

DEC 01 1993

AN EVALUATION OF THE FIELD TRIP  
IN THE  
SECONDARY SCHOOL EARTH SCIENCE PROGRAM

AN ABSTRACT OF  
A THESIS  
PRESENTED TO THE GRADUATE FACULTY  
OF  
WESTERN CONNECTICUT STATE COLLEGE

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE

by  
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March 1969

Since the observation of natural phenomena is perhaps the most basic tenet of science, it would be logical to suppose that a trip to a site where such phenomena can be observed, measured, and collected, is a desirable technique in science education. This study attempts to determine whether such trips are of sufficient value to be included in a secondary earth science program.

The evaluation is concerned with the following areas: (a) what can be accomplished in the field as opposed to the classroom, (b) statistical evidence of the values of field trips, (c) peripheral benefits to the student, (d) the goals of the field trip and how best to achieve these goals.

The study was conducted as a compilation and a critical analysis of material gleaned from the following sources: (a) a survey of existing literature conducted primarily as a library study, (b) a survey of a group of experienced science teachers, and (c) the writer's own direct experience with field trips.

An interpretation of the data yielded the following results and conclusions:

1. In its total aspect the field trip can be a very valuable part of an earth science program and should be integrated into the course of study.

2. Its primary advantage is that it provides maximum opportunity for the direct observation and study of natural phenomena.

3. As an audio-visual technique it showed a general statistical superiority over slides and filmstrips, but due to certain limitations it could not be considered a satisfactory substitute for them.

4. A strong factor is the ability of the field trip to provide motivation, develop attitudes, and present concepts in real perspective.

5. Certain unique aspects of the field trip can effectively be of benefit to the social and psychological development of the early adolescent.

6. Adequate planning can insure that the goals of the trip are accomplished.

The writer suggests some related problems for further study, such as, "Exactly how can a specific field trip be integrated into a particular lesson unit?"