

Spring 2018

ESPM 4811/5811 (Revised 1/16/18)
Environmental Interpretation
Section 001

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Office Hours: 2-4 p.m. Tuesdays

Course Designed For: ESPM/PPAM/NRSM students interested in environmental education/interpretation/museum studies/communication.

Credit: 3 credits, meets one time each week for 3 hours (Tuesdays)

Time: 5:10 - 8:10 p.m., Room 19 Green Hall

Prerequisites: Junior Standing or permission from the instructor – ESPM 1001 ESPM 2401 Environmental Education, Outdoor Recreation, Science Ed.

Course Level: 4811/5811 (Upper level & graduate students)



NAI's Certified Interpretive Guide: <http://www.interpnet.com/nai/docs/CIG-Flyer.pdf>
(International recognized certificate, costs and additional \$125.00 and is good for 4 years) (CIG012417C)
https://www.interpnet.com/nai/nai/_events/Event_Display.aspx?EventKey=CIG012417C

COURSE OBJECTIVES

This course is designed to be an introduction to the broad field of Environmental Interpretation, Communication Theory, Visitor Information Services (VIS), and External Affairs/Information and Education. Upon completion of this course, a student should:

1. Understand the definitions, role and scope of interpretation, VIS, and External Affairs/I & E.
2. Understand basic human communication theory as it applies to Environmental Interpretation.
3. Understand the differences between audiences and/or users of interpretive services.
4. To distinguish between interpretive techniques based on their advantages/disadvantages.
5. Qualify for the NAI's Certified Interpretive Guide (CIG) program.
6. Based on the above, be able to plan effective communication strategies and services.

TOPIC DESCRIPTIONS

1. **Principles and Concepts:** Interpretation principles and communication concepts will be introduced. Techniques to influence, educate, and entertain audiences will be discussed. Basic communication principles will be stressed.
2. **Audience and Setting Analysis:** The purpose, to better understand communication strategies for given audiences will be discussed. Techniques of audience analysis will be incorporated.
3. **Visitor Learning:** Understand how visitors learn in a recreation setting. Motivating visitors will be discussed along with changing visitor behavior.

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4. **Message Formulation/Media Selection:** Setting goals and objectives for communications; theme development from goals and objectives; choosing appropriate cost-effective media for conveying messages will be emphasized.
5. **Personal Walks/Talks:** Interpretive walks and talks will review techniques and skills needed to be effective in getting across one's message. Support materials found in an interpreter's knapsack will be included.
6. **Media Technology and Application:** PowerPoint, web based, slides, overhead projection, and recordings will be the focus. Application of communication principles will be explored.
7. **Visual Media e.g., Exhibits:** Display themes, types and functions will be investigated. Application and mockups will be reviewed to fully understand the principles associated with communication in recreational settings.
8. **Graphic Media:** The use of pictures, graphs with text in the layout of a publication will be emphasized. Pamphlet layout, one page flyers, posters, and bulletin boards will provide hands-on experience for the students.
9. **Theme Development:** used for both personal and non-personal communication.
10. **Signage:** Position and purpose can determine the size, time scale, aesthetics, and overall effectiveness. Type, point size, style, will be matched with intent and purpose.
11. **Historical & Cultural Interpretation:** getting the story correct will be emphasized.
12. **Evaluation:** How to evaluate interpretive programs, audiences, exhibits, displays and trails will be discussed with pros and cons for each method.

Text

1. The Interpreter's Guide Book: Techniques for programs and presentations Fourth Edition by Jim Buchholz, Brenda Lackey, Michael Gross, Ron Zimmerman (All)
2. Personal Interpretation: Connecting your audience to heritage resources Third Edition by Lisa Brochu & Tim Merrimann (All)
3. Interpretation: Making a difference on purpose by Sam Ham (CIG and Grad students)
4. Certified Handbook and Study Guide Training workbook by Lisa Brochu & Tim Merriman; All Register yourself for the class, if you want the CIG, pay \$125 for the course.
https://www.interpnet.com/nai/nai_events/Event_Display.aspx?EventKey=CIG012417C

Grading

Grades will be based on projects, in class exercises, quizzes, topic paper and exams.

