GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Sport, Recreation and Tourism Management
RMGT 362, Section 001—Cultural and Environmental Interpretation (CRN 18432)
Thompson Hall L018, 1:30 pm – 4:10 pm
3 credits, Spring 2024

Faculty Name: Nancy Chamberlain, M.S., CPRP, CIG
Course Time/Location: Thompson Hall L018, 1:30 pm – 4:10 pm
Office Hours/Location: Immediately before/after class by phone or by teleconference
Phone: 571-259-4379 (OK to send a text message)
Email Address: nchambe2@gmu.edu

PREREQUISITES/COREQUISITES

RMGT 300 or RMGT 328 or TOUR 352 or permission of instructor

UNIVERSITY CATALOG COURSE DESCRIPTION

Focuses on communication processes and practices used to explain and interpret special characteristics of cultural and environmental resource sites for visitors. Conceptual principles for planning interpretive programs and multi-media delivery techniques are discussed. Methods for programming interpretive services, addressing multi-audience accessibility, and administering and evaluating interpretive services used at recreation and tourism sites are also examined.

COURSE OVERVIEW

In this course, we will examine, discuss, develop, and critique multiple examples of interpretive projects developed by you, your colleagues, and professionals. Because your contributions are so important to this course, you will be expected to attend all class meetings, actively participate in class discussions online and in person, complete in-class exercises as distributed, and fulfill all assignments according to the due dates noted.

LEARNER OUTCOMES/COURSE OBJECTIVES

At the completion of this course, students should be able to:

1) Explain how interpretation is important to the management of tourism, event, and recreation resource sites.
2) Discuss principles of interpretation and communication.
3) Analyze interpretive sites, materials, and presentations; and,
4) Prepare several types of effective spoken and written interpretive messages.

PROFESSIONAL ASSOCIATION STANDARDS

Upon completion of this course, students will meet the following professional accreditation standard for the *Council on Accreditation of Parks, Recreation, and Tourism Related Professions*:

> 7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

REQUIRED TEXTS

Beck, Knudson, Cable (2018). Interpretation of Cultural and Natural Heritage for a Better World, Urbana, IL: Sagamore Venture Publishing.

Audience Centered Experience NPS
https://mylearning.nps.gov/library-resources/ace-interp-workbook/
https://mylearning.nps.gov/wp-content/uploads/2017/09/Foundations_of_Interp_2018_508.pdf

Foundations of Interpretation
https://mylearning.nps.gov/program-areas/programs/career-development/iande/foi/

Interpreting Our Heritage
https://mylearning.nps.gov/wp-content/uploads/2015/11/Interpreting_Our_Heritage__Chapel_Hill_Books_.pdf

RECOMMENDED TEXTS

Brouchu, L. & Merriman, T (2015). Personal Interpretation: Connecting your audience to heritage resources (3rd Ed), Chicago, IL: National Association for Interpretation. ($11.59 Used)

Merriman, T & Brochu, L, (2012). Personal Interpretation: Connecting Your Audience with Heritage Resources, Fort Collins, CO: National Association for Interpretation. (**Kindle** 7.99)

Leftridge, Alan (2006). Interpretive Writing, Fort Collins, CO: National Association for Interpretation. ($4.99 Used)

Additional materials may be posted on Blackboard.

PROFESSIONAL DISPOSITIONS

At all times, students are expected to exhibit professional behaviors and disposition. This course can be particularly provocative with respect to socio-political positions. We will aim to be respectful of all positions and search for always understanding.

Effective communication is an important part of our lives and this course. Therefore, we will all be asked to treat our colleagues with respect in all types of communications (such as e-mail, class conversations, etc.). Communication is an important facet of this course.

https://cehd.gmu.edu/students/polices-procedures/
Students are expected to always exhibit professional behaviors and dispositions.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

Final Exam Schedule
https://registrar.gmu.edu/wp-content/uploads/Spring-2024-Final-Exam-Schedule.pdf

GRADING SCALE

A+ = 1000 - 967	B+ = 900 - 867	C+ = 800 – 767	D = 699 – 666
A = 966 – 933	B = 866 -833	C = 766 – 733	F ≤ 665
A- = 932 – 901	B- = 832 – 801	C- = 732 – 700	

COURSE PERFORMANCE EVALUATION

Assignments: Assignments will be due at the beginning of class on the specific due date. All written papers are to be submitted via email to nchambe2@gmu.edu. Papers received after the beginning of class will be considered late and receive a 20% deduction in points per 24-hour period. If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, these must be discussed with instructor to determine if they fall in this category. You are encouraged to make a backup copy of any work submitted since computers are known to crash at the most inopportune times. All research, photographs and videos must be properly cited using APA style (See https://www.citationmachine.net/apa for assistance).

