geology in high school and I took geology last year and I wanted to look into it more to see if I wanted it as my major or not. I wanted to see all these places because I figured I would never see these places otherwise.

4) I have never have been out of Michigan and Wisconsin area so I thought this would be a good way to see a lot of places.

2) I like science a lot and I was hoping to be a teacher of geology and biology since this is good exposure to geology I would go on the trip and then high school I went on a field trip and saw Costa Rica and Florida and I thought it would be cool as a high school teacher to know how to teach in the field and I thought that this would give tid bits of information about teaching in the field.

In general, what are the reasons you take pictures on this trip?

1) Mainly to have memories of all the place that I went and because I am really close with my family and extended family so I take a lot of pictures so I can show them

5) I take them for pretty much the same reason. I have like a gazillion pictures back home. I would like to have them for the memories because ten years down the road I am not going to remember everything. And then ???

3) I take a lot for the memories and I am very amateur at photography but I want to try and explore that and see if I can be good at that. I take pictures so my parents can see them because I kind of feel that they will not be able to go out and see this.

4) I am kind of like Jane, I like scrapbooking. And I kind of really like photography like Jane, but because I am going into journalism photography kind of goes with it.

2) I am a nerd because I take a lot of picture of like rocks. I put the little quarter down and [take photos of] structural things I see. I like pretty landscapes too, so I do like panoramics
around stuff. I hope to since I collected a lot of rocks to do something with the panoramics of like half dome (I stole rocks from half dome… I did it) Take a rock with a panoramic and put a picture inside it, so to display it. I don’t know, I take a lot of pictures.

So, for what reasons do you most often take pictures? Do you take pictures for scenery reason, rock reason, or something you take most often?

1) Basically [I] take pictures for every place that I go.

5) The ones that I take the most pictures of are the ones that I think are real pretty places and things that I really want to be able to show?

What do you consider real pretty? Is the trees, the rocks or all that together?

5) I guess it’s not even more pretty it is more memorable places. Like a lot of mine are of water and sunsets and stuff like that. And anything that was fun like fishing day or buffalo day something like that.

3) I take a picture when ever I can, um, of a lot of random things. You know that I took a lot of pictures of flowers and stuff and I don’t know, for some reason I really like them so I can show them, so I can show the really big structures like the pueblos and stuff, so I can give more detail to them. I took a lot of pictures of rocks. I think it’s cool but ???

4) I take a lot of scenery pictures. Like on hikes I take a lot of pictures and I try to experiment because I kind of want to be good at photograph. So if I see something that could be a cool pictures I try… (It would be a good opportunity for you?) Yeah. So I try to improve my photography.

2) Yeah, I like taking pictures of rocks. I follow (3) around and we take pictures of random arty things ??? I have always been into photography since like sixth grade so… I turn things to black and white. I am kind of mad I did not bring my cool camera. I didn’t want my camera to get broke.

What types of things keep you from taking pictures and why?

1) Writing in field notebooks and ???

5) [I don’t take photos] because I am so bored and everything. (Do you have an example?) Sheep Mountain. In the beginning I was like oh wow, and then after the third formation I didn’t even care about this place.

3) I still take pictures of everything when I have the opportunity, like Sheep Mountain. I still took a bunch of pictures. Another reason I don’t take pictures is if the weather is bad.
4) I am really unorganized, so sometimes when we get out for field stops my camera is lost in a pile of junk. Mostly it’s if I can’t find my camera.

2) Leaving my camera and I think when we were at the beach day I didn’t take it because I didn’t want it to get ruined. Other than that I brought my camera and took pictures of about everything.

A common one [comment] from previous students is that they did not take pictures at [the] Wounded Knee [Massacre Site], is that something you guys didn’t take pictures at?

- Most students thought they were not allowed to take photographs.
- They said they felt weird about taking photographs.
- If they did take photos they would take photographs of the site as a whole, not individual grave stones.

Any other places that you felt awkward to take pictures?

3) I don’t know, I took a lot of pictures even when I was told not to. For instance when we were in the Laundromat I wanted to get this artsy picture of this boy watching T.V. and everyone was like “don’t do that.” Any way I still did it.

2) In lecture I don’t because I think it is kind of ???

1) ??? [I] take a picture of a group because everyone is together and stuff. It’s kind of awkward. I need someone else to take it.

**Do you take any pictures of our camp duties and/or camp grounds?**

1) The ones with the creek running through it and stuff and like Ranch A, and camp duties I have taken pictures of kitchen crew and camp set up. The rest of the time I am like [setting up stuff for camp crew]

5) I have taken one picture of Ryder crew at Ranch A to show how the process goes and then I kind of take pictures of camp sites. I took one at the Badlands just to show the general thing. Once again if there is a pretty campsire like Valley of Fire or something like that or if I am sleeping in my tent in some ridiculous place with “Seventeen’s” tent four inches away from me in his puppy hole looking in my tent. So things that are different? Yeah.

3) I haven’t taken any pictures of duties or crews. I didn’t really think about it, but now that you mention it maybe I should, [be]cause that would be cool. *I don’t want to entice you to take pictures if you don’t typically do but.* I feel like I have never thought about it, but now I am like, hey, maybe I should.

4) Usually I am too busy doing camp crew to think about that, but that would be a cool thing to have. I take pictures of the scenic campgrounds but never with the tents. *You don’t put the tents in you picture? Yeah. It never really dawned on me to [put the tents in the pictures]. Did it
just never dawned on you, or did you not [care] if people were in your pictures? Well in the beginning I didn’t really know anybody so I didn’t take a lot of pictures. Now ???

1) I take pictures of the campsites but without the tents. *You don’t like the tent city?* No. *Is there a reason why you don’t like the tent city?* I don’t like the people on the trip. No, it just never interested me to put them in there. I don’t know why.

2) It is sometimes in the way (the tent city), but I sometimes take a picture to show what is around there that is pretty.

3) I like to take pictures from the inside of my tent looking out so people can see what I wake up to and stuff. If there is a real pretty sunrise in the morning, I will grab my camera and take a picture of it. This is what I fall asleep to, this is my environment.

2) The first night I took a picture inside my tent. Just to show people my living quarters for nine weeks.

4) I took a picture of the first cold night with my head wrapped up in everything.

2) I took a picture of the first night with the storm.

**Do you take pictures to document things you are learning, such as rocks, landforms, plants, artifacts, archaeological sites?**

1) No, I don’t really want pictures of what we are learning about because that is not my interest for school. I have taken pictures of ACS stuff but not necessarily because I am learning about it. If I have gone there by myself I still would have taken a picture of it. *Because it’s new and neat looking?* Yeah.

4) It is the same with me ??? I am sure I will tell the story to my parents.

3) I do take pictures for educational reasons. I sometimes take pictures with my handlense on my camera to see if I can get a closer shot. *Has it worked?* Kind of. Yeah I think it is cool. I did it at Mesa Verde with a piece of coal. I do it because I have a teacher back home that I want to discuss stuff with. [I want to discuss] Of the structure, of the geology. Of the roadside I take pictures of the stuff I see out there.

4) I don’t consciently ??? Oh it looks real cool and I take a picture of that.

2) The largest kiva I took pictures of that. Probably when I go back and look at the pictures I won’t remember that was the largest kiva, but I do enjoy taking pictures of certain things that are pointed out to you. I took a lot of pictures of rocks we didn’t talk about and I really want to know more about them and where they are sitting at, I would be curious just to know (e.g., Mt. Washburn in Yellowstone National Park). I do a lot of pictures for educational reasons. Maybe
when I get into a classroom [of my own] I can use them as a slideshow maybe. I have a rock with crossbedding in it

*Is there anyone else going into education?*

3) I am not going into education but I do want to use them for an education purpose, because when I go home I want to show my teacher and show the class because he has been talking about it with his students.

**Do you always carry your camera and why?**

1) I pretty much have it on me ????

5) I pretty much always have it with me. The only time I forget it is when I am rushed.

3) Mine is attached to my book bag. I even take it into gas stations. I take pictures of things I want.

4) If I have my backpack with me I usually have it. It’s like at the small field stops ???. I try to bring it with.

2) Mine is usually in my backpack, so as long as I have my backpack [I have it]. If I know I am [going to] get out [I have it], [but] like the short field stops I don’t’ bring it out.

*So in general, if you know you are getting out you bring out your camera, if not you usually leave it?*

- All said yes

3) I will forget it but I will go back and get it, so now I always have it.

**Are there times that you rather be or are thinking about taking pictures during field lectures or instructions?**

1) Often I would say [I think about taking photos]. This trip would be real cool if it was photography.

5) I usually take pictures during lecture anyway. Just a picture takes two seconds to take so, I feel real comfortable so.

3) I take some pictures during lectures, but I have a hard time learning sometimes so I just try to pay attention. Sometimes when all the group is together I just go off on my own. Like at Crater Lake everyone was on the other side and I was off on my own taking pictures.

4) ????
5) I am usually focused on lecture. I sometimes don’t write things in my field book. I am usually not worried about taking photographs. I ???

*Are any of you ever worried that you will not have time to take pictures?*

- All said yes

**So, when you get to a new place do you take a picture without knowing what you are exactly looking at? Do you care?**

1) I don’t really care, just like for the educational reason.

5) I figure eventually I am going to find out. In lecture we are going to learn about it and it is going to amaze me so I take pictures first and find out later.

3) Some place I knew about before I knew I wanted to take a picture of, like Bryce Canyon and Crater Lake, but most times I am going for the artsy look and if it is cool.

4) Like at Canyonlands the lighting was really pretty and I wanted to catch that before it changes. I figure we are going to learn about them anyways.

2) I do a before shot to try and get ???

**Did you take pictures of people in the beginning of the trip even if you did not know them well?**

1) In the beginning I did more of group pictures because I didn’t want people to freak out if I was taking pictures of just them. Why would she want a picture of me? Now I take pictures of most any one. *Now you take pictures of who you hang out with the most?* (head nod)

5) Me and (9) actually talked about that in the beginning ???, but no, I did not take a lot of pictures in the beginning. *Did you know (9) in the beginning?* No.

3) Um yeah, I didn’t want to be a creep ass, but no, I actually was thinking about this that I wanted to take individual pictures of people, so I had pictures of them to remember them.

1) I would ask people to smile, but I would explain to them that I wanted a picture of them.

4) I kind of shied away from taking pictures of people. I am kind of shy around people I don’t know.

2) I knew (8). Green van kind of clicked real fast. [I] had a lot of group shots of green [van]. The first hike we did, Harney’s Peak, we did a group shot up there on Harney’s Peak. I walked all the way out on the rocks and took pictures of like (14) and (3) and like people that were hiking with me. *Do you do green van pictures any more?* No not really.
Do you do group red vans?

4) Yeah. We started that around the geysers.

2) I have pictures of (3) and (8). I pictures of us with all the hikes we do together.

Do you not bring your camera when you are told and why?

1) Not usually.

5) Same here.

3) No.

4) No. I defiantly found it if they told us.

2) No, same thing.

Do you find yourself taking more pictures at the beginning of the trip versus now?

5) I think it is more spread out. It’s weird, I take more pictures at specific places, but I will go two or three days without taking pictures. So you pictures get more specified? Yeah, because before I was like oh wow this is a pretty place.

1) I didn’t have very many memory cards, so in the beginning I didn’t take a lot of picture but then I started taking a lot, but then I got to my card limit and I started watching it, but then I got more and I was like I can take as many pictures as I want so. The only days I don’t have any pictures are days that were long drive days. Is it because you were sleeping or because you were in the van? People are listening to their iPods and well I have [already have] taken pictures of people in the vans. We always sit in the same places, so I don’t need five pictures of the same thing.

3) I take a lot of pictures all the time. I even like, ran out of memory cards so I bought one off of someone. I am taking pictures all the time. Even in the van I am taking pictures of someone. I take pictures of restaurant signs. I am like Yeah! I take more videos now. I take more videos to get more people in them.

4) In the beginning I was really conservative because I thought I would run out of space on my memory cards, but then my camera broke and my mom sent me a film camera, and I have five rolls of film. Then my digital camera got fixed magically so now I have a digital camera with two memory cards and five rolls of film. I now I have a ton of space so.

2) In the beginning I took a lot of pictures. I don’t know. Once I got out of green van ??? I took prairie dog photos out the window. I took pictures of the really long road.
*Do you take a lot of pictures out the window?*

- Many head nods
- Some people said they still do

*Is it because we are not stopping there?*

- Yes

1) I take pictures out the window if I have to. Like in San Francisco if we would have stopped I would not have taken them out the window.

- Most would like to come back to spots or have already picked out where they want to go so they can take more pictures.
INTERVIEW 2

Shreveport, LA
8:30 pm
Warm, humid
After drive and swimming

Why did you go on GJ?

8) I went on GeoJourney, one, because I wanted to see the country, two, because I wanted to photograph the country, and three, because I wanted to learn.

10) I actually mentioned that I was doing environmental science as a major and there was a girl I know who did it last year that helped me decide to go on this. I thought it would be a real cool thing to do. I have done a lot. My freshman year I didn’t do very much, so my sophomore year I didn’t think there would be another chance for me to do something like this. I would go back and kick myself if I don’t do it.

9) I knew some girl who did it and they were talking about it one day. It just sounded really interesting.

7) I heard about it [when] I was at an honors thing for freshman. Me and my dad talked about it and thought it was pretty cool. I thought it would be a cool way to take pictures.

6) My dad talked me into doing it. Did you not want to do it before? No. [Left this portion out for confidentiality reasons]

In general, what are the reasons you take pictures on this trip?

8) I take pictures for a lot of different reasons. I am visual communications major with specialization in photograph, so I take a lot of “art” pictures and cool landscapes and stuff. ?? wildlife and fun pictures of hanging out with friends and stuff.

10) I take pictures so when I look back at them I can say I was here. I can picture myself telling my family about the pictures. So I can [tell] other people and remember it.

9) I do a lot of what she was saying (10). I try to take pictures so I can get other people to see what I was seeing. ??

7) I take a lot of pictures because in high school I took photography for four years and I am going to go into visual communications and specialize in photography (pointed at 8). So a lot of it I try to get cool landscapes and stuff like that. The other part is that I am really big on scrap booking at home. I am going to make a scrapbook of GeoJourney so a lot of fun snap shots are just for that.
6) I took pictures for artistic things like (8) and I took pictures of friends and ?? and group shots

9) I also took pictures to show I actually did this
   
   • All students nodded to previous comment

**For what reasons do you most often take pictures?**

8) I would say most often would be probably of scenery just because that is what I like.

10) Mine is mostly scenery because I feel shy about asking people to be in pictures so.

9) Just to remember stuff. I look back to the beginning of the trip and I don’t remember them, but it seems like such a long time ago.

7) A combination of scenery and friends. Like a said before, I like scrap booking so I am trying to get enough pictures to do that.

6) I am kind of like her, both. I was here I did this; here is a picture to show you.

**Do you take pictures of our camp duties and campgrounds?**

8) I have not taken any pictures of the jobs, but I have taken pictures of only like two or three campsites just because I thought they were real cool, like the second night at Badlands. I thought it was awesome place for a campsite so I went up on the hills and took pictures down at camp. Maybe two or three other places just because if I were to have a campsite this is where I would have it. *Why did you not take pictures of camp duties?* A lot of times I was doing camp duties.

10) Not usually, I did take pictures of the first one and that was to show the damage of the storm. ?? It is something we do every day so it is not something I think is out of the norm any more. When I get back it will be.

9) That is really funny because me and (21) were talking about this today. ?? I have taken pictures of some campsites. [Only of] really interesting ones. *Any examples?* The first one because of the damage.