<u>Class Exercises</u>	<u>Points</u>	<u>% of Grade</u>	<u>Grading Scale</u>	
Define Interpretation	10	3		
Interpretive Principles (Provocation)	10	3	4.0	300-270
Objectives/Audience	10	3	3.5	269-240
Exhibit Analysis	10	3	3.0	239-210
Interpretive Talk	30	10	2.5	209-180
Topic Paper	30	10	2.0	179-150
Information Systems Project	50	17	1.5	149-120
Exam(s)	100	34	1.0	119-90
Hands-on Activity (3)	<u>50</u>	<u>17</u>		
	300	100%		

Class Attendance

- Attendance is not taken but class exercises, blogs and quizzes cannot be made up unless previous arrangements have been made (let me know if you cannot make it to class).
- Be prepared to discuss readings, concepts, and principles in each class.
- One class will be held at a Museum or Visitor's Center where attendance will be taken.

Class Norms and Behaviors

1. Get to know yourself. Get to know others. Let others know you. Have some fun learning in class and in other free-choice settings.
2. Participate. Do the very best you can. Be involved. Contribute in various ways. Be playful, thoughtful and emotional about the subject matter. Step out of your comfort zone.
3. Understand and become comfortable with the processes of change. Know your attitudes about and role in making change. We are all "change agents"!
4. Commit yourself to becoming a self-directed learner and to discovering and establishing your own working philosophy of interpretation. Establish a self-directed style of continuous learning and unlearning. Identify, acknowledge and understand your values and beliefs and their origins. Plan to study all that contrasts with what you believe, all that leaves you with questions and uncertainty, and all that makes you feel less than comfortable. Know what you are now. Compare this to other ways of being. Envision how you may be an effective communicator.
5. Contrast is one of the most powerful educational environments. Diversity is a powerful basis for creativity. If you don't agree with something you hear or read in this class, or if you can enhance something presented by an author, one of your classmates or me, collect your thoughts and express a contrasting or enhancing view. Provide any kind of knowledge you have to offer (intuitive, empirical scientific data, experiential wisdom, indigenous knowledge etc.). Present your view with respect and pride. Celebrate, respect and embrace the diversity of opinion and belief that we find in our group.
6. Don't forget, we are ALL learners here. Bring "gifts" of interpretative examples, knowledge, wisdom and/or art to class. Bestow upon us a poem, an article, a picture, a reference, a story or whatever you find that will add to our collective learning.

Topic Paper

Paper length is five (5) pages plus at least five (5) references. Two options for this paper will be available: One will be to observe visitors at a site or event and describe what you are seeing and why. (Could relate to the book, "The Museum Experience" on hold in the library). The second option will be to write on one of the class topics a more in-depth analysis about visitors.

Suggested topics are:

- How can visitors learn in a free choice setting?
- What are visitors' needs and how can they be met?
- What does the number seven (7) have to do with learning?
- What is the attracting and holding power of an exhibit?
- Why separate populations visiting an exhibit into two groups?

Paper due: March 20th in class (If late, 2 points will be taken off for each class day M-F)

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Graduate Students will be responsible for everything in this syllabus plus additional readings, a more developed topic paper, 10 pages, (which demonstrates your understanding of research and its application) and playing a leadership role in the Information Systems Project. Plan to also make a presentation on readings from Free-Choice Learning and the Environment to the class. Meet biweekly with the instructor at the end of class.

OTHER EXPECTATIONS

It is expected that students will...

- ...conduct themselves as professionals in the field of Environmental Interpretation (off-site visits)
- ...submit course assignments on time as specified by the course syllabus. Late assignments will be penalized after the due date, 2 each day.
- ...use full reference citations, **American Psychological Association** standards in their written work.
- ...maintain a respectful classroom environment.
- ...use inclusive language in speaking and writing.
- ...raise relevant questions and contribute relevant observations.
- ...be responsible for text content and other readings on Moodle and in the syllabus.
- ...practice good and constructive group participation methods and behaviors.
- ...treat information shared in class with respect and sensitivity.
- ...interact with each other in an open, honest, and sensitive way.
- ...meet other expectations as requested by the instructor and class members.

STUDENTS WITH DISABILITIES/UNIQUE NEEDS

It is a University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact Disability Resource Center and their instructors for a confidential discussion of their individual need for academic accommodations. Disability Resource Center is located in Suite 180 McNamara Alumni Center, 200 Oak Street. University DRC staff can be reached by calling 612-626-1333 voice or TTY. It is expected that students who have specific needs related to a disability or other matters will discuss accommodations with the instructor during the first day of class.

