

MODULE TOU2090: TOURISM INTERPRETATION 1

Level: Intermediate

Theme: Attractions

Prerequisite: None

Module Description: Students evaluate the different types of interpretive media and demonstrate the basic skills of an information attendant, by conducting an interpretation program for a tourism activity.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> define the term “interpretation”, and describe opportunities for interpretation activities within the region list different interpretive media, and identify the factors that influence media selection/use develop an interpretation program for a tourism activity describe the duties of an information attendant, and practise the basic skills of information duty 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of the term interpretation, different interpretive media and their applications, the duties of an information attendant and the opportunities for interpretation activities within the region. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU2090–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> a problem-solving task in which the student creates an interpretation program for a conducted tourism activity and implements and evaluates the activity. It will be presented in a portfolio consisting of: <ul style="list-style-type: none"> the interpretation program goals and objectives selection of activities marketing and promotion evaluation strategies summary report including recommendations. 	<p>20</p> <p>60</p>

MODULE TOU2090: TOURISM INTERPRETATION 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <p><i>Assessment Tool</i> <i>Problem Solving, TOU2090–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> the observation of the student’s use of basic communication and guest service skills as an information attendant in an interpretation situation. <p><i>Assessment Tool</i> <i>Tourism Studies General Observation Checklist, TOUGOC</i> <i>Tourism Studies Quality Guest Service Observation Checklist, TOUQGS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Defining Interpretation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> define the term <i>interpretation</i>, and state the three goals of interpretation: <ul style="list-style-type: none"> increase visitor awareness, appreciation and understanding accomplish management goals of thoughtful use and minimal visitor impact promote visitor understanding of the host agency describe the benefits of interpretation from the perspective of a visitor 	<p>Focus is on what is <i>interpretation</i>.</p>

MODULE TOU2090: TOURISM INTERPRETATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Defining Interpretation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe how visitor characteristics influence an interpretation program • analyze local tourism opportunities for interpretation in relation to the three goals of interpretation. 	
Selecting Interpretive Media	<ul style="list-style-type: none"> • briefly describe the interpretation activities used in conducted (attended) services: <ul style="list-style-type: none"> – information attendant – interpretive walk – talks to group – living interpretation and cultural demonstrations • briefly describe the interpretation activities used in nonconducted (unattended) services: <ul style="list-style-type: none"> – audio-visual devices – written material (signs, labels, publications) – self-guided activities (self-guided trails, self-guided auto tours) – exhibits (indoor/outdoor, passive, interactive) – visitor centres – off-site off-season media (media presentations) – interactive computer • list different types of interpretive media used in conducted (attended) services and nonconducted services • explain the factors that influence media selection in interpretation: <ul style="list-style-type: none"> – goals of the program – visitor characteristics – desired degree of interaction – visitor safety – visitor traffic (high/low season) – variety – resource protection – media availability and cost – maintenance – weather/location. 	Focus is on exploring and using media.

MODULE TOU2090: TOURISM INTERPRETATION 1 (continued)

Concept	Specific Learner Expectations	Notes
<p>Interpretation Program Plan</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the reasons for developing a detailed interpretation program plan • create an interpretation program plan for a tourism activity including the following steps: <ul style="list-style-type: none"> – appraisal of need – establishment of goals and objectives – delineation of areas of interest – listing alternative courses of action – gathering information – evaluation of alternatives – selection of alternatives – development of program plan – development of evaluation criteria – promotion of program – implementation of program – evaluation of program – revision/recommendations • implement and evaluate the interpretation program and plan. 	
<p>Information Attendant</p>	<ul style="list-style-type: none"> • list the goals of information attendant • describe the common job activities of an information attendant • describe the personal and professional qualities needed to be a successful information attendant • list the different sites within a destination where information attendants work • demonstrate basic skills of an information attendant: <ul style="list-style-type: none"> – answering visitor questions – anticipating the visitor needs – initiating a conversation – injecting interpretation into a conversation – handling complaints – giving directions and dispensing information aids 	<p>E.g., to provide a pleasant welcome to the visitor and to disseminate information.</p>

MODULE TOU2090: TOURISM INTERPRETATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Information Attendant (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none">• demonstrate effective use of a variety of information aids in interpretation activities:<ul style="list-style-type: none">– maps– handouts– relief models– exhibits– bulletin boards• list do's and don'ts for information attendants.	