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Encountering Emotions During International Fieldwork: Using Innovative Pedagogies to Develop Emotional Intelligence and Resilience

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Abstract

International fieldwork in Geography offers significant opportunities for experiential learning; however, there are physical and socio-psychological challenges as well. Students are confronted with unfamiliar environments, mild culture shock, challenging physical and climatic conditions, the stresses of group work and intensity of field presentations, or fatigue during field trips, and their influence on the affective domain. This results in differing individual behaviours and performances of students. This chapter examines how students' emotional intelligence can be utilized through innovative pedagogies to make sense of the encounters experienced by students (and staff) during international fieldwork. Using a case-study of undergraduate fieldwork in Barcelona, Spain, we examine how the use of student-led peer teaching and learning, facilitated by tutors, and supported by self-reflectivity exercises, can be harnessed to facilitate students' geographical learning. This approach also helps students' resilience to cope with the challenges as well as the opportunities. The use of reflective field diaries is a powerful tool not only for enabling students to observe and record the geography that they encounter but also to reflect on the meanings and positionality before, during and after being immersed in that place. Our studies show how the effective integration of peer learning with self-reflectivity enhances students' emotional intelligence and resilience, a deeper understanding of the geographies of a place, with the potential to achieve transformative learning.

Introduction

Fieldwork can challenge preconceptions and deepen our understanding of the wider world as theories and ideas explored in the classroom can be observed and directly experienced (Hope, 2009). Students learn better when they can relate to ideas that can be drawn from their own experience (Wee et al., 2013). As such, students gain a sense of place that may be partial or fleeting, but is powerful in developing a greater understanding of the wider world. This strengthens a student's awareness and ability to link geographic issues to their own daily lives and enhances the 'geography of the everyday' (Sullivan, 2017).

There has been a growing internationalization of practice, in reaction to the need for graduates to compete in a global workplace (Haigh, 2014) and for universities to be able to operate in a global marketplace (Harris, 2008). Through an international approach to learning, universities are teaching students to become global citizens by developing an awareness of self in relation to the world and as such demonstrate a changed perspective of the world and their relationship to it (Simm & Marvell, 2017). Universities are devising curricula that enable the development of students with the "skills, knowledge, and attitudes that will equip them as graduates, professionals, and citizens of the world to live and work effectively in a rapidly changing and increasingly connected global society" (Leask, 2015, p.12). Fieldwork is an essential part of the internationalization of the curriculum as visits overseas broaden the experience of staff and students and provide new challenges and situations (McGuinness & Simm, 2005).

Signature pedagogies such as fieldwork offer a distinctively geographical understanding of the wider processes that shape and influence our everyday lives through a critical engagement with place and space (Hill & Maddrell, 2014). They provide the very essence that makes the subject unique in terms of its skills, knowledge, culture, traditions, conventions, and professional identity (Shulman, 2005). As such, signature pedagogies are epistemological as they provide knowledge and practice of the subject, and ontological, in that they deal with the nature of reality and how we engage and make

sense of the world around us. In addition, signature pedagogies also have an axiological component in terms of displaying creativity through collaboration and cooperation. Thomson et al. (2012) suggest that each of these elements cannot be separated and form a tacit knowledge that defines the very nature of geographical enquiry. In this case being able to experience, think, act, interpret and communicate according to the geocapabilities as a geographer (Walkington et al., 2018). International fieldwork is important in providing a range of contrasting situations that are likely to be unfamiliar to the student. This creates a series of new opportunities for learning that are often accompanied by a range of emotional responses.

Issues and Challenges During International Fieldwork

Academic geographers introduce students to the theories, concepts and methods of the discipline through their courses (Lambert, 2010). This can be achieved through fieldwork which is often perceived as one of the more challenging yet enjoyable aspects of geographical education (Fuller et al., 2000). Geographers are interested in the processes and functionalities of place and how it co-exists with other places (Marvell & Simm, 2016). Humanistic geography emphasises the nature of emotion and meaning as “places are created as humans respond to, interpret, and manipulate their environs” (Larsen & Johnson, 2012, p.636). Malpas (2018) suggests that human responses to places are essential to understanding a sense of place through experiences and embodiment. As such, we ask questions about how systems of production impact on people, places, and the environment in the short and long term. Places are not just physical constructions but are sites of ritual and routine. By being in place, students can gain a greater understanding of the processes that occur.

