

Onsite fieldwork

Is our school a bioeconomy?

Using our school for fieldwork

Name:

THYME Project
Teesside, Hull and York - Mobilising Bioeconomy Knowledge Exchange


UNIVERSITY
OF HULL

KS4

<u>Onsite Fieldwork —Key Question:</u>
<u>Theory / concepts:</u>
<u>Who did we interview, what did we want to know & what did we find out?</u> (write down the answers to the interview questions in this space)

Method of data collection 1. Primary or secondary data? 2. Quantitative or qualitative?	How did we carry out this method? (where, when, how long, how did we measure it)	How did it help us with the key question? (what is the geography we are trying to prove?)	What are the strengths & weaknesses of this method?
Interview			
Transect of the school site			
Sustainability Index Calculation			



What are the elements of the bioeconomy?

**Can we
categorise
these
elements in
anyway?**

Tally Chart - tally evidence at each sampling point

	Sample point 1	Sample point 2	Sample point 3	Sample point 4	Total Tally
Green space rating					
Green space					
Ecological Variety					
Outside seating made from bio-material					
Large trees					
Vegetable patch					
Transport					
Carpark (how many cars, how many empty spaces?)					
Footpaths					
Bike lanes					
Bike storage					
Electric car charging points					
Reducing waste					
Recycling bins, including food waste					
Posters/signage encouraging waste reduction					
Drinks refill station					
Onsite composting/wormery					
Energy – Reducing fossil fuel consumption					
Renewable energy sources on site					
Sedum roof - insulation					

Green space rating

	-4	-3	-2	-1	0	1	2	3	4
Area of green space (% cover)	Red	Red							Green
Variety of vegetation	Red	Red							Green
Outside seating	Red	Red							Green
Large trees	Red	Red							Green
Vegetable patch	Red	Red							Green

Transport rating

	-4	-3	-2	-1	0	1	2	3	4
Full carpark (less cars = higher score)	Red								Green
Footpaths and crossings to promote walking	Red								Green
Bike lanes	Red								Green
Bike storage	Red								Green
Electric car charging points	Red								Green

Waste rating

	-4	-3	-2	-1	0	1	2	3	4
Recycling bins	Red								Green
Posters/signage encouraging waste reduction	Red								Green
Washable plates & cutlery	Red								Green
Drinks refill available	Red								Green

Energy rating – reducing fossil fuel consumption

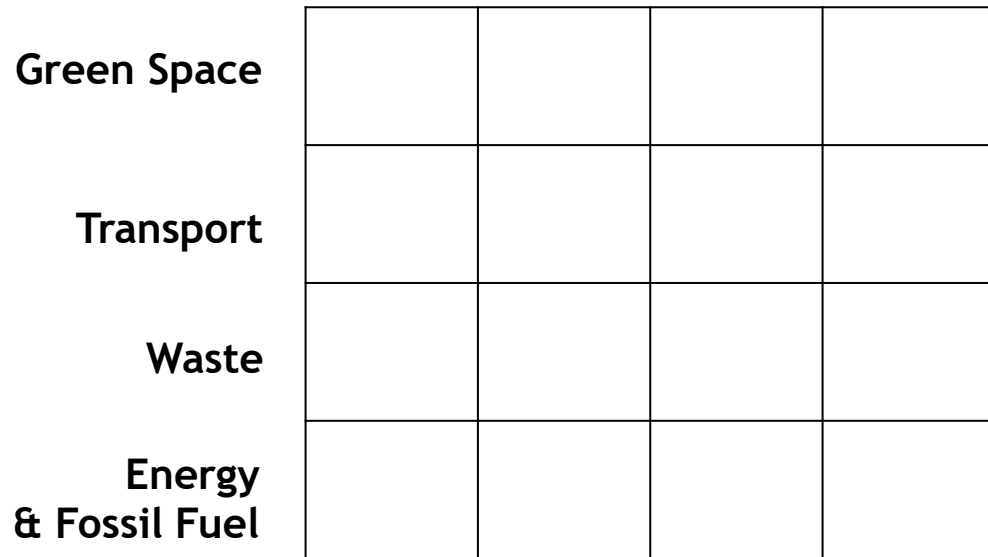
	-4	-3	-2	-1	0	1	2	3	4
Light sensors	Red								Green
Energy saving lightbulbs	Red								Green
Renewable energy sources on site	Red								Green
Power down PCs/unplug electronics	Red								Green
Sedum roof - insulation	Red								Green

What is your overall rating?

Total divided by 80 X 100 = %

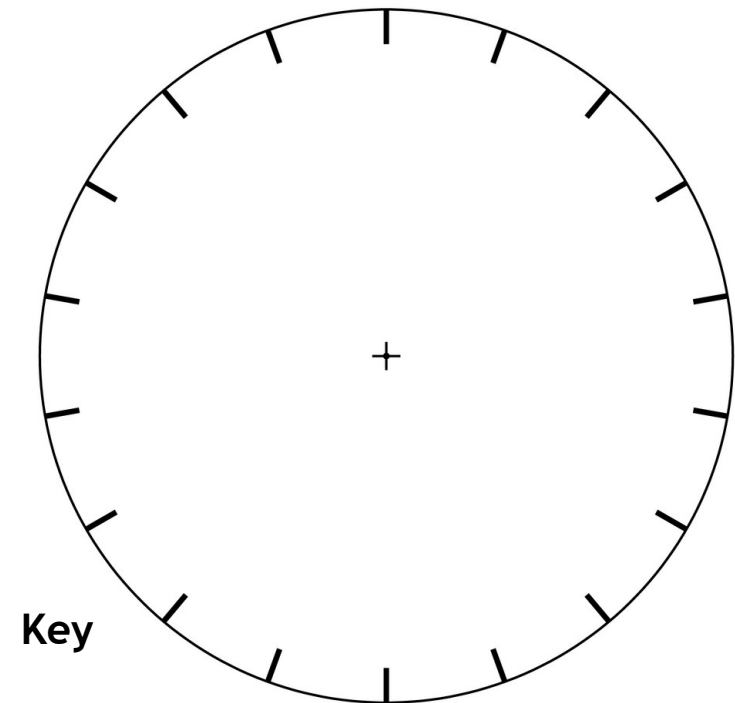
Examples of data presentation

Data presentation: Horizontal bar chart



(each block represents 6 points, or 25%)

Pie chart



Writing a good conclusion...

What does your data show?

1. Which area of your school supports the Bioeconomy the most? What is its Bioeconomy index rating?
2. Which area of your school has the fewest elements of the Bioeconomy? What does it score on the Bioeconomy Index?
3. Describe the element that supports the Bioeconomy the most.
4. Explain how this element supports the Bioeconomy the most.

What might have affected your results?...

1. What part of the fieldwork design caused errors to be introduced?
2. How could these problems have changed your results and changed your conclusion?
3. What geographical knowledge have I gained from carrying out this investigation?

How do your results affect your understanding of the Bioeconomy?

1. What is the Bioeconomy?

2. Why is it important to use the planet's resources responsibly?

3. Explain how local action, for example schools, can support a circular economy minimising waste and pollution by reducing damages from economic activities.