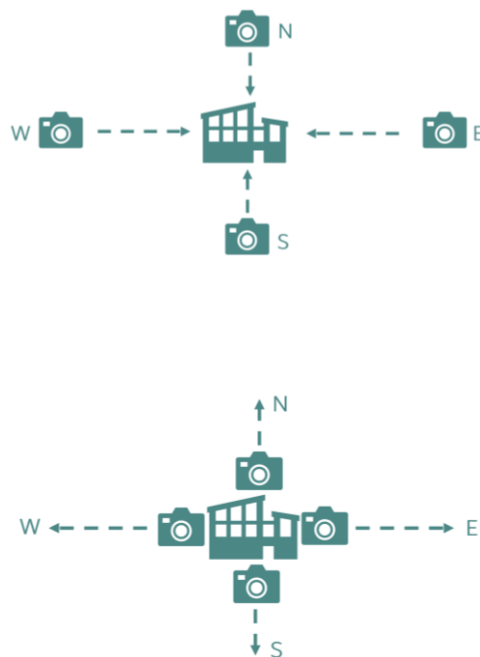


Photography is an important element in fieldwork, but often students take photos with no real purpose for their use in mind. These nine activities may be able to move students beyond annotations and observations, and to deeper geographical meaning.

Multiple views

Photography in fieldwork often focuses on one view of a feature or building. The direction chosen by the photographer is often one of convenience rather than geographical significance. A different approach is to take photographs that encompass the view of the feature from each of the four cardinal compass points (where possible). This allows for comparisons to be made between the viewpoints and provides an opportunity for students to think about why certain views might be chosen more often than others. It also helps students to develop a sense of place around that feature and how it sits in the landscape in relation to other physical and human features.

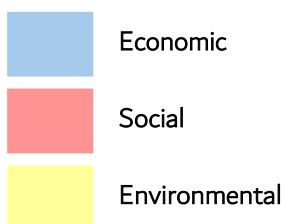
Alternatively, students could stand with their back against the feature and photograph the view from it. This is especially useful for students thinking about the impact a human feature might have on a landscape.



Impact shading

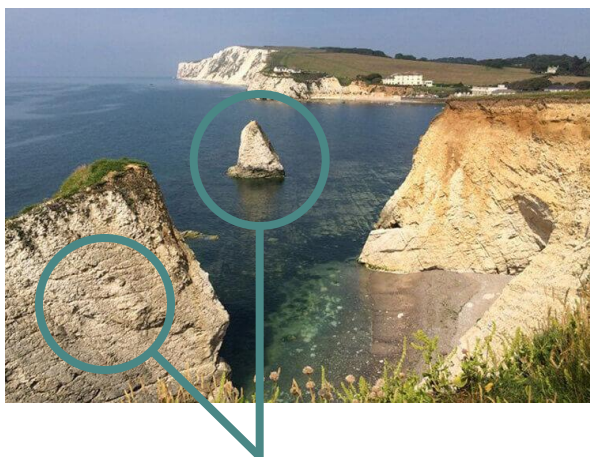
Photographs are often analysed by way of annotations and labels but colour can also be used to show different types of impacts. Reproducing the photograph digitally in grayscale allows students to shade over the top of the image. For example, positive features or impacts can be shaded green and negative features or impacts in red.

Alternatively, economic features can be shaded blue, environmental in yellow and social in red. Using primary colours in this way means that features that have both, for example, an environmental and social impact can be shaded orange and something which has both a social and economic impact would be shaded purple. When a selection of photographs are viewed in a group the shading allows the student to see where there are common patterns of land use or impact.