Assignment Summary

1)Internet Course/Certification – You will earn two certifications from third party professional organizations (ProValens/Eppley NPS).

<mark>Due date: 2/8/24</mark> Eppley Course "Interpretation through time"
https://provalenslearning.com/micro-learning/interpretation-through-time

<mark>Due date: 4/18/24</mark> 2nd Eppley course… your choice
https://provalenslearning.com/courses

2) Agency Analysis Presentation Assignment - You will become familiar with some of the various local, state, and federal agencies associated with cultural/historic/environmental interpretation. You will explore in-depth one agency: it's mission, purpose, structure, and interpretive program offerings of the agency. You would do well to review their physical plant and look at printed materials, web materials, signage, etc. You will create a 10-minute PowerPoint presentation to share your findings in class. <mark>Due on 2/29/24.</mark>

3) Self-Guided Site Visit Analysis/Program Evaluation & Presentation –Self-guided site visit and take part in an interpretive program. You may want to visit the same agency you reviewed for the Agency Presentation Assignment. Evaluate the program using the rubric. This is the same rubric that will be used to evaluate your interpretive program. Write up your experience and mark the rubric. You will submit the rubric with your program review. You must include the location, time, date, and name and title of the program you attended. Please include any handouts (scanned or photos) or if the presentation was online, please include all URL information to access the course. <mark>Due 4/25/24</mark>.

4) Midterm Exam – Take Home Exam – <mark>Distributed on 2/29/24 and Due on 3/14/24</mark> at the beginning of class.   This exam will be a comprehensive exam covering the Tilden text and any content up to and including the lecture on 2/29/24.

5) Interpretive Program – Interpretive Proposal Form and Evaluation Rubric
You will create a 15-minute interpretive program on a topic of your choice. Your presentation will be evaluated using the rubric. You will be graded both by your peers as participants, by the course faculty as well as a professional interpreter from the National Park Service (retired). This presentation will be made during class. <mark>Presentation TopicDue:2/2/24 and the outline will be Due 2/29/24</mark>
Final Presentation Due 4/25/24 and 5/7/24 (In-class presentation) For resources please visit:
https://www.nps.gov/idp/interp/download.htm

6) There will be textbook quizzes available on Bb. These quizzes may be taken at your convenience. Be sure all the quizzes are completed by the end of the semester. These quizzes will ensure your review of the text material and preparation of the topics discussed in class. It is recommended that these quizzes are taken as the reading chapters are assigned throughout the semester.

EVALUATION This course will be graded on a points basis.

Internet Course/Certification – ProValens/Eppley NPS (2 courses)	200 PTS
Agency Analysis & Presentation	50 PTS
Midterm	100 PTS
Self-Guided Site Visit Analysis & Presentation	100 PTS
Interpretive Program	300 PTS
Attendance/Class Participation/ Weekly Assignments	50 PTS
Text Quizzes	100 PTS
Final Examination (Cumulative Take Home)	<u>100 PTS</u>
	TOTAL POINTS 1,000 PTS

COURSE DELIVERY METHOD   - HYBRID COURSE

This course is a hybrid course. The course will both meet in person and online in synchronous lecture. The course outcomes will also be met by a self-directed field trip and online third-party certification. Attendance is critical to your success in this course.

This course will be delivered online using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and using your email password you will access the ZOOM weekly meeting platform.

Email (GMU account only) may be used to communicate with and between students and faculty. Email may be used periodically to submit assignments as directed.

The ZOOM meetings will be recorded weekly. The ZOOM meeting recordings are for the expressed use of only class members and the link to the recorded class should not be shared outside of the course participants. **Please do not black out your screen unless you have stepped away from the computer. It is important for communication to see as well as hear one another!**

ZOOM lectures will be recorded weekly and may be recalled at your convenience. You may participate in the ZOOM class by clicking on the link in the Blackboard course in the menu bar on the left-hand side of your screen. You may access information on how to use ZOOM at

https://its.gmu.edu/knowledge-base/zoom-in-blackboard/. After registering, you will receive a confirmation email containing information about joining the meeting. The ZOOM meeting will require you to register for the meeting only once. Once you have registered and authenticated your participation you will not need to take these steps again in the course.

Zoom registration is as follows:
Hi there, You are invited to a Zoom meeting.
When: xxx Date and Time

https://gmu.zoom.us/meeting/register/tJMtfuGsqTgrGNEVVmCP3cERFAbB0F_EBLMq
After registering, you will receive a confirmation email containing information about joining the meeting. The ZOOM meeting will require you to register for the meeting only once. Once you have registered and authenticated your participation you will not need to take these steps again during the course.

