



**GE/ES 320 COMMUNICATION STRATEGIES FOR CONSERVATION: NATURAL AND CULTURAL HERITAGE SITE INTERPRETATION**  
IES Abroad Freiburg

**DESCRIPTION:** The module presents the communication method called Heritage Interpretation. It offers a wide potential for the successful mediation of scientific knowledge for various target groups in national parks, science centers, museums, and public sites. Students will first study theoretical background, and read important articles and research in the field of interpretation, and present their findings. Afterwards they will discuss and evaluate best practices in the surroundings of Freiburg (for example Waldhaus Freiburg, National Park Nordschwarzwald). Finally, students will create their own interpretive project, such as a personal interpretation, audio tour, or app, using a literature survey, expert interviews, and field work. While working on their project they can access an international database with recommendations for Heritage Interpretation.

**CREDITS:** 3 credits

**CONTACT HOURS:** 45 hours

**LANGUAGE OF INSTRUCTION:** English

**ADDITIONAL COST:** None

**PREREQUISITES:** Introductory university level courses in environmental sciences and interest in heritage Interpretation.

**METHOD OF PRESENTATION:**

- Lectures
- Discussions
- Group work
- Mind-Map
- Video clips
- Student presentations
- Field trips
- Generation Interpretive Offer
- Presentation Interpretive Offer

Additional material will be posted on Moodle. This platform is also the place to share assignments and to follow recent developments in the field. Participation is part of the student's grade; therefore, all students are expected to contribute during classes.

**REQUIRED WORK AND FORM OF ASSESSMENT:**

- Class participation - 10%
- Student presentations - 20%
- Midterm paper - 30%
- Generation interpretive project- 40%

**Class Participation** Participation during discussions based on the required readings, lectures and personal experiences. Field trips in the surroundings of Freiburg and instructions for the own interpretive offer.

**Midterm**

The midterm paper (5 pages) will be a paper about the theme and the content of the interpretive offer with literature survey.

**Student Presentations**

a. Students will present the principles of Heritage Interpretation using PowerPoint, a flip chart and/or prepared hand-outs. Length 15 min per group (3 people).



b. Presentation of the interpretive offer in the field. Length: 30 min.

**Interpretive Project**

Students create their own Heritage Interpretation project, which could be a personal interpretation, audio tour, or app.

**LEARNING OUTCOMES:**

By the end of the course students will be able to:

- Critically evaluate literature on the philosophy, theory and practice of heritage interpretation
- Analyze various stakeholders' perspectives and interests related to heritage sites, phenomena, and objects.
- Develop interpretive themes based on multi-disciplinary materials in a wide range of different types of museums, heritage sites, places or protected areas.
- Define target audience profiles, and tailor all planning and conceptualization towards the selected primary and secondary target audiences.
- Identify issues, phenomena, views and events fit for the purpose of involving and actively engaging visitors in heritage interpretation and dialogue.
- Design electronic media that integrate interpretive texts (written and spoken), films, sounds and visualizations supporting the interpretive narrative.
- Seek informal visitor feedback during delivery and flexibly adjust and optimize delivery.
- Design and carry out assumptive evaluation studies for interpretive products of a site that employ appropriate methods to measure the extent of achieving management objectives.

**ATTENDANCE POLICY:**

IES Abroad courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction. Regular class attendance is mandatory.

- Every unexcused absence will lower your final grade by 5%.
- Tests/presentations missed during unexcused absences cannot be repeated.
- If you miss a class it is your responsibility to catch up on everything that was covered in class.
- If you cannot attend class because you are sick, please go and see a doctor. S/he will issue a doctor's note.
- Without a doctor's note your absence will count as an unexcused absence.

**CONTENT:**

Week/Day	Content	
	Morning (9AM-12:30PM)	Afternoon (1:30-4PM)
<b>Week 1</b> <b>1</b>	Organizational issues, Introduction, Sustainability, Education for Sustainable Development, Heritage Interpretation: history (USA, EU, Germany) (lecture, game, mind mapping)	Principles of Heritage Interpretation Reading: <ul style="list-style-type: none"> <li>• Script with a short overview of the principles of Heritage Interpretation, 20 pages, Author: Patrick Lehnés and Anna Chatel)</li> </ul>
<b>2</b>	Theory and Principles Heritage Interpretation (group work)	Readings: Content <ul style="list-style-type: none"> <li>• Ham, S. 1992: pp. 248-249</li> <li>• Beck &amp; Cable 2011: pp. 21-28</li> <li>• Tilden 1994, pp. 53-58</li> <li>• Ham 1992: pp. 250-262</li> <li>• Ham 1992: pp. 08-21</li> </ul>

3	Presentation group work	Beginning Project Work, group finding, theme
4	Fieldtrip App-Excursion Freiburg	Internet research Recent developments Environmental Apps
5	Best practice fieldtrip (Oekostation, Waldhaus, Nationalpark Nordschwarzwald Freiburg)	
<b>Week 2</b> 1	Story telling	Readings: • Lancaster 2007: pp. 19-24, 29-38, 39-42
2	Digital heritage Interpretation, Visit Media Center	Reading Technology: • Beck & Cable 2011, pp. 79-88 • Tilden 1994 133-137 • Ham 374-379
3	Literature survey for the own interpretative offer	Online presentation Prof. Dr. Ted Cable (USA, Kansas City University)
4	Fieldtrip Project work	Expert Interviews Project work
5	Midterm presentations	Readings: • Current Articles about Heritage Interpretation
<b>Week 3</b> 1	Digitalization Interpretive Offer I	Reading: Interpretive writing • Script and Leftridge 2006: 50-72
2	Consultancy in small groups	Digitalization Interpretive Offer II
3	Presentations in the field with target group	Readings • Current Articles about Heritage Interpretation
4	Presentations in the field with target group	Optimizing the Interpretive offer
5	Wrap-up	Evaluation

For the field trips come prepared with proper clothing in case of rain and cool temperatures. You will receive advance notice if you need to bring a lunch.