International fieldwork opportunities can be appealing to students when deciding to study at university and help to position a geography course as being part of a global community (Clifford & Montgomery, 2011). It also helps the geography department to demonstrate its global outreach and connections through marketing and course promotion and communicate its presence within a world of global institutions. The aim of the international fieldtrip is to provide an educational experience that is beyond the familiar. This presents an opportunity to experience geography in unfamiliar landscapes, environments and settings, taking staff and students outside of their comfort zone (Marvell, 2008). This can provide a transformative learning experience (Mezirow, 2000) in terms of offering new encounters, knowledge and understanding in turn enhancing cultural and ethical awareness. The role of emotions in transformative learning is often under-researched (Felten, 2017) as most of the processes associated with learning occurs outside of the awareness of the individual (Dirkx et al., 2006). When students demonstrate an understanding of their learning environment, a series of positive emotions can enhance the student’s self-efficacy (Ritchie, 2016) in terms of believing in themselves and enabling them to be increasingly resilient should they encounter problems (Hill et al., 2019).

However, short-term fieldtrip immersions can fail to enhance cultural understanding as some students lack a willingness to embrace and explore new cultural experiences, and instead seek the familiar by adopting a path of ‘least resistance’ (Lemmons, 2015). Students are more likely to interact with host communities that share similar socio-cultural characteristics. When students are placed in an unfamiliar setting they will often congregate in groups and limit their interaction with others. As such, fieldtrip design using a range of innovative pedagogies can encourage students to gain confidence and in turn become more comfortable and accepting of their cultural setting. Yet students (and staff) are visitors; academic tourists engaged in fieldwork and as such can be considered by local people as outsiders (Pelias, 2003). The positionality and behaviour of students as researchers is important in understanding local culture and social norms (Kusek & Smiley, 2014). Once immersed, the student is engaged and part of the cultural landscape and as such their actions and emotions can affect their perception and the actions of others. Even when a tutor returns to a fieldwork site there is a degree of familiarity, yet the tutor often remains an outsider. The tutor may be more knowledgeable and comfortable within the fieldwork environment and is therefore better able to reflect upon their own positionality as it affects the process of research and engagement (Sharma, 2018). That engagement may still be fleeting and contain a variety of ‘insider’ and ‘outsider’ perspectives that help frame and co-construct the fieldwork experience (Edwards, 2017). As such this dichotomous position may not be entirely helpful as the tutor can display aspects of both simultaneously which is in part due to familiarity and experience. As such the positionality of the tutor, as much as the students, should be reflected upon as they negotiate a series of positional identities (Rubin, 2012).

Emotions play an important role in our understanding of places and how we in turn experience the world: “Places exert a powerful influence on people’s feelings and knowledge productions, while people exert a powerful influence on and

within place' (Bartos, 2013, p.89). Being in a place is a sensual experience, one which can have a lasting effect on the individual:

The "feel' of a place... is made up of experiences, mostly fleeting and undramatic, repeated day after day and over the span of years. It is a unique blend of sights, sounds and smells, a unique harmony of natural and artificial rhythms such as times of sunrise and sunset, of work and play. The feel of a place is registered in one's muscles and bones" (Tuan, 1977, pp. 183–184).

We are aware that emotions are bound up with learning (Mortiboys, 2012). As tutors we strive to challenge students cognitively, but also where we teach and how will also affect the student's feelings and emotions and in turn will influence their motivation, engagement and levels of performance. In any teaching environment, from lectures to seminars to laboratory sessions, students will hopefully feel stimulated by the learning experience which will motivate them to explore the subject further. This is especially important for fieldwork, particularly international fieldwork, due to the immersive nature of being in situ and its potential to deliver a range of emotional experiences (Marvell & Simm, 2018).

When planning and teaching fieldwork, we are used to considering the cognitive domain of thinking academically through problem-based learning (Pawson et al., 2006) and the kinaesthetic domain of learning by doing (Fleming & Mills, 1992). However, there is growing awareness and understanding of how emotions influence the affective domain (Boyle et al., 2007). We must not forget that feelings and emotions (the affective domain) experienced during fieldwork will affect how students react and behave (the conative domain). The affective domain engages students with their emotions, feelings, values in response to a learning task as an individual's perception will affect their approach to learning (Krathwohl, 2002). But we also need to consider the conative domain too; the behavioural response to these emotions and feelings, how students react and behave in response, what motivates them and what perceptions influence them. Krathwohl et al. (1964) apply Bloom's taxonomy into a series of hierarchies that demonstrate how a student can progress from a state of *Receiving* being sensitive to new ideas; *Responding* to new challenges or expectations; *Valuing* by engaging with new ideas and making a value judgments; *Organization* by relating new values to the ones that are already held, and; *Characterization* as the student acts in accordance to the new sets of values that have been internalized (Simm & Marvell, 2015).

