

MODULE TOU2100: TOURISM INTERPRETATION 2

Level: Intermediate

Theme: Attractions

Prerequisite: TOU2090 Tourism Interpretation 1

Module Description: Students create, implement and evaluate interpretation programs for conducted and nonconducted activities. Students also demonstrate the skills of an effective leader in a conducted activity.

Module Parameters: No specialized facilities or equipment.

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">• create, implement and evaluate an interpretation program for a conducted activity• create, implement and evaluate an interpretation program for a nonconducted activity• identify and perform the basic skills of an interpretation leader	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a problem-solving task in which the student creates an interpretation program for two activities—one conducted and one nonconducted—and implements and evaluates both activities. Each activity will include a portfolio consisting of:<ul style="list-style-type: none">– the program plan– the goals and objectives– selection of activities– presentation methods– promotion strategies– evaluation strategies– summary report and recommendations. <p><i>Assessment Tool</i> <i>Problem Solving, TOU2100–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	80

MODULE TOU2100: TOURISM INTERPRETATION 2 (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> <ul style="list-style-type: none"> the observation of the student’s use of communication and leadership skills in the conducted interpretation activity. <p><i>Assessment Tool</i> <i>Tourism Studies General Observation Checklist, TOUGOC</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>Conducted Activities</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe different types of conducted activities used in interpretation: <ul style="list-style-type: none"> – interpretive skills – guided walks – automobile, bus tours – boat, canoe and raft tours – archaeological and historical sites – cave tours – living history – animation – drama (re-enactment) identify criteria to evaluate a successful conducted activity 	<p>Focus is on implementing and evaluating the interpretation program.</p>

MODULE TOU2100: TOURISM INTERPRETATION 2 (continued)

Concept	Specific Learner Expectations	Notes
Conducted Activities (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • create a conducted interpretation activity program including the following steps: <ul style="list-style-type: none"> – develop an inventory of the area and resources – define the theme – gather the supporting information – outline the program – identify stops, information and duration – closing remarks • implement and evaluate the success of the conducted interpretative program. 	
Interpretation Leadership	<ul style="list-style-type: none"> • demonstrate the skills of an effective leader in a conducted activity: <ul style="list-style-type: none"> – stay in the lead of the group – establish and maintain group control – face group when talking – provide visibility for all participants – speak loudly and clearly – use teachable moments – incorporate all the senses – set a reasonable pace – maintain the safety of participants (head count, emergencies, dealing with individual requirements) – anticipate and monitor the needs of participants. 	
Nonconducted Activities	<ul style="list-style-type: none"> • list different types of unattended interpretive media and discuss the advantages and disadvantages of each: <ul style="list-style-type: none"> – audio-visual presentations – exhibits – self-guided trails and tours – interactive media – interpretive publications • explain the function of signs in nonconducted interpretation programs and the characteristics of effective interpretative signs 	

MODULE TOU2100: TOURISM INTERPRETATION 2 (continued)

Concept	Specific Learner Expectations	Notes
Nonconducted Activities (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the function of interpretive publications and the characteristics of effective interpretive publications • explain the factors to consider when developing self-guided trails and tours and describe the characteristics of an effective self-guided tour • describe the different media that can be used in tourism exhibits and the advantages and disadvantages of each: <ul style="list-style-type: none"> – narrative panels – three-dimensional exhibits – dioramas – models – interactive exhibits • create an interpretation program plan for a nonconducted service, implement and evaluate the effectiveness of the program. 	