In the case that Zoom is down, or you lose computer connection, you may use Free Conference Call. The log in number is 712-775-7031. The login code is 667196001. If you need to use this feature while the class is meeting, you must text the faculty member to alert them to your need to use the conference call feature at 571-259-4379. If you need to use the conference call number, you will only be able to hear those on the free conference call and the instructor in real time.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication. Please keep your camera on during your participation.

EXPECTATIONS

Synchronous courses meet on a "fixed" schedule (Tuesday 1:30 – 4:10 p.m.). Our week will start on Tuesday and finish on Monday before 11:59 p.m. EDT. All time and dates will be expressed according to Eastern Standard Time.

- Log in Frequency – Students should actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to the course materials at least two (2) times per week in addition to class time.

- Technical Competence – Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College and University technical services. Contact the IT Help Desk for Bb assistance at 703-993-8870.

- Technical Issues – Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly and save all your work in a word processing program. Late work will not be accepted based on individual technical issues.

- Workload – Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support – Students may schedule one-on-one meetings to discuss course requirements, content, or other course-related issues. Students may meet with the instructor via telephone, teleconference, or Facetime. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested date/time.
- Netiquette – The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment may be misconstrued. Students must always re-read their responses carefully before posting responses…once it is out there…it is out there! Shock, awe, and downright disrespectful comments and/or cursing will not be tolerated in the virtual learning environment. Be positive in your approach with others, seek understanding and be as diplomatic as possible when selecting your words. Do not post anything illegal or anything that you would not want your grandmother to see/read! This is a cooperative and collaborative space for sharing and learning from others. Faculty are similarly expected to be respectful in all communications.
- Accommodations – Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

TECHNICAL REQUIREMENTS

To participate in this course, students will need to satisfy the following technical requirements prior to the start of the course:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool if required.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trail software to their computer or tablet as a part of course requirements.
- Students must have access to a DVD player either resident on their computer or laptop or be willing to access a DVD player from a library computer to complete two movie assignments. Videos are available in Fenwick Library, reserve desk.

The following software plug-ins for PC's and MACs, respectively, are available for free download:

- o Adobe Acrobat Reader: https://get.adobe.com/reader/
- o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  Apple Quick Time Player: www.apple.com/quicktime/download/**Core**

CORE VALUES COMMITMENT

For a full list of th core values held by the College of Education and Human Development please visit: https://cehd.gmu.edu/about/values/

GMU Policies and Resources for Students Policies
1. GMU Policies and Resources for students
   Policies
      a. Students must adhere to the guidelines of the Mason Honor Code (see **https://catalog.gmu.edu/policies/honor-code-system/ (New Window)**).
      b. Students must follow the university policy for Responsible Use of Computing (see **https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/ (New Window)**).
      c. Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
      d. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see **https://ds.gmu.edu (New Window)**).
      e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.
   Campus Resources

      f. Support for submission of assignments to VIA should be directed to **viahelp@gmu.edu** or **https://cehd.gmu.edu/aero/assessments**. Questions or concerns regarding use of Blackboard should be directed to **https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/ (New Window)**.

2. **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per **University Policy 1202 (New Window)**. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the **Student Support and Advocacy Center (SSAC) (New Window)** at 703-380-1434 or **Counseling and Psychological Services (CAPS) (New Window)** at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing **titleix@gmu.edu**.
3. For information on student support resources on campus, see **https://ctfe.gmu.edu/teaching/student-support-resources-on-campus (New Window)**
4. For additional information on the College of Education and Human Development, please visit our website **http://cehd.gmu.edu/**.

Campus Resources

a.   Support for submission of assignments to VIA should be directed to **viahelp@gmu.edu** or **https://cehd.gmu.edu/aero/assessments**. Questions or concerns regarding use of Blackboard should be directed to **https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/ (New Window)**.

School of Sport, Recreation, and Tourism Management

RMGT 362   SPRING 2024
COURSE SCHEDULE
Note: Faculty reserves the right to alter the schedule as necessary.

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Class 1   **1/18/24**   **ONLINE ZOOM MEETING -**

Introductions – Ice Breakers
Personal Story
Participation Ground Rules
Review Syllabus
Review Text & Bb Materials

What is interpretation? Why Interpret?