So, how do feelings and emotions affect students (and staff) on fieldwork? Emotional experiences are heightening during (international) fieldwork often because of being in an unfamiliar environment. The act of just 'experiencing a place' of simply 'being on fieldwork' is an important learning experience and should not be under-estimated (Simm & Marvell, 2015). New and unfamiliar landscape, terrain, climate, language, society and culture, can affect a range of emotional responses (Filep et al., 2015). Being in a new, different place heightens our senses and our emotions as there are new sights, sounds, smells that stimulate and engage the visitor whilst being there. During fieldwork, we may experience a multitude of emotions including excitement, fatigue, frustration, uncertainty, confusion, and euphoria, amongst others. However, as tutors we cannot always assume what is familiar, for example visiting sacred places may be unfamiliar to many and produce different emotional responses (della Dora, 2010).

Research in the 1970s by Ekman on non-verbal expression, reveals that humans demonstrate six rudimentary emotions: happiness, sadness, fear, anger, disgust and surprise (Ekman, 2003). Plutchik (2001), identified eight intense feelings: ecstasy, admiration, terror, amazement, grief, loathing, rage and vigilance, which can be considered to be extreme. His wheel of emotions shows the relationships between various emotions that are less intense: joy – the opposite of sadness; trust – the opposite of disgust; fear – the opposite of anger, and; surprise – the opposite of anticipation. These theories provide a framework around which emotional responses to fieldwork can be categorized and reflected upon. It is important to remember that fieldwork experiences are often positive, but they can generate negative feelings. Whether we realize it or not, these experiences of place influence the affective domain.

The affective domain deals with the emotions and feelings that we have when doing something, being somewhere and learning something (Krathwohl, 2002). What we are emotionally feeling strongly influences how we are motivated and affects our behavioural response. These emotions may manifest themselves in distinct ways as each member of the group is different. Being somewhere new on international fieldwork heightens our emotional response and affects students as well as tutors in many ways, some predictably but often unpredictably (Marvell et al., 2013; Simm & Marvell, 2015). The strongest emotions may be felt most acutely during times of physical or socio-psychological challenge, stress

and pressure when coping with the new and unfamiliar place, but also during the activities such as group work and other activities that occur. Because of this, the tutor has a significant role in shaping these emotions

through selecting suitable sites and activities. Therefore, we need to understand how an individual or group responds to being in a place or situation.

Hill et al. (2019) provide some useful definitions and ideas on the role of emotion in learning. The capacity of an individual's emotional intelligence depends on a wide variety of factors, influences and drivers and include background, personality traits, personal circumstances, pre-conceptions and biases, as well as the immediate situation. These biological, psychological and social elements make us the way we are as an individual and influence our 'state' of emotional intelligence. This is separate from 'emotional labour' which can be regarded as an endeavour, that it is not predetermined by character or skill, but something that can be worked at to be developed, enhanced or overcome. These emotional responses determine our self-efficacy through the perception of our skills (Bartimote-Aufflick et al., 2016), and self-regulation in our ability to control or modify our behaviour (Cook & Cook, 2014) and overall resilience through an ability to deal with our emotions that arise from situations (Anthoney et al., 2017). Thus, an awareness and understanding of how environments or situations has the potential to affect students and how they react, and respond, is an important aspect of organizing a fieldtrip. It also has wider implications in terms of wellbeing and student experience.

Successful fieldwork strategies include the exploration of unfamiliar field locations, environments, landscapes and culture in order to encounter liminal or borderland learning spaces where students are taken to the edge of their familiarity. This can destabilize traditional power hierarchies (Gore, 1995) and challenge the individual through the use of critical thinking and reflection (Hill et al., 2016). When successfully applied this can transform the experience and understanding of students in relation to their field study location. Power hierarchies can be shifted by giving students the responsibility of determining field activities by choosing and designing their own research projects and identifying geographical locations to visit.

Background to the Module – Barcelona, Spain

To address these issues and challenges in our fieldwork teaching, we designed a new and innovative mode of fieldwork. The Advanced Geographical Fieldwork module has been an optional course as part of the Geography program at Bath Spa University. The module is taught in the final year and encourages students to demonstrate their knowledge of the program by applying it to an unfamiliar destination. The choice of destination is the city of Barcelona, Spain. The five-day fieldtrip has run for over 10 years with approximately 30 students each year supported by two members of staff.

The aims and learning outcomes of the fieldtrip are to:

- Attain a geographical sense of place
- Be actively involved in logistical planning of the field curriculum and itinerary
- Deliver a student-led field presentation and field activity
- Conduct semi-independent and advanced research
- Demonstrate teamwork and project management skills
- Develop confidence and ability to cope with unfamiliar environments
- Undertake critical self-appraisal of the field experience and performance.

