

BMA210/310
Interpretation for Tourism

Semester 1, 2006

This unit will be offered in:

Hobart, Launceston and Burnie

The lecturing team responsible will be:

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<http://www.utas.edu.au/mgmt/student.htm>

Introduction to the Unit

Interpretation is a key component of any tourism experience. Without it, people would not be inspired to engage in tourism, would not be able to find their way to locations or around them, nor would they understand the significance of, or be entertained by, the subject of interest. From subliminal interpretation such as architecture through to the more obvious forms such as maps, information boards and guiding, interpretation acts a key variable in creating a satisfactory tourism experience.

The purpose of this unit is to give students an understanding of ways in which the tourism experience can be interpreted and an insight as to why interpretation is such an integral part of any tourism experience

As well as examining different forms of interpretation, the unit will explore key learning theories related to communication. It will also provide an understanding of ways in which interpretation and communication can be planned and evaluated

Learning Outcomes

On completion of this unit, you should be able to:

- Understand why interpretation is multifaceted
- Understand why interpretation can be audience focussed and audience led
- Understand how interpretation is more than the communication of facts and figures
- Understand the basic academic principles and theories about interpretation and communication
- Question and implement planning practises in interpretation
- Understand the importance of on-going evaluation

Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge

- Students will gain a holistic view of interpretation within tourism. Students will learn **why** interpretation is important for any tourist experience as well as **how** interpretation for tourism is implemented.

Communication Skills

- Interpretation is about communication. Students will learn how to identify the best tactics for communicating the interpretive message to the wider public.
- Students will learn to communicate effectively through both written and oral mediums and to present well-reasoned arguments in a logical and coherent manner.

Problem Solving Skills

- Students will learn how to analyse interpretation problems and suggest feasible solutions to them.
- Students will learn how to formulate measurable goals for their interpretation activities
- Students will learn how to evaluate outcomes effectively

Global Perspective

- Students will develop an understanding of the role of interpretation within a global context in conjunction with a global audience.
- Students will demonstrate awareness of impact of global trends on tourist attitudes and interpretation.
- Students will develop an understanding of the role of technology and global information systems and their effect on tourism and communications

Social Responsibility

- Students will appreciate the ethical and legal issues involved in interpretation, especially in relation to the types of messages being communicated.
- Students will understand the social responsibilities inherent in conservation and preservation within tourism

Prerequisites

none

Texts

School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

Writing Assignments: A Guide

School of Management Referencing Style

Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit. The following will be useful references throughout your Tourism course, many are available in the Library and in Special Reserve.

Carter, J. 2001. *A sense of place: An interpretative planning handbook. Tourism and Environment Initiative*: Inverness. Chapter 2-6. Available on line at <http://www.scotinterpnet.org.uk/> click on reports

Ham. 1992. *Environmental interpretation: A practical guide for people with big ideas and small budgets*. Golden, Colorado: Fulcrum Publishing.

Knudson, D., Cable, T. & Beck, L. 2003. *Interpretation and cultural resources*. Pennsylvania: Venture Publishing.

McKercher, B. & du Cros, H. 2002. *Cultural tourism. The partnership between tourism and cultural heritage management*. Binghamton NY: The Haworth Press.

Moscardo, G. 1999. *Making visitors mindful: Principles for creating sustainable visitor experiences through effective communication*. USA: Sagamore Publishing.

Pastorelli, J. 2003. *Enriching the experience*. Frenchs Forest, NSW: Pearson Educational.

Roth, S. 1998. *Past into present. Effective techniques for first-person historical interpretation*. The University of North Carolina Press.

Tilden, F. 1977. *Interpreting our heritage* (3rd ed.). The University of North Carolina Press.

Uzzell, D. & Ballantyne, R. 1998. *Contemporary issues in heritage & environmental interpretation*. London: The Stationary Office.

