

FIELD STUDIES

The Journal of the Field Studies Council

Scope and aims

Field Studies seeks to publish papers of lasting interest that will aid and support the work of the Field Studies Council (FSC) towards “Bringing environmental understanding to all”. Normally, material published in *Field Studies* will be linked directly to the work of the FSC, either through one or more of its learning locations or via its other scientific and educational activities, including environmental sustainability. However, other items will be welcomed where relevant to the broad aim of inspiring out-of-classroom learning and first-hand experience of the world around us.

Amongst its objectives *Field Studies* seeks to

- capture information and deepen understanding of the fieldwork sites and local region used by individual field centres;
- create a resource which can be used by centre-users to plan their educational or research fieldwork and which contains published primary field research which stimulates educational and other fieldwork;
- provides an outlet for research about “place”;
- provides instruction on how to conduct fieldwork, covering the full range of age groups and field techniques;
- stimulating discussion and debate about fieldwork including out of classroom learning;
- include news items about field sciences and field education.

Field Studies has been re-launched as an online journal, adding to the journal’s earlier paper-based history (see: <http://fsj.field-studies-council.org/>). It aims to provide a fast and agile solution to publication, within the context of a full refereeing system.

Format

1. Full papers: normally with a word limit of 6,000 (excluding references), these may cover any aspect of field studies including pedagogy. Articles should include illustrations and, being online, may include hyperlinks to supplementary material such as videos or data.
2. Short articles: normally with a word limit of 1,000 words, these might cover new results of immediate interest to readers; they could also provide an accessible entry point for new contributors to *Field Studies*. These might include species lists, with some relevant photographs.
3. Field notes: normally with a word limit of 1,000 words, these would provide information about a learning location that would be of lasting use and interest. They would provide a visible and accessible resource for natural history knowledge that might otherwise not be published and could again provide an accessible entry point for new contributors to *Field Studies*.
4. Commentaries: these will be more discursive, debating new directions in field-based education.
5. Data papers: these will encourage publication through *Field Studies* of open-access data sets, providing a description of data collection methods, quality control and supporting background information.

Editorial Policy

The Editorial Board of *Field Studies* favours clearly written papers of lasting interest that will aid and support the FSC’s work towards “Bringing environmental understanding to all”.

“Clearly Written” because we are writing for an intelligent but often non-specialist and inexperienced, readership (e.g. A-level students, undergraduates, amateur naturalists). It seems to us important that hydrological papers be accessible to freshwater biologists, botanical papers to geologists, and so on.

“Of Lasting Interest” because we anticipate that the papers will have an ongoing relevance and interest to those attending courses run by the FSC. Most of the papers will have been generated by research conducted at or close to one of our learning locations and we know that many readers enjoy learning more about the environment close to where they are studying.

“Aid and Support the FSC’s Work” because *Field Studies* is part and parcel of FSC’s activities, not a separate venture. The published papers include accounts of the areas around the Field Centres to provide background information for both staff and visitors. Methodological papers reinforce the experiences of the field course in a way that no notebook can match. Since FSC’s core interests include pedagogy and teaching, we include the impact of doing fieldwork (personal, social, physical as well as cognitive; long-term as well as immediate), the effectiveness of different teaching and learning approaches, ‘citizen’ science and the use of student data, and the use of digital and virtual resources. In other words, we seek to accommodate educational studies, as well as geography, ecology and other relevant disciplines.

All material submitted to *Field Studies* will be subject to peer review, by members of the editorial board or other invited reviewers. The decision of the editor will be final.

Copyright

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Citations

Please use the following format, giving the name of the journal in full (italics):

Burt, T.P., Butcher, D.P., Coles, N. and Thomas, A.D. (1983). Hydrological processes in the Slapton Wood catchment. *Field Studies*, 5, 731-752.

Books should be cited with the title in italics:

Goater, B. (1986) *British pyralid moths: a guide to their identification*, Harley Books, 175pp, 8pl.

Photographs

The use of photographs is encouraged. Photographs should be sent as separate files, not embedded in the text.

Figures

If figures are embedded in the text they should also be sent as separate files of a suitable quality for publication.

Submission of papers

Articles should be submitted as a WORD document (or WORD compatible) along with any accompanying files to the editor by email: **editor.fs@field-studies-council.org**

For large files it may be preferable to send the editor a dropbox or file transfer link.

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Professor T P Burt

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Editorial Advisory Group

Professor Peter Higgins, Professor Rob Marrs, Mrs Gill Miller, Dr Rebecca Farley-Brown,