The module is supported by a series of preparatory workshops in the classroom that provide background information and context to prepare for the fieldtrip. The preparatory workshops help to introduce the students to the study area, by providing a historical and socio-economic context and identifying key geographical features. They also are used to communicate key information about the visit such as organizational logistics, health and safety and itinerary. Students work in small groups of four-five students on topics that they propose and agree with the tutor before departure. The

students are to provide a 90-min presentation with a related learning activity which is delivered to their peers at the location of their choosing during the fieldtrip. Most of the students select projects that reflect the rebranding, redevelopment and rejuvenation of Barcelona (Richards & Wilson, 2006; Casellas, 2016). Recent examples of group presentation topics include: Catalan identity in Barcelona; the impact of globalization on the retail district; tourism and development of the marina; a study of beach front urban regeneration; social exclusion in El Raval; authenticity of place in the Barri Gòtic and La Ribera districts; a critical assessment of 'The Barcelona Model' of urban development; Cerdà's vision of L'Eixample with reference to the ProEixample project; socio-economic impact of the 1992 Olympic

Games; rebranding industrial heritage with reference to Poblenou's 22@project; and tourism management, a comparison of El Raval with Las Ramblas (Marvell et al., 2013).

The fieldtrip involves an integrated package of learning and teaching strategies. A staff-led tour on arrival familiarizes students with their study location and transport networks. This helps to orientate the students and begins to acclimatize them to the socio-cultural environment of being in an unfamiliar place. This is then followed by a 'go and get lost' activity. In small groups, students are issued with a worksheet that contains a suggested route. Students identify a series of geographical issues, recording their experiences using an iPad and sharing their observations with students and tutors later in the day. As such, students develop confidence whilst exploring an unfamiliar locality, enhance their navigational skills, as well as developing their observational skills. They also begin to work together, discuss and share ideas (Simm & Marvell, 2015).

The next day, groups undertake a reconnaissance visit to their respective study locations and assess the potential challenges of getting there and identify aspects such as toilet facilities, shelter, and possible intrusion from noise and other distractions. This allows the activities to be refined and modified according to the conditions. It also helps to develop the student's navigation skills, understanding the geography of the city and becoming familiar with spatial differences and interconnectivity. It also allows students to take possession of the field site, in terms of gaining a deeper understanding as they spend time becoming 'immersed' (France & Haigh, 2018) in a particular site and explore its geography; identifying key aspects of interest that may then feature in the forthcoming assessed student-led presentations that take place during the following 2 days.

The group presentations are managed by the students. Students become the organizers managing part of the fieldtrip, including travel to/from sites by public transport and navigation and by leading the group through the streets on a walking tour. There are of course health and safety issues to be aware of when conducting fieldwork and it is good practice for each group to produce a risk assessment so that they have considered various roles and responsibilities and the areas to which they are travelling and conducting fieldwork. Giving students responsibilities can share the management burden of organizing a fieldtrip but it also allows the students to have a sense of ownership and awareness of the needs of others. The group presentations demonstrate the application of geographical knowledge, active engagement with place, scholarship and teamwork (Marvell et al., 2013).

Students are assessed through a complementary variety of methods. The proposed title of the group fieldtrip investigation is pass/fail to gain the approval of the tutor and to allow for refinement. The presentation to peers and the associated learning activity is 40% of the module mark. Students are encouraged to complete a self-reflective diary or journal which is used to structure a self-reflective essay, 20%. Finally, students complete a synoptic essay that draws together the main themes of the fieldtrip, often around the transformation of Barcelona, 40% of the module mark (Marvell & Simm, 2018).

Tutors deploy various methods of evaluating students' experiences of being on fieldwork. A fieldwork journal is kept by the students for the duration of the fieldtrip. The journal is a written record of the student's own observations and personal reflective notes because of their learning experience (Simm & Marvell, 2015). Each morning students are provided with a self-reflective question by the tutor which they consider during the day and write their reflections in a fieldtrip journal. The reflective questions assist the students in making sense and meanings of place, gain a more intimate understanding of geographical issues of that place, and their own positionality. This empowers the students by taking an increasing level of responsibility for their own learning and making cognitive connections with experiences whilst on fieldwork (Park, 2003). The post-reflective essay allows students to further reflect on their experiences. The fieldwork journals often convey comments and observations that are first-hand and potentially unfiltered or fully reflected upon. As such the essay allows further cognition to be applied and rationalized in terms of the student's own positionality, thus reaching a deeper transformative state (Krathwohl, 2002).

Tutors can also monitor the student experience by engaging in informal discussions with students, during rest breaks, when travelling between sites or during other convenient occasions. These can often reveal anecdotal expressions and emotions that would otherwise not be observed in a more formal written exchange. The student voice is captured during an end of fieldtrip evaluation that asks them to reflect upon their time on the fieldtrip and an end of module evaluation that asks them to evaluate the entire module. In addition, tutors have used additional methods to monitor the student experience. As part of ongoing pedagogic research, a thematic analysis of fieldtrip diaries and essays have been conducted (Marvell et al., 2013; Simm & Marvell, 2015). Another method that was used initially to capture the emotions of students immediately after their presentations was an informal interview that was recorded. This format provided insights informing pedagogic practice as part of ongoing monitoring and evaluation of the effectiveness of the novel and innovative pedagogy.