7) I haven’t taken pictures of our jobs yet but I was actually thinking about that in the vans today. I thought it would be kind of cool to have the vans driving or what we do every day. I have taken a few pictures of our campsites, like Badlands or Valley of Fire. Just places like that because the scenery is so cool. You are actually staying in those places is nothing like a campground, you know what I mean? Valley of Fire I just thought it was beautiful.
6) I didn’t take pictures of camp duties because I was busy with the Ryder truck and trying to get that done. I did take pictures of some campsites. I took a picture of the first site of all the damage. I took pictures of Ranch A because I know I’ll never see it again. When we first rolled up I was like holy cow this place is huge, I whipped out my camera right away and took a picture. I took pictures of the rooms and the bathrooms, the guys’ one and the bath tub that was not draining too well. This is what we had to wash ourselves in.

Do you ever take pictures to document things you are learning?

8) I have taken very few like that. I did take one that I can recall at Capital Reef [National Park of] the root things. I took a picture of that because I thought it was really cool. Other than that I haven’t taken any really. *Did you take any at archaeological sites just because you were learning it?* No.

10) I take some of them, but mostly the striking ones that I’ll remember for a long time. Most of them I look at I’ll wonder why I took a picture in ten years. Mostly the ones that [are] very striking or very obvious that we learned.

9) I did [take pictures] with the ones that you can definitely tell. *It is something you’ll remember and something you’ll learn?* Yeah. ???

7) I don’t have too many pictures like that, but I do have some like of place that I’ll remember. I think sometimes when I don’t, it is because I am so entranced with the bigger picture of what we’re looking at. I am looking at the scenery the whole time when people take [a picture], and I am like hmmm, I should take a picture of that and I don’t really look at the little things.

6) I took some to remember when ?? remember ?? when we were on the outcrops and there was a fossilized tree sitting right up there and I took a picture of it. How many times could you see a fossilized tree?

*So most often you don’t really take many educational pictures?*

- All the students nodded yes

Do you always carry your camera? If not, why?

8) I don’t always carry my camera. I don’t carry it because it is pretty big, so it is kind of a pain. When I have it, it is in my backpack and to get it out I have to set my backpack down. It is pretty bad for a photographer, but I get lazy and say oh no, I don’t need a picture of that. But a lot of times I do carry [it]. I do find myself not finding anything interesting to take pictures of. ?? *What would make you take the camera out?* Definitely if I know I am going to a place that has real cool scenery. I will get it out and stick it around my neck.
10) I almost always have it with me. The only reason I would not have it with me is if I forgot it. The only place I did forget it was Zion [National Park], but it actually worked out because it could have fell in the water. No, I always bring it with me. I just recently got a case for it so it won’t get beat up now.

9) I carry my camera with me everywhere. I don’t know, it is just like a habit now.

When you leave yours (10) is there a reason?

10) No I just forget.

7) I try to bring it everywhere. It is always attached to my book bag or in my book bag. Like times when were hiking I will always have it. The only times that I don’t is when I forget it like if I just woke up in the car, or I get out and grab my field notebook and forget to grab my camera. That is the only time I don’t have my camera.

6) I take pictures everywhere I go. I try to have it with me if possible but when I wake up and they are like everyone out ??? When did you lose your camera? ??? Only I didn’t have two weeks.

Are there times you are thinking about taking pictures while listening to field instructions?

8) Most of the times I can maintain focus but sometimes I am looking around seeing what there is to see.

10) It depends, like at Badlands we were not given a lot of time to walk around and take pictures and I rather take pictures than sit through lecture. But a lot of times I know we are given 15-20 minutes afterwards. I can wait for that. It is always when we don’t have enough time to take the pictures.

9) I was worried at first, I was like oh my god, we’re always in lecture when are we going to have time to take pictures. I realize now that they give us time. Sometimes during lecture I want pictures of us sitting there.

7) Usually I can stay pretty focused, but like I said before some thing’s really beautiful and I want to take a picture. Like that kind of happened at Canyonlands, the hoodoos at Goblin Valley [State Park], and stuff I thought those were really cool. It was a real short lecture anyways, but I was still like that was real cool and I wanted to go play down there. Like I said, I can usually pay attention because I know we are going to get time to take pictures.

6) ??? Most of the time it is like I know we are in lecture and I know we’ll get time afterwards. There is the rare occasion where I am looking around and thinking about pictures in the back of my head
When you get to a new place you take pictures of things without know exactly what you are looking at?

8) I generally just take pictures. It doesn’t matter of what. ???. It doesn’t matter.

10) I take pictures of big sweeping scenery regardless of if know or not, but like at Mono Lake I took pictures of the formations because I knew what they were. In the board scheme I take a picture to show where I am then I’ll focus on a point once I know. Do you do that before you learn about it or is it after? Everyone is taking pictures before I just wait and take them after.

9) I usually take one big picture. I mean like when we learn about something I know I’ll be able to explain it to somebody. ???. Do you do it after as well? Yeah.

7) Yeah, I usually take it for scenery or the big picture. I will take pictures of things I know about and what I can explain, but I know in like ten years or something I probably won’t remember so that is why I lean towards more of the scenic picture. My major is going to be photography I am not going to do geology or environmental stuff or know each rock unit of the Grand Canyon. So it doesn’t matter that much to you if you are taking a picture knowing what exactly what is you are taking a picture of? No.

6) I take pictures just to take pictures. It doesn’t matter if we are going to learn about it now or ???. This is beautiful so why not take a picture.

Do any of you take scenery pictures knowing you are going to learn about it later?

6) Yeah, that is probably how I take pictures more. I don’t plan them that way but yeah. I usually have a picture but not of that specifically.

What do you take pictures of on your days off?

8) On days off, I don’t take a lot of pictures usually. Just a couple to show where I have been. ???. I took two pictures per day off.

10) I usually take pictures of people on the days off. Sometimes scenery ???.

9) ???

7) I usually don’t take pictures on days off. Vegas was the place that I took the most pictures because seeing all the lights and stuff like that was cool. If I do really, [I] take pictures of people on the days off. It is of people. Snap shot pictures.

6) I don’t usually bring my camera because most of the places we are going I have been there or seen. Is it important to get pictures of friends? Well the group I am usually with has their cameras and group pictures I am like oh wow, I have been there so. I doesn’t really matter
to me. I don’t really care if I get it, because I know someone has it and as long as they show me later.

9) ??? It will appear on facebook somewhere so I will see it.

Did you take pictures of people at the beginning of the trip even if you did not know them well at that point?

8) What is considered the beginning? The first couple of weeks. We did a lot of green van group photos at Harney Peak and the first day off. I didn’t take a whole of pictures of a person. It was more like let’s get together for a group picture. That kind of stuff.

10) What I would do is if there was people in the scenery picture I wouldn’t ask them to move or anything because I knew in a couple of weeks I would ask them to be in them. I have a lot of people in the picture but not necessarily on purpose.

9) I didn’t intentionally, like Hey (7). If there were people around me I would ask them to be in the picture.

7) Its kind of the same thing. I didn’t really know anybody so. Unintentional pictures of people or like at Harney Peak was at the beginning and the girls that I hiked with we have a group picture of that. I tried to get who I was with at the time and pose with them.

6) Did you ask to take pictures of people? No, I just took pictures. This is a whole bonding experience, we were skinning a whole buffalo. ??? This is going to be awesome I might as well take a bunch of pictures. ??? Pictures of people holding stuff gutting the buffalo.

Do you guys think you take more specialized friend pictures now?

8) I don’t really do candid pictures of people just standing around. I do group pictures, more of those now. Compared to the beginning? Yeah compared to the beginning.

10) I feel less awkward now I am like hey lets get in the picture. I do take a lot more candid, but I also ask people to get in the picture.

9) I actually try and get people in my pictures now. ???

7) I definitely have more people in my pictures now that I know them. Some times it’s like “will you be in my picture.” It is not as awkward as the beginning where I didn’t know your name half the time.

6) I still take candid shots though. ???
Are there times you do not bring your camera when Joe or Nikki tell you to bring your camera?

8) Um...no.

10) I have my camera either on my belt or in my pocket so.

9) Attached to my hip as well.

7) The only time I don’t have my camera is if I forget it, but if they are telling us on the radio I don’t forget it.

6) Yeah I bring it. ???

Do you find yourself taking more pictures at the beginning of the trip versus now?

8) I would say yes, I probably take more pictures at the beginning of the trip. Do you know why? I have no idea why. At the end I am tired and ready to go home.

10) I actually take more pictures now and that is because I was terrified of running out of memory. Now that we have three weeks left I know I have this many pictures I know I can take more pictures. The pace seems slower now so I can afford to take more pictures.

9) I definitely took a lot more pictures in the beginning. It’s not taking for granted what you see it is just like oh, another mountain. Well, before I was like oh my gosh, I have never seen this before.

7) I think I have taken about the same amount of pictures as I did in the beginning. I don’t know, I think in the beginning I tried to conserve more because I didn’t know how many pictures I would be taking, or the memory I would be using, or if I would take three pictures of the same thing. I got more specialized I think. At the beginning I would take many pictures of the same thing but I would delete some of them because they look too similar and I don’t want to waste

6) I am taking more pictures now. I went through so much memory at the beginning of the trip.

Anything interesting about your pictures you want to tell me about?

7) S/he writes down all her pictures to know where she was and what she was doing. Going to make a scrapbook and a slideshow of the pictures.

6) S/he does the writing down thing too.

8) S/he camera keeps taking pictures when you hold down the button and he’ll go thru and pick out the ones he wants.
10) S/he takes a lot of scenery. Doesn't feel you can capture everything with just a snap shot.

6) S/he writes in a journal as well.
**INTERVIEW 3**

Shreveport, LA  
9:30 pm  
Warm, humid  
After swimming  

**Why did you go on GJ?**

11) I went on GJ because I had friends that did it before and they highly recommended it. I wanted to see the entire country because I won’t have nine weeks when I have a job to do this. Second, I wanted to see what it was like to live in the field so I can do field videography someday maybe.

12) I basically did it because I haven’t had vacation for four years and I really wanted to see a bunch of stuff. I didn’t really do it for the subjects. ?? I thought it would be a cool experience.

14) I wanted to do it basically to see the country. I really like that we have like two and a half months off. I am in the honors programs so this is all honors credits and almost every honors credits I need to graduate with honors and I am done in my first semester.

13) I did it because I dropped out after my freshman year of college and did know what I wanted to do or what I wanted to major in, and I am thinking geology or environmental science. I thought this would be a good way to get the credits and a good way to see the country.

15) Seeing the country was a big thing, because I have never really [have] gone outside of Ohio. It’s really cool. I learn real well doing hands on and working with things so that’s basically what we are doing here. I am not sure what I really want to do. Science maybe and this might point me into the direction of what I want to do.

**In general, what are the reasons you take pictures on this trip.**

11) Memories.

12) Memories to look back on and to keep my mom happy. *Do you not want to take a lot of pictures?* I do, but she really wants them to make scrapbooks so.

14) Memories basically. Then when I get home I plan on connecting it to my television and taking my parents through each day of the whole thing. It just makes it a lot easier. To reference people or places so they get to see.

13) Mine is the same for memory and I know how I am and I’ll forget how things were three weeks ago and I want to look at how I progressed and how different people progressed. I just want to remember the way things happened. My memory is really short so. And also to remember what the different states were like. They mesh together for me because everything is
happening so quickly. I am trying to take pictures of almost everywhere we go to look back later.

15) Like everyone else, memories and for my friends and family so I can by like “hey this is what I saw” instead of describing it. ???

11) I don’t know about other people, but I look at my photos all the time. My screensaver on my computer is like 20 minutes long of all my photos. Every photo of mine since I was born to present is all on my computer. ??? I didn’t want to lose them.

- Many students said that was cool

**What reasons do you most often take your pictures for and why?**

11) I don’t take mine for learning reasons. I have seen people take pictures of different rocks, and they will use references for size and put something like this in there. I can never take those pictures. I only take them for moments what I think are really fun and fooling around and for things that I think are real pretty.


14) Just something strikes me as cool. I’ll take pictures of people sometimes that just have a real cool look. The other day when we were in the Alcove House at Frijoles Canyon or whatever, I took one because I wanted to remember what a class setting was like. I did the same thing when we were at Badlands so when my parents or somebody ask what was learning or class was like. So I take a whole bunch of pictures of lecture.

13) I am kind of the same, but mostly I take things for scenery because they are beautiful or whatever. A lot of times I find myself taking ones that are related to class. I didn’t do that at first, but the longer the course goes on the more ??? to get what this specific outcrop was or whatever. I do it more and more now. And also I do the classroom setting sometimes because I want to remember what it felt like to be like you know. I am doing that more and more.

15) I like to get pictures of people so they know who I am talking about. Oh this is who this person. This is who I am talking about.

**Are there types of things that keep you from taking pictures?**

13) I feel like when Joe is giving a lecture or something and something will catch my eye and I know I should be paying attention to him and it will be rude to him or something or it will be disrespectful at that time so I will refrain from taking a picture at that time.
When I interviewed previous students before the trip they felt it was inappropriate to take pictures at the Wounded Knee Massacre Site. Did any of you feel that way?

- Four out of five nodded yes
- Two voiced they didn’t

11) I took one picture of the sign there that said “Massacre of Wounded Knee.”

Did you take any pictures of the scared areas? No I didn’t take any there.

14) Sometimes when we get out of the vans and it is a short stop, like at Canyonlands, we spent three hours at Canyonlands. It is cool and all, but I don’t feel like getting out my camera dragging it around trying to taking pictures when I am trying to take notes and all. Or some days like days off I am like I don’t need to remember this or I’ll be able to remember it so I guess I was too lazy. So when you say that you need to? Well I guess that my memory is vivid enough that I probably could just describe it to somebody. You don’t need a picture to tell somebody about it? Yes exactly.

11) On days off I don’t take pictures. If we go to parks I take like 50 pictures. At days off I take two or three at the most. I just don’t feel like taking pictures; it’s a day off. I realize as the trip goes on that I am taking WAY less photographs. When I sent home the first 400 pictures that only took up two weeks and now I look at my last 100 pictures and that is two weeks right there. I just seems to get a smaller amount of pictures.

12) Most times I don’t take pictures unless I feel like it.

14) Some more of the formal lectures like of geology and critical thinking I wouldn’t have taken a picture of them, but it seems things like the Alcove house are less formal where you are not necessarily writing in your field notebook then I feel comfortable taking pictures.

Do you take any pictures of your camp duties or campgrounds?

14) I take pictures of campgrounds a lot. So I kind of can remember what they look like. It kind of relates to Erin’s thing about remembering the different states because campgrounds are very different obviously, Valley of Fire versus Washington. I’ll take pictures of cool trees or moss that is all over the place. I definitely don’t take pictures of kitchen duty and all that stuff. I guess sometimes I want to take pictures of people tearing down their tents to just remember but then I just get lazy.

13) Sometimes I’ll this is kind of dumb but, I’ll see someone taking a picture of something and I’ll want to take a picture of it but I won’t because I want mine to be original. As far as taking pictures of camp duties, I haven’t done that at all because I am supposed to be there and be ready. As for the campgrounds I’ll take a picture of them if it is out of the ordinary and it is something I don’t normally see, but if it is like this [a KOA campground] then I wouldn’t take a picture of it.
15) I agree.

12) Same thing. I also take a few pictures of the tents and campground sites.

**Do you take pictures to document things you are learning?**

11) No. You *don’t take any pictures what so ever?* No. *What about the pueblos at Chaco?* I took pictures of Chaco because I thought it was real cool. *Not because you were learning about it?* No. Like if we go to Devils Tower I am going to take a picture of it because it is real cool., *There is no learning objective behind it to take that picture?* No, like we stopped at a longhouse in Frijoles canyon. I didn’t take any pictures there because there were a lot of little rooms and I took pictures of the bigger rooms that looked cool.