Student Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

SCHOLASTIC MISCONDUCT

Scholastic misconduct is defined broadly by the University of Minnesota as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student’s work.” Students who participate in any of these activities will receive an F grade in this class and will be subject to University disciplinary action.

SEXUAL HARASSMENT

University policy prohibits sexual harassment as defined in the May 17, 1984 policy statement. Copies of this policy statement on sexual harassment are available at 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.

INCOMPLETES

A grade of I (incomplete) will not be assigned except in the case of documented emergency. If an incomplete is deemed appropriate, the student will prepare a written contract indicating what will be done to make up the incomplete and when the incomplete will be made up. If the assignments are not turned in as agreed to in the contract, a grade of zero will be submitted for that assignment, then final grade for the course will be determined and that grade submitted.

LATE ASSIGNMENTS

Late assignments will be penalized points up to one letter grade per 24 hours past the due date starting with the date/time the assignment is due. (2 points per day)

MAKE-UP EXAMINATIONS/ASSIGNMENTS

There will be no make-up examinations/assignments except in the case of an officially documented emergency. Extra work to raise a grade is not permitted by University policy.

INCLUSIVE LANGUAGE

It is imperative in this class, as well as being important in any education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups. Gender inclusiveness means that usage such as “he” and “man” as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one’s habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. “workers...they,” rather than “worker...he”), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., “people” rather than “mankind”). Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are white U.S. citizens. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected.

Class	Readings/Work
<p><u>WEEK 1: JANUARY 16</u> Introduction/<i>What is Interpretation?</i> Introduction of Students Tool Kit Metaphor</p>	<ol style="list-style-type: none"> 1. What is Interpretation 2. Review Syllabus 3. Class Speakers: Stephan Carlson 4. Video on Interpretation, NAI
<p><u>WEEK 2: JANUARY 23</u> <i>Definitions of Interpretation</i> Visitor Information Systems Basic Communication Principles</p>	<ol style="list-style-type: none"> 1. <i>Interpreter's Guidebook</i>, Intro., Chapter 1, pg. 1-26 2. <i>Personal Interpretation</i>, Chapter 1 & 2, pg. 1-22. 3. Order <i>Certified Interpretive Guide Workbook</i> 4. CIG www.interpnet.com and www.nps.gov/idp/interp
<p><u>WEEK 3: JANUARY 30</u> <i>Why Use Interpretation / Principles</i> <i>Goals & Objectives of</i> <i>Interpretive Programs</i> Defining a Theme/Telling a Story</p>	<ol style="list-style-type: none"> 1. <i>Interpreter's Guidebook</i>, Chapter 2 & 3 pg. 28-70 2. <i>Personal Interpretation</i>, Chapter 3 pg. 23-40 3. <i>Certified Interpretive Guide Workbook (in class)</i> 4. <i>Interpretation</i>, S. H. Chapter 1 & 2, pg. 1-51.
<p><u>WEEK 4: FEBRUARY 6</u> Minnesota DNR National Parks Service Master Naturalist Program Project Learning Tree</p>	<p>Professional Interpreters (Speakers)</p> <ol style="list-style-type: none"> 1. <i>Interpreter's Guidebook</i>, Chapter 1. pg. 20-26 2. <i>Certified Interpretive Guide Workbook (in class)</i> 3. <i>Interpretation</i>, S. H. Chapter 3, pg. 53-77
<p><u>WEEK 5: FEBRUARY 13</u> Understanding "<i>How</i>" <i>Visitors Learn</i> Audiences - Understanding - Children, Adults, Families</p>	<ol style="list-style-type: none"> 1. <i>Interpreter's Guidebook</i>, Chapter 4 & 9, pg. 72 -90 & 188-201 2. <i>Personal Interpretation</i>, Chapter 4, pg. 41-54. 3. <i>Certified Interpretive Guide Workbook (in class)</i> 4. <i>Interpretation</i>, S. H. Chapter 4, pg.69-77 5. Moodle Readings
<p><u>WEEK 6: FEBRUARY 20</u> Talks preparation: Use of Questions <i>Introduction to Interpretive Media:</i> Personal Services, Knapsack, Puppets/Character</p>	<ol style="list-style-type: none"> 1. <i>Interpreter's Guidebook</i>, Chapter 5 & 6, pg. 92-152 2. <i>Personal Interpretation</i>, Chapter 5 pg. 55-64. 3. <i>Certified Interpretive Guide Workbook (in class)</i> 4. <i>Interpretation</i>, S. H. Chapter 5, pg.79-105 5. Moodle Readings
<p><u>WEEK 7: FEBRUARY 27</u> Talks (10-minute presentation on a subject that demonstrates interpretive skills) Review for midterm;</p>	<ol style="list-style-type: none"> 1. <i>Interpreter's Guidebook</i>, Review Chapters 4-7. 2. <i>Personal Interpretation</i>, Review Chapter 4-7. 3. <i>Certified Interpretive Guide Workbook (in class)</i> 4. <i>Interpretation</i>, S. H. Chapter 6-8, pg.107-168 5. Moodle Readings 6. Mid-term study guide handout
<p><u>WEEK 8: MARCH 6</u> - Midterm, 1st half of class</p>	<p>Review readings and lecture notes from the first eight weeks of class. (See examples of questions, page 5.)</p>