Students' Emotional Experiences of International Fieldwork

The entire fieldtrip is a learning experience, not just what is delivered during moments of structured learning. The learning and teaching strategies described within this chapter facilitate and complement the overall experience. There are two main aspects to consider when dealing with emotions – the external influences (place) and the internal influences, the learning and teaching strategies that we impose on students and the group dynamics therein.

Students' experiences of place and encounters vary according to their level of engagement. What is noticeable from the fieldtrips is that students become more immersed in their surroundings whilst being in situ (Marvell, 2008), and potentially develop a better sense of place. It is also important to remember that there is a 'geography of being there', as they begin to experience familiar and unfamiliar situations. Students may have preconceptions of what the destination will be like. Prior experiences and expectations typically cloud experiences of fieldwork, depending on whether students have previously visited the destination and what they have heard, read, or seen through the media. Nairn (2005) demonstrates that the fieldwork experience can reinforce misconceptions students held prior to the visit rather than gain a deeper understanding and a sense of empathy. We found students had a variety of emotional responses upon arrival, the excitement and anticipation of the fieldtrip changed when travelling through the industrial estates and motorway network on the periphery of the airport, or when arriving late at night in the city and feeling disoriented or seeing littered streets or graffiti. Initial negative responses may be triggered by travel fatigue, disorientation, and even disappointment when coupled with preconceptions. As such, tutors need to prepare their students with lectures, guided reading and video, and allow them to explore localities through virtual tours, photographs, maps and Google Streetview. This allows students to become more familiar with the main tourist and geographical highlights and can help them to critically interpret the images presented in guidebooks and online tourist marketing (Smith, 2006).

Even with preparatory guidance, initial feelings may not always be positive:

Wrongly, I now appreciate, I started to form my first impressions ... early on during the bus ride from the airport. How disappointing – just like any other European city (Student fieldwork journal #1).

I didn't feel particularly different being in Spain ... as the surrounding area did not feel, look, or smell in a way that could conjure up the thought of Barcelona in my head (Student reflective essay #1).

There are many opportunities but also challenges facing students on international fieldwork and, we must not forget that we demand a lot of them. Tutors act as facilitators to structure activities designed to help students to approach and overcome the challenges and thresholds of learning. Trying to deliver effective fieldwork is not straightforward, sometimes it works brilliantly, sometimes it is problematic. Often, extremely enjoyable for students and staff, at other times frustrating and stressful. The first stage in understanding emotional quotients, an indication of interpersonal and communication skills, is to consider what we do and what our students experience as international fieldwork influence both the affective and conative domains (Krathwohl, 2002; Boyle et al., 2007):

I felt conscious of my safety at all times as I was entering a foreign environment and had perceived notions ... it was hard to take in all the events and culture (Student fieldwork journal #2).

The little alleys [and] buildings were typical of what I had expected but was slightly annoyed by the fact they were now home to some tackie [sic] tourist shops and bars (Student fieldwork journal #3).

International fieldwork will put students into new, unfamiliar, and challenging situations. Even if a student has travelled to a place before, what they experience on a fieldtrip will be significantly different in terms of activities and expectations (Holton, 2017). For instance, dealing with a challenging climate or terrain, unfamiliar language or culture. They will then start to explore the locality, albeit superficially as a tourist, and even may suffer mild culture shock (Simm & Marvell, 2015):

From the first day of being in situ, I was overwhelmed by what I saw (Student fieldwork journal #4).

I felt myself feel out of place, and even a little embarrassed about looking like a tourist, which seems an unusual notion as I was surrounded by tourists (Student fieldwork journal #5).

As students become immersed in the field location, they may have different responses that create strong positive or negative memories:

I remember the Boqueira market as an assault on the senses, of smells, taste and noise related to feelings of joy (Student reflective essay #2).

Whilst exploring a less affluent, slightly edgier part of the city (El Raval) with a higher immigrant population and a reputation for illicit night-time activities, perhaps there was genuine hostility, or there was just an 'irritation', but the students felt uncomfortable and unwanted. They had a strong response drawn from their feelings that they were intruding into an unfamiliar locality:

After touring El Raval on one group's presentation, I felt my eyes were opened to a whole new side of the city – darker, more dangerous and more conflicting (Student fieldwork journal #6).

I felt a heightened level of hostility ... our group were heard discussing together by a local in their residence who peered out over their balcony and abruptly slammed closed their window. This made me slightly edgy (Student fieldwork journal #7).

Getting to know the place and environment can create positive as well as negative emotions. These areas are what Hill et al. (2016) describe as a borderland learning spaces – a liminal space of unfamiliarity that will initially be disruptive, but which students are expected to quickly acclimatize to progress with the field activities. Thus, we cannot take anything for granted about how students feel and react to what they are experiencing. As tutors we may be unaware of such incidents, particularly when using semi-independent field activities where students go off to explore different localities. So clearly as tutors we need to be open to communicate with our students about their experiences and support them.