12) The only pictures that I took were of the great charts that would take like a half an hour to write down. *So you don’t really take pictures of rocks or anything?* Science isn’t really my major so I don’t feel I’ll need it after this.

14) I took video of the timeline, because I really didn’t feel like copying it down, and cool places like (11) said like ???

13) I took pictures of the timelines. Like I’ve said I have been taking pictures of what we are learning about. Because we were learning about it I am going to take a picture of it to tell my friends. Like the Native American stuff ??? *Do you take more of it now than you did before?* Definitely, I am getting more interested in the subject.

14) I just remembered, but at all the calderas that we go to, not all of them just a few, I like to take pictures of the Crater Lake and the resurgence lava domes and the same thing with the Valles Caldera. *Is it because you are talking about it?* Yeah. I think that the volcanic stuff is super interesting so I take a lot of pictures of all that stuff, how huge they are.

15) ??? It is kind of secondary so I can tell my friends. I take pictures of charts that are specifically for learning.

**When you are sitting in lectures or instructions are you thinking about taking pictures?**

11) Yeah, because my mind wanders a lot during lecture so I’ll be looking off the side and I’ll see a squirrel and I’ll be like oh my god, that squirrel is a cool picture. I wonder if Joe is going to take 20 more minutes and is that squirrel still going to be there. I am just watching the squirrel waiting for him to leave, thinking please don’t leave, please don’t leave. If I see something really pretty I want to take it now.

12) I definitely rather take pictures than lecture, but not necessarily always want to take one.
Sometimes when Joe will be lecturing or anybody lecturing, what they are lecturing about will make me want to take pictures of it, like things that are cool at the moment. *You are not usually wandering about pictures?* No, I am typically focused.

I will sometimes, because I want to remember what we are learning about and we are learning so much so quickly.

??? I generally try focus on the lecture. ???. It is so new.

When you get to a new place do you take pictures not knowing or not caring what you are seeing?

??? I might add on. ???. If he said something I might take a picture of it. First it is the initial broad picture, then I zoom in to more specific.

I’ll take a picture if I want a picture of it and if I don’t care enough then I don’t.

- Most shook head and agreed with the fact that they don’t wait for someone to tell them what it is they are looking at before they take a picture.

Did you take pictures of people at the beginning of the trip if you did not know them well at that point?

Yeah. I had people call me creeper for that. I look back on my pictures and on the very first day and I like taking pictures of everyone in the vans. The first day it was so much fun because everyone was joking around and stuff. Yeah I definitely took a lot of pictures of people I didn’t know. *Do you think that has changed, do you still take the same types of pictures?* Well, back then people would pose more and more but now I am constantly taking pictures of people that are not paying attention. ???. I take pictures of other people looking at scenery because I think there is a cool look about them so something behind them looks real cool, but Yeah, I take a lot of pictures of people. *Is it a lot of combination pictures such as scenery and people?* Well normally I do people, 90% of the time I am zoomed on their faces like creepy stalker like, but when I take a scenery picture I don’t normally like people in the picture. When I take pictures of people it is typically up close.

I have only taken one picture of people. ???. *Of people?* No, of people I didn’t know very well, only because (3) looked like of my friends.

I have no photos of people from the beginning of the trip. I didn’t know anybody. ???. Then the second day I took pictures of people in the van that I knew. ???. *Do you take a lot of pictures of people now?* I don’t take a lot of candid group shots. *Is it mostly with your friends?* Yeah, I take a lot of pictures of me posing. *So you take mostly pictures of you?* The pictures I take the most is scenery, then comes me standing next to something, then if we are just sitting
here I would just (he reaches up pretending to take a picture of the whole group without looking in camera).

13) I did take pictures of people in the beginning because I knew I didn’t know anybody yet, but eventually I would know them all then I would have them later on and have pictures from the beginning. *Do you still take a lot of pictures of people now?* I do. I take a lot of actually candid photos, not necessarily the whole group, but of certain groups. *Not a lot of posed pictures?* No, not really. If it is it will be (25) and [a] couple of other people.

15) In the first week I was taking pictures of ??? mostly people in our van. ??? *Do you have more pictures of people now?* Yeah.

14) I would like to add, I never take group photos, I always take photos of individuals. *You don't take group photos?* No.

12) ??? *Do you not taking individual pictures of people?* Yeah, I do when they are sleeping. ??? *So your’s are like something more goofy is going on?* Yeah.

**Do you not bring your camera when you are told to?**

13) I always bring it in that case. That is when you know it is going to be good.

11) It is always in my pocket so. *So there is never an instance even when they tell you?* No.

14) It is half and half, because my camera is pretty big. So for instance like at Canyonlands if we are only going to get out for ??? *I don’t know if they told you there, but if they told you?* I don’t know if they told me, but no. *You still don’t sometimes?* It kind of is a personal discretion.

**Do you find yourself taking more pictures at the beginning or at the end of the trip?**

14) I think at the beginning I did take a lot of pictures; like when we saw the sunflowers. I was like ooo, look sunflowers, and I took like 18 pictures of it. I’ll go back and delete them. I have like 60 pictures of random buffalo, not on buffalo day and I am like I can’t keep these, these are stupid. *You should never do that. 😊* But now I think I keep more pictures I take, so if you looked at the pictures I saved at the beginning and the pictures I take now because I never delete now [pictures] that I take. *You are getting more, oh I know what I want to take pictures of now?* Yeah.

*Does anyone else feel kind of the same?*

11) When we first started the trip I ??? I look back and I am like why did I take pictures of the plains, there is like nothing here! I took like 60 buffalo pictures and had to take them out of the car window. Then I am like why take any pictures out of the car when because you can see reflections and people and the sun and they were horrible pictures at the time but I was like I
have to get a whole bunch of pictures of everything. Now I am like, ah that is cool out the when but I am [not going to take a picture] I’ll get some when I get there.

12) The first two days I didn’t take any pictures, I didn’t take a picture of the Mississippi. So you started out slow, a lot in the middle and slow again? Yeah. Do you have limited space on your camera? No I have a lot of space. I take more special pictures

15) I think I take more pictures now, but like them I took like 20 million pictures of buffalo. Now, I am a bit more selective.

13) Uh, I think I should take mine out. I took a lot of pictures. Every night I will go back and delete pictures. I think that instead if I take more pictures as the trip progresses or less pictures as the trip progress, I think it has more to do with where we are. If it is really beautiful I want to remember everything about it.

People mentioned van pictures. Is it real common for people to take pictures out of the van?

14) At the beginning definitely. Through Yellowstone I was taking pictures out the window. Is it because you don’t think you were going to get to see it or holy crap this really new? I don’t always take pictures of the scenery. I take pictures of what strike me as being really cool. Now I don’t take them out of the van.

13) I usually do it out of the window because we are traveling from one state to another and being able to get something really awesome. Like through Utah, that was amazing to me.

15) If I see something really really cool. If I know we are not going to stop. Half the time they are blurry or they get reflections.

12) I am afraid that I won’t see it again so.

14) I remember at Yellowstone I took pictures of those CAT machines, and also when we were driving through it there was this river and the whole I am like this is so cool and I kept taking pictures of it and I took video of it of us driving through it. Then I thought none of these are as satisfying what we are really seeing so I ended up deleting most of them. I am like this is so boring. It is like the same thing when I saw a bison, I was like wow this is so cool, but them we saw like a million of them.
INTERVIEW 4

Jekyll Island, GA
9:20 pm
Hot, humid, buggy!
After a long lecture

For what reasons do you most often take pictures and why?

20) For the obvious reasons we are seeing some real neat shit and it’s big and you want to take a picture of it and not everyone is going to see it. Another reason would be to get a sweet picture in front of something. To show you were there? Yup.

16) A lot of things that I have been seeing on this trip are, ??? my family, my mom in particular she has been going nuts over that fact I get to do all this stuff and she hasn’t see it. Like at the Grand Canyon I wanted to make sure I got a photo of those California Condors. It was something she was really interested in. So I see stuff that people back home might be interested in or stuff that is really magnificent. I want to make sure I get a picture of that. It will bring some familiarity back home with me, so hey look what we were talking about, this is it. And I also like to take pictures. I have been trying to get more pictures with people in them, because if you want to show these to other people you are like oh yeah, there is this, and this and this and this, but you know, where is everybody? I try to get people in the photos to show them more of what we were doing. It is not just we were here and that’s it. We were here and we were doing so and so, and we were goofing off and pushing this guy off the cliff or whatever.

17) Mine is the same as (20)’s, just to show we have been certain places and for personal memories and shit since we have seen so much. So you like take a lot of scenery pictures? Yeah I take a lot of scenery pictures.

19) I am the kind of person I don’t really think or plan pictures ahead of time or plan on taking pictures because I know people are interested. I am the kind of person that lives more in the moment so anything that catches my eye at that particular moment gets snapped into a picture but. It’s anything that is cool or unusual or that just catches my eye anything out of the ordinary I take a picture. The stuff I take the most is objects or scenery. I don’t take a lot of pictures with people in it; not because I don’t like people but because I am constantly looking for the next thing and I don’t think about it. So most of the pictures that have me in them or other people in them are the result of other people forcing me or telling me to get in the picture. It’s not that I don’t like them; it’s just how I am.

18) Same here. Same here mostly? No social? Well, I have some (9) pictures, but they are just random. I take pictures to take pictures.
What types of things keep you from taking pictures?

20) The mind set that I have about not being able to capture the moment or whatever of taking a picture and ??? People mentioned on previous trip that Wounded Knee..? See I really disagree. When we were in the ghetto of 9th ward some said they didn’t want to take a picture, I don’t understand that really. That doesn’t really bother you? You’ll take it if you want to take it? Yeah. Nobody is going to stop me from taking a picture.

16) Is anything that you are not interested in taking pictures of? Stuff that will keep you from taking pictures for example he mentioned not wanting to pull out his camera all the time. Well, I forgot my camera at times and I actually lost it for a while. It was actually in one of (10)’s bags. So I actually don’t have any photos of any of the pueblo dwellings. I am disappointed about that. Yeah he (17) has been taking pictures for me. Other than that, the other thing that might keep me from taking pictures is like if I was taking a picture of somebody and they told me not to, like I don’t know some people have weird phobias about cameras. Like they don’t want you to take a pictures because it takes part of their soul or something. Like the whole Wounded Knee and 9th ward it doesn’t bother you? It doesn’t bother me as long as you are being respectful.

17) Pretty much the only thing that would stop me from taking pictures would be not getting the camera out on time. Sometimes you want to take a picture of something and it happens so fast or it happens and you are like aw, I wish I got a picture of that. That pretty much would be the only things.

19) My biggest thing for not taking pictures would be forgetting my camera, which I do a lot. But yeah, that would be the biggest thing. I do feel a little uncomfortable of taking pictures of people’s private property and their lives you know because I feel I would feel uncomfortable if someone was standing outside my house just snapping pictures. I don’t know; it’s just weird. I don’t know; I would take pictures of general destruction and piles of rubble and stuff but not go really close to somebody’s house and take a picture.

18) Pretty much if my camera is dead, I don’t know. Is that the only reason you won’t take a picture? And if it is buried in my backpack. The 9th ward, Wounded Kneed thing doesn’t bother you either? Same thing (19) said for that pretty much. It’s a little awkward but? I mean I wouldn’t want someone to do it to me so I wouldn’t do it to them pretty much.

19) If there was something unbelievable, unbelievably out of the ordinary I might take a picture of that.

Do any of you take pictures of our camp duties and campgrounds?

20) I am way too busy to take pictures of camp at any time. If any one is taking pictures at that time, then they need to be doing some shit.
16) I guess I fall into that category then. You are too busy? No, I uh took pictures after the storm. I take a few pictures around camp every now and then. I remember there is one I took this was before we had our crews yet. I wasn’t on van crew at the time. We stopped at this gas station way out in the middle of the desert and leaned back and got a picture of all the vans parked at the station. I haven’t done that; I haven’t gotten pictures of different crews and their duties, but now that you mention it that might not be such a bad idea. A lot of people said that now that I mentioned it. I don’t want to make you take pictures because now that I said so. It’s just an idea. I know, I am kidding.

17) I haven’t really taking any pictures of that; the duties and everything assigned to us. How about campgrounds? Maybe a couple of campgrounds. Just to show, like when were in Washington I took a couple of pictures there to show how lush the vegetation was and everything because I thought that was pretty cool. But as for duties and stuff I haven’t really taken many pictures. When you asked the question I was thinking about why haven’t I taken any pictures, and the thought that came into my head is that when you are at home every day you kind of get used to it and there is nothing really exciting for you, you know so you are not going to really take any pictures. But when you go somewhere completely new, like when we go out and do out field assignments and stuff that’s when I take my pictures, but when we come back to camp I feel like this is same old same old, so I really don’t take any pictures of it and I don’t have any interest thinking, oh I need to take a picture of this. It’s like its camp and it’s time to nothing kind of a thing? Yeah. It is the same thing as like I am going to work so.

19) I took one. What did you take it for? Um, ok, this might be dumb. It was a picture of someone who had bitten into a rotten piece of fruit and made a wacky face. And I took a picture of it because being real big in drama and theater any funny face that you can capture and imitate later on is always pretty helpful.

18) I didn’t take anything of the duties like people doing shit. I just took pictures of real cool campsites. Are there any that stand out in your mind? Valley of Fire, Goblin Valley, and Lost Creek I think it was.

16) Now that you mention it, I do remember taking a bunch of photos of Valley of Fire. Places that were as spectacular as the field stops.

Do you take pictures to document things that you were learning?

20) No, because we are learning about it. I just learned about it I don’t want ???. Did you take pictures not because we are learning about it but because it was a pretty picture? I actually took pictures prior to learning about it more than anything. So you have this picture then we ended up learning about it ???. the place we were going to.

16) I did that actually once or twice. Like Yellowstone, I took a picture of one of the geysers that was bubbling like it was in a frying pan and wrote little descriptions about it. Mostly I don’t do that, but if I do it is videos in which I am describing to the viewer. Like I did a big long one at the 9th ward describing stuff that was going on. I guess if it was to educate, it would be to
educate the people back home pretty much like regular picture taking. *But you did take pictures because you were learning about it then or was it more so you can tell people at home?* More so I can tell people at home, but since they are all learning stops I guess I might learn about it any way. *So it wasn’t necessarily like, Oh I learned about this I need to have a picture of this, it is more we are learning about this, this is cool lets take a picture?* It’s more like we are learning about this and if I don’t bring home pictures for my high school science teacher she’ll kill me.

17) Uh, I think I actually take a lot of pictures like that. I tend to think of it as a second form of notes. You can write stuff down and learn about it and have it written on paper, and then you have another visual set of notes. I think the biggest place I did that was the Grand Canyon. I took a bunch of pictures of the transition between one formation to the next and what was different about them. There was one tunnel with the fault going through it and you could actually see the crack of the fault and I took a video and explained which side was the footwall and the hanging wall and how they were offset. It’s just like a second form of notes for me so.

19) Yeah I didn’t do that. That is a hard question. Yes and no because the lines kind of blur and I take pictures of what I think is cool and interesting so a lot of times the stuff we are learning is cool and interesting so I’ll take pictures. It’s not just because we are learning about it. It’s because it’s cool and it’s just an added bonus that we are learning about it. If I came out here by myself and I wasn’t taking geology and ENVS I still might thinks it’s cool and take pictures of it but not know as much about it. *Here is another example is when we were at the coal seam and people would take a piece of coal and zoom into and be like we are learning about coal I need to have a picture of coal.* I don’t think just because we learned about it I have to have a picture of it. I guess it just depends; eh it’s a combination of both of them.

18) I have to say I didn’t take any pictures for educational purposes. I might take it because it was cool or something, but it wasn’t for education.