Watch The International Ecotourism Society's Instructional Video: Creating Memorable Guest Experiences Through Interpretation, International Ecotourism Society (Instructor log in)

https://the-international-ecotourism-society.teachable.com/courses/55685/lectures/828686

Reading Assignment
>   Chapter Review – Chp. 1 Preface Pg vii -Pg 16, What Is Interpretation?
>
>   Read NPS article: https://www.nps.gov/idp/interp/101/foundationscurriculum.pdf
>
>   Chapter Review – Chp. 6 How People Learn, Pg 105 -124
>
>   Quiz on Chapter 1 and Chapter 6 Available on Bb

Homework (Due next class)

1) Take Eppley Course "Interpretation through time" (Print certification &/or email completion certification to yourself and/or instructor – Due 1/25/24
    https://provalenslearning.com/micro-learning/interpretation-through-time
2) How do I learn? Take online assessment at: Print outcome and turn in on 1/25/24
3) http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml?event=results&A=3&V=6&
4) What are your individual goals for the semester? Prepare in writing 3 goals for this course and indicate how you will achieve these goals in the course.

    Email your response to the instructor at nchambe2@gmu.edu no later than the start of class 2/3/22. We will share and discuss next class.

Class 2   1/25/24   ONLINE ZOOM MEETING -

Show & Tell – Bring in an object that you can share/describe/interp your object

What's In A Title: Practice making up titles – Exercise in class

History of Interpretation

Introduce Site/Facility Analysis Assignment

Reading Assignment

      Tilden Text – Pages 1 -44

      Chapter Review – Chp. 2 Who Offers Interpretation?

      US Agencies Box 2.1, Pg 19

      Chapter Review – Chp. 20 Global Interpretation

      Chapter Review – Chp. 3 Values to Individuals & Society

      Quiz on Chapters 2, 20 and 3 available on Bb

Homework:

      Take interactive map quizzes online

      Map exercise https://online.seterra.com/en/vgp/3003 Interactive Exam

      Map exercise https://online.seterra.com/en/vgp/3188 Interactive Exam

https://online.seterra.com/pdf/us-states-map.pdf (blank) Use this to practice

https://online.seterra.com/pdf/us-states-map-labeled.pdf (labeled)

https://online.seterra.com/en/p/branches-geography (terminology)

Homework Continued or 2/2/24 :

      Visit USDA and DOI websites (addresses below). Be able to identify what each agency does and what the goals/objectives of each agency.

      https://www.usda.gov/our-agency/agencies

      https://www.doi.gov/bureaus

      https://www.tourwriter.com/travel-software-blog/membership-glossary/

      https://www.nps.gov/idp/interp/theprogram.htm

Class 3   2/1/24   ONLINE ZOOM MEETING

Chapter Review – Chp. 7- Serving Diverse Audiences

Person First Language for working with people with disabilities.

Homework:

Tilden Pages 53-68

Review these websites and associated links:
https://www.kinera.org/blog/people-first-language

Homework: Watch NAI Race, Social Justic, and Interpretation webinar:
https://www.interpnet.com/NAI/interp/Resources/Diversity__Equity____Inclusion_Resources/nai/_resources/DEI_Resources.aspx?hkey=c292ea6b-9ea3-49f4-8e6b-b1720f80adbc

Homework: Read National Recreation & Park Association (NRPA) Diversity Language document
Visit this website to access this document: https://www.nrpa.org/EquityLanguageGuide/

Homework: What is the difference between tolerance and understanding?
Watch this video and be prepared to discuss
https://www.learningforjustice.org/magazine/our-new-name-learning-for-justice

Quiz on Chapter 7 Available on Bb.

Topic for Interpretive Program due date 2/16/24

Class 4   2/8/24   ONLINE ZOOM MEETING

Chapter Review – Chp. 4 Values of Interpretation for Management

Chapter Review – Chp. 5 Guiding Principles of Interpretation

Homework:

Tilden Text – Pages 76 - 101

Read Forging Connections through Audience Centered Experiences (ACE) Workbook, NPS – Handed out in class***

Homework: Read Handles: A Compendium of Interpretive Techniques to Help Visitor Grasp Resource Meanings – Familiarize yourself with the terminology of interpretation file:///C:/Users/thech/OneDrive/Desktop/GMU%20SPRING%2024/Handles%20Update.pdf

P.O.E.T.R.Y. Model - Purpose, Organized, Enjoyable, Thematic, Relevant, You (the interpreter) Make the Difference

Cable & Beck's 15 Principles of Interpretation – Handout on Bb

Tilden's 6 Principles of Interpretation – Handout on Bb

Maslow's Hierarchy of Needs - – Handout on Bb

Quiz for Chapters 4 and 5 available on Bb.