Students will have emotional responses to what they do as part of their field learning, directed by tutors as they design the overall structure of fieldwork. Emotions are most acute during times of stress and pressure, such as group work and oral presentations, and this is exacerbated by an unfamiliar location. Students may feel a multitude of conflicting emotions from being challenged, anxious, excited and apprehensive, to feeling stressed (Plutchik, 2001; Ekman, 2003). We need to recognize that fieldwork can be emotionally challenging and tiring, and to make allowances when appropriate to do so. In addition, the presence of summative assessment and performances of their learning activities in front of their peers, particularly heightens the sense of anxiety and stress that students will naturally feel. Such challenges test the character of each student and each will react and respond differently:

Unexpectedly, preparing for this talk put a strain on previously formed relationships as stress built up within our group as some members felt others ... were not contributing fully (Student reflective essay #3).

When it came to our presentation, I recall a ... sense of trepidation ... I was out of my comfort zone (Student reflective essay #4).

Yet when it is going well, the swell of positive emotion can be transformative in providing students with a sense of optimism and engagement:

I noticed that students somehow were more engaged with the presentations when their fellow students were doing them ... I felt that I wanted to listen what other students had found out about that certain place (Student reflective essay #5).

The student-led presentations provided a surge of emotion as students were directing the learning of their peers, whilst being assessed by their tutors. They are in a position where they can be interrupted by the flow of people in the space and sometimes must react to changing weather conditions. The experience of delivering a presentation in situ is exhilarating and nerve-wracking (Marvell, 2008):

I think it went well... I enjoyed it... I was really stressed before, before we did it I was really nervous, as soon as we were out doing it I, it felt really relaxed... quite liked telling people about the things that I have researched for months... when we in the market just when got out the market... everyone was buzzing, 'we've got to come back here, we've got to come back here' ... We just had to flit through, we couldn't stop... I think they certainly picked up on the different emotions like I got yesterday... (Video interview #1).

As student's progress through their presentation that may involve walking through a series of contrasting areas, one of the students who was presenting picked up on a change of the mood as they walked from a vibrant market to a less salubrious area on the outskirts of El Raval:

My friend said to me 'are we done here yet because I don't want to walk through this [place] anymore'... 'the area where the prostitutes are' ... and yet he loved the market... you can tell that people's emotions changed... (Video interview #1).

It can be said that emotions are typically heightened and intensified because of place and any mild culture shock may be expounded by the demands and pressures of learning in-the-field, particularly if summative assessments are involved. We need to recognize the physical, mental and emotional demands on students of our learning and teaching strategies and monitor and carefully intervene if and when necessary. We also need to provide the students with the confidence to help manage situations themselves and to support each other:

There was a time during the fieldtrip where one member let their anxiety get to them, their confidence fell... The rest of us leaped to our friend's aid to reassure them... Our patience levels were tested but it was a moment of personal growth for all of us (Student fieldwork journal #8).

Staff Reflections of Delivering Experiential Learning

It is not just about students' perceptions and experiences, as tutors we need to think carefully about what we do and say and be aware of the hidden curriculum (Cotton et al., 2013). As tutors we influence students either deliberately or inadvertently by what we say or imply without realizing it. There are subconscious or inadvertent messages we give to students either by body language or content of our teaching. Every year tutors give a health and safety briefing before going on the Barcelona fieldtrip. Tutors cover subjects such as logistics, what to bring, and expectations about how to behave, and, in passing discuss where to go and where not to go. Tutors warn students to show caution regarding pickpockets in key tourist locations such as Las Ramblas and about visiting the neighbouring district of El Raval at night (Ortiz et al., 2004). However, it became apparent that some students felt concern and worry about visiting these areas which clouded their own sense of place through negative reinforcement (Student fieldwork journal #2). Even passing comments can have unexpected responses which may only become apparent later in the fieldtrip and therefore it is important to recognize your own prejudices and preferences.

It is important to be aware of others on the fieldtrip and to anticipate their needs (Mortiboys, 2012). For each student cohort, the fieldtrip is new and unfamiliar. Tutors should be aware that everyone has their own experiences and emotions, e.g. some of the party may have a fear of flying, or anxiety of being somewhere unfamiliar. Glass (2014) in a study of an international fieldtrip to Singapore highlights that, as tutors, we should not overlook the personal stresses and pressures felt by students as these may have a disproportionate influence on how students react and behave. When a fieldtrip has been run by the same tutors over several years, the growing familiarity of the location can mean that they become more confident in delivery and therefore a more rounded experience can be delivered. However, we must be wary of our over familiarity leading to a potential 'stale' and monotonous approach or becoming blasé, losing enthusiasm and immediacy because of repeated visits, and thereby forgetting that this is a new experience for the students. As tutors we should be continually looking for ways of keeping the fieldtrip new and exciting with different projects and experiences, with students selecting their own locations and leading part of the teaching, this situation can potentially be avoided.

