

## Liverpool John Moores University

Title: COLD ENVIRONMENTS: PROCESSES AND CHANGE  
Status: Definitive  
Code: **6315NATSCI** (124947)  
Version Start Date: 01-08-2021

Owning School/Faculty: Biological and Environmental Sciences  
Teaching School/Faculty: Biological and Environmental Sciences

| Team     | Leader |
|----------|--------|
| Tim Lane | Y      |

**Academic Level:** FHEQ6      **Credit Value:** 20      **Total Delivered Hours:** 69

**Total Learning Hours:** 200      **Private Study:** 131

### Delivery Options

Course typically offered: Semester 1

| Component | Contact Hours |
|-----------|---------------|
| Off Site  | 66            |
| Seminar   | 3             |

**Grading Basis:** 40 %

### Assessment Details

| Category  | Short Description | Description   | Weighting (%) | Exam Duration |
|-----------|-------------------|---|---------------|---------------|
| Portfolio | Pres              | Field presentation on data collected during fieldtrip and personal synthesis of observations. | 60            |               |
| Report    | Sci Report        | Scientific summary report on a project undertaken during the fieldtrip.                       | 40            |               |

### Aims

*- To provide students with an opportunity to apply knowledge and skills gained in previous lecture-based modules to a new geographical setting, by carrying out detailed data-collection.*

- *To critically evaluate the importance of field-based observations and analyses within the context of the wider literature.*
- *To develop a wide range of transferable skills in measurement technique, research design, effective communication, and group work.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Collect, organise, and analyse a wide variety of field-based data using appropriately designed methodologies to formulate and solve geographical research questions.
- 2 Combine field observations with published research findings to produce fully synthesized answers to specific geographical problems.
- 3 Critically synthesize and communicate contemporary environmental ideas to a diverse audience.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

|                              |   |   |
|------------------------------|---|---|
| Field Pres/debate reflection | 1 | 3 |
| Report                       | 2 | 3 |

## **Outline Syllabus**

*A wide range of topics will be covered during the trip which are likely to include: glacial geomorphology, glacial sedimentology, relative dating techniques, proglacial hydrology, coastal processes, volcanology, snow pack properties, geohazards, economic geography, landscape development. The trip will also include an extended stay in a field centre in which students will develop transferable personal and interpersonal skills, and a full academic understand of the location.*

## **Learning Activities**

The core of this modules is based on a residential field course and focuses on the collection of data using robust field skills, and the interpretation of this data within the wider geographical context both in the field and in published literature.

Information during the field trip will be delivered through a number of field lectures, demonstrations of data collection methods and other site visits. Students are required to take notes during field visits, and evenings will be used to review the day's work and plan for the next day. Students will complete an independent group research project during the last 2 days of the field trip, communicating their findings to the cohort at the end of the trip.

## **Notes**

This module is based on an international field trip. It is a detailed field skills module. Students are encouraged to undertake independent observations and interpretations and reflect upon them in relation to published work. There is an additional charge for this fieldtrip to cover the cost of accommodation..