**Do you always carry your camera, and if not, why?**

20) No, I don’t carry my camera any more. If not why, because, I don’t know. I rather sit there and look at it and get it for myself. I feel like I am taking pictures for somebody else. Like I said earlier. *I doesn’t capture what you want it to capture?* Yeah. It’s for me, that’s why.

16) I bring my camera on all the field stops I don’t forget it. I want to get stuff to show people back at home. So I guess I am kind of the opposite of (20). *You are still carrying it now?* Yeah, just not around camp. *No, I mean still out on field stops?* Oh yeah yeah through the whole trip, field stop and if I see something going by in the vans that I want to take a picture I hurry up and dig it out of my bags. But I don’t carry it around camp.

17) Yeah, I pretty much have it on me at all times. If I forget it that would be the only reason I don’t have it. When we are driving down the road, I pretty much have it sitting in my lap because you don’t when we are going to drive past something, some kind of scenery I want to get a picture of.
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19) I think it partially depends on the camera you have too. Before I went to Europe this year I bought a really nice little digital camera and I took it everywhere with me in Europe, I was picture crazy. Yeah, it was a little bad. True story, the night before I left for this trip I had a dream that my brand new digital camera falling off the Grand Canyon. So immediately got up and took it out of the bag. Now I have a disposable camera for this trip. And I don’t know if it is the difference in the two cameras in picture quality and in price, but I find myself in forgetting my camera because it is not that great of a value. I don’t think about when I am thinking about the other stuff that I really really need. So I forget it a lot of time. Generally if I have it I will be taking pictures.

18) I take it to places that I know I am going to take pictures at. And how do you know that? Well, I mean today we are going to Jekyll Island, we’re on an island and I want to see the Atlantic coast and the ocean. So something that is pretty cool? Yeah something that I know I am going to want.

Are there times you would rather be/or thinking about taking pictures while sitting in instructions or field lectures?

20) See that is what I think is a big difference, picture taking sometimes people get crazy about it snapping pictures, and you’re not really focusing maybe. And then when Joe sits there and explains shit to us then we actually learn about it you’re not worried about it and like Oh, I have to show this to somebody later. For somebody else to say, you get more out of it I think. So you are not really thinking about picture taking at all? No I am concentrating about what we are learning about. I know what it is then focusing on something else.

16) When we are sitting down to our lecture, I am not usually thinking, Hey I want to take a picture. If a real cool bird flies by, because I like birds. Um, he gives us time during our field stops to take pictures, like ok go ahead take some pictures. Even if I was anxious to take pictures it wouldn’t be an issue because we get time.

17) I would have to say there were a couple times when we’ll be doing a lecture and I wanted to take a picture of what it was that we were talking about or some other object that was near by or something. I don’t let it affect me during lecture. I’ll be like I want to take a picture of that and then it is stashed in the back of my head and I am then concentrating more on you know. You are not overly distracted but sometimes you’ll want to take a picture? Yeah I’ll want to take a picture but it is an after thought. I’ll wait to what is ever said and done and then I’ll get my picture.

19) Usually I feel we have adequate time to take pictures before or after the lecture. Usually I am not. It doesn’t really distract me during lecture. I am more focused in getting down the information in my field book. I am not easily distracted during lecture. I don’t really like birds so they don’t really ???

18) Same thing that (16) said. You are not really distracted? No.
When you get to a new place do you take pictures without knowing exactly what you are looking at?

20) Like I said, at the beginning of the trip I would take pictures prior to learning about it, now I actually sit there and look at it myself and you know, I don’t even worry about the picture any more. **You don’t even take a picture anymore?** No. I take it in myself then he ends up telling us what it is. That is good enough for me.

16) I suppose yeah. Well, because that is sometimes the only opportunity we have so. I mean obviously I am interested in these things. It’s not going up there just because everyone else is going up there. It just so happens we are going up there at the same time because that is our opportunity. But I try to get pictures of what I am interested in. **Do you figure you will learn about it anyways?** Yeah. I mean just because I don’t know anything about it doesn’t mean I shouldn’t take a picture of it because I’ll learn about it and be able to go back and say hey, this is this. Like he was saying about the whole visual aid thing. I might not realize what it is at the time. I might find that out.

17) It happened either way before. There have been times when we show to a place and I am like hey that is pretty cool and I’ll snap a picture before lecture. It may be brought up during lecture it may not be. If it is then I have more knowledge of what I took a picture of. It’s either that or I get a picture after lecture.

19) It depends. Like I said before, anything that I think is unusual or cool that catches my attention I take a picture of. If we learn about it later and I find out the history of it or what it is made of or learn about the stuff, I might go and take another picture. It just depends. It’s really hard to break it down why, into categories why you take a picture. It has a lot to do about how you feel at that moment what you see and what catches your attention.

18) I like to take pictures of what I like so, if I see a sweet ass tree, I don’t know. I take a picture because it is a cool ass fucken tree.

**Did you take pictures of people at the beginning of the trip even if you did not know them well at that point?**

20) At the beginning it was a lot of scenery pictures, but then I also tried to take a picture of the group. I don’t know; it was more random. Any picture with a person in it seemed more random, just holding it up, I don’t know. **In the beginning?** Yeah. **Now is it more for you?** Now if I were to get a picture with people in it, it would be me and one of my dudes in front of something. **The people you hangout with most or something like that?** Yeah Yeah. **Not just a random person?** Right.

16) In the beginning of the trip I took pictures of our first camp and the damage and the stuff I thought was interesting. At the time I was riding in yellow van and the only people I knew were (19) and (6). When I got into a different van with other people I started talking to them. I got a few pictures in the beginning of all of us in the van kind of together. It does seem kind of
random because like I took this picture of (17) here of him looking behind and I remember thinking who’s this guy making that stupid face. No, it was more like I am going to take a picture of this person and this person and this person for the sake of taking pictures of a person. Did you just take pictures of a person, or did you go up to them and ask; can I take a picture of you? No we were all just sitting in the van, and I am like, hey turn around and [I] took a picture. Did you do a lot of just random picture taking of people in the beginning? It was kind of an isolated thing. Since I was riding with these guys and I started to get to know them I am like hey why not take a few pictures of them. I took a picture of (25) holding up his camera trying to take a picture with me so. Do you take more specialized friend pictures now or hey let me take a picture of you? What do you mean by specialized? The group that you hang out with the most or pictures of everybody. Well, I suppose more the people I hang out with since we all sit in the van together. We take a lot of pictures of each other sleeping in the vans.

17) In the beginning I took a lot more pictures of the group in general. I mean when we were doing the buffalo day, when we were skinning the buffalo, I took a lot of pictures of a bunch of people all working together. A big group all in one picture. By the time we got to Goblin Valley State Park I was taking more pictures of a closer group of friends. Like he said we are in the van a lot together so I take a lot of pictures inside the van, and I took some of the original blue vaners. It’s gone from wide scale and has condensed down to the more compact group of friends.

19) In the beginning I generally did not take pictures of people. I am more inclined to take pictures of scenery anyway. I didn’t really take too many pictures of people in a group before I knew people because I didn’t want to be this random freaky little girl going [holding up camera pose]. People going, you are taking pictures of me but I don’t know you. As time went I took pictures of people. Its generally people I am closer friends with and hang out with because I want memories of people that I became close friends with and essentially those are the people that were hanging around at the time, in the vicinity to me so.

18) I have a couple of random pictures with people in them. It wasn’t that I was taking pictures of the people it was that I was taking pictures of the scenery. In the beginning or just in general still? Pretty much still. There have been a couple of pictures. ??? You don’t take a lot of social pictures of people overall? No. Is it because you like scenery pictures or just don’t care or? Uh, I don’t know. I like scenery pictures.

Is there anytime you do not bring your camera when you are told to bring your camera?

20) Yeah, actually. I kind of stopped taking pictures.

16) When were we told to bring our cameras? Joe will be like oh bring your camera or Nikki will be like oh bring your camera when we are getting out for a field stop. I usually bring it anyways because there might be something out there that I might see, like a bird or a satchwatch, who knows.
17) I have to say yeah. I mean there will be places where they say photos are not allowed, but I’ll already have my camera on me. When somebody tells me to bring my camera, most likely I will already have my camera on me.

19) Yeah, there have been times when I left it behind. Sometimes I can’t carry because I have my field notebook, water, a hat and stuff and I just can’t carry it. Other times it is just laziness at its best.

18) If I thought it will be a cool place I’ll take it. Even if they tell it’s cool you’ll take it? By them telling me to bring will not sway me to take my camera. I’ll take it if the place is cool or not. I know there was an instance like Newspaper rock when Nikki said bring your camera, did you bring it then? No. It’s like I was saying, I know it was Newspaper rock and it was cool and everything, but I don’t want a picture of it.

**Do you find yourself taking more pictures at the beginning of the trip versus now?**

- Me pointing at (20), ‘And yours is definitely yes.’

16) At the beginning definitely a lot more random out of the van window taking pictures for the sake of taking pictures. Now it is more I want to take a picture of this and this. *It is not necessarily everything you see?* So yes, it will end up being less.

17) I have to say there are a lot more pictures now. And a majority of that is because I lost my first camera at one of the campsites and trying to make up for it. I may have lost he first half of my trip, but I am going to try to remember as much as I can of the second half.

19) In general I took more pictures at the beginning of the trip. Probably for a combination of reasons. Things got more stressful as the trip went on. And the more I forgot my camera and had to rely on (1) taking pictures for me, I kind was like she is taking many for me already so I might as well just send her a disk.

18) I took more pictures at the beginning because there was more cool stuff at the beginning of the trip. Its’ been mostly Indian mounds and pueblos and not like canyons and mountains. In the beginning there was more scenery and now it just like ??? *It looks like Ohio again?* Yeah exactly.

*Is there a reason why you take a lot of videos (17)?*

17) The majority reasons is because it takes too much time. My camera that I have has a setting where it will give you a slice of the original picture so you can line it up and all, but it takes too much time to do that. It’s easier to take a video and scan it all at once. Or if I want to take it in more detail so. That would pretty much be it.

**Of your disposable camera, how many have you gone through (19)?**
19) Uh, one. *On the whole trip!*? Yeah. *How many pictures are on that thing?* 40. *40 pictures this whole trip!*??

17) At a couple of campsites I took pictures of a couple of those timeline.

16) Yeah! Pictures of stuff you don’t want to copy down.
INTERVIEW 5

Smoky Mountains, NC
9 pm
Cold/dark
After evaluations

Why did you go on GJ?

22) There are a couple of reasons. I am an environmental science major and interested in being a naturalist and I wanted to get to see the National parks. I thought this would be a great way to see that as well as this is right down my ally and a lot of what I needed to know. So it was really in the best interest of my education and I thought it would be to get out. And I don’t have much experience with camping and I thought I should do that. What a better way then a nine week camping trip. I thought it would be another good resume builder on top of it.

23) I went on GJ because I already liked to camp. I thought it was a good way to start a semester. And I am also an environmental policy major. I thought it would be a really good way, you know, to get to some of the issues that we’ll be dealing with. I have never been out to the west coast so that was another motivator to see what the rest of the country was like. And also I thought it would be a good trip all around for me to take, especially since I didn’t know anyone and trying to broaden my horizons a little bit.

25) I came because I really wanted to see these places. Not so much that I wanted to learn about geology or some of the stuff. American culture studies really interested me and the Indian things. And the day we talked about skinning the buffalo I got pumped. When they talked about Glacier and glaciers and stuff, it touched a part in my heart. I just really wanted to go to these places and I wanted to learn about them, but I didn’t know what extent I was going to learn about them. I kind of just wanted to come and enjoy it.

21) I like to travel. I don’t think you understand how much I like to travel. So I don’t know, Bowling Green is a good way to start that. My major is in international studies. That’s so I can travel.

24) I came on GJ because I am a freshman. I’ll do it now because it is the only chance I get to do it. It looked like fun. You get the chance to travel all across the country. I have never been across the Mississippi except for me and my dad drove across the Mississippi to drive across the Mississippi. So I wanted to go out west and see the Rocky Mountains. I wanted to see the Pacific ocean. I am not really interested in geology, ENVS, or ACS. Also I wanted to meet people before I was thrown in the mix with ten million people because I know I am not that good with people. This was a chance to meet a handful of people.

In general, what reasons do you take pictures on GJ?

22) I take because of things basically that I want to take home. It is kind of disappointing at times because there is no way you can capture something on film the way you see it in real life.
kind of realized that half way through and I kind of stopped taking pictures because it seemed almost futile. That was most of the reasons that I want to catalogue and what I did see. I do want to retain some of the information so hopefully if I take pictures I can go, oh I remember that and that’s the white rimmed sandstone, you know. Hopefully I retain something. So that is a big reason. And to say look at the cool places I have been and all my friends, and Hey, I get a new facebook picture. I am standing on top of Harney peak or Half Dome, you know. You just conquered the world, so.

23) I definitely would say memories. I take pictures to remember the moment. ?? I also took a lot of pictures to show my family, my mom’s side of the family because they haven’t been like west at all. They are like make sure you take tons of pictures we want to see all the place you’ve been. I have been taking them for them too.

25) To show people where I have been, what I’ve done. A lot of family has supported me on this trip so I want to show them the places that I’ve gone and things that I’ve done. And to save the memories. We have been to a lot of places; a lot of cool places. You can’t really describe with words what it was like. To be able to show somebody a picture is great. The other reasons I took pictures is because I love to learn. I don’t know, I just want to learn stuff…. I use my pictures, I took a lot of pictures of Indian stuff; atlatl, bows, spears, all that stuff in hopes to be able to look back at them and use them as a reference for making some of my own stuff. To have this information here (pointed to head) and be using it. And the third reason is I use my camera as a learning tool. We don’t get very much time in a lot of these museums and a lot of these places. Sometimes I take pictures of diagrams, pictures of text and pictures of things we saw in these museums and look at them later on in the van. I read the text that I didn’t have time to read, since I am a slow reader, or look at the diagrams. And also some of the board lectures, I took pictures of those too. The big huge diagram timescale and everything, I took pictures of that so I can reference them later or use them to study or something. I use it also as a tool.

21) Well definitely the memories and to show people where I have been. But then like my grandparents are photographers, so back home I have some nice cameras that I wish I would have brought because I am big on scenery pictures. Especially the black and white, but I didn’t bring ‘em. I took some scenery pictures with this crappy digital camera that I brought. Did you not bring them because you thought they might get broken or something? If I would have broken those on this trip I would have cried. Aside from memories and showing people back home some were just artistic.

24) I didn’t take a whole lot of pictures. I don’t own a fancy camera. I am not real fond of taking pictures in reality. I rely on other people to take pictures. That is why I am the guy that came up with the picture dump idea. The pictures I did take I took to show people back home. I don’t, I really can’t keep track of the pictures. I don’t like taking pictures. What are the reasons you take pictures with your camera? To show people back home. Did you have more than one camera? I have seven or eight, ten. I have a whole ton of disposables. The problem is I took a lot of pictures. When I started taking pictures I took a lot of pictures. So I have a lot of pictures of the same stuff.
What types of things keep you from taking pictures?

22) A lot of the times I would maybe run out of batteries, out of memories cards, or the infamous I just woke up five seconds before we had to get out of the van, where are my shoes, where is are my field notebook and pen, and then I walk up to Joe and I am talking notes and everyone is like Oh five minutes pictures now. I am like Oh man, it’s in the van. That was a big one and sometimes I forget it totally, a lot. That is my main reason why. *Sometimes like Wounded Knee and the 9th ward did you feel like you shouldn’t take pictures?* Yeah, definitely. I took one picture of Wounded Knee from like far away. When we were in the car, was it yesterday when we were in Atlanta? Someone was taking pictures of the accident and the truck. So there are some things I don’t think we should take pictures of like the 9th ward. I don’t know, just out of respect for those people who still trying to rebuild their lives.

