

FENFLUX: The short term climate response of CO₂, CH₄ and H₂O fluxes from a regenerating fen

Gong Pan

Supervisors: Dr. Jörg Kaduk; Prof. Heiko Balzter; Dr. Susan Page

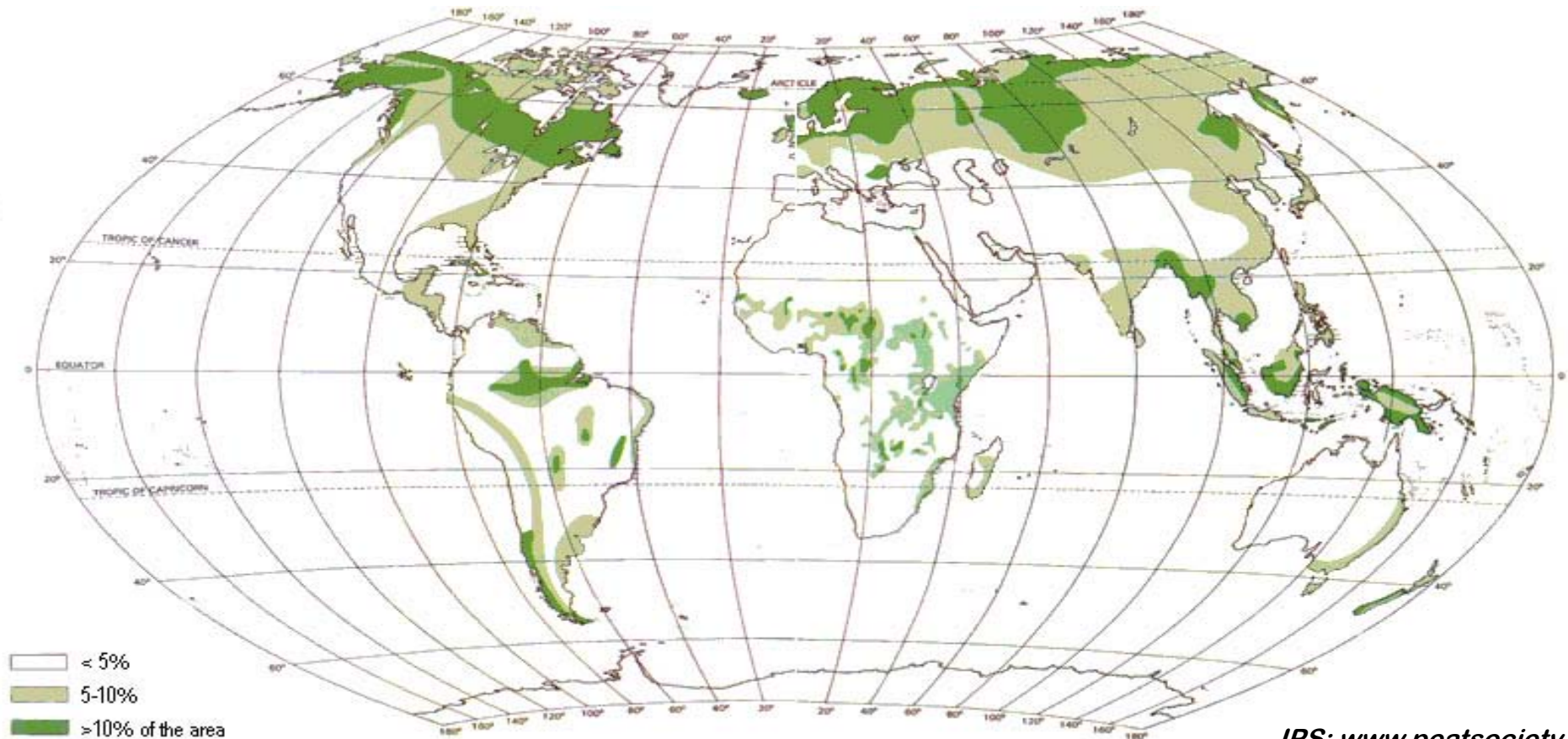




Beautiful, unique ecosystem

Peat accumulate slowly by anoxic decomposition in waterlogged condition

Sedge (*Carex*); Reed (*Phragmites*); Peat moss (*Sphagnum*)



Peatland covers ca.400 million ha, = 3% Earth's land surface (*Strack et al. 2008*)

Theoretically, peatlands is a major store of soil carbon, the sink for CO₂ and source of atmospheric CH₄