Reader

A Tourism Reader is included on the lecture CD. The Reader contains essential articles and chapters to be used in preparation for lectures, tutorials and assignments.

A Hint: when preparing assignments make sure you look for sources in the Reader as well as the Library or on the Web. Many students have spent time and money photocopying articles and chapters which already appear in the Reader.

Journals and Periodicals

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

Annals of Tourism Research (on line via Utas)

Tourism Management (on line via Utas)

Journal of Tourism Studies

Journal of Interpretation Research

Journal of Environmental Education

Flexible Learning: WebCT Vista

WebCT software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web based environment.

The School of Management has prepared a WebCT Information Sheet which includes access guidelines and contact information. It is available to download as a word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in WebCT please contact the lecturer-in-charge of this unit or view the University of Tasmania WebCT Privacy Policy Statement available from the university website on <http://www.utas.edu.au/courseonline/privacy/index.html>.

Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
Test	20%	A multiple choice test available on Vista. This test MUST be completed before Friday 24 March (end week 4).	
Discussion Board participation	10%	Throughout the lecture CD provided students will be asked to post comments onto the Discussion Board (on Vista).	
Presentation	10%	Based on a guiding skills and content. Students will work in teams to produce a guided tour during the one week of block teaching in Hobart (week 10; 8 – 12 May 2006).	
Report	30%	Report part one: Due Monday 24 April (electronic submission). Students will be required to submit their Literature Review and basic description for their interpretive experience.	Report part one: 2,000 words
	30%	Report part two. Due Monday 29 May (electronic submission). Students will produce an interpretive plan based on their ideas for an interpretive experience and complete their report.	Report part two: 3,000 words
			TOTAL LENGTH OF FULL REPORT = 5,000 WORDS
Total Marks	100%		

* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

Reading Week

All undergraduate units offered by the School of Management are scheduled to include a Reading Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Reading Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

Test

Format

The content of the test is based on the Principles of Interpretation. Students need to read through the academic literature covered during the first face to face lecture, the full texts of which are included on the CD. The test will be multiple choice and will consist of 20 questions. Students will be allowed to refer to their texts during the test, but will only be allowed one hour in which to complete the test. After one hour Vista will stop additional answers from being made and will submit the test automatically.

STUDENTS MUST BE PREPARED TO DO THIS TEST IN ADVANCE. ONCE THE TEST HAS STARTED STUDENTS WILL ONLY HAVE ONE HOUR IN WHICH TO COMPLETE IT – THERE WILL BE NO SECOND CHANCES. Students have until the end of week 4 (Friday 24 March) to complete this test, it will then be removed from Vista.

Discussion Board Participation

Within the lecture CD provided, there are a variety of activities which involve students posting comments onto the Discussion Board in Vista. Students are expected to take part in these discussions and will be marked according to their participation. Comments need to be relevant and in line with the subjects being discussed. There are no wrong or right answers within this activity, but students will need to show that they have thought about the issues raised and have given sufficient consideration to their response.

Presentation

The presentation will take place during the block week in Hobart. Students will work in groups to produce a guided tour covering a specific route around an area in Hobart. Students will be expected to research information to include in the tour. Factual content must be authentic rather than fictional. Students will be marked on their guiding skills and on the quality of the content. Students will be put into groups on day one of the block teaching week and routes will also be specified at that time.

Report

Format : Two sections

Section One: The first part of the report will consider the interpretive experience which the student proposes. This will include an outline of the proposed experience and a literature review which supports the experience and identifies the target market.

Section Two: This part of the report completes the interpretive plan. Students will need to evaluate the likely success of their idea and include the practicalities of creating their interpretive experience.

See the full requirements for the report at the end of this unit guide.

Supplementary Examination

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination or the opportunity to produce a second report.