23) Especially like the 9th ward, I was surprised we even went there. Part of me want to see it and the side did because I didn’t want to make them feel like they were a tourist attraction. Like taking pictures like that kind of makes you feel like that. That was part of my logic on that. Some reason I didn’t take pictures is because I forgot my camera in the van or I didn’t have my batteries charged. Some other reasons I didn’t take pictures were, I don’t know like its when it just wouldn’t do it justice. I don’t [know] some things I think you need to experience for yourself. *Is there an example that you have?* I wouldn’t say that is one in particular. A couple of places that I did that at were at some of the national park. Muir forest that we went into I kind of wished I had my camera, but other words I was like wow this is something you really need to experience on your own. It was so cool.

25) Definitely the obvious reasons for being in the van, running out of batteries and my camera takes really slow pictures. I can’t take as many as other so. If it took quick pictures I would a dime a dozen. Yeah, definitely the feelings of disrespect. You want to be respectful when you take pictures. Especially in the 9th ward. I took one. It says the roots run deep here. It was kind of the testimony to stay there, you know. Other than that I didn’t take pictures of the destruction or inside the houses. I know other people did. I just feel like that is not the time, not the place to take those pictures. Like (23) was saying, it just in some places, I don’t know if it is the quality of the camera it’s just you can’t relate what your eyes are saying to the picture. Some people are going to be like oh, what’s that and it’s all hazy and it was like the sweetest picture, but it is just you can’t see it in that picture. I would look through the camera and be like eh.

21) Well my camera sort of broke towards the end of the trip, so I just stopped. Before that my camera also like (25)’s takes a lot of really slow pictures and sucks up battery life like no other. It would just die on me all the time and I would forget it sometimes. I don’t know. I would have taken a lot more normally. *Do you feel the same way about the 9th ward and the Wounded Knee kind of thing?* I think it is disrespectful to take pictures in the 9th ward, but at the same time you can document well. I don’t know, I am big on things like that. I’ll take a picture or two of something that stands out or is amazing.

24) I took things that I thought were really cool. Except the very beginning when we were traveling out across the flat lands for days when we finally got to the hills, everybody took
pictures of the stinking hills. We all regret it at this point. There were so much cooler things, but it was so cool at that point. I took pictures of things I thought were really cool. I didn’t take pictures because when I got my camera out the other day and spun the dial and it kept spinning and spinning. I was out of pictures. I ran out of cameras. And yeah. Eventually I got to the point when I had a full camera and you have to get it out of the bag, eh it was too much work. Another thing is like they said, a picture is just not enough. You can take the picture and it won’t be good enough. You have to see it for yourself kind of thing. For areas like the 9th ward, I think it is good for there to be pictures. People need to see this and understand what happened. Not everybody can go to the 9th ward. Nobody that goes to New Orleans is going to go to the 9th ward. It was obvious because we were the only people there. I didn’t take pictures because walking through that town it was empty and all deserted and you walk into that church and it was just silent and it was all torn apart and there is nothing in there. A picture wouldn’t have told you anything. You have to see it and hear it and look around and to see what’s going on to really understand and get it.

Do you take pictures of our camp duties and our campgrounds?

25) Screw the people on the trip. (laughs)

22) There was once or twice because I was like oh, look at our campground. I did that at the Badlands because it was like, look at our campground and there’s a formation. Again I think I did that at the Valley of Fire too. Just once again it was like there’s the Ryder truck and look at the campground! But, yeah no, camp crew and all that stuff, no, not really. Did you ever want to? No. I keep a journal, I think most people do, and stuff like that gets written down in my journal. So that is my type of documentation. I got a whole plan. I am going to make a scrapbook and my journal entries are going to go into that scrapbook along with my pictures and stuff. That is kind of my MO for that. So as far as taking pictures, its kind of helter skelter, I don’t know. You are just running around doing everything. You are not picking up a camera, you are like OH CRAP, there are people yelling at me. Or it’s early in the morning and I am trying to make my breakfast. I am ??? I don’t want a picture of any of you??? I don’t have any desire to do anything like that.

23) I actually did take some pictures of our campsites and people making lunches in the lunch line, eating breakfast. A lot of people are like what are you doing, why are you taking pictures of this stuff. I think it is funny to do little sniper shots. Like I have a picture of (13) taking a big bite of her bagel and she didn’t even know it. I always think those are real great pictures because they show like when you are not looking at real great scenery, this is what is going on at camp. This is what a large percent of the trip is. People, and I took a picture of the vans and some of the campsites, so. I thought those were cool.

25) No. Neither? I don’t take pictures of people in camp or anything like that. I felt like that was an everyday thing so. It was like your own room or your own house where you make your breakfast. I felt that it was kind of mundane. That’s not what this trip was about. I mean, I have done enough camping. I know what it’s like. I know that my family knows what it’s like. I think taking pictures of things that people already know or what I already know really well didn’t
make sense to me. *So you didn’t take pictures of campgrounds either?* No. I took pictures of maybe, no. Maybe the bigger things, like at Goblin, the sunset. The moon rise. The moon rise was fricken sweet. That was at a campsite, but that was not a picture of the campsite. I did take one. I did take one at the beginning of the trip to show the amount of tents they were and to show how closely packed they were. Definitely the tree falling in camp. That was another one. *So like unusual things you’ll take a picture of?* Definitely. Something crazy out of the ordinary or that shock like I have never seen that many tents before set up. Initial I was like whoa, cool that was a lot of tents. Now I am like eh that’s not that many.

21) Well, I am the one that rolled my ankle to get that shot at Valley of Fire of the sunrise the silhouette one. That is a scenery pic technically. I bit the dust hard and literally limped to my tent to get my camera to get the shot. I thought Valley of Fire was sweet. I took a lot of pictures there. Anything like formation wise I would take pictures. Sometimes I would take people pictures. I agree with (23). That is our everyday life. If I am going to set up a memory system, I am going to do it. I took a lot of pictures of everything that was going on.

24) Not really. I don’t, I didn’t take pictures of the camp. I have gone on bike trips and I have seen 600 tents in a field before. *So it’s not that new to you?* The camp duties I have never thought about it. It didn’t think it was that interesting before. I didn’t think it was worthy of pictures when you have so few. I did, [when] I got to play with other people’s cameras. Just still shots where other people are not paying attention. If you can get a good shot off and it looks real cool and ??? I got some really cool pictures on (10)’s camera of (6) and (1) when we were out on our day off and stuff like that. Shots when they are not expected, with her mouth half open.

23) I love stuff like that.

21) I was going to say, yeah candid shots that’s what I like. I like candid shots.

**Do you take any pictures to document things you are learning?**

22) I wanted to do that, but I didn’t get to do that so much because I only had so many pictures. Like (25) was saying he take pictures to go reread something or to keep something in his mind to go back and review. I would have liked to do that but I didn’t really have the disk space or the money to buy a million batteries so. But I would of if I did. *So that did cross your mind to at least do that?* Yeah yeah. I was like darn it, especially when we were doing all the basket maker stuff. Like at the Museum of Northern Arizona and the billion things that we had to copy down the formations and stuff and actually, I’ll have (25) tell you that.

23) Pictures were like my escape from the learning community. I never really took pictures to learn I guess. I know a lot of people took a lot of pictures of the lectures we had or the drawings [the staff/instructors] made. It always helped me if I wrote it down myself. But I never really took pictures of that. So yeah, pictures are like my escape from the moment. I would focus on what I was taking a picture of so.
25) Yes. Did you want to elaborate, you definitely took pictures? Yeah. So for you then, how much of your pictures taking was for learning? A lot. I thought I would use them a lot more than I did. I didn’t really use them as much. But when you look back on you are like ooo yeah. Did you not have enough time to use them or? No, shit was so busy. The trip really is so busy, like if we didn’t stay on top of things you really get lost and swamped and stuff. I mean there is barely any time to take pictures.

21) Maybe one. Probably not. What would you consider that one like? Like I don’t know, I am assuming I might of at one point in time. I can’t remember doing it.

24) Short answer no. I have no way of retrieve my pictures while on this trip. I am a nursing major not a geology major. I don’t need to remember any of this. The learning, some of it is interesting, especially ACS but no, I don’t need pictures of it.

Do you always carry your camera? And most of you say, if you remember it.

- All shook their heads

25) I stored it in my pocket. A lot. I used to have a belt thing. I lost it when you cut the hair. And I also lost my other memory card, my spare memory card. So I had to buy a new one. I bought a bigger one. So I can take a lot more pictures. No I started putting it in my pocket. It’s fucked up a little bit.

Does that go for you (24) and (21) as well?

24) No it was more along the lines of I stopped bothering. Other than that it was pretty much in my pocket. I carried my whole life in my pockets for a while. Did you stop taking pictures because you didn’t care about taking more pictures or were you just bored with the trip? I was too lazy to take pictures. I think I said it earlier on the tape. Taking pictures kind of takes you out of the moment. It is just kind of cool to just go see things.

22) I know sometimes I felt like I was taking pictures because other people were taking pictures of things. People would run up and be like oh look at the wonderful photo opportunity. I was like maybe I should take a picture of that. Oh k, I’ll just take a picture of that. Then after a while I am like, why am I taking a picture? I am not taking a picture. Then I stopped caring about what we were seeing and then I stopped bringing my camera. Plus my batteries died and I had no memory so. Kind of a combination of things? Yeah. I kind of pussed out.

Are there times when you rather be or thinking about that taking pictures while listening to instructions or lectures?

22) Sometimes. There are a few times. For the most part I listen because it goes so fricking fast. I have to take notes and stuff. If you look away you are literally going to miss something.
23) I found that when they gave us time to take pictures before lectures I was more apt to listen during lectures then looking around at where I was. The times that they didn’t give us time to do that like when we were sitting at Half Dome when we were looking at Glacier Point View or something like that, it was like this huge vast great picture moment and I didn’t get to take pictures before. And all I kept thinking was I want to use my camera I want to use my camera. It really helped when they gave us time before to take pictures. I was definitely more able to concentrate and listen to what was going on more.

25) It is definitely a distraction sometimes. Like I was the same. Great, I have to sit down and listen to this dam lecture. All I want to do now is crawl around and explore and take pictures. I mean especially at Yosemite. I mean he just killed people during that lecture. Joe was lecturing and people were like (looking around). We were facing Half Dome and these glacial valleys and we were like eh and drooling. I didn’t understand. I didn’t pay attention to that lecture at all. Yeah, definitely time before. Time before is good. You get it out of your system and time to calm down and you get the lay of the land. Then you can sit down and be like ok, I am satisfied now.

21) They pretty much wrapped it up.

24) Um, no. If I had problems paying attention in lecture it had nothing to do with pictures. It was just I had problems paying attention in lecture.

**When you get to a new place, do you take a picture without knowing exactly what it is?**

22) That is an interesting question, because I remember going to Arizona a couple of years ago to see my best friend because she had just moved there and we were literally just driving down the rode and were like ooo pretty and took pictures. I mean now that we are on this trip and stuff it’s kind of like, well ok we are going to learn about this probably. We stopped here. It is a good indication that they are not just going to let us wander around. So everything has a purpose, a time, a place and a structure. We are going to learn about this. *Now is it we are learning about this so I am going to take a picture?* No. That’s freaking cool and I want to take a picture of it. *Do you even care really what it is before or after?* Well, yeah because it sucks when you are like here is a picture of some pretty rocks and here is a picture of a pretty cliff. No it’s like here is a picture of Grande Escalante and the information and stuff. You want to bore the people you are showing them to. I want to do a family slide show two hours long. Balls to the wall. I am going all out man. You got to give them the guided tour that they didn’t get to see. That is what it is all about. Yeah I think definitely. Yeah if I know what it is, cool. I am still going to take a picture of it probably if I don’t know what it is. But I know I’ll enjoy it a lot more if I know what it is.

23) No I am going to do that to. I love being able to take pictures of the Grand Canyon, I mean I know my mom has been there before and she took me when I was 14 or something and I was like cool look at the big hole in the ground. Now I can be look at those formations and the river took so long to cut through it. I am totally glad that I have all these pictures and a background story to go with it. So the pictures are more meaningful. Yeah definitely.
25) Yeah. I take pictures that I don’t know what it is. But once you learn about it you can go
back and concentrate on one thing you can be like oh cool, look how it wears away at certain
things. Or this kind of bedding. Once you know I think it means more. You can translate that
picture to somebody else better. You can tell them what it is about.

21) I am big on shots that are for artistic points of view. Pictures that look really nice or what
would make an excellent shot. Know about the stuff that I am seeing and knowing how it was
formed and stuff I agree also makes it way better.

24) Yeah, I think it is cool to know what the stuff is about but I definitely didn’t affect my
picture taking any. But it will be fun to take the pictures and annoy people and tell they look at
you and say why are you telling us this. You are glad to know what it is, but it is not important
to know what it is when taking that picture? Yeah

Did you take pictures of people at the beginning of the trip even if you did not know them
well at that point?

22) Generally, I didn’t like take too many pictures of people. That is everybody else’s job.
That is what facebook is for, you know. Even of my self. I think people took more pictures of
me than I took of me half the time. Of course at the beginning of the trip I didn’t take pictures
of people because it was like I don’t really know you. I don’t want to take a memory of you
when it’s like hey we posed for this photo, it’s like yeah. You do that with friends, because you
want to remember them. I did later on in the trip, We would hike to the top and I would be like
hey get in this picture with me. It’s like a comfort factor. It’s like hey creepy why don’t you
come take a picture with me.

24) Yeah, I think I am going to agree with (22) and call that my answer too.

23) I am definitely more like a one or two people shot person. I don’t like huge group
photos. Something about them screams ooo cheesy to me. But I do have a couple. The people
that I do have in my pictures are definitely the people I spent my most time with. (12) and (14), I
have like tons of pictures of them. I did like every single hike with them. I have like a lot of
them, and then I have a lot of people I went on days off with. They’re in a lot of my pictures too.
But I did take some random sniper shots. In the beginning? No definitely towards the end.
Once I got to know people I was more apt to say hey jump in that.

25) Most the pictures I have of people are at the beginning. Majority are. I didn’t really take
pictures of people once I got to know them. We took a lot of pictures in the van. It was like hey
getting to know you pictures and it was like I want to take a pictures of my new friend. Majority
of the pictures I have, I have in the beginning because they were in the van as well and we were
just dicking around just trying to get to know each other. I want to take a picture of my new
friend. It is kind of the novelty of that. It’s like (23) and I just met (click a picture pose). It’s
cool. My new buddy my new buddy. After that I was like I know you already.
21) There definitely was that awkward barrier thing for people. So I didn’t really take a bunch of people in the beginning. I didn’t really know anybody. I think (14) starting taking pictures of people first and I am like, yup that is the go ahead. It just got more and more throughout the trip.

25) I was in the van with (20) and (20) is slow to warm up with people he was the most awkward person to take pictures with. He’s like why are taking a fucking picture of me.

24) I am definitely not (25). I definitely was not taking pictures of them when I first met them. I got to know you well before I want you in my camera.

Do you not bring your camera when you are told to? (like at newspaper rock when Nikki told you to)

22) I didn’t bring it. Why didn’t you bring it? Because, well I am going to throw it out there. I hate ACS. I am sorry for people who like, it just doesn’t interest me. I am sorry John, I know you like it. (25) was born at the wrong race at the wrong time. Like geology, love geology. *If they tell you to bring and if you think it is somewhere interesting you’ll bring it?* Yeah. I am not going to have someone dictate my picture taking. It’s my own personal thing so. If you think it’s cool, awesome. Take a dam picture.

23) Some times I did and sometimes I didn’t. Like if I am knew what we were gonna do I would judge for my own. Like am I going to be lazy and not take or am I really going to want that picture. So depending on where we were and what we were doing that day would depend if I took it or not. Sometimes like if I had no idea, like a totally new thing I would definitely bring my camera, just to be like this is a totally new experience. Although buffalo day, I definitely did not bring my camera. I am like there is no way I want pictures of that.

