

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE


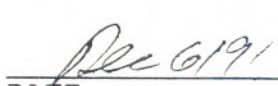
COURSE TITLE: PARK INTERPRETATION

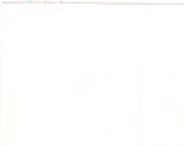
CODE NO.: FOR 309-5 SEMESTER: 5

PROGRAM: FORESTRY

AUTHOR: DERROLL MURPHY

DATE: DECEMBER 1991 PREVIOUS OUTLINE DATED: JUNE 1989

APPROVED:  DEAN  DATE



PARK INTERPRETATION

FOR 309-5

COURSE NAME

COURSE NUMBER

TOTAL CREDIT HOURS: 80

PREREQUISITE(S): None

I. PHILOSOPHY/GOALS:

This course emphasizes the study of the arts of human motivation and communication to ensure public understanding of natural phenomena and the optimal role of man in nature. Planning and design of audio-visual presentations and interpretation facilities such as nature trails, amphitheatres and visitor reception centres.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Carry out any of the duties normally assigned to a naturalist in a park.
2. Identify the role of park management in Visitor Services Operations.
3. List and compare different methods of park and recreation promotion.
4. Compare interpretation in National Parks, Provincial Parks, Private Parks and Conservation Authorities.
5. Use their knowledge of flora, fauna, geology etc. to prepare and present interpretive programs.

III. TOPICS TO BE COVERED:

1. The role of the Interpreter.
2. Historical interpretation.
3. Cultural interpretation.
4. Using audio visual techniques.

PARK INTERPRETATION

FOR 309-5

COURSE NAME

COURSE NUMBER

IV. LEARNING ACTIVITIES:

REQUIRED RESOURCES:

1. Explain differences between interpretation and education.
2. Carry out any of the duties normally assigned to a naturalist in a park including:
 - a) Operation and trouble shooting of audio-visual equipment including repair of cassette and film tapes. 35mm proj.
16mm proj.
camcorder
 - b) Preparation of nature and hiking trail brochures. 35mm camera & film
snowshoes
 - c) Preparation of exhibits and displays of several different types.
 - d) Preparation and presentation of slide shows.
 - e) Planning and leading of a guided hike.
 - f) Conducting of a campfire program.
 - g) Conducting an evening amphitheatre program.
 - h) Campsite visitation and instructing others in techniques of campsite visitation.
 - i) Conducting an outdoor recreation skills program.
3. Identify common flora and fauna found in Ontario parks.
4. Explain advantages and disadvantages of leaflet, sign in place, and audio trails.
5. Describe how Park Management and Visitor Services can cooperate on park signing both administrative and interpretive.
6. Design effective signs both administrative and interpretive.
7. List advantages of roving interpretation.
8. Discuss basic techniques used in interpretation for children.
9. Discuss winter interpretation under:
 - Trends
 - Results of experiments in interpretation for skiers

PARK INTERPRETATION

FOR 309-5

COURSE NAME

COURSE NUMBER

IV. LEARNING ACTIVITIES: (cont'd)

REQUIRED RESOURCES:

10. Discuss vandalism in parks under:
 - Causes
 - Framework for dealing with vandalism
11. Explain how to carry out a successful guided canoe hike.
12. List habits and typical habitat of nuisance animals in a park.
13. Explain the role of visitor Services in Provincial parks.
14. Discuss National Parks under:
 - History
 - Interpretation
 - Scientific uses
 - Park pressures
 - Nature preservation
15. List process for planning a nature centre including how to develop funding.
16. Give problems with planning for a Historical Reconstruction.
17. Answer typical layman questions on trail layout and construction.
18. List interpretive aids commonly used on guided hikes.
19. Give a talk and properly assess the audience's comprehension level, cope with distractions, follow a theme, use techniques for relaxation, creating interest, and evaluating feedback.
20. List the qualities they would look for in hiring an interpreter.
21. Explain the three dimensions of interpretation.

PARK INTERPRETATION

FOR 309-5

COURSE NAME

COURSE NUMBER

IV. LEARNING ACTIVITIES: (cont'd)

REQUIRED RESOURCES:

22. Relate the provincial Visitor Services theme and list major advantages of using themes.

23. Describe in detail at least three areas where Visitor Services and Park Management can successfully co-operate.

24. Plan, assemble and present a slide tape show.

25. Explain the major happenings of this area in the geological past.

26. Explain formation of igneous, metamorphic and sedimentary rocks.

27. Explain the rock cycle.

PARK INTERPRETATION

FOR 309-5

COURSE NAME

COURSE NUMBER

V. EVALUATION METHODS:

Lectures and slide tests	25%
Guided hike and brochure trail	15%
Progress report of major project	5%
Major project	20%
Detail report on major project	5%
Short projects	20%
Attitude and participation	10%

Pass will be 55%

B 70%

A 85%

VI. REQUIRED STUDENT RESOURCES: (Suggested)

Sharpe G.W.: 1976 Interpreting the Environment, John Wiley & Sons, New York.

