



COURSE OUTLINE: NRT021 - PARK INTERPRETATION

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	NRT021: PARK INTERPRETATION				
Program Number: Name	1120: COMMUNITY INTEGRATN				
Department:	C.I.C.E.				
Semesters/Terms:	18F				
Course Description:	This hands-on course provides students with the skills and knowledge to work as heritage interpreters at national, provincial and municipal parks, and as interpretive guides in the ecotourism industry. Course material highlights the integral role of heritage interpretation in park management and developing environmental awareness. Effective planning and oral communication skills are stressed as students complete practical assignments in personal and non-personal interpretation. Students are encouraged to explore traditional and emerging techniques in interpretation for various audiences, including children, adults and New Canadians. Evaluation is based on the delivery of short interpretive programs in class and in the field and in the development of a multi-media interpretive eco-guide for outdoor adventurers. This course will be delivered through a combination of in-class lectures, guest lectures and workshops in the field.				
Total Credits:	3				
Hours/Week:	3				
Total Hours:	45				
Prerequisites:	There are no pre-requisites for this course.				
Corequisites:	There are no co-requisites for this course.				
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
Course Evaluation:	Passing Grade: 50%, D				
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1		
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	1. Discuss the meaning of the term "park interpretation" and the role of interpretation in park settings.	1.1 Define heritage interpretation. 1.2 Describe how interpretation works in the field. 1.3 Explain the challenges and benefits of environmental education. 1.4 Understand the relationship between interpretation and environmental awareness in a historical and contemporary context.
	Course Outcome 2	Learning Objectives for Course Outcome 2
	2. Understand and apply various methods of natural heritage interpretation for different audience types, including children, adults and New Canadians.	2.1 Analyze Freeman Tilden's six principles of interpretation. 2.2 Discuss the advantages and disadvantages of personal vs. impersonal interpretation. 2.3 Assess and critique examples of impersonal interpretation. 2.4 Explain the relevance of identifying the audience (i.e., age, culture) in developing interpretive materials.
	Course Outcome 3	Learning Objectives for Course Outcome 3
	3. Plan and deliver effective interpretive presentations, including oral communication, written material and other media.	3.1 Identify and address the needs of the audience. 3.2 Write a clear, concise theme statement. 3.3 Research the theme and structure oral and written presentations. 3.4 Demonstrate appropriate level of enthusiasm. 3.5 Deliver the presentation in a clear, confident, professional manner.
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Demonstrate clear, concise and appropriate written, spoken and visual communication skills in preparing and delivering lessons in natural or cultural history.	4.1 Synthesize and explain information and concepts using oral, written and visual means. 4.2 Tailor communication to the audience. 4.3 Spontaneously introduce and explain natural and cultural concepts as they arise while leading a guided tour. 4.4 Respond to participants' questions in a knowledgeable and effective manner.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Research, design and prepare a multi-media eco-guide for self-guided adventure travelers or ecotourists at a specific natural or historic site.	5.1 Choose an appropriate theme and supporting topics. 5.2 Storyboard an effective and creative final product for a mature (i.e. adult) audience. 5.3 Use text, graphics and charts to create an effective product that engages the audience and encourages a heightened sense of awareness (environmental, historical, etc.).

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Eco-guide	20%	
Eco-guide plan	10%	
Field Camp Interpretive Opportunities	10%	
Participation and Attendance	10%	
Presentation	10%	
Spot Interpretation in the Field	20%	

Test	10%	
Trail sign	10%	

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student



6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

August 27, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