24) I am sorry, everyone needs a pictures of [instructor] up to his butt in buffalo!

23) I would show people if it was on that site. How many times would you see that in your entire life. Never.

25) I try to take my camera where ever I could. *Even when they told you to bring it you still brought it?* I made an effort to grab it. If I didn’t have it I would be like ooo it must be something sweet that I might want to remember. Newspaper rocks, definitely took a bunch of pictures at Newspaper rock. I fricking wish…The buffalo day was so early on in the trip that I didn’t know very many people yet and I wish that someone could have had my camera. I was shoulder deep in the buffalo. I am not saying I couldn’t get out my camera I wanted to document me because my family is hunters and they would be like that’s cool. You’re in the buffalo and you’re all up in it. So I wish I would have had that.

23) I definitely agree. I totally like would have liked a picture of me. I think some people at home would have been proud. My god you’re dirty!
21) It all depended on how quickly I could get out of the van. They are like get out of the van and it was like oh god oh god I just got up, but actually I didn’t sleep a whole lot at first. It’s like oh god can I find it in time. I just didn’t have the time to bother looking and sometimes I just couldn’t find it and sometimes I didn’t even think.

24) It was totally random. Sometimes I didn’t feel like grabbing it when they said to and sometimes I brought it when they didn’t say to. There is no reason for it? Yeah, there is no rime or reason for it.

**Do you find yourself taking more pictures at the beginning of the trip versus now?**

22) I took pictures of things I really enjoyed so. Well at first if there was something really cool I was really hasty to grab my camera and took a million pictures. Then when it got long and longer on the trip and I spent like $500 on batteries I am like yeah I don’t think so. Yeah, so I started getting selective, but I started if I really liked something I took pictures of it. Like the four corners I took so many fricken pictures. Utah is the shit. I was like yeah pictures in Utah. Grande Escalante, Canyonlands and Bryce Canyon those were real cool. I guess it more depended on the context of the situation. I guess relative to everything else it had to do with the chronological order of things. So in the beginning I took a lot of pictures. I guess.

23) I definitely wish I took more pictures in the beginning. I did take some. It was not one sided. I definitely would have taken more pictures in Yellowstone for sure. And when we got to Washington. Washington is when I really wanted to take more pictures. So you do think you take more pictures now? Yeah.

25) I had over 1000 pictures on my first memory card and I have over 2000 on this one. So I took as many pictures as I could. All the time. Never changes? All the time. If it is interesting I take a lot of pictures. You still do? Yeah. Oh yeah. Multiples of the same thing. If it is blurry I take another one and another one. You can go back and delete them if you want to.

21) I think I took that same amount of pictures throughout the trip, till it broke. It’s not even worth it anymore. It started off as not a whole lot then I got to a certain amount then I kind of stayed there and there and there. Then it stopped working and it died off. Do you think if it didn’t break you would still be taking a lot of pictures? I have no idea. I have 20 something rolls of film that need to be developed waiting for me at home. So definitely more pictures. I take pictures all the time. Things buildup.

24) I took a lot more pictures in the beginning. The first five weeks, when did we get to Yosemite, whenever we got to Yosemite I really stopped taking pictures. And after that I bought two cameras and after that I have only used one camera since then. I probably used seven or eight cameras getting to Yosemite and then. Why do you think it dropped off? I really, I don’t know. I think I got tired. It was just one more thing to do to pull out the camera and take a picture.
Appendix E

Field Observations
August 11th Day 1

Sunny
7:57 am ET
   3 students took pictures
   2 parents took pictures

Before we left students and parents given a 1 hour orientation, packed the truck and loaded the vans

8:05 am ET
Ohio EPA, Bowling Green, OH
   No cameras out
      Not told to
9:30 am ET departure

1:50 pm CT
IL south of Chicago
   Got assaulted by a motorcycle

No pictures the rest of the day

11 pm CT
Mill Bluff State Park, WI
   Major severe thunderstorm
      All had to get in the vans due to lightning and breaking branches

REFLECTIVE:
   Green Van was very talkative
   Many indicated they had no idea what was going on
   Some were homesick by IL
   I assume no pictures of people or anything else for 2 reasons:
      1. Don’t know anyone
      2. No where interesting yet
Sunny and windy in the park

4:30 am CT
   Wake up call
   After breakfast some people took pictures of broken trees
6:19 am CT departure

7:21 am CT
Mississippi River in Minnesota
Lecture Stop
   One student took pictures at the visitor center overlook before lecture
   Not told to bring out cameras
   Geographic
   During lecture 5 took pictures of barge on river
   Told to by Joe
   Geographic
   Joe suggested taking pictures after lecture
   11 students did
   Geographic
8:30 am CT departure

1:45 pm MT
Corn Palace, Mitchell, SD
Fun Stop
   A lot of pictures in front of the Corn Palace
   Group pictures
   Posing with “Zack” and “Zeke” (Dummy sitting on a bench)
   Social and geographic (?)
2:30 pm MT departure

The Ryder truck broke down 80 miles from Mitchell, SD, we turned around and stopped at Cabellas
4 pm MT departure

En route to Badlands, Presho, SD
   7 pictures in Green Van of sunflower fields

7:30 pm MT
   Student in Green Van got sick and stopped on side of the road

Before Badlands 1 student took social pictures in Green Van

Badlands
   4 people in Green Van took pictures- Geographic
No pictures rest of the night
(8) from Green Van remained sick
There was a Meteor Shower at night

REFLECTIVE:
Definitely some psychological novelty going on regard to picture taking
Green Van has bonded pretty well already
How?
  Taking pictures of each other already
  Hanging out with each other out of the vans
  Lots of chatting in vans
  Group studying
Trying day- everyone was so ready to get out of the vans
A lot of “where are we”, “When are we going to be there”- mostly from (5)
I don’t think they took pictures last night much for 2 reasons:
  1. We had to setup camp right away because we were late
  2. It got dark fast
Sunny and Breezy
6 am MT
Breakfast call
  14 students seen taking pictures of sunrise of Badlands

**Ask about this event**

A couple of students started right as we were getting up, then more and more began to follow taking pictures
  One student has really nice camera with a big lens (8) in Green Van
7:30 am MT departure

Badlands National Park
  Joe told them to bring out their cameras
7:35 am MT
1st Stop: Lecture Stop
  No pictures right out of van
  Ben took pictures of the lecture
  Staff taking pictures of students and scenery
9:45 am MT Lecture Break
  One student took pictures
10:30 am MT departure

Went to Visitors Center
  5 students seen taking pictures
11 am MT departure

12:15 pm MT (HOT and sunny)
Quick Stop
Sundance Pine Ridge Reservation
Hwy 27 BIA South
  No pictures right out of vans
  Not told to
  Whipple took pictures during lecture
  1 student took picture at the end of the lecture
  1 person took a picture through the window
  They said they did not feel they had enough time to get cameras back out
12:35 pm MT departure

12:50 MT
Wounded Knee, SD (end of armed resistance to federal government, Dec. 20, 1890)
Pine Ridge Reservation
  No pictures right out of van
  No pictures at all at this site
2:10 pm MT departure

3:30 pm MT
Mammoth Hot Springs
Hot Springs, SD
   (2 groups were made to take a tour around the site)
   Laboratory- 5 pictures taken (cognitive)
   Bone Storage- 6 pictures (cognitive)
   Many more in compactors
   Dig Site- a LOT of pictures for all students
5:30 pm MT departure

5:52 pm MT
   En route to camp many pictures of buffalo were taken

7pm MT arrived at camp
Custer’s State Park
   No pictures when got to camp

8:30 pm MT
ACS Lecture
   No pictures the rest of the night

I took a shower and went to bed early

REFLECTIVE:
   No pictures taken at Wounded Knee, may be because they were trying to be respectful. It is a cemetery
   A lot of pictures at the Mammoth
   Probably all cognitive pictures
   Students in Green Van constantly ask "when are we going to be there". Seems to still be a lot of psychological novelty
   (5) (Green Van) has indicated she feels rushed and doesn’t have time to do basic needs such as the bathroom
   Many students in Green Van said they went on GeoJourney for the road trip aspect
As of now I think psychological novelty will persist when it come to drives but will reduce about day to day activities.
6:30 am MT
Breakfast call
   No pictures this morning

8 am MT
Harney Peak Hike
Custer State Park
   Everyone took pictures on the way up and once at the top
   A lot of geographic and social pictures
12:40 pm MT returned from hike

~2:30 pm MT
Custer State Park
Buffalo Ranch Roundup
   No pictures right out of vans
   None total
4 pm MT departure

8:30 pm arrived at camp
   Some pictures in the Green Van en route (social)

REFLECTIVE:
   Not many pictures, probably because there wasn’t a whole lot to take pictures of after Harney Peak
   It was also late when we got back
   Kind of pissed last night because the students clogged the 1 toilet and had to dig a community pee trench!!
BUFFALO DAY!!

6:30 am MT
Breakfast call
   No pictures seen before during or after breakfast

7:18 am MT
Lecture about archaeological stuff
8:30 am MT end of lecture

8:56 am MT
Arrived at the buffalo
   A ton of pictures!
   Many pictures of people posing with the buffalo
   Pictures throughout the whole day
   If they didn’t take them some did for them

7 pm MT arrived back at camp

No pictures in the evening

REFLECTIVE:
   AWESOME!!
   Not one student didn’t participate in something
   Almost all ate the heart
   Everyone was really excited before, after and during
   Most were very tired by the end of the day, which is probably why there are not pictures
   once we got back to camp.
Ranch A

6 am MT
Breakfast call
   No pictures before we left
7 am MT departure

9:15 am MT
Arrived at Ranch A
   1 student seen taking pictures of the lodge after we unloaded the truck

10:30 am MT
Chris’ Lecture
Minerals
1 pm MT end of lecture
   No pictures taken

2 pm MT
Joe’s Lecture

Basically lectured all day
No time for pictures

REFLECTIVE:
   Way too much in a short period of time
   [&%@#$]
   The students really didn’t have time for anything
   Great cognitive novelty, but no pictures were taken
   Probably too tired to think or do anything about it
   Many students expressed how they thought that the amount of material was ridiculous
   and are afraid of failing
Ranch A

6:30 am MT
  Breakfast Call

7:15 am
  My Lecture
End 9:45 am

30 minute break
  Some pictures by 2 students- geographic

10:15 am
  James’ Lecture
End at 12 pm

1 pm
  Amy’s Lecture
End at 2:30 pm

(14) took many pictures of the lodge during the break
(21) also took pictures of the lodge

4 pm end of lecturing

Pictures taken during study free time – social?

Studying 10:30 pm
  Students taking social pictures

REFLECTIVE:
  Definitely more free time today
  I thought maybe more cognitive pictures would be taken, but no. A lot of social pictures during study time.

DAY OFF IN DEADWOO, SD

August 18th  Day 8
Ranch A

6:30 am MT
  Breakfast call
  No pictures seen
7:15 am Left for Devil’s Tower, WY

8:15 am
Devil’s Tower
  1 student in green van took picture before getting in the park
  A few pictures right out of the van
  Lecture by Joe ended at 9:30 am
  Social and geographic pictures
  Pictures of themselves with Devil’s Tower in the background on the hike
11:15 am Left Devil’s Tower
  Stopped at gift shop on the way out

Student’s still feel rushed and have no time to study

12:31 pm
Vore Buffalo Jump
Beulah, WY Hwy 111
Lecture by Nikki
  No pictures right out of the van
  Some pictures after lecture – geographic??

Students mentioned taping pieces of rock to their book. I asked what is almost just as good. They said a picture
1:24 pm Left

Student’s studied from ~ 2 pm to 7 pm (dinner)

Exam started at 8 pm to 11:30 pm

Students got their camp crews

No pictures the rest of the night

REFLECTIVE:
  I agree things are rushed and feel they need more study time while at Ranch A
Buffalo hide rotted so the students didn’t have to worry about it
James, Chris and I helped the students all afternoon to study
Probably why no pictures the rest of the day, last minute cramming
Probably tired after the exam
8 am

Breakfast call
No pictures of the lodge this morning

7 am

Group picture in front of the lodge told to do by Joe
Just about everyone gave their cameras instead of sharing

7:10 am Left Ranch A

10:15 am MT
Black Thunder Coal Mine (Biggest surface coal mine in the USA)
South of Gillette, WY 40-60 miles
No pictures right out of van
Pictures of people in hard hats (11:30 pm) after the lecture
Van tour
Pictures while in van
Not sure if getting out- heard by some students
A lot of pictures of 1st stop in mine
Pictures of the loaders – cognitive or geographic??
Pictures up until we left that stop- big trucks

12:50 pm Left mine

1:57 pm
Nieł Simpson/ Wygene 2 (largest air cooled power plant)
Hills Power Co.
No pictures right out of the van
Probably no time- we went straight into lecture by Joe
I don’t see a lot of cameras at this stop- just notebooks
Some pictures taken during the tour- geographic – cognitive??

3:33 pm Left power plant

~5 pm
Buffalo, WY
Arrived at camp

No pictures once arrived
Probably because they had to start their new crews

After dinner (7:15 pm) 1 student seen taking picture – scenery?

Students had lecture by Jim at 7:30 pm
No pictures
Went to bed at 8:30 pm  
   No more pictures seen

REFLECTIVE:
   The Blackthunder Coal mine is pretty amazing
   Most students seem in awe as well
   Everything is so huge
   Green van still asks when are we going to be there and where are we?- I think they are too lazy to look at their maps
6 am
Breakfast call
No pictures
Everyone is doing crews this morning
7 am Left camp

8:24 am
Tensleep, WY
Bathroom stop
One picture at gas station from green van of a sign

10:15 am
Sheep Mountain
NW of Greybull
One student seen taking pictures once after instructions
None right out of vans
1st stop at Morrison Fm many students took pictures – scenery or cognitive
Pictures of lizard on the Sundance Fm
Pictures of rabbit on the Sundance Fm
On the west side of Sheep Mt on the Chugwater Fm Joe told some students to take a picture of the rain drops impressions in the sediment- cognitive
Students continually took scenic pictures thru out the whole hike- but dwindled by the end
It did seem that some pictures being taken were actually cognitive without Joe saying something **ASK ABOUT THIS**
I didn’t see any pictures once we reached the road
No pictures back at camp
We go back late
Crews busy

REFLECTIVE:
A hard hike today- for me anyway
I sure learned a lot about geologically mapping
Students seemed to understand strike and dip pretty well
More pictures than I thought
People were definitely tired by the end
They seem to have big learning curve- smart group
I don’t think there will be many cognitive pictures because they won’t need it
August 22\textsuperscript{nd} Day 12

7 am
Breakfast call
No pictures this morning

8 am left camp

9:30 am
Buffalo Cody Historical Museum
Cody, WY
Some students took pictures of exhibits - cognitive??

12 pm left museum

~1:30 pm
Arrived in Yellowstone National Park
No cameras out in green van
You can see remnants of the forest fires from this year!!