Grater R.K.: 1976 The Interpreter's Handbook, Southwest Parks & Monuments Association.

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION:

Peterson R.T.: Field Guide to the Birds, Houghton Mifflin, Boston.

Peterson R.T.: Field Guide to the Mammals, Houghton Mifflin, Boston.

Booth E.S.: 1970 How to Know the Mammals, Brown W. C., Iowa.

Patterson F.: 1977 Photography for the Joy of It, Van Reinhold, Toronto.

Lewis W.J.: 1980 Interpreting for Park Visitors, Eastern Acorn Press.

Roulet N.T.: (Ed) 1980 Studies in Snow and Ice, Trent University, Peterborough.

Alexander Allen: 1983 An Interpretation Programme for Cross-Country Skiers in Gatineau Park, National Capital Commission, Ottawa.

PARK INTERPRETATION

FOR 309-5

COURSE NAME

COURSE NUMBER

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY
BOOK SECTION: (cont'd)

Canadian Wildlife Service Symposium, 1970 More Effective Communication, Dept. of Indian Affairs & Northern Development, Ottawa.

Brockman C.F.: Merriam L. C.: 1979 Recreational Use of Wild Lands, McGraw Hill.

Association of Interpretive Naturalists Workshop: 1980 AIN80 Program Papers, Association of Interpretive Naturalist, Dermood, M.D.

MacFarlane John: (Ed) 1981 Bibliography of Canadian Heritage Interpretation. Interpretation & Visitor Services Division, Parks Canada.

Marsh John S.: (Ed) 1981 Bibliography of Canadian Heritage Interpretation. Interpretation & Visitor Services Division, Parks Canada.

Association of Canadian Interpreters Workshop, 1978, Interpretation for Children of all Ages, Association of Canadian Interpreters, Ottawa.

Kordish R.J.: Graham F.: The Community Nature Center 1600 National Audubon Society.

Canadian wildlife Service 1981 Final report of the Research & Development of Computer Software for the Evaluation of Interpretive Programs at Wye Marsh Wildlife Interpretation Centre, Sage Consultants, Ottawa.

Edwards Yorke: 1979 The Land Speaks. The National & Provincial Parks Association, Toronto.

Tilden Freeman: 1957 Interpreting Our Heritage, University of North Carolina Press, Chapel Hill.

Canadian Interpreters Workshop: 1975 Program Papers, Brandon Manitoba.

PARK INTERPRETATION

FOR 309-5

COURSE NAME

COURSE NUMBER

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY
BOOK SECTION: (cont'd)

Pukaskwa National Park: 1978 Information, 58pp Parks Canada.

Pukaskwa National Park: 1978 Provisional Master Plan, Planning & Development Division, Parks Canada.

Jensen C.R.: Thorstenson C.T.: 1972 Issues in Outdoor Recreation, Burgers Publishing, Minnesota.

U.S. Dept. of Agriculture: 1979 Backpacking 52pp. U.S. Government Printing Office, Washington.

Charlton W.H.: (Ed) 1975 M.N.R. Visitor Services Seasonal Manual, Parks Division, M.N.R., Toronto.

Files R.T.: Naturalists Notes 27pp. Forest Service U.S. Dept. of Agriculture.

Horn E.L.: Talk Tips 31pp. Forest Service U.S. Dept. of Agriculture.

Trends Magazine: April-June 1975, Trends in Environmental Education, National Park Service Washington.

Trends Magazine: April-June 1974, Trends in Interpretation, National Park Service Washington.

Wagar J.A.: 1976 Cassette Tapes for Interpretation, Pacific Northwest Forest & Range Experimental Station, Orgeon.

Wagar J.A.: 1972 The Recording Quizboard, Pacific Northwest Forest & Range Experiment Station, Orgeon.

Boulanger F.D.: Smith J.P.: Educational Principles & Techniques for Interpreters, Pacific Northwest Forest & Range Experiment Station, Oregon.

Shomon J.J.: A Nature Center for Your Community, National Audubon Society, New York, New York.

PARK INTERPRETATION

FOR 309-5

COURSE NAME

COURSE NUMBER

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY
BOOK SECTION: (cont'd)

Dick, R.E.: Myklestad E.: Wagar J.A.: Audience Attention as a Basis for Evaluating Interpretive Presentations, Pacific Northwest Forest & Range Experiment Station, Oregon.

Nanni C.: Interpretive Thesis, Lakehead University, Thunder Bay, Ontario.

Shomon J.J.: (Ed) 1968 Manual of Outdoor Interpretation National Audubon Society, New York, New York.

Planning & Producing Slide Programs: 1975 69pp. Pub. No. S-30, Kodak Motion Picture and Audio-visual Markets Division, Rochester, New York.

Ministry of Natural Resources, Visitor Services Notes, Queen's Printer Ontario

VIII. SPECIAL NOTES:

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.