We also need to relate to and listen to our students. Open, honest, and frequent dialogue is important to find out what they have experienced and share the process of making sense of what was observed and experienced. This encourages trust and mutual respect and helps to develop a good working relationship. This is possible by creating an open, honest, and approachable learning environment to facilitate constructive dialogue, which Mortiboys (2012) identifies as creating an 'emotional environment' conducive to dialogue. This can be achieved by being reflective practitioners.

Once we, as tutors, develop these attributes, we can then start to encourage our students to display them too.

When emotions are heightened, tutors need to be increasingly sensitive as to how feedback is given to students. One tutor encountered an adverse reaction to critical feedback after a presentation on coastal management in Barcelona. The group of students chose an appropriate site to deliver their field talk but overlooked a key feature, an offshore breakwater, that was integral to the story at that locality. At the end of the talk, during an exchange of questions, the tutor asked the students for clarification on the feature and its importance. The purpose of the questioning is to allow students and staff to identify and resolve any ambiguous points. However, in the stress and relief of finishing the field presentation the group had a strong negative reaction to what they perceived was a 'public humiliation' and 'unfair criticism' to the questions. This over-sensitivity was evidently caused by the pressures of summative field presentation combined with the line of questioning by the tutor. Thus, tutors need to be careful of what and how we interact with students and potentially adopt a more 'gentle critique', as appropriate (Hill et al., 2019).

It is important to challenge students during fieldwork. But what is important is using appropriate learning and teaching approaches and supporting students through the process:

Looking back on my time... before the fieldtrip, I can see how closed-minded I was. I had not anticipated how enlightening the fieldtrip would be, or how much my knowledge and skill range would expand (Student fieldwork journal #9).

The daily reflective questions are particularly effective as they act as prompts to observe, record and make sense of what has been seen and experienced. Thus, with appropriate support and facilitation by tutors, and by encouraging students to reflect on their experiences and emotions, students can develop strategies for dealing with and overcoming the challenges that they face on the fieldtrip. More so they are developing necessary life skills in being able to make sense and manage a variety of different situations (Hill et al., 2019). As tutors we can help the students to learn from their feelings and emotions, enhance their emotional intelligence and develop their resilience.

The Role of Emotion in Fieldwork Pedagogies

Group work has always been an important part of the fieldtrip when collecting data or sharing ideas through discussion or revealing results through presentations. Sharing teaching responsibilities with their peers allows students a deeper sense of co-production and a level of responsibility as they are taking possession of their own learning and that of others. Empowering students provides them with an opportunity to mature academically and develop academic scholarship. As Walsh et al. (2014) observes, students do not construct meaning in isolation, how they interact socially as well as academically through partnerships within their group, with other students and with tutors, will determine their understanding of the place and the geographical processes that exist within it. During the fieldtrip, a changing balance in staff-student power relations allows students to start to become the subject 'experts' in their fieldwork location, potentially taking tutors to new localities and teaching new topics. This can be enlightening to course tutors as they begin to explore new themes and localities. However, with attempts to innovate and try something different with students, tutors need to be more acutely aware of what they are feeling and how they are responding to the challenge. Our approach to learning and teaching need to work with emotional intelligence rather than against it and, to start with, we need to reflect on the actual feelings and emotions of students when doing fieldwork.

It is evident that emotions are an important part of fieldwork and have the capacity to "shape the landscape of our mental and social lives" (Nussbaum, 2001, p.1). The learning and teaching strategies that are deployed can expedite a range of emotional responses as students are exposed to various levels of immersion within the field experience (France & Haigh, 2018). At the start of the fieldtrip the staff-led tour provides an insight into the study area but within the confines of the study group and the direction of the tutor. The experience is akin to a tourist being led by a tour guide (Student fieldwork journal #5) and is therefore likely to create a more restricted emotional response. In contrast, the 'go and get-lost' activity heightens the emotional response as students are in smaller groups and have increasing levels of

responsibility to explore the study area and report back on their findings. They have less direct control from the tutor and as such they begin to experience a heightened range of emotions as they begin to explore and make decisions for themselves.

The group presentation in situ is clearly an emotional experience as the students are being assessed formally by tutors and subjectively by their peers. The emotions are captured in the student fieldwork journals (#6, #7) but these are written after the event following a period of self-reflection and discussion with other group members. The accounts can be candid but with some mediation of views and expressions. The immediacy of the emotional experience is more clearly demonstrated by the post-presentation video interview (Video interview #1) where the students are in a heightened state of emotion and as such use more emotional words and phrases.

