

NRES 374/482: Practicum in Environmental Education/Interpretation
Schmeckle Reserve
Spring 2019

Mondays: Self-directed 9:00 a.m.-2:00 p.m.; Class meets 2:00-5:00 p.m.
One day: Tuesday, Wednesday, or Thursday: Self-directed 9:00 a.m.-5:00 p.m.
Friday Morning, Evening and Weekend Programs

Course Instructors:

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Grading Procedure:

- 50% CWES teaching responsibilities and assignments (see CWES syllabus and manual)
- 50% Schmeckle interpretive programs and projects, active participation in group discussions and group programs, attendance, and attitude

Textbook:

The Interpreter's Guidebook: Techniques for programs and presentations, 4th ed. 2015.
Buchholz, Lackey, Gross & Zimmerman.

Course Description:

Practice planning and implementing interpretive programs, and further your skills creating publications for nature centers and park visitors. This capstone course allows you to demonstrate proficiency in skills and knowledge gained in previous EE and interpretation courses. Our weekly class meetings serve as group organization time. The actual class work is done on your own time, outside the group meetings.

Your chosen interpretive program topic should have a natural or cultural history focus (the more specific, the better) and should be targeted for families and adults. Formal EE programs are skills you will acquire in the CWES practicum, so we want to develop complementary skills with diverse audiences in interpretive situations while at Schmeckle. Your assigned program topic will address early childhood ages (3-6 yrs.) and have specific program parameters that will be discussed in more depth.

General Requirements and Expectations

- One individual public program (also a polished “dress rehearsal” at least one week prior to each public program)
- One group program targeting preschool ages (3-6 years)
- Active participation in a group project
- Attend a required number of your classmates’ public programs

You are expected to function professionally and to take full responsibility for your projects. For your programs, this means that:

- you have researched your topic so that you feel comfortable with the material;
- you have PRACTICED your program several times;
- you have helped advertise your programs;
- you have made sure the visitor center will be unlocked when you need it;
- and that you have the logistics for your program all set up (audio-visual, seating, lighting, props, etc.) well before your program starts.
- you are self-motivated and take the initiative to ask for guidance when needed.

Learning Outcomes for this Course:

1. You will be able to apply interpretive skills in a professional manner for a public audience.
2. You will be able to further develop interpretive program research, development, delivery, and evaluation skills.
 - a. Theme development
 - b. Program development
 - c. Program delivery
 - d. Program evaluation
3. You will be able to further develop your interpretive media skills.
 - a. Help with a marketing brochure for all programs
 - b. Design a media piece for both programs
4. You will be able to demonstrate abilities as a professional working at a nature center.
 - a. Organization skills
 - b. Punctual
 - c. Respectful of others
 - d. Work as a team, support each other
 - e. Communication skills
 - f. Responsibility

These course learning outcomes address a broader campus-wide learning outcome related to communication that helps students apply standards of oral communication to compose an articulate and organized presentation that is well-researched with information suitable to the topic, purpose and audience.

Environmental Interpretation Assignments:

1) Research, plan, develop, and present one individual interpretive program (280 pts.)

Guidelines for Interpretive Programs:

- Programs need to be at least 45 minutes in length.
- Programs will be presented to a public audience that targets family groups; plan for a diversity of ages and backgrounds.
- The topic you choose will be related to seasonal natural or cultural history, and it will be different than other programs you have presented in the past.
- You will develop a creative, focused theme from the topic after researching it.

Program Scoring (280 pts.):

- **Theme Sheet** (25 pts): **All draft theme sheets are due on Feb. 11.** A final draft will be due 1 week prior to your rehearsal. Outline your plans for each program by developing a focused theme, organizing your messages, and brainstorming creative techniques. Submit to the Dropbox in D2L.
- **Dress Rehearsal** (50 pts): Presented at least 1 week prior to your program. Each program will be presented in its entirety (including props, costumes, demonstrations, media for the program, etc.) to the practicum class at least one week prior to the public presentation (during Monday class time). The class will provide feedback via verbal critique to help you make final adjustments. Preparation for the dress rehearsal is factored into your grade. **BE PREPARED!**
- **Public Program Evaluation** (180 pts): Your actual public program will be graded based on several evaluation criteria, including use of interpretive principles (45 pts), program organization (45 pts), interpretive techniques (45 pts), and effort (45 pts). More details will be provided in class.
- **Critical Review of Program** (25 pts): Due 1 week after your program. Write a 2-3page paper to critique your public presentation based on your experience and the video. Submit to the Dropbox in D2L.

