



Program Self-Assessment— Conducted Activity

The effective interpretive presentation is:

- 1) **successful as a catalyst in creating a sequence of opportunities for members of the group to form their own intellectual and emotional connections with meanings/significance inherent in the resource;**

AND

- 2) **it provides a series of experiences that supports the cohesive development of a relevant idea related to those resources.**

Address the following questions to describe how you think your program fulfills the requirements for success as stated in the key words/phrases of the assessment standard (above):

- **How is the program a catalyst in creating a sequence of opportunities for the audience to form their own intellectual connections to the meanings/significance inherent in the resource?** (Be specific – describe what meanings are revealed by which tangible-intangible links, universal concepts and/or multiple perspectives; describe how the sequencing of these opportunities helps to convey/reveal resource meanings)
- **How is the program a catalyst in creating a sequence of opportunities for the audience to form their own emotional connections to the meanings/significance inherent in the resource?** (Be specific – describe what meanings are revealed by which tangible-intangible links, universal concepts and/or multiple perspectives; describe how the sequencing of these opportunities helps to convey/reveal resource meanings)
- **How does the program provide a series of experiences that supports the cohesive development of a relevant idea related to the resource?** (What is the relevant idea that the program develops? How is it relevant to the resource and to the audience? How does the program provide a series of experiences throughout the activity that supports/facilitates the development of the relevant idea? How does the program use group interaction, sensory involvement, spontaneous situations and resource immersion to provide meaningful experiences and support continuity of thought? How do transitions between stops/experiences support the cohesive development?)

Questions to consider for further development of this program:

How can I strengthen opportunities for both intellectual AND emotional connections to resource meanings/significance?

How can I strengthen the sequencing of opportunities to reveal resource meanings/significance?

How can the program provide a better series of experiences that facilitate resource immersion?

How can I strengthen the use of group interaction, sensory involvement and spontaneous situations to provide meaningful experiences that help visitors make their own connections with resource meanings/significance?

How can I strengthen the use of transitions to support the cohesive development of the relevant idea?

Do I need to know more about my audience? How might I find this information?

Do I need to know more about the resource (i.e. additional meanings that visitors/non-visitors may associate with this resource; more in-depth information about the resource; more primary research about the resource)?

Assessment Rubric Terms

Catalyst - Initiates or accelerates a connection between a visitor and the meanings in a resource.

Connection - A link between visitor experience/interests and a meaning of the resource. Connections can be subtle or sublime and relate to places, things, and ideas. May be described as moments of intellectual and/or emotional revelation, perception, insight or discovery related to the meanings of the resource.

Opportunity – A favorable set of circumstances that sets up a potential connection (see above), as prompted by an identifiable action or technique used by the interpreter.

Meanings/significance inherent in the resource - Meanings are intangible ideas, concepts, and/or relevance associated with a resource; meanings transcend the physical presence/description of a place or object; meanings may be evoked within a visitor through interpretive efforts.

Cohesive development – woven or held together by the development of a relevant idea or ideas; sequenced and planned to reveal a relevant idea or ideas.

Relevant idea(s) – relevant to the audience and the resource; best communicated through universal concepts

Resource - Representative of a site's significance, a resource may be an object, place, process, idea, event or concept. Resources may be tangible or intangible, and possess meaning and relevance.

For further reference, see Modules 101, 103 and 210 of the Interpretive Development Curriculum.