

## **Six Simple Steps towards making fieldwork more accessible and inclusive**

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Fieldwork is an essential aspect of Geology, Geography and Environmental Science programme curriculums, and a defining aspect of most geoscience-related degrees. At its best, fieldwork offers students valuable opportunities to develop independent research skills in real-world situations, examine analogues for a range of geoscientific concepts, and socialise with peers. It offers experiences that are challenging to replicate using virtual/remote learning. However, at its worst, traditional fieldwork practice and culture can present barriers to access and hostile environments that epitomise the broader equality, diversity and inclusivity problems faced by the geosciences. The role of fieldwork has increasingly been called into question in recent literature and on social media, for reasons ranging from racism experienced by ethnic minority researchers working in rural areas, to safety concerns for LGBTQ+ researchers visiting countries where LGBTQ+ communities are oppressed, to financial barriers for those on restricted budget, to the physical inaccessibility of some outdoor locations for participants with disabilities or long-term conditions.

In this contribution we draw on our lived experiences, as a mixed ethnicity autistic geoscientist and a practitioner of inclusive geoscience education respectively, to offer straightforward and achievable recommendations for removing some frequently overlooked barriers and stressors that occur in the field. Our hope is that these proposed adaptations to pedagogic practice will help make fieldwork a truly accessible and rewarding experience for all.