Submission of Coursework

Lodging Coursework

All Coursework (the Reports) will be submitted electronically. All work must have the School of Management Assignment Cover Sheet and Title Page attached. Both of which are available as a blank template from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm> **The electronic forms can be found under Resources for Students.**

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

STUDENTS MUST INCLUDE THEIR NAME AND STUDENT ID NUMBER AS A HEADING OR FOOTNOTE ON ALL WORK SUBMITTED ELECTRONICALLY.

All coursework must be handed in at 2.00 p.m. on the due date.

Late Coursework

Written Work

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

Tests

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

Return of Coursework

Coursework will be returned directly to students electronically with comments attached.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.

Communication

So how do you find out important information about this unit?

In addition to the unit outline, important information will be communicated through the Announcements section of WebCT Vista. Therefore, it is important that you check the WebCT Vista site for this unit regularly.

If you would like to talk to the unit coordinator, you can either send an email or make an appointment to see her during fortnightly visits to each campus. *To email, you should use the mail function in WebCT Vista.* This will enable us to check the one source for all student queries. We will regularly check our WebCT Vista mail, and endeavour to get back to you within two working days.

Chat Room

There will be a weekly chatroom in WebCT Vista where you can ask us questions about the unit. The chatroom is called *Interpretation Chat Room* and will be on line every Thursday morning between 10.00am – 11.00am.

Assignment Topics

Week Two Test

<i>Due Date:</i>	Available on Vista between Monday 6 March and Friday 24 March. Students will complete this test electronically.
<i>Length:</i>	20 multiple choice questions
<i>Value:</i>	20% of unit

This test is based on the Principles of Interpretation. The subject will be covered briefly during the first face to face lecture and students are expected to read the articles and chapters on this subject which are attached to the CD. These articles contain the academic theories upon which the Principles of Interpretation are based.

Students will be able to refer to text books during the test – however, they should remember that time will be short as the test, once opened in Vista, will close automatically after one hour and answers will be submitted and marked.

For this reason, it is suggested that students become very familiar with the variety of principles and the academics who have produced them BEFORE opening the Vista test.

Discussion Board Participation

<i>Due Date:</i>	On-going through the unit
<i>Length:</i>	No specified length, however, students will be expected to participate in all on-line discussions.
<i>Value:</i>	10% of unit

Within the lecture CD provided, there are a variety of activities which involve students posting comments onto the Discussion Board in Vista.

Students are expected to take part in these discussions and will be marked according to their participation. Comments need to be relevant to the questions asked. There are no wrong or right answers within this activity, but students will show that they have thought about the issues raised and have given sufficient consideration to their response.

Presentation

Due Date: Hobart
Length: 5 minutes
Value: 10% of unit

Students will be placed in groups to guide a specified route. Students will be marked individually based on:

- Guiding skills – how the ‘tourist’ group is managed
- Guiding skills – how the guide talks to and communicates with the group
- Guiding skills – content, is the talk pitched at the right level for the audience
- Guiding skills – are the audience being lectured to or guided
- Guiding skills – does the group get the message – is the main message getting across?

Report

Due Date: Part One: Monday 24 April 2006
Part Two: Monday 29 May 2006

Length: Part One: 2,000 words
Part Two: 3,000 words
TOTAL LENGTH OF FINAL REPORT = 5,000 WORDS

Value: Part One: 30%
Part Two: 30%

- Students are asked to devise an interpretive experience **which does not currently exist**.
- It must be possible to activate the interpretive experience (ie. you can’t go to the moon, etc.)
- Experiences can be as short as a 10 minute walk in a wilderness area or as long as a weeks’ tour around the State.

Examples of interpretive tourist experiences:

- A cycling tour of the Hobart suburbs
- A children’s walking tour of Launceston
- A tour of 1950’s Hobart
- A tour of Art Deco Tasmania
- A tour based on the Assigned servant in Tasmania
- A sailing tour of industrial Hobart
- An industrial tour (you need to think of a place where there are not currently tours)
- A tour of a historic house
- A tour of Hobart for the visually disabled.
- A platypus’s journey up the North Esk river

In other words you can base the report on anything which has a theme, will attract visitors and most of all, is possible to complete.