Topic for Interpretive Program due date 2/15/24

Class 5   2/15/24   ONLINE ZOOM MEETING

Topic for Interpretive Program due date 2/15/24

Homework:

Tilden Text – Pages 112 - 133
Program Assumptions – Knowing your audience

Discuss program outlines – Land Acknowledgement, Tangibles, Intangibles, Universal, Call to Action, Theme – Subtheme

Conclusion – Restate your theme & Call to Action

Maslow's Hierarchy Applied - 8 elements

Manzanar Interpretive Presentation – Instructor Interpretation Sample Program

Manzanar Diverted: When water becomes dust (The Movie- hope we can get access to this film)

https://www.youtube.com/watch?v=RTLPqbqAufY   Movie discussion panel

Place Based Education

https://www.educationcorner.com/place-based-education-guide.html

Sense of Place

Authority of the Resource: https://lnt.org/authority-of-the-resource/

Class 6   **2/22/24**   ONLINE ZOOM MEETING

Program Outlines Due 2/22/24 - Draft

Homework: Final interpretative program written proposal due in person during 3/9 class before spring break

Tilden Text – Pages 138 - 166

Chapter Review – Chp. 8 Interpreting to the Masses

Chapter Review – Chp. 9 Personal Interpretation

Interpretation as a Profession

Chapter Review – Chp. 17 Training & Professional Growth, Pg 377 - 392

Chapter Review – Chp. 16 A Business approach to Interpretation

Quiz for Chapters 8, 9, 16 and 17 are available on Bb.

Resources from NAI Green Pages:

https://www.interpnet.com/NAI/interp/Resources/Interpreters_Green_Pages__Products___Services_/nai/_resources/Interpreters_Green_Pages.aspx?hkey=743662cd-0884-48b2-bac1-8724d2934bb8

Homework: Visit website of National Association of Interpretation
https://www.interpnet.com/

Class 7   **2/29/24** ONLINE ZOOM MEETING

Homework: Final interpretative program written outline due 2/29/24 Draft 2

Tilden Text – Pages 166 -187

Chapter Review – Chp. 19 Evaluating Interpretation

Quiz on Chapter 19 available on Bb.

Midterm Exam – Available on Blackboard   Due 3/14/24 at the beginning of class.

SPRING BREAK   **(No Class 3/7/24)**

Class 8   3/14/24   ONLINE ZOOM MEETING

MIDTERM EXAM DUE: Interpreting Our Heritage – Take home final exam due via email to instructor no later than the beginning of class.

Chapter Review – Chp. 14 Interpretation & the Written Word

Chapter Review – Chp. 18 Interpretive Planning

Notes from Leftridge, Alan (2006). Interpretive Writing (See PPT Notes on Bb)

Quiz for Chapters 14 and 18 available on Bb.

Receive feedback on interpretive program outline. Revisions due 3/21/24

Class 9   3/21/24   IN PERSON CLASS

Chp. 10 Arts in Interpretation

Chp. 11 Museums and Visitors Center -

Chp. 12 Exhibits

Quiz for Chapters 10, 11 and 12 available on Bb.

Receive feedback on interpretive program outline. Revisions due 3/28/24

Class 10   3/28/24   ONLINE ZOOM MEETING

Chp. 13 Trails and Byways – Katy Trail Case Study

Chp. 15 Intepreting History

Quiz for Chapter 13 and 15 available on Bb.

Receive feedback on interpretive program outline. Revisions due 4/4/24

Class 11   4/4/24   ONLINE ZOOM MEETING

ONE ON ONE INTERP PROGRAM ASSISTANCE DURING CLASS – BY PHONE –

NO LECTURE ON THIS DAY! We will all gather via Zoom for the first 10 minutes of class. I will make generalized statements. Once I start calling individuals according to scheduled times, you may drop off Zoom. Be sure to join the zoom at your designated time.

Class 12   **4/11/24**   **ONLINE ZOOM MEETING**

Chapter Review – Chp. 21 The Bright Future of Interpretation

Quiz for Chapter 21 available on Bb.

Eppley course Due 4/18/24

Assignment: You may pick one of the following courses. You do not need to pay for a course as two are free and two are not.

https://mylearning.nps.gov/training-courses/design-elements-in-interpretive-media-self-study-ecourse/   Free

https://provalenslearning.com/national-association-for-interpretation/social-media-and-interpretation $59.00

https://provalenslearning.com/essential-elements-of-interpretive-writing $59.00

https://provalenslearning.com/catalog/seo_sitemap/product/?p=4 Free

Class 13   **4/18/24**   **SELF DIRECTED STUDY -NO IN PERSON CLASS**

ATTEND INTERP PROGRAM IN LIEU OF CLASS TODAY: Visit a site and take part in an interpretive program. Evaluate program using rubric. This is the same rubric that will be used to evaluate your interpretive program. Write up your experience and mark rubric. You must include the location, time, date and name and title of the program you attended.

