Core Ecological Field Skills: Extended schedule and continuity of learning

Day	Location(s)	Description
1	King's Buildings Hermitage of Braid	**Course introduction:** • Purpose of course, learning objectives, priming students on assessments. **Plant ID:** • Produce a photographic plant ID guide, plant checklist activity. • **FA:** Peer feedback of photographic ID guides
2	Roslin Glen	**Terrestrial invertebrate ID:** • Taxonomic checklist activity, ID individuals to order • Invertebrate survey methods **Invertebrate diversity and environment:** • Association between invertebrate diversity and environment. • Environmental measurement techniques • Strengthening invertebrate ID skills
3	Hermitage of Braid King's Buildings	**Sampling design:** • Choosing appropriate quadrat size • Replication, pseudo-replication, stratification • Strengthening plant ID and invertebrate ID skills **FA: Research design scenarios:** • Scenarios with research question, maps, budget, timeframe • Paired group presentations and discussion with demonstrator
4	Currie Wood	**Digital technologies:** • Spatial data and GPS • Eco-acoustics point samples across multiple habitats • Field notebook skills, describing habitats **Forest structural measurements:** • Biomass, forest structure measurement techniques • Community composition, succession • Strengthening tree ID skills
5	Currie Wood King's Buildings	**SA: Habitat map and description:** Applies previous experience: • Digital technologies and spatial data • Field description • Plant and invertebrate ID • Environmental measurements

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6	Glencorse (Pentlands)	**Freshwater invertebrate ID:** • Taxonomic checklist activity, ID individuals to order • Freshwater invertebrate survey methods • Strengthen environmental measurements • Freshwater invertebrates as bio-indicators of water quality
7	Aberlady/ Gullane	**Marine/coastal invertebrate ID:** • Taxonomic checklist activity, ID individuals to order • Aquatic invertebrate survey methods • Strengthening skills in sampling design **Landscape management and conservation:** • Consultation with conservation manager • Investigate effects of invasive removal on plant community • Strengthen plant ID skills
8	Glencorse (Pentlands)	**Upland habitats:** • Strengthening plant ID skills • Strengthening environmental measurement • Elevation, topography, soil, climate • Compositional change with land management (burn dates)
9	King's Buildings	**SA: data visualisation and hypothesis testing:** • Three datasets provided, collated from student data on days 4, 6, 8 • Create data visualisations and extended figure captions explaining data with reference to one hypothesis per figure. • Strengthen analytical, quantitative and communication skills **Summer project design:** • One hour towards end of day • Discussion of interests and initial ideas in small groups
10	King's Buildings	**Summer project design:** • Test potential sampling methods • Literature review exercise **FA: Summer project rapid pitches** • Students given time to develop potential summer project ideas. • **"**Speed-dating" style quick discussions with many students to bounce ideas.