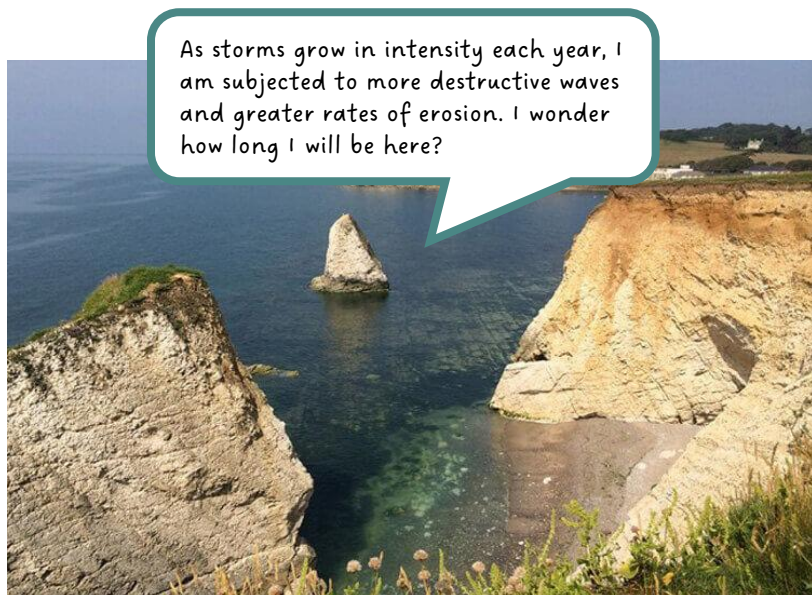


Connecting annotations

A further twist on annotations is for students to only pick out two features from their photograph rather than try to write an annotation for every feature they see. They then need to write about what connects the two features together, such as how one feature impacts the other. Focusing on depth of discussion rather than breadth will encourage students to view the geography of their field site in a more interconnected and holistic manner.



The angle of the bedding planes in the chalk indicate why the stacks in the bay are shaped with one steep side and one which is more curved.



As storms grow in intensity each year, I am subjected to more destructive waves and greater rates of erosion. I wonder how long I will be here?

Speaking photos

Younger students might like to use photos of their field sites as stimulus for empathetic learning. Placing blank speech or thought bubble stickers (physically or digitally) over the photograph allows students to create a different form of annotation by imagining what a feature or building might be saying within that landscape. Students can put themselves in the frame too and write what they would say in that space.

Photographs in questionnaires

Questionnaires don't have to be text-based. A selection of photographs of the field site might be a good way of stimulating discussion with a questionnaire respondent, especially if the student is studying perceptions of place or insider and outsider viewpoints.

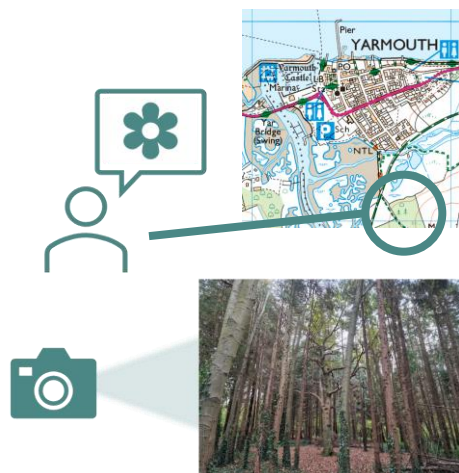


"Which of these images do you feel best summarises Ventnor?"

Epitome photography

An epitome survey normally asks students to choose three words that they feel epitomises a place. Epitome photography uses that same concept but asks students to take a photograph of a view or feature in their field site area that epitomises it. Students could also be confined to a single grid square to create clear boundaries of the survey.

This idea can be taken further by asking students to find the perfect economic, environmental or social expression of the field site and recording it in a photograph. To do this students should survey the whole field site first. After the fieldwork students can compare their epitome photographs and see where there are areas of consensus and conflict in opinion. They might also compare their epitome photographs with social media images or tourism board photos of the same place.



Time lapse photography

Photographs can be taken from the same viewpoint at different times of the day during the fieldwork. This may be used to show how a physical feature changes (e.g. the shape of a beach between high and low tide times) or how a human landscape changes (e.g. the effect of the rise and decline of rush hour traffic).

The exercise could also be used as a means of testing students' use of six figure grid references to ensure they find their way to the right place for the photograph.



Photographic scavenger hunt

An ice breaker activity for a new field site that students have not been to before can be a photo scavenger hunt. Rather than have students simply tick off these sites or features as they find them, they should record the what three words descriptor or six figure grid reference for the site where they found them. Students can also carry out an epitome survey at that point or a mood survey to link field data to that photograph.

Alternatively, students could take photographs in relation to stimulus statements found in a scavenger hunt bingo grid. Deeper contextual stimuli, such as " photograph something vulnerable to climate change" could be used with more experienced geographers while younger students could be asked to " photograph something made from natural materials".

Venn photographs

Students could be asked to complete a Venn diagram of photographs in different categories (e.g. economic, social and environmental), paying close attention to photographs that could be found in multiple categories. Once completed, students can compare their Venn diagram with a peer to see where there are areas of consensus.

To make the exercise more stimulating, the Venn diagram could be shared without the labels, so their peer has to try and guess the category title for each Venn circle.