Although reflective essays can arguably present an account that contains a greater level of self-reflection, reconciliation and understanding, the further away in time that the response is recorded has the potential to reduce the amount of detail as some of the smaller details and experiences are forgotten (Student reflective essay #4). The style of written language is further refined and attuned to academic writing as these essays are formally assessed. The use of more emotive language and expression is less evident. Therefore, it is necessary to allow students to record and reflect on their experiences directly whilst undertaking fieldwork, even if tutors request a formative essay that provides a capstone summary to the fieldtrip.

By handing over some control and power of teaching and learning to students the tutor becomes a facilitator of learning. It is the student's responsibility for their own decision-making in designing routes and activities to teach their peers through student-led teaching (Marvell et al., 2013). The balance of power can become unnerving for some

students as they prefer the comfort of the tutor in terms of reassurance and trust in terms of knowledge and teaching skills. Other students relish the opportunity and thrive on taking the lead and demonstrating scholarship. It is therefore important that students reflect on their emotional experiences of being in these liminal or borderland spaces and the experiences of being taught by, and teaching to, their peers. Critical reflection helps to exercise reflective judgment and helps students make sense of what they have experienced and learned. The benefits of this approach enable the copartnership and co-production of learning between students and staff (Hill et al., 2018). Students can provide new insights and interpretations and it allows them to learn with and from each other and together form a community of learning (Wenger, 2001). This is important in terms of empowering students and allowing them to engage in the learning of others. "Learning is generated in the social engagement of the participants" (Cuddapah & Clayton, 2011, p.64) and as such engagement can be viewed as the building block of the learning community, in this case the students actively participating on the fieldtrip. By acknowledging the role of emotions in social engagement and the processes of learning, both students and tutors can better understand the effect that emotions (Plutchik, 2001; Ekman, 2003) have on knowledge creation and gaining a deeper understanding of place.

Conclusions

Moving away from traditional modes of fieldtrip delivery by adopting signature pedagogies and geocapabilities of field activity offers a series of challenges but can also bring opportunities (Walkington et al., 2018). It can be a useful way of introducing higher level skills, including self-reflection, and developing emotional intelligence as a learning outcome as well as enhancing the wellbeing of participants. Some of the lessons learned whilst developing fieldtrips are:

1. Familiarization; it is best to prepare students not just for the study tasks but also culturally and socially and avoid throwing them in the 'deep end' without advance preparation. Background reading and video extracts help to set the scene and upon arrival a familiarization tour will help them to orientate themselves and begin to make sense of what is around them (even if self-directed). As tutors we are often keen to take charge but at times it is worthwhile to resist the urge and let the students explore. Students have reacted positively to a self-led tour of the Gothic area of Barcelona.
2. Exploration; allowing students free time to explore the city for themselves is important. It provides a chance to discover new things and new places for themselves. This in turn builds confidence and an ability to make decisions without relying on tutors' recommendations regarding activities and personal safety. Although tutors are contactable by phone and students have identified which areas they are going to explore, they have the comfort of knowing that they are not alone, especially as they are also in regular contact using digital technology with the rest of the group (Simm & Marvell, 2015).

3. Changing staff-student power relations; developing co-partnership pedagogies changes the dynamics of power and empowers students. By giving them confidence to enhance and develop their skills it also helps them to address their fears. By taking students out of their comfort zones into borderland spaces of learning encourages development of their emotional intelligence and resilience. It is also necessary for tutors to intervene and draw them back from borderland places and spaces should the need arise (Marvell et al., 2013).
4. Knowing when to intervene is an important skill of the tutor. There is a need to command a set of soft skills to resolve potential conflict, for example knowing when and how to give appropriate critical feedback. Tutors need to be flexible and have a sense of foresight in understanding the student cohort and the areas in which they will be working and exploring (Hill et al., 2016).
5. Dialogue with students and other staff needs to be open, honest and approachable. It is likely that tutors will need to have some potentially uncomfortable conversations with students about what is permissible and expected whilst working and whilst enjoying their down time during the fieldtrip.
6. Self-reflection; is a key element of the fieldtrip as it is a skill that can be practiced long after the event and helps to make sense of their experiences. Daily reflective entries are written into field journals, some contain personal reflections and others are the result of discussions with the rest of the group. This develops a student's sense of understanding and helps to create links to academic perspectives and theories. Self-reflection should also be practiced by tutors as well as students as it is necessary for staff to understand what is working well and what is not with an ability to adapt to potentially challenging situations (Marvell & Simm, 2018).

Using innovative pedagogies and focusing on emotional encounters during fieldwork potentially develops and enhances emotional intelligence and resilience. This fieldwork approach may not prevent problems from arising but will help to resolve issues and situations, and make it more enjoyable and worthwhile, both academically and personally.

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