- ca. 30% of the world's soil carbon pool (*Turetsky 2001*),
- = half of carbon that in the atmosphere as CO₂ (*Dise 2008*)
- emit CH₄ ca. 20 million tones per year (*Strack et al. 2008*)



Blanket bog in Dartmoor, UK

- low pH 3.5 – 4
- species-poor
- mineral-poor
- anoxic

Bog: ombrotrophic (rain-fed) peatland



- high pH 4 – 8.5
- species-rich
- mineral-rich
- well aerated

Fen: minerotrophic peatland

- litter decays rapidly
- peat formation is weak
- plants can receive water pass through mineral soil (rich in calcium *etc.* cations)



Ten facts about peat. *The telegraph.*

Peat “grow” 1 mm per year

9,000 years = 10 metre deep

Have been drained for agriculture, forestry, harvested for energy

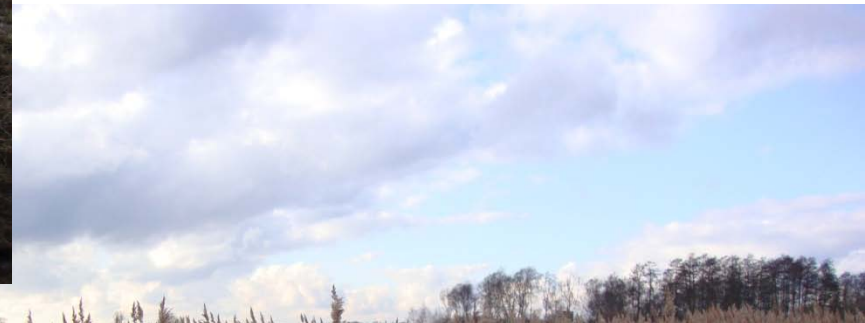
- Tropical peatlands:
120,000 km² to oil palm plantation
(*Page et al. 2002*)
- Non-tropical peatlands:
250,000 km² to agriculture
150,000 km² to forestry
50,000 km² to peat extraction
(*Joosten and Clarke 2002*)



Photo by: Jörg Kaduk

Backer's fen (regenerating fen)

- Has been drained
- Started to be rewetted



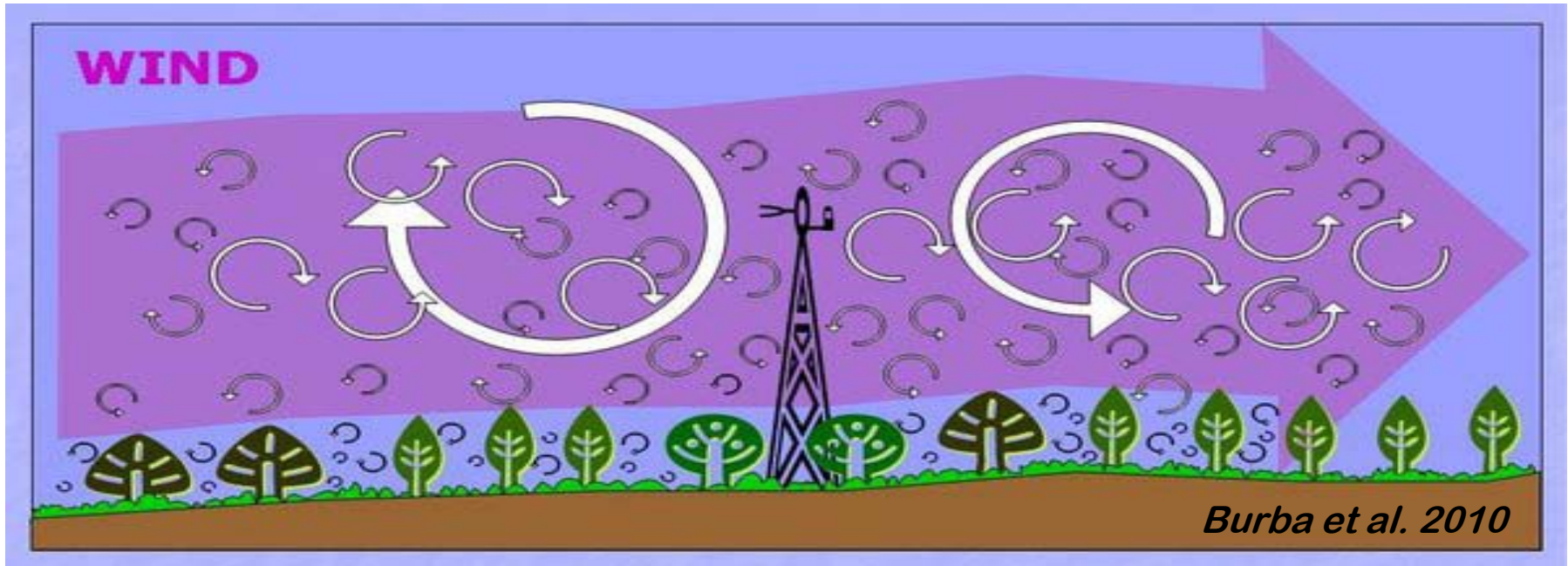
Sedge fen (semi-natural fen)