2 pm (cold/cloudy/windy)
Yellowstone Lake
Lecture by Jim
Pictures right out of the van
Some pictures after lecture – social/geographic and maybe cognitive

2:45 pm left

Enroute to Canyon Educational Visitor Center
Pictures of wildlife

3:30 pm
Canyon Area Educational Visitors Center
Geology museum
No pictures at all

4:30 pm left

5:50 pm
Arrived at camp
Gardiner, MT

6:30 pm dinner

Didn’t see any pictures

8 pm
Students had a lecture by Nikki
REFLECTIVE:
The museum was really neat
   It had amazing exhibits
   A little surprised people weren’t taking pictures in van while driving to Yellowstone Lake
Surprised to see a lot of pictures after 1st lecture because of the fricken cold!!
   Don’t think they took many pictures because they were busy with crews, food, lecture and most were very tired from the night before
8 am

Enroute to Yellowstone- students took pictures of the sign that says don’t feed of molest the animals

Pictures of wildlife enroute to Mammoth Hot Springs in YSNP

8:30 am
Mammoth Hot Springs
Mammoth Terrace (Travertine)

- Pictures of hot spring on short hike
- Pictures of students holding part of the conductivity stuff
- Many pictures of Joe sacrificing himself for science
- Pictures of students posing in front of the hot spring

9:50 left

Many pictures being taken in van enroute to next stop of animals and hot springs

10:30 am
Norris Geyser Basin (Most thermally active place in the park)

- No pictures right out of the van
  
  Probably because most went to bathroom
- Green van group photo at the geyser basin
- Many pictures from all of hot springs

12:50 pm left

1:30 pm
Great Fountain

- Many pictures from most students

2:30 pm left

3 pm (raining)
Old Faithful

- No pictures out of the van
  
  We got to do whatever, so I didn’t see pictures being taken although there probably were pictures at the geyser

4:30 left

4:56 pm
Grand Prismatic
I didn’t go up to it with the students **ASK ABOUT THIS**

7 pm
Arrived back at camp
   No pictures

8 pm
Lecture

8:30 pm
Went to bed

REFLECTIVE:
    This stop some students seemed to take more cognitive pictures
        Maybe more interested??
    There are a lot of posing pictures with features
7 am
Breakfast call
8 am left

Enroute to Yellowstone students took pictures of the entrance arch while in the van

9 am
Mt Washburn Trail
I didn’t hike
People said they saw a bear
12:30 pm left

1 pm
Upper Falls
Many pictures of the falls
Many pictures of people posing with the falls

1:30 pm
Grand Canyon of Yellowstone Hike
Many pictures of scenery
A lot of group pictures with a scenery background
3:30 pm left

5 pm
Back at camp
No pictures

REFLECTIVE:
There are many questions about weather and what to wear
No weather briefing
August 26th   Day 16

6 am
Breakfast call
No pictures seen
Students had to clean up camp because we were leaving

7 am left

Enroute to Butte, MT, 1 student took pictures of the big horn sheep on the side of the road

10 am
Montana Tech
Mineral Museum
Butte, MT
I didn’t see any of the students take pictures of the minerals (which were huge)
One student wished he did bring his camera

12:10 pm left

12:15 pm
Boulder Batholith
Platinum St, Butte, MT
No pictures
Didn’t see any cameras

1 pm left

1:08 pm
Berkeley Pit Mine
Lecture by Jim
No pictures

2:10 pm left

2:18 pm
Talus Pile Research Area
Interstate 15 N
No pictures
They had to do testing, ID rocks and sketches

3:20 pm left

3:32 pm
Visitors center in Butte, MT
No pictures

4:09 Left

4:28 pm
Random stop outside of Butte, MT
No pictures
5:07 pm left

5:40 pm
Lost Creek site
  No cameras
6 pm left

6:18 pm
Lost Creek State Park
  Didn’t see pictures
  Had a lecture and project about the water samplings from the day

REFLECTIVE:
  Probably no pictures today because they were busy at each site getting yucky
  I wonder if they reason they don’t take pictures back at camp is because it gets dark
  and/or they have lectures
7 am
   Breakfast call
8 am left

10 am
Missoula, MT gas stop
   Discovered that the yellow van needed a new tire
   Got all 4 vans fixed with tires and/or alignment

7:30 pm
West Glacier campground
   No pictures

Spent most of the day in Missoula’s walmart

REFLECTIVE:
   What a [@#$%]ed up day!
   Students worked on their homework during all the chaos
   I didn’t see a real need for pictures, plus all their stuff was left in the vans while they got
fixed and didn’t have access
August 28th   Day 18

7 am
Breakfast call

8 am
Lecture
No pictures

11 am
Left for Glacier national park

11:51 pm
Enroute to Logan Pass
Students took pictures of the snow on the mountains

12:30
Arrived at Logan Pass Visitor’s Center
Many pictures of the surrounding mountains
A lot of people posing with the mountains in the background
We all hiked Hidden Lake Trail to Hidden Lake
Many pictures of scenery, posing with scenery, and wildlife
I arrived back down at 4 pm before the students
Students had a lecture at the overlook and I kept walking

5 pm left

Stopped at Lake McDonald
1 student seen taking a picture of the lake

7 pm
Back at camp
No pictures

Late dinner again!

REFLECTIVE:
Beautiful hike!
It seems many students are grouping already and taking many group posing pictures
Drive Day

5:30 am (cold)
   Breakfast Call
   Very dark this morning
   No pictures
6:30 pm left for Seattle!

No pictures seen
Very long drive day!

6:30 pm
Arrived at camp
   No pictures by the students

REFLECTIVE:
   It is possible that I missed pictures because I was sick most of the day
August 30th  Day 20

7 am
    Breakfast call
    No pictures
8:30 am left for Mt. Rainier

1 student seen taking picture of Mt. Rainier while in the van
Once in the park limits many students took pictures of Mt. Rainier

Stopped at Visitors Center

1:50 pm (hot)
Kautz Creek
Lahar Site
    a few pictures from some students at the creek
2:40 pm left

3:50 pm
Orting, WA
Geohazard Project
    Some pictures of Mt. Rainier
5 pm Left

6 pm
Arrived back at camp
    Didn’t see any pictures
    We got back later than expected
    Students had a project

REFLECTIVE:
    Long Day!!
    I think students were overwhelmed with work to think about pictures
    I have noticed not too many pictures back at camp

**ASK ABOUT THIS**
August 31st

Day 21

U-Fish Fishing Day

7 am
   Breakfast Call
      No pictures seen
8 am Left

8:50 am
   U-Fish Fishing Area
   Spear Fishing Exercise
      Many pictures
         Posing with spears
         Posing with fish
         Posing with each other
         Many asked for pictures to be taken when they caught a fish
         Some forgot their camera
3 pm left

3:45 pm
   Back at camp

   Pictures of blackberry mouths after dinner

September 1st

Day 22

DAY OFF IN SEATTLE, WA
Mt St. Helens Visitor’s Centers

6:30 am
   Breakfast Call
   No pictures seen
   Green Van TPed yet again
7:45 am left

10:13
Mt. St. Helen’s Visitor’s Center #1
   No pictures seen
   They had focus questions

12:16 pm
Johnston Ridge Visitor’s Center
   1 student took pictures right out of the van
   A lot of pictures once at the center
      Posing with the mountain
      Just the mountain
   Some forgot their cameras in the van
2 pm Left

2:16 pm
Coldwater Ridge Visitor’s Center
   Some pictures on the view deck
3 pm left

3:25 pm
Buried A-Frame
   Pictures of the A-frame
   Pictures of the Bigfoot statue
      Some people posed with it

6:23 pm
Bivoac Campgroup at Mt. St. Helens
   After dinner some students seen taking pictures in their tents (social)

REFLECTIVE:
   Pissed at the stupidness of camp
   Pretty amazing mountain
Mt. St. Helens

6 am
Left for the hike
   Erin took pictures on the way up
   Didn’t see much from any one else
   Didn’t make it to the summit but I am sure many pictures

JOE:
   A lot of pictures of people
   1st pictures of the mountain surrounding scenery
   Next pictures of their selves and pictures with other people

5 pm
Left Camp

9:30 pm
Memmaloose Camp ground
September 4th  Day 25

Bonneville Dam
Kitchen Crew

7 am
   Breakfast Call
8 am Left

3:30 pm
Laundromat
   No pictures

6:30 pm
Back at camp
   No pictures seen

JOE:
   Pictures of the fish ladder
   Pictures of fish holding pool
   No pictures of people

REFLECTIVE:
   Why no pictures at camp?
   Routine?
   Don’t think about it?
Kitchen Crew

6:30 AM
  Breakfast Call
  No pictures
7:30 am left

2 pm
Crater Lake
  We got there before them
  Saw them go down the trail.
  No pictures on the way down

According to James and some students, they took pictures of people jumping off the cliff.

They were late to camp
  No pictures

JOE:
  Pictures of people jumping into lake- most
  Pictures of landscape- 2\textsuperscript{nd} most
  On trail

REFLECTIVE:
  What do you call jumping pictures?- social??
September 6th Day 27

Kitchen Crew

5:30 am (cold) Breakfast call
6:30 am left

DRIVE DAY/EXAM 2

3:30 pm
Samuel P Taylor State Park
   No pictures from students once they arrived
      They were all studying until dinner

REFLECTIVE:
   Probably no pictures because of exam but also not many pictures to begin with when back at camp- why?
Pt. Reyes National Seashore

6:30 am
  Breakfast Call
  No pictures seen
7:30 am left

8:08 am
Arrived at Pt. Reyes
Lecture by Chris on earthquakes
  No pictures out of van
  Not much to take pictures of
Went on Earthquake Trail
  Some pictures at the fault fence area
  Social?? Cognitive??
11:45 am left

12:50 pm
Drakes Beach
  Pictures once they got to go in the ocean
  Social
2:40 pm left

3:22 pm
Tide Pool Exercise
  Erin took pictures on the trail down to the beach
  Others took pictures as they walked over to the lecture by Amanda
4:45 pm left

5 pm
Arrived at the beach to meet with the alumni
  Some group pictures while waiting for dinner- social
9:10 pm left

REFLECTIVE:
  A lot of social pictures today
  Not sure if they tell me anything about their novelty space
  I think the interviews will tell all
  To me, watching them take pictures is guessing what’s going thru their heads about why students take pictures
  Thought it was crappy that most of the alumni didn’t show up for dinner
September 8th

Day 29

6:30 am (cold/foggy)
   Breakfast call
   No pictures
7:30 am j left

8:35 am
Muir Woods National Monument
   Pictures by students of the large trees
   Some posed in from of them
10 am left

10:32 am
Hazard mapping
1st geology stop
   1 student seen taking pictures of the outcrop- cognitive?
Joe Lectured
11:40 am Left

12:02 pm
Marina District of San Francisco
   Lots of pictures of Alcatraz right out of the van
   Pictures of the houses in the area- were told to go look at them for the project
   Some asked to get their cameras out of the vans[12:50 pm left

Pictures of the Golden Gate Bridge while in the car even though we were getting out here

One student said they like pictures from inside the car

1:02 pm
Golden Gate Bridge Geology Stop- Fort Point
   Many pictures of bridge right out of the van
   Pictures of serpentine
   Pictures of Fort Point
   Many posed pictures on top with the Golden Gate Bridge in the background
1:45 pm left

2:47 pm
Geology Stop 3
Landslide area
   Lots of pictures of the Para gliders and ocean
   No pictures of the landslide
3:20 pm left
6 pm
Arrived at camp
   Some pictures of the sunset

REFLECTIVE:
   Still no breakfast pictures
       Wonder if they are so used to the routine and they don’t feel they need to
document it?
       May high psych because they are tired and breakfast isn’t always the same
       Maybe they are too preoccupied with getting up and ready to go that a camera is
not that important
       Do pictures really show novelty space?
       Is that really important?

September 9th               Day 30

DAY OFF IN SAN FRANCISCO
September 10th  Day 31

7 am (sunny/nice)
  Breakfast call
  No pictures seen
8 am left

9:05 am (windy)
California Aqueduct
Ryan and Amanda gave lectures
  No pictures out of the vans
  Didn’t see any cameras
10:28 am left

11:47 am (HOT)
Kesterson National Wildlife Refuge
Ryan gave lecture
  No pictures or cameras out
1 pm left

Yosemite
3: 30 pm
Arrived at camp
  No pictures out of the van
  Didn’t see any pictures the rest of the night

7:30 pm lecture
Yosemite

7 am
    Breakfast call
    No pictures seen
8:10 am left

9:01 am
Bridal Veil Falls
Lecture by Joe
    Just a few pictures of the falls out of the van
    Many pictures once at the base of the falls
9:45 am left

9:54 am
Yosemite Visitors Center
    1 student took pictures right out of the van
    Few students took pictures of the rock formations
11:20 am left

12:25 pm
Glacier Point
Lecture by Joe
    Told to bring their cameras
    Pictures on the trail up to Glacier Point
    Many pictures with posing
    Some students took pictures of the lecture
2 pm left

3 pm
Mariposa Grove (Tour)
    Many pictures of the trees
    Many pictures of people posing with the trees
    No pictures out of the van
    Van group pictures with the big trees
5:15 pm left

REFLECTIVE:
    I wonder if James’ fly thrus are helping with geographic novelty?
    Maybe that is why not so many pictures right out of the van and in the van
Half dome Hike

6 am (cool morning)
  Breakfast call
  No pictures
7 am left

8:15 (warm day)
  Students and most of staff started the hike

James and I went to lower Vernal Falls around 10 and arrived ~ 11 am

REFLECTIVE:
  Is it geographic novelty thing or a look what I did thing?
September 13th  Day 34

7 am (cool morning)
   Breakfast call
   No pictures seen
8 am left

10:16 am
Mono Lake Visitors Center
   No pictures
   They had focus questions
11 am left

11:19 am
Mono Lake South Tufa
Ryan gave lecture
   Pictures of tufa and water
   Pictures of people posing in front of tufa and water
   Some did not bring a camera with them
12:24 pm left

1 pm
Mammoth Pacific Geothermal Plant
   Didn’t see students take pictures
   Most didn’t bring a camera
2:39 pm left

4:10 pm
Mammoth
   Didn’t get out
5 pm left

6 pm
Bishop, CA campground
   No pictures seen

8 pm
Nikki lectured

REFLECTIVE:
   Students didn’t seem too interested today in the geothermal plant
   Don’t blame them!
7 am
   Breakfast call
8 am left

8:56 am
Bristol Cone Ancient Pine Forest
   Told to bring their camera by Nikki
Lecture by Joe and Amanda
   Pictures of trees after the lectures
   Didn’t follow the students
11 am left

1:33 pm
Obsidian Dome
   Students collected
   Didn’t see any pictures or cameras
Joe Lectured
3 pm Left

4:39 pm
Owens River Valley
   Many pictures from about half the students of the valley (scenery)

5:30 pm
Back at camp

8 pm
Laundry
   Students took pictures of funny signs while waiting

REFLECTIVE:
   Does the novelty the students have affect their learning?
6:30 am  
Breakfast call  
No pictures  
7:30 am left  

10:30 am (HOT, 109°F)  
Death Valley  
Stopped at Stovepipe Wells for bathroom stop  
   Students took pictures of the “at sea level” sign  
10:48 am left  

10:51 am  
Sand Dunes  
Lecture by Joe  
   No pictures right out of the van  
   Allowed 30 minutes to explore the dunes  
   Social pictures of rolling down the dunes  
11:56 am left  

12:22 pm  
Death Valley Visitors Center  
Lecture by James  
Focus Questions  
   Didn’t see any pictures  
2:04 pm left  

2:28 pm  
Bad Water  
Lecture by Joe  
   Joe told them to bring a camera  
   Pictures right out of the van  
   Pictures of the seal level sign  
   Posing with the Bad Water sign  
   Salt flat pictures  
2:55 pm left  

7:30 pm  
Valley of Fire State Park  
   No pictures  
   In late  
   Dark out  
   Students had to clean the kitchen bins/coolers after dinner
REFLECTIVE:
Funny they didn’t take pictures of the dunes as a whole when they first got there
Tone of social pictures
Is that really a distracting factor?