**REQUIRED READINGS:**

- BECK, L. & CABLE, T. (2002): Interpretation for the 21st century: Fifteen guiding principles for interpreting nature and culture. Urbana, IL: Sagamore Pub.
- BECK, L. & CABLE, T. (2011): The gifts of interpretation: Fifteen guiding principles for interpreting nature and culture. Urbana, IL: Sagamore Pub.
- HAM, S. (1992): Environmental interpretation: A Practical Guide for People with Big Ideas and Small Budgets. Golden, CO: North American Press.

- LEFRIDGE, A. (2006): *Interpretive Writing*. A practical guide to the basics of interpretive writing.
- TILDEN, F. (1994): *Interpreting our heritage*. Nachdruck, Original 1957. Chapel Hill NC: U of NC Press.
- TUBB, K.N. (2003): An Evaluation of the Effectiveness of Interpretation within Dartmoor National Park in Reaching the Goals of Sustainable Tourism Development. – *Journal of Sustainable Tourism* 11 (6): 476–498.

#### RECOMMENDED READINGS:

- BENTON, G.M. (2009): Four Conceptions of Interpretation, <http://www.interpnet.com/JIR/pdf/JIR-v14n1.pdf> (Stand: 12.08.2011) (zuletzt geprüft am 19.02.2017).
- BRAMWELL, B. & LANE, B. (1993): Interpretation and Sustainable Tourism: The Potential and the Pitfalls. – *Journal of Sustainable Tourism* 1 (2): 71–80.
- BROCHU, L. (2003): *Interpretive planning: The 5-M model for successful planning projects*. Fort Collins, CO: National Association for Interpretation.
- BROCHU, L. & MERRIMAN, T. (2008): *Personal interpretation: Connecting your audience to heritage resources*. Fort Collins, CO: National Association for Interpretation.
- CORNELL, J.B. (1989): *Sharing the joy of nature: Nature activities for all ages*. Nevada City, CA: Dawn Pub.
- DAVIS, S.K. & THOMPSON, J.L. (2011): Investigating the Impact of Interpretive Signs at Neighborhood Natural Areas. – *Journal of interpretation research* 16 (2): 55–69.
- HAM, S. & WEILER, B. (2007): Isolating the Role of On-site Interpretation in a Satisfying Experience. – *Journal of interpretation research* 12 (2): 5–24.
- HENKER, B. & BROWN, G. (2011): As Good as the Real Thing? A comparative Study of interpretive Podcasts and Traditional Ranger Talks – *Journal of interpretation research* 16 (1): 7– 23.
- KNAPP, D. (2006): The Development of Semantic Memories Through Interpretation. – *Journal of interpretation research* 11 (2): 21–32.
- LEHNES, P., GLAWION, R. & GLASER, R. (2007): Transinterpret – Enhancing Professionalism in Heritage Interpretation by Transnational Quality Management in Europe. In: National Association for Interpretation (Hrsg.): *Interpreting World Heritage 2007*: 194–201.
- LEWIS, W.J. (1980): *Interpreting for park visitors*. Philadelphia: Eastern Acorn Press.
- LUDWIG, T. (2012d): *Quality Standards in Heritage Interpretation: An Extract from the ParInterp Trainer Manual*. Werleshausen: Bildungswerk Interpretation.
- LUNDBERG, A.E. (1997): Towards a Thesis-based Interpretation. – *Legacy: The Magazine for the National Association for Interpretation* 8 (2): 14–17.
- MASTER, D. (2012): *Edinburgh - a mobile tour*, <http://www.imagemakers.uk.com/edinburgh-world-heritage-city-app/> (zuletzt geprüft am 10.01.2017).
- REGNIER, K., GROSS, M. & ZIMMERMAN, R. (1994): *The interpreters' guidebook. Techniques for programs and Presentations*. Stevens Point, WI: UW-SP Foundation Press.
- UZZELL, D.L. (Hrsg.) (1989): *Heritage interpretation*. London: Belhaven.
- VAN MATRE, S. (2008): *Interpretive design and the dance of experience*. Greenville, WV: Institute for Earth Education.
- VEVERKA, J.A. (2011): *Interpretive master planning: The essential planning guide for interpretive centers, parks, self-guided trails, historic sites, zoos, exhibits and programs*. Tustin, CA: Acorn Naturalists.
- WEILER, B. & HAM, S. (2005): Relationships between tourist and trip characteristics and visitor satisfaction: A case study of the Panama Canal watershed. In: TREMBLAY, P. & BOYLE, A. (Hrsg.): *CAUTHE 2005: Sharing Tourism Knowledge*: 720–729.