Be harvested every four years

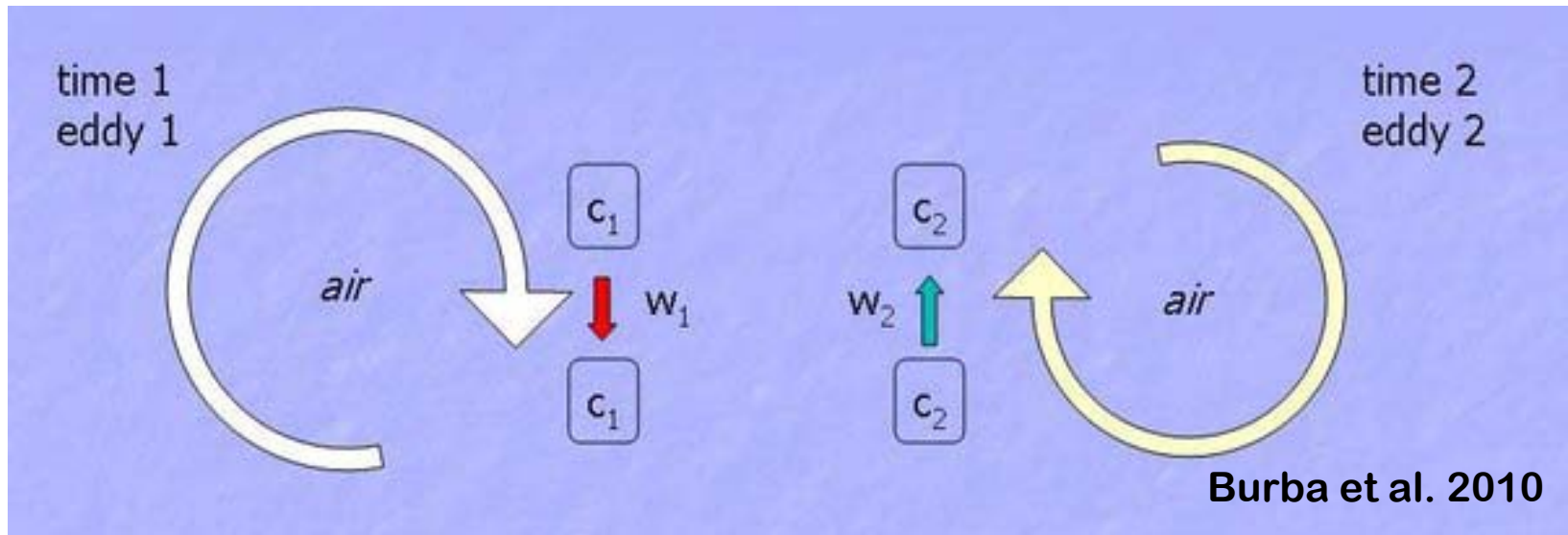


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Air flow can be imagined as a horizontal flow of numerous rotating eddies
Each eddy have horizontal and vertical components



Vertical movement of the components can be measured from the tower

- Investigate whether regenerating fen (baker's) acts as CO₂ sink or source ?
- Whether semi-natural fen (sedge) acts as CO₂ sink or source?
- How about CH₄ emission on two sites?
- Investigate the magnitude of the impacts of restoration and their response to climate variability

	Year 1 Term 1	Year 1 Term 2	Year 2 Term 1	Year 2 Term 2	Year 3 Term 1	Year 3 Term 2
Training						
Literature reading						
Data collecting						
Data analysis						
Thesis writing						
			VIVA			

Acknowledgment

Dr. Jörg Kaduk
Prof. Heiko Balzter
Dr. Susan Page
Ross Morrison

Thank You!

