

## Education and Interpretation

- ◆ Education - To provide schooling, to develop mentally and morally by instruction (nothing about understanding)
- ◆ Interpret - To explain the meaning of (communicate), a planned effort to create an understanding

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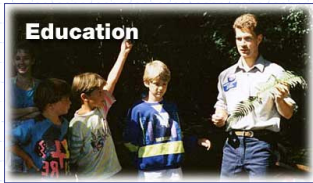
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## British Columbia Park System

- ◆ Interpretation is an educational activity that aims to reveal meaning and relationships through the use of original objects, by first-hand experience, and by illustrative media, rather than simply to communicate factual information.

### ◆ Why?



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*the Botani Garden* **Ways of Interpretation**

- ◆ Classes, Workshops, Seminars
- ◆ Signage
- ◆ Fieldtrips
- ◆ Tape Recorders/Headsets
- ◆ Hand-Held Computers
- ◆ Maps
- ◆ Pamphlets
- ◆ Internet
- ◆ Festivals
- ◆ Demonstrations
- ◆ Passive



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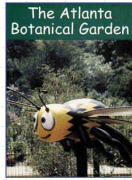
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## DISPLAY IS **NOT** ENOUGH!!

- ◆ Display is primary activity to reach out to audiences
- ◆ Object - not individual
- ◆ Today - Visitor is center to the experience



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## PICASSO IS **NOT** ENOUGH!!



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## Reasons For Shift:

- ◆ Understanding learning process
- ◆ Sophisticated entertainment industry
- ◆ New ways of thinking about knowledge
- ◆ Skyrocketing costs/  
dwindling philanthropic (giving for the good of others) incentives



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**PROCESS MODEL**  
**Planning of Interpretive Programs**

◆ **Step 1 - Target your audience**

- Surveys
- Census data
- Market research




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**PROCESS MODEL**  
**Planning of Interpretive Programs**

◆ **Step 2 - Frontline research**

- Visitor's knowledge, assumptions, attitudes, or expectations
- Phycographic data
- Recreational mode

◆ Surveys, focus groups, advisory committee, teachers, community leaders

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**PROCESS MODEL**  
**Planning of Interpretive Programs**

◆ **Step 3 - Write project goals**

- Benchmark against which project can be evaluated

◆ Things to consider:

- Mission statement
- Purpose of collection
- Audience needs
- Staffing issues
- Resources

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## PROCESS MODEL Planning of Interpretive Programs

### ◆ Step 4 - Develop and test a prototype

- Sara Lee Schupf Summer Institutes (NYBG)



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## Selecting Program Delivery Methods

- ◆ What activities/learning experiences are most appropriate?
- ◆ Are the methods appropriate for accomplishing the objectives?
- ◆ What is the most logical sequence of activities?
- ◆ What routine of events can be used to enhance this program?
- ◆ Do the learning activities build logically on other learning experiences?



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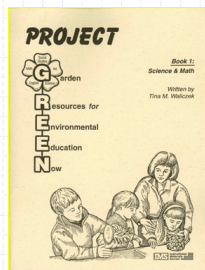
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## Selecting and/or Developing Resource Materials

- ◆ Consider how the resource materials support the content of the program.
- ◆ What materials are needed?
- ◆ Do they address the need of the target audience?
- ◆ Are the needed materials available?
- ◆ Who will develop the needed materials?



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### Constructing a Time Line for Implementation

- ◆ Outline and track tasks necessary to plan, implement and evaluate programs.
- ◆ List activities to be accomplished.
- ◆ List time to complete activity.
- ◆ List target dates and work backwards.

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### PROCESS MODEL Planning of Interpretive Programs

#### ◆ Step 5 - Evaluation and Revision

#### ◆ Evaluation

- systematic process of determining the worth the program
- Summative evaluation - to prove something
- Formative evaluation - to improve something

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### To prove something.

- ◆ Summative Evaluation.
  - Collect evidence for reports.
  - Document achievement of objectives.
  - Justify expenditures.
  - Assess program impact and outcomes.
  - Increase visibility of programs.
  - Promote public relations.
  - Measure economic benefit to participants.

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## To improve something.

- ◆ Formative Evaluation.
  - Find out what works with a particular audience.
  - Help educators grow professionally.
  - Increase efficiency.
  - Provide personal satisfaction.

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## Steps in Evaluation:

- ◆ Select what to evaluate.
- ◆ Plan how to determine to what extent the objectives have been met.
- ◆ Collect the evidence.
- ◆ Analyze the evidence.
- ◆ Report the results.

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## Data Collection Methods:

- ◆ Interviews/questionnaires--delivery stage.
- ◆ Telephone surveys--completion stage.
- ◆ End-of-meeting questionnaires--completion stage.
- ◆ Mailed questionnaires--completion stage.

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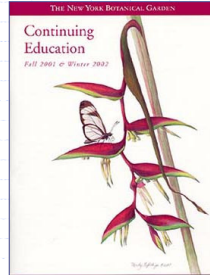
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## ULTIMATE GOAL

- ◆ To lead people to greater concern and intelligent action to sustain the natural and cultural environment in which people live.
- ◆ To create a more informed citizenry.



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