INTERP PROGRAM Visit Review – Be prepared to make a short presentation to classmates using PowerPoint DUE ON 4/25/24. Be sure to include a copy of your executed rubric. Make specific recommendations for any improvements to the interpretation presentation you experienced …what would you have added, removed, how would you have engaged the audience differently, and what take aways did you receive and what recommendations would you make for a future presentation.   Be sure to include your observations and recommendations in your presentation (5 minutes max).

TAKE HOME FINAL EXAMINATION – Exam to be distributed on Blackboard on 4/18/24 7 due on 5/7/24.

Class 14   4/25/24   **IN PERSON CLASS**

Interp Program Visit Review – 5 minutes max

FINAL INTERPRETIVE PRESENTATIONS – 15 minutes max!

NO CLASS ON MAY 2, 2024 – FINAL EXAMS BEGIN 5/1/2024

Class 15   5/7/24 **PRESENTATIONS & EXAMINATION** **IN PERSON CLASS**

FINAL INTERPRETIVE PRESENTATION -15 minutes max!

FINAL EXAMINATION – Your final exam may be turned in any time before the end of class via email. The final examination in this course is schedule for the regularly scheduled time…

EXCEPT

WE ARE MEETING ON TUESDAY!!!! 5/7/24. This class period can be used to make up presentations should you be asked to represent your interpretive program. You will be notified if this applies to you prior to this class.

Agency Analysis Presentation Assignment & Interpretation Site Evaluation Presentation Rubric. The following grading rubric will be used to evaluate these assignments.

Item	Excellent 91-100 pts	Satisfactory 81-90 PTS	Satisfactory Needs Improvement 71-80 pts	Unsatisfactory 70 – LESS PTS
Presentation Organization **(50 pts)**	Presentation was well coordinated, professional, and presented in a coherent manner. Demonstrated deep dive into topic. Use of first person research.	Moderately coordinated, standard dive into topic taken from websites. Met minimum requirements for presentation, use of standard presentation platform . No first person research but contact information provided.	Presentation was presented in a less than coherent manner. Poor use of presentation platform. Minimal dive into topic. No first person research or contact information shared.	Presentation lacked cohesion, was choppy, and/or lacked content and professional presentation. No first person research or contact information shared.
Presentation Content **(50 pts)**	Presentation includes responses to all criteria in a clear and complete manner, excellent resources, 5 or more citations, proper use of citation. Good use of graphics and/or photographs and embedded video. More than 3 resources cited to share with classmates.	Presentation has gaps in content or lacks more than 2 response to criteria for assignment. Minimal use of graphics or photographs and no video content. Minimum (3) resources cited to share with classmates.	Presentation is missing responses to more than 3 of the criteria or less than 3 citations. No use of graphics, photographs or video content. Less than 3 resources cited to share with classmates.	Presentation is missing responses 3 or more of the criteria and/or the information is not clear and complete. Lacked proper citation for reference materials No use of graphics, photographs, or embedded video. No resources cited to share with classmates.
	TOTAL			

INTERPRETIVE PRESENTATION EVALUATION RUBRIC

This is the rubric that will be used to evaluate your final interpretive program. If your presentation is determined to "Need Significant Work", you will be given the chance to improve your presentation and represent to the instructor privately at a time to be determined prior to the final examination in this course.

You will have a total of 10 – 12 minutes for your presentation (including Q & A). Your presentation should be no less than 8 minutes in length. You will be given the criteria for your presentation "Presentation Outline" during class as well as posted on Blackboard.

Area of Interest	Needs Significant Work (D)	Shows Potential (C)	Meets/Exceeds Expectations (B)	Professional Level Program (A+)	Comments
Purposeful	Program seems without purpose related to mission of organization or individual	Program clearly supported mission of organization or individual	Program suggested or implied future thought or action be taken	Program provoked and inspired future action related to purpose and mission	
Organized	Did not provide intro or conclusion: wandered from main idea	Intro and/or conclusion week or missing, stayed on theme	Intro/body/conclusion clearly provided but lacking transition and/or didn't restate theme	Intro included statement of theme, body and clear transitions; conclusion included restatement of theme	
Enjoyable	Did not address multiple senses, utilized only one interpretive technique	Found ways to incorporate more than one sense, used at least two interpretive techniques	Included hands-on activity or other technique to involve the audience; clearly engaged some audience members	Actively engaged audience in a variety of interpretive techniques with position audience reaction	