<u>Spring Break March 13-17</u>	Finish Research Paper
<u>WEEK 9: MARCH 20</u> Non-personal Services - Story Boarding - Video/Web Page - Signs and Labels	1. <i>Personal Interpretation</i> , Chapter 8, pg. 85-90. 2. <i>Certified Interpretive Guide Workbook (in class)</i> 3. <i>Interpretation</i> , S. H. Chapter 10 pg.205-216. 4. Moodle: Bitgood - journal article Research Paper due!
<u>WEEK 10: MARCH 27</u> Non-personal Services - Exhibits and Display - Visitor Center Interpretive Planning -Kate Roberts, MHS Director of Museum	1. Moodle Readings. 2. <i>Personal Interpretation</i> , Review Chapter 1-9. 3. <i>Certified Interpretive Guide Workbook (in class)</i> 4. <i>Interpretation</i> , S. H. Chapter 10. 1. http://www.exhibitfiles.org/
<u>WEEK 11: APRIL 3</u> Cultural Interpretation/Historical Sky Interpretive Planning	1. Moodle: Regnier/Gross, Chapter 9 2. Moodle: Knudson/Cable Chapter 13 (hand-out)
<u>WEEK 12: APRIL 10</u> Non-personal Services/ CIG test - Trail Development - Trail Guides - Brochure	1. Baughman & Serres, Rec Trail (Moodle) 2. Prep for CIG open book test
<u>WEEK 13: APRIL 17</u> Field visit, Nature Trail -	1. On site trail skills 2. Baughman & Serres, Rec Trail
<u>WEEK 14: APRIL 24</u> Evaluation of Visitor Informed Service	1. <i>Interpreter's Guidebook</i> , , Chapter10. pg. 202-215 2. <i>Personal Interpretation</i> , Chapter 9 pg. 91-97. 3. <i>Certified Interpretive Guide Workbook (in class)</i> 4. Instructor handout on Evaluation
<u>WEEK 15: MAY 1</u> Evaluation/ Final Project Due	Group Presentations (Teams of 2-3 students share project)
<u>WEEK 16: MAY 8, 6:30-8:30 PM</u> Final Exam - Over total course	Over ALL materials (Review questions below)

* **Note: schedule is open to changes based on availability of time and resources.**

* **Types of questions you will see on your Midterm and Final Exam:**

1. You have been hired as a naturalist at "Wonderlust Nature Center" and are preparing a tour for 4th graders (9 year olds) on wetlands. List and give an example of the three basic (Tilden) principles of interpretation that would apply to communicate this story.
 - What type of theme would you develop around wetlands?
 - Identify two objectives of your wetland program.
2. This course has provided you with a variety of tools needed to be an interpretive naturalist. Develop your own interpreter's tool box using class notes, hand-outs, and

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class resources. You will be evaluated on the way you organize your tool box, clarity of topics, table of contents, originality and creativity.

APPOINTMENTS WITH INSTRUCTOR

Regularly scheduled office hours are on Wednesdays, however this is subject to change so please call ahead. I can be contacted by e-mail or telephone at the address/phone number above. If you wish to leave a voice mail or e-mail I can usually reply within 24 hours. The instructor will make every effort to be available before and after class to handle brief questions/issues.

The syllabus is a legal document that represents the expectations of this course. Students are responsible for its content and should maintain a copy until after graduation. In transferring to other schools or departments, the syllabus also informs the recipient of the course content