Examples might include tours for tourists based on their age, sporting interests or specialities, botany aimed at a particular area or subject, a specific period in History or any other type of theme which you think might attract a market which can be targeted.

You will then need to complete your report which will be in two parts.

Part One: Students will identify their interpretive experience and produce a literature review which gives academic justification for their choice of experience, for example, by looking at similar ideas which exist elsewhere. At this stage students will need to have thought through the experience they are planning and who they think might enjoy an experience of this type. Your report will consist of the academic arguments for your plan including the justification for an experience of this specific type.

Part Two: will consist of the Interpretation Plan for your interpretive experience. Information about interpretive plans can be found in Segment Three part 5 of the CD. However, students will have to have considered the logistics for their idea – how easy would it be to implement this interpretive plan. Students will also need to consider how the interpretation would be presented, personal or non-personal, the type of materials used in creating signage and the reasons for this choice. The placement of signs and the reasons behind this decision. The theme of experience and whether there is a specific message which is being communicated to the audience.

Submission of the Report will be electronic. Students wishing to attach photographs or drawings may do so as long as they can be sent through the electronic system. All work **MUST** have the students Name and ID number as a header or footer to their report, plus the title of the experience on every page. Students will have to submit an electronic cover sheet which can be found on the Management website under Resources for Students.

Study Program

Week One: Face to Face lecture:
Segment One: The What of Interpretation

Introduction to Interpretation and Principles of Interpretation

Monday 27 February 2006: Cradle Coast Campus: 2.10pm – 4.00pm in room CCC1.16
Tuesday 28 February 2006: Launceston campus: 4.10pm – 6.00pm in room LT2
Friday 3 March 2006: Hobart campus: 11.00am – 1.00pm in room COMM LT2

Weeks Two to Four: Vista test available for students – must be completed by Friday 24 March 2006. Based on Principles of Interpretation.

Week Two to Nine: CD segments

Segment 2: The Why of Interpretation

- Part 1: Philosophies, perception and interpretation today
- Part 2: A Sense of Place
- Part 3: Art and Architecture – tools of interpretation?
- Part 4: Nature based interpretation versus heritage interpretation?

Segment 3: The How of Interpretation

- Part 1: Persuasion and Communication
- Part 2: Personal and interpersonal communication
- Part 3: Non personal interpretation
- Part 4: Interpretation for Different types of visitor
- Part 5: Planning and Evaluating Interpretation (this unit will be covered in some detail during the block week, however, students will benefit enormously by reading through this information before attending the block week.)

Week Ten: Monday 8 May at 3.30pm to Friday 12 May at 12.00 noon
Block week – COMPULSORY – in Hobart. Timetable to be provided in Week One during the face to face lecture.

Week Thirteen: Completion and submission of Report.

Block Week in Hobart

- Students will be required to attend a **COMPULSORY** week of block teaching in Hobart.
- Dates for Week 10 are Monday 8 May 2006 at 2.00pm to Friday 12 May 2006 at 1.00pm
- Content for the timetable will be given to students during week one of Semester, a draft timetable for the block week is below, although this is liable to change:
 - 09.00 – 10.00 Guest lecturers on campus in Hobart
 - 10.00 – 11.00 Lecture on campus in Hobart
 - 11.00 – 12.00 Time to reach site for practical exercises
 - 12.00 – 1.00 Lunch
 - 1.00 – 3.30 Practical exercises
 - 3.30 – 4.00 Return to campus
 - 4.00 – 5.00 Tutorial and debrief workshop on days activities

As students will note – they will be fully occupied during this week in Hobart. They must therefore make alternative arrangements with tutors and lecturers for their other units.

Students will also need to consider their workload for assignments and hand in any work due for other units during week 10 – IN ADVANCE of the Interpretation block teaching week.