Thematic	Had no discernable theme	Theme was apparent but vague or weak	Used more than one relevant example that appeared to engage the audience	Asked questions and clarified material to make it more relevant as needed: included at least one universal concept	
Relevant	Did not engage the audience in any meaningful way	Attempted to engage audience with at least one relevant example	Used more than one relevant example that appears to engage the audience	Ask questions and clarified material to make it more relevant as needed; included at least one universal concept	

Presenter	Completely disengage from audience; no eye contact, smile, voice command, poor body language	Maintained eye contact and was clearly heard by audience, fair body language	Spoke with enthusiasm in a friendly, interesting way. Good eye contact and volume, smiled, good body language	Fully engaged with audience, aware of audience reactions and responded appropriately. Strong, confident delivery of presentation	
Overall Impression	Unmotivated or unable to grasp and present material	Shows potential for improvement with more practice	Clearly understands the concepts of interpretation, good presentation skills	Excellent demonstration of concepts presented. Excellent presentation skills. Demonstrates creativity.	

Courtesy of NAI

Interpretive Resources*

The International Ecotourism Society https://ecotourism.org

https://the-international-ecotourism-society.teachable.com/p/creating-memorable-guest-experiences-through-interpretation

https://ecotourism.org/news/ties-announces-ecotourism-principles-revision/

https://www.tieseurasia.com/news/ties-announces-ecotourism-principles-revision-8

https://www.tieseurasia.com/news/the-state-of-ecotourism-7

Moving Historical Interpretation Forward – The International Conference on Heritage Inperpretation
https://aaslh.org/moving-historical-interpretation-forward-the-international-conference-on-heritage-interpretation/

Interpret Europe
https://interpret-europe.net/

Association for Heritage Interpretation – United Kingdom
https://ahi.org.uk/

Interpreting Cultural Heritage Australia (Article)
https://www.jstor.org/stable/3377007

Managing Cultural Heritage in Australia
https://www.achm.com.au/?gclid=CjwKCAiAxJSPBhAoEiwAeO_fP2RkWGt2bBLJhaAmwHC6eWSHhUPWhO01MejWwtNU9aB7vZVO4k9RUBoC2UAQAvD_BwE

Interpreting Cultural Heritage in Spain (Article)
http://eurogeojournal.eu/articles/Minguez_EJG-photos_FINAL.pdf

General/Overview/Examples Interpretation Handbook and Standard – Distilling the Difference – New Zealand Department of Conservation

http://www.doc.govt.nz/documents/about-doc/role/policies-and-plans/interpretation-handbook-complete.pdf
A complete handbook to all aspects of interpretation

Telling Our Stories – An Interpretation Manual for Our Heritage Partners

http://www.lancastercountyplanning.org/documentcenter/home/view/134Although initially developed for heritage tourism partner organizations in York, PA, this manual is a great resource for creating effective interpretation

Heritage Interpretation – Flipboard
Successes. Ideas. Implications. If it relates to heritage interpretation, from programming to planning – find it here:

https://flipboard.com/@kiwigalatheart/heritage-interpretation-f60hu2asz

Canopy Tours Offer New Income Opportunity to Small Family Forester

https://foreststewardshipnotes.wordpress.com/2013/06/13/canopy-tours-offer-new-income-opportunity-to-small-family-forester/
An example of how interpretation can add to your product mix

Best Practices – National Association for Interpretation (US) – Standards and Practices

http://www.interpnet.com/NAI/interp/About/About_Interpretation/Standards_Practices/nai/_resources/Standards___Practices.aspx?hkey=24e8411c-bed5-43a6-a55f-ecc7251b000fFour PDF documents on best practices in Academic Curriculum for Interpreters, Interpretive Methods, Interpretive organizations, and Interpretive Planning

Interpretive Planning California State Parks Interpretive Planning Workbookhttp://www.parks.ca.gov/pages/735/files/interpplanningworkbookweb2013.pdfThis manual developed for the California State Park system is a good model for interpretive planning albeit from a park/natural resource perspective.

Audiences Heritage Interpretation for Senior Audiences – Interpret Europe

http://www.interpret-europe.net/fileadmin/Documents/projects/HISA/HISA_handbook.pdf

Interpretive Training

National Association for Interpretation (NAI) Certification Program

http://www.interpnet.com/NAI/interp/Certification/nai/_certification/NAI_Certification.aspx?hkey=0c08ac07-c574-4560-940f-82fba3a22be9

NAI provides a variety of training courses that provide certification in several areas of interpretation

U.S. National Park Service Interpretive Development Program – Interpreter and Planner

http://www.nps.gov/idp/interp/theprogram.htm

This NPS website illustrates the agency's approach to training all staff with some kind of interpretive responsibilities – note course in New Interpreter, Experienced Interpreter and Interpretive Supervisor.