September 16th Day 37

DAY OFF IN LAS VEGAS
Pictures of sunrise that morning
September 17th  Day 38

Joe and Nikki not present in the morning

6 am
  Breakfast call
  A little slow this morning
  No pictures seen
7 am left

8:18 am
Las Vegas Waste Water Treatment Plant (Good Tour!!)
  No pictures
  Mostly no cameras
10:53 am left

11:35 am
Las Vegas Water Plant
  No pictures in my group
  Separated into two groups
1:41 pm left

3:40 pm
Valley of Fire Visitors Center
  They had focus questions
  No pictures
4:28 left

4:32 pm
Mouse’s Tank
Lecture by Joe
  I am sure some
  Didn’t hike down
5:45 pm left

5:50 pm
Back at camp

Lecture after dinner
Didn’t see any pictures

REFLECTIVE:
  Why no pictures or posing pictures at the water plants?
Kitchen Crew

5 am (HOT)
  Breakfast call
6 am left

Yucca Mountain
  Could not bring cameras on premises

Pictures of rocks by one student once back at camp

7:30 pm
Lecture by Amy

REFLECTIVE:
  Novelty space sucks!
Kitchen Crew

6:30 am
   Breakfast call
   Pictures of students on top of the rocks posing
7:20 am left

Students went to Hoover Dam

9 pm
Many students got their heads shaved
   Many pictures!
   Definitely social
12:30 am hair cutting ceased
Kitchen Crew

7 am       Breakfast call
8 am   Lecture by Randy the Pottery guy
         No pictures seen
9:30 am left

DIDN’T GET TO DO POTTERY DAY

More hair cutting at night by other staff
Exam 3 Day

6:30 am
   Breakfast
   No pictures
7:38 am left

8:20 am
Sunset Crater National Monument
Lava Flow
   Most didn’t have a camera
   Brad took pictures of Mt. Humphrey while on the long trail
       Scenery? Cognitive?
   He also took pictures of a scoria cone with video to get a whole circular view

10:15 am
Wupatki National Monument Visitors Center
Lecture by Nikki
   students took pictures of the pueblos
   None right out of the vans
   Didn’t go on the whole trail
12:08 pm left

1:15 pm
Museum of Northern Arizona
   No pictures
       Had focus questions
3:31 pm left

Went straight to camp
Tusayan, AZ

Didn’t see any pictures
Exam night

REFLECTIVE:
   Real neat place (Sunset Crater)
   Surprised no pictures on the “long hike”
Geologic Mapping of the Bright Angel Trail in the Grand Canyon

5:30 am
  Breakfast call
6:45 am left

7:03 am
Bright Angel Trail Head
  Pictures down the canyon of the scenery
  Some posed
  Not many pictures on the way up- it rained
  No a whole lot on the way down either because they had to map
    I was done with the hike by 4 pm- I was last
6:10 pm left

No pictures when right back at camp- it rained a lot and was cold

REFLECTIVE:
  No one in my group took pictures of the rock units or anything about what they were learning- why?
    Mostly pictures of scenery.
Hike Day/ Pseudo Day off

7 am (COLD)
  Breakfast call
  No pictures seen
8 am left

8:30 am
Backcountry office asking about trail conditions
  No pictures of grand canyon once at drop off point.
September 24th    Day 45

6:30 am
Breakfast call
No pictures

7:30 am

8:20 am
Desert View- Grand Canyon
No pictures out of the van cause we’re in a parking lot
Lecture by Joe until 9:45 am
Pictures of canyon after
Pictures while in the watch tower
10:20 am left

10:27 am
Little Colorado River Gorge
Navajo Jewlery
No pictures
11:30 am left

1 pm
Glen Canyon Dam Visitors Center
Didn’t see pictures
1:45 pm left

Went straight back to camp

6 pm
Zion National Park

I gave lecture until 7:30 pm

Didn’t see many pictures, they had a project to finish
Zion National Park – Hikes

6:30 am
   Breakfast call
7:30 am left

In Zion National Park at 7:45 am

Angel’s Landing- didn’t make it to the top

The Narrows- didn’t go in far

**Ask (22) about her picture taking

(3) has a Polaroid camera- retro!
   Her dad said to send them as postcards – she didn’t

Some pictures of scenery on the way to Bryce
September 26th  Day 47

7 am (Fricken Cold!!)
   Breakfast call
   No pictures
8 am left

Bryce Canyon

8:05 am
Sunset Point
   Pictures of the hoodoos when they got up to them before lecture by Joe
   Some forgot their cameras
   Some say they do most mornings due to being tired
8:55 am left

11 am (warm)
Escalante Visitors Center
Grand Staircase National Monument
   No pictures
   Nothing (geo) to talk pictures of
12 pm left

1:45 pm
Pictures in van of bubble gum blowing contest and warhead eating contest enroute to Capital Reef

2:33 pm
Capital Reef National Park
Petroglyphs
   Pictures of the petroglyphs from a few students
2:55 pm left

2:58 pm
Overlook Trail (4.5 Mile round trip trail)
   Students took pictures of the crystallized rat shit
   Once to the top they too pictures as a group
5:30 pm left

REFLECTIVE:
   I wasn’t in a very good mood today. Fed up with stupid shit. I wish it didn’t get to me so,
I didn’t really watch people take pictures while back at camp
September 27th

Day 48

7 am
Breakfast call
(1) took pictures of the kitchen this morning
(2) took pictures of the grill that was in camp

8 am left

8:04 am
Goblin Valley State Park
Lecture by Joe
Got to ‘play’ on the goblins
   Pictures of goblins right away by most
   Pictures of people on the goblins once they went down into them

8:48 am left

11:34 am
Canyonlands Visitors Center
   No pictures seen

12:04 pm left

12:22 pm
Canyonlands Overlook
Lecture by Joe
   Pictures before lecture of the scenery by most
   Pictures by only a few after lecture

1:25 pm left

1:33 pm
Mesa Arch Trail
   Told to bring camera
   Scenic stop
   Many pictures at the mesa arch
   Most posed with the arch- on top or below

2 pm left

4 pm
Arches National Park
Devils Garden Trail
   Pictures on the trail of scenery by some
   I was last so I didn’t see them all
   I also only went to Landscape arch

6:12 pm left
In camp around 7 pm - Moab, UT

Didn’t see any pictures again

September 28th

DAY OFF IN Moab, UT
(James’ Birthday)
September 29th  
Day 50

7 am (windy/ nice)
   Breakfast call
   No pictures
8 am left

9:03 am (cold//windy)
Newspaper Rock
   Told to bring cameras by Nikki
   Most took pictures as soon as they reached the petroglyphs
9:30 am left

10:31 am
Canyonlands
Pothole Point (.6 mile hike)
   Many pictures of surroundings and scenery
   Many pictures of the pothole with water and the creatures that live in it
11:09 am left

11:20 am
Cave Springs
   Pictures of the old rancher stuff
   Pictures of the caves with the springs and pictographs
   People would put their hand up to the pictograph hands and take a picture
   Pictures of the scenery once on top of the rocks
12 pm left

3:45 pm
Mancos Shale
US Hwy 160
Westbound exit ramp leaving Mesa Verde National Park
Lecture by Joe and me
   No cameras from anyone
   They had time to search for fossils
4:30 pm left

5:30 pm in camp

REFLECTIVE:
Did they take pictures at the Newspaper rock partly because Nikki said to bring a camera?
7 am (very cold!)
   Breakfast call
   No pictures
8 am left

8:10 am (cold)
Mesa Verde
Geology stop #1
Pt. Look Out
   Told to bring their camera by Nikki
   No pictures
8:30 am left

8:31 am
Geology Stop #2
Pt. Look Out Sandstone and Coal Seam
   No pictures
   They had to look at the rocks
9 am left

9:02 am
Geology Stop #3 (Swamp/River)
   Few pictures by students taking up close pictures of coal pieces- why?
   Erin took pictures of the whole rock sequence- why?
9:47 am left

9:51 am
Geology Stop #4
Parks Pt. (Highest point in Mesa Verde)
   Some pictures of scenery at the top
10:35 am left

11:12 am
Mesa Verde top loop trail
   - Pit House (11:50 am)
     Some pictures after lecture by Nikki
     Very few, if any pictures when they first arrived
   - Navajo Canyon (12:05 pm)
     It doesn’t seem that most have a camera accessible
     Brad took pictures
   - Square Tower House
     Pictures before lecture of cliff dwelling
14) took pictures during the lecture

- Pit houses and Pueblos (12:55 pm)
  No pictures right up to the pit house
  1 person took pictures at the end of the lecture

- Pit room/ Pueblos/ Kiva (1:22 pm)
  No pictures right up to it
  No one is taking pictures much
  There is a lot for them to do
  Lecture notes
  Sketching
  Lots of questions from most

(18) took pictures during lecture
(6) took pictures during lecture
(2) took pictures during lecture of the kiva
Brad videos the site

- Mesa Top Sites (1:52 pm)
  (Bathroom Break)
  No pictures right up to the kivas
  • pictures during lecture- Are they waiting to know what it is first?
  They seem to listen to most of the lecture before taking pictures
  I notice Brad tends to video a lot (same at Sunset Crater)

- Sunset Point Pueblo (2:08 pm)
  Nikki said to bring a camera
  John took pictures once he got up to the kiva/tower
  Not many pictures overall

2:20 pm
Museum
  Saw people taking pictures of the pueblo life diorama in the museum
3:35 pm

3:45 pm
Balcony House tour
  Many pictures of people crawling thru the exit hole
  Many pictures of the house

5:10 pm left

5:47 pm in camp
  Didn’t see any pictures
  They had lecture from 7:30 pm to at 9:30-10 pm
REFLECTIVE:
   Seemed to have taken many pictures in the beginning of the trip (snap happy) but now
   with 2 weeks left not many pictures going on by most
   Many students have expressed being bored and annoyed with the questions that made the
   loop take so long
   Could that have to do with not many pictures?
6 am (dark/chilly)
   Breakfast call
   Some pictures this morning of sunrise
      By a non-Ryder crew or non-camp crew person- he wasn’t busy like the rest
7:05 am left

11:18 am
Chaco Culture National Historic Park
Great Pueblos
Lecture by Nikki
   Many pictures by most of the ruins
   Many posed with the ruins
   (3) took many pictures of flowers
      She says that she wants the colors with dull background of the ruins
      She also likes the flowers and tries to take pictures of them from everywhere we go
1:38 pm
1:42 pm (cool/rainy)
Mesa Trail Hike
   Didn’t hike, but cold see them
      Pictures of ruins from the top
3:05 pm left

3:10 pm (raining)
Largest diameter Kiva
   Pictures by some
3:25 pm left

7:30 pm got to camp
   Raining a lot
   No pictures

None in vans on the way there, most were sleeping

REFLECTIVE:
   Thought about doing the focus groups while on the long drive to Shreveport
October 2nd Day 53

7:30 am
Breakfast call
No pictures
24 hours of beans today
9:15 am left

9:26 am
Valles Caldera National preserve
Lecture by Joe
Geology Stop #1
   No pictures during lecture
   No pictures at all
9:56 am left

10:06 am
Geology Stop #2 (porphyritic rhyolite)
   No pictures
   Had to ID the rocks
10:40 am left

10:42 am
Geology Stop #3 (pumice fall deposit)
   No pictures
   Had to ID rocks
10:55 am left

11:02 am
Geology Stop #4 (obsidian flow)
   No pictures
   Had to ID
11:25 am left

12:20 pm
Main ruins Loop
Bandelier National Monument
   Many pictures of the ruins
   People posed with the ruins
4:20 pm left

4:30 pm
Back at camp

(5) went to the hospital
October 3rd  Day 54

6 am
   Breakfast call
   No pictures
7:10 am left

7:37 am
Overlook Park
Lecture by Joe
   (23) took pictures right out of the van – scenery
   (25) took pictures of the overlook after Joe talked about it
8-ish left

9:24 am
Geology Stop
Interstate 25N outside Santa Fe
   No pictures right out of the van
   No pictures at all
9:50 am left

Long Drive Day to Amarillo, TX

4:30 pm
Arrived in Amarillo, TX KOA campground
6 am (dark/warm)
  Breakfast call
  No pictures
7:07 am left

DRIVE DAY
  Saw no pictures

I DID INTERVIEWS #1-15
October 5<sup>th</sup>        Day 56

6 am (Dark/warm/humid)
   Breakfast call
   No pictures
7 am left

10 am
Poverty Point, Louisiana
Nikki Lectured until 10:25 am
Bathroom break
Drove around site while Nikki talked
   Students walked up to the big mound- I didn’t go
11 am to 12 am time in the museum

3:15 pm
Mississippi River in Louisiana
   (17) took pictures right out of the van
5:52 pm left
October 6th  Day 57

7 am (warm/humid)
  Breakfast call
  No pictures
8:15 am left

9:27 am
Bonnett Carre Spillway
  No pictures by students
9:40 am left

9:56 am
Lake Pontchartrain
  Few pictures of the lake
  One picture of the group
  A couple of social pictures
    All while waiting for lecture to start
  None during lecture or after
10:15 am left

11:17 am
17th St. levee
  Pictures of the town
  Pictures of the levee before lecture
11:50 am left

12:40 pm
Downtown New Orleans, French Quarter
  Lunch and to scope the area
  Ate with staff- didn’t see the students
Joe lectured from 2-2:35 pm
2:35 pm left

3 pm
London St.
  No pictures up to the levee
  No much to see, the levee is really high
3:20 pm left

3:25 pm
Lower 9th ward
  Joe told them to use discretion when taking pictures here
  Most had a camera to bring
  Saw very few pictures
Others said they felt awkward taking pictures there
4:30 pm left
Van pictures on the way back to camp - social
No pictures seen once back at camp
[Taken out for confidentiality reasons]

October 7th    Day 58

DAY OFF IN NEW ORLEANS
October 8th       Day 59

Kitchen Crew

6:30 am (hot/humid)
   Breakfast call
   Felt sick- didn’t watch people
7:30 am left

Saw no pictures at camp
Seminole State Park, GA

October 9th       Day 60

Kitchen Crew

7 am (hot/humid)
   Breakfast call
   No pictures
8:30 am left

No pictures when back at camp
Jekyll Island, GA

October 10th      Day 61

Kitchen Crew

7 am (hot/humid/buggy)
   Breakfast call
   No pictures
8 am left

No pictures back at camp
Jekyll Island, GA
6 am (warm/humid/buggy)
  Breakfast call
  No pictures
7 am left

7:12 am
Stopped at the beach for sunrise
  Many pictures from all

12:05 pm
Ocmulgee National Monument
  Not many pictures
    Were in the museum first
2:18 pm left

5:30 pm
Arrived at Stone Mountain Campground

Exam night- no pictures
October 12th  Day 63

6:30 am (dark/cool)
   Breakfast call
   No pictures
7:30 am left

8 am
Stone Mountain Hike
   Didn’t go up
10 am left

10:11 am
Craving in the Mountain
   Most students got out to take a picture

2 pm
Cherokee Museum
   Some pictures of the exhibit- a lot by (25)
3 pm left

In camp by 5 pm
October 13th Day 64

7 am (cold)
    Breakfast call
    No pictures
8 am left

8:35 am
Clingman’s Dome
Smoky Mountains National Park
Joe Lectured
    Pictures of scenery (clouds) right out of the van
    No pictures of the rocks
    Pictures while on the look out
10 am left

10:18 am
New found Gap (slate outcrop)
    No pictures right out of the van
    Had to look at the rock outcrop
    Few pictures of the outcrop
10:41 am left

12- 1:30 pm
Time to walk around in Gatlinburg, TN because the Ryder truck got a flat tire.

8:30 pm
Dixie Stampede
Pictures from most while waiting for the show to start.
~10 pm left
October 14th  Day 65

6:30 am
   Bags due at the truck
   No pictures of the last morning
7:30 left for breakfast

8 am
Breakfast in Pigeon Forge
   Many pictures of each other while at breakfast (social)
9 am left

Enroute to home, many pictures of students in the vans

4:10 pm
Arrived back at BGSU
   Many pictures of each van and groups of friends