2) Research, plan, develop and present one group program targeting preschool age 3-6 years (125 pts. per group member)

Guidelines for Preschool Discovery Programs at Schmeckle will be provided in class.

3) Plan and produce marketing/media materials for your programs (75 pts.).

****Save all pieces of media in the S drive in a folder with your name**

Program Brochure (15 pts): You will each be responsible for developing a program description and an image for the program brochure that will be printed and distributed to nearly 700 people on the Schmeckle Reserve mailing list. The brochure will advertise each program with a date, time, place (if different than the visitor center), a concise interpretive description, the presenter's name(s), and if attendees should dress for the weather.

Facebook Posting (10 pts per program): For individual programs only. Due 1 week prior to program. Develop a concise, creative Facebook posting that encourages Schmeeckle visitors to attend your program. This should include an image that represents your program. Send your post to Emma.

Media for Program (25 pts per program): Both programs should include a take home piece of media for your audience members. Design a pamphlet, brochure, flyer, etc. with content that relates to your program. Show media piece during your dress rehearsal for feedback. This should include original content and good interpretive writing. You may print up to 25 copies to distribute at the program.

4) Attend and participate in the critique of all other class members' program rehearsals (75 pts.)

The greatest learning usually occurs in the interactions at rehearsals where we can make suggestions to each other and brainstorm ideas with the pressure of an upcoming public program. It is your responsibility to attend all of these rehearsals, and notify the instructors as soon as possible if a conflict arises.

5) Attend 7 of your classmates' public programs (70 pts.)

At the end of each public program, we will meet as a group and discuss the successes and improvements made by the presenter. You will fill out an evaluation form for the presenter. Submit the completed form to a practicum instructor.

6) Participate in the planning, development, and production of a group character interpretive program at the annual Schmeeckle Reserve Candlelight Hike Festival. (100 pts.)

Each fall and spring, Schmeeckle Reserve puts on a public Candlelight Hike Festival that attracts 400-1000 people from the community. The festivals have specific natural and cultural history themes. Your group will develop a creative and engaging campfire presentation that features characters based on the theme. You will also be responsible for planning the interactive Discovery Stations that provide more in-depth information about the theme. More information will be provided in class.

7) Personal Growth Objectives Paper (25 pts.)

Total: 750 pts.

Schedule: NR 482 Environmental Interpretation – Spring 2019

Date	Day	Class Topics
Jan. 23	Wed..	Introductions, Syllabus Overview; Program Topic Ideas; Textbook; History & Tour of Schmeeckle; Text chapters 2 & 3
Jan. 28	Mon.	Topics & theme discussion; Scheduling; Program sources/props/iPad;
Feb. 4	Mon.	Program planning; Brochure preparation; Introduce special event Media for programs; Text chapters 5, 6, & 7
Feb. 11	Mon.	All draft theme sheets/program outlines due. Finalize program brochure; Poster distribution locations
Feb. 18	Mon.	Special Event Planning; Presentation room logistics; Rehearsal guidelines; Facebook assignment
Feb. 25	Mon.	Dress rehearsals begin; Special event planning; Program Evaluation; Critical Review Assignment
Mar. 4	Mon.	Public programs begin this week; Dress rehearsals; Special event
Mar. 11	Mon.	Dress rehearsals; Special event prep
Mar. 18-24		SPRING BREAK.
Mar. 25	Mon.	Dress rehearsals; Special event prep
Apr. 1	Mon.	Dress rehearsals; Special event prep
Apr. 8	Mon.	Dress rehearsals; Special event prep
Apr. 15	Mon.	Dress rehearsals; Special event prep
Apr. 22	Mon.	Dress rehearsals; Special event prep
Apr. 29	Mon.	Dress rehearsal for Candlelight Hike Festival
May 3	Fri.	Candlelight Hike Festival
May 6	Mon.	Final rehearsals