Interpretive Media and Exhibits Development Interpretive Planning for Mobile Technology

http://www.2015.publicgardens.org/sites/default/files/student%20presentation_interpretive%20planning%20for%20mobile%20technology_%20van%20de%20water.pdf

A PPT presentation (in PDF format) of a graduate student's research in planning for mobile technology in a public garden setting

U.S. National Park Service Interpretive Media Developmental Worksheet www.idp.eppley.org/IDP/sites/default/files/MediaISwksheet.doc A good summary of basic design principles and evaluation techniques for interpretive media

Guides and Guiding TED Talks – Does body language help a TED Talk go viral? 5 nonverbal patterns from blockbuster talkshttp://blog.ted.com/body-language-survey-points-to-5-nonverbal-features-that-make-ted-talks-take-off/?utm_campaign=social&utm_medium=referral&utm_source=facebook.com&utm_content=ted-blog&utm_term=business

Best Practices – National Association for Interpretation (US) – Standards and Practiceshttp://www.interpnet.com/NAI/interp/About/About_Interpretation/Standards_Practices/nai/_resources/Standards___Practices.aspx?hkey=24e8411c-bed5-43a6-a55f-ecc7251b000fFour PDF documents on best practices in Academic Curriculum for Interpreters, Interpretive Methods, Interpretive organizations and Interpretive Planning

Interpretive Planning California State Parks Interpretive Planning Workbookhttp://www.parks.ca.gov/pages/735/files/interpplanningworkbookweb2013.pdf This manual developed for the California State Park system is a good model for interpretive planning albeit from a park/natural resource perspective.

*Modified from Cascade Interpretive Consulting, LLC

https://mylearning.nps.gov/library-resources/tildens-six-principles-ace/

The History of Meaning Making

In his 1957 book *Interpreting Our Heritage*, Freeman Tilden tried to define the craft of interpretation: "Heritage interpretation is an educational activity," he wrote, "which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information." To help interpreters make those meanings, he defined six principles of interpretation:

1. Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.
2. Information, as such, is not Interpretation. Interpretation is revelation based upon information. But they are entirely different things. However all interpretation includes information.
3. Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree teachable.
4. The chief aim of Interpretation is not instruction, but provocation.
5. Interpretation should aim to present a whole rather than a part and must address itself to the whole man rather than any phase.
6. Interpretation addressed to children (say up to the age of twelve) should not be a dilution of the presentation to adults but should follow a fundamentally different approach. To be at its best it will require a separate program.

For the past 50 years, Tilden's principles have remained useful to interpreters across the world. Even the roots of the newest interpretive revolution in audience-centered experience reach back to Tilden's definition of the craft.

15 Interpretation Principles.

1. To spark an interest, interpreters must relate the subject to the lives of visitors.

2. The purpose of interpretation goes beyond providing information to reveal deeper meaning and truth.

3. The interpretive presentation -as a work of art- should be designed as a story that informs, entertains, and enlightens.

4. The purpose of the interpretive story is to inspire and to provoke people to broaden their horizons.

5. Interpretation should present a complete theme or thesis and address the whole person.

6. Interpretation for children, teenagers, and seniors-when these comprise uniform groups should follow fundamentally different approaches.

7. Every place has a history. Interpreters can bring the past alive to make the present more enjoyable and the future more meaningful.

8. High technology can reveal the world in exciting new ways. However, incorporating this technology into the interpretive program must be done with foresight and care.

9. Interpreters must concern themselves with the quantity and quality (selection and accuracy) of information presented. Focused, well-researched interpretation will be more powerful than a longer discourse.

10. Before applying the arts in interpretation, the interpreter must be familiar with basic communication techniques. Quality interpretation depends on the interpreter's knowledge and skills, which should be developed continually.

11. Interpretive writing should address what readers would like to know, with the authority of wisdom and the humility and care that comes with it.

12. The overall interpretive program must be capable of attracting support -financial, volunteer, political, administrative- whatever support is needed for the program to flourish.

13. Interpretation should instill in people the ability, and the desire, to sense the beauty in their surroundings-to provide spiritual uplift and to encourage resource preservation.

14. Interpreters can promote optimal experiences through intentional and thoughtful program and facility design.

15. Passion is the essential ingredient for powerful and effective interpretation-passion for the resource and for those people who come to be inspired by the same.

Reproduced from: Beck, Larry and Ted Cable, 1998, Interpretation for the 21st Century. 242pp