



## Course Evaluation Report: Developing Media for Interpretive Centers

Harpers Ferry Center and the NPS Alaska Region  
Kenai Fjords National Park and Alaska SeaLife Center, Seward, Alaska  
**October 30 – November 1, 2006**



In collaboration with the NPS Alaska Region, Harpers Ferry Center presented “Developing Media for Interpretive Centers” in Seward, AK, in the fall of 2006. The two-and-a-half day course offered park managers and interpreters an overview of exhibit and AV development processes for park and interagency interpretive centers.

*The Alaska SeaLife Center provided an ideal setting for collaborative learning among service center media staff and park-based interpreters and media specialists. The 32 participants represented a broad range of agency staff and interpretive media professionals seeking to upgrade media in Alaska’s visitor centers.*



Harpers Ferry Center and the Alaska Region, Office of Interpretation, designed this survey course to assist field staff in managing interpretive media projects related to park facilities such as visitor centers, museums, nature centers, and contact stations. Participants learned the steps involved in developing exhibits, museums, and videos. They also received advice and training in media-related tasks involving funding, cost estimating, contracting, and project agreements. Instructors provided advice on many other topics, including waysides, signs, publications, historic furnishings, conservation, and HFC services.

Instructors used HFC’s Media Development Process diagram, called the “Media Wheel,” throughout the course to help clarify phases of development.

Participants in previous HFC courses suggested that more examples would aid comprehension of the complex processes at work in media development. This course

included case studies from Alaska projects as well as recent and current projects in the Harpers Ferry Center program. Western Region media specialist Mary Lou Herlihy gave advice on managing media contracts. Denali NP interpreter Carol Harding presented best practices and lessons learned in exhibit projects at the park.

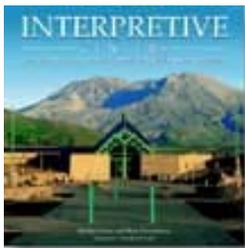


Curt Pianalto (left) of the Americas Byways Resource Center and Alex Carter of the NPS Anchorage Alaska Public Lands Information Center evaluate a marine mammal exhibit.

In addition to consideration of NPS projects, the class analyzed exhibits at the Alaska SeaLife Center and reported on exhibit quality factors identified by instructors. Participants looked for strengths and weaknesses in categories such as museum lighting, accessibility, and writing. The SeaLife Center is a prime exhibit attraction and aquarium, as well as an important research and animal rescue operation. Participants were able to study exhibits together during the course without having to leave the building—a time saver during a course which most participants said was “too short.”

An optional afterhours trip to Exit Glacier at Kenai Fjords National Park

allowed participants to see one of the NPS’s most accessible glaciers, and get a brief overview of interpretive media at the site. Course instructors took a few hours to provide consultation on media development in the Exit Glacier contact station. In turn, the park staff at Kenai Fjords helped make the course possible by managing some of the logistics needs of the course, and by helping to assemble the course notebooks.



The Americas Byways Resource Center in Duluth, Minnesota, supported the course by providing tuition for seven America’s Byways partners, helping to teach a session on media foundations planning, and by providing each participant with a comprehensive resource book, *Interpretive Centers*, published by the University of Wisconsin. The book offers many case studies of interpretive centers in parks around the country.

The overall course evaluation rating of 4.4 on a scale of 5.0 showed a positive response to the course. This report includes a detailed rating chart and complete written comments. The standard NPS training evaluation form is used.

## Course Objectives

- Learn how to manage a media project in collaboration with contractors, HFC, and/or DSC.
- Learn the key principles for successful media projects.
- Understand basic media development processes.
- Define a media project strategy.
- Become familiar with NPS media standards and guidelines.
- Know the resources for cost estimating, funding, and programming for media projects.
- Learn how to effectively utilize HFC as a consulting partner on projects.

## Course Participants and Staff

The thirty-two (32) participants included NPS or partner employees who currently—or soon will be—managing development of interpretive media projects. Five media specialists from Harpers Ferry Center served as instructors in planning, design, and production in diverse media fields.

### NPS Participants

Nichole Andler, Bering Land Bridge NM  
Linda Jeschke, Western Arctic NPL  
Kristin Fischer, Fairbanks APLIC  
Amy Ireland, Kenai Fjords NP  
Jim Ireland, Kenai Fjords NP  
Kristi Sholly, Kenai Fjords NP  
Jim Pfeiffenberger, Kenai Fjords NP  
Tracie Pendergrast, Gates of the Arctic NP  
John Morris, AK Regional Office  
Bruce Greenwood, Affiliated Areas, AKRO  
Mary Lou Herlihy, Pacific West Region  
Joanne Welch, Anchorage APLIC  
Chris Smith, Anchorage APLIC  
Christopher Ryan Smith, Anchorage APLIC  
Alex Carter, Anchorage APLIC  
Carol Harding, Denali NP  
Ingrid Nixon, Denali NP  
Jennifer Shaw, Lake Clark NP & Prsv.

### NPS Partner Participants

Curt Pinalto, America's Byways Res. Cntr.  
Laura Cloward, Seward Cham. Commerce  
Penny Bauder, Alaska State Parks  
Sharon Kyle, Cntr. Interp. Design, USFS  
Maureen Gardner, America's Byways  
Diane Harper, America's Byways  
Dave Allen, Chugach NF, USFS  
Annette Heckart, Chugach NF, USFS  
Karen Kromrey, Chugach NF, USFS  
Timothy Fisher, Tongass NF, USFS

Kim Kiml, Chugach NF, USFS  
Denise Wolvin, Tongass NF, USFS  
Larry Masurra, Tongass NF, USFS  
Jennifer Pantel, Aldrich Pears Assoc. Ltd.

### Course Sponsors and Coordinators

Brad Bennett, Alaska Region  
Don Kodak, Director, HFC  
Jack Spinnler, HFC  
Chel Ethun, Training Manager, ABRC  
John Morris, Alaska Region  
David Guiney, HFC

### Course Instructors and Presenters

Jack Spinnler, HFC  
Neil Mackay, HFC  
Chris Dearing, HFC  
Mark Southern, HFC  
David Guiney, HFC  
Curt Pinalto, America's Byways Res. Cntr  
Carol Harding, Denali NP  
Mary Lou Herlihy, Pacific West Region

### Course Notebooks and Logistics

Robin Butler, HFC  
Jim Ireland, Kenai Fjords NP  
Kristi Sholly, Kenai Fjords NP  
Paul Ollig, Kenai Fjords NP  
Lauren Morrison, HFC  
Korinn Lillie, HFC

## Standard NPS Evaluation Ratings

The highest possible value for each answer is 5.0

Course Name: **“Developing Media for Interpretive Centers”**

NPS Alaska Region, October 30 – November 1, 2006, Seward, Alaska

Statements	Agreement Ratings ▶	  				
		5	4	3	2	1
1. Overall, course objectives were met.		(9) <b>45</b>	(14) <b>56</b>	(1) <b>3</b>	(1) <b>2</b>	—
<b>4.2</b>						
2. I came to this training event expecting to work toward specific competencies.		(16) <b>80</b>	(5) <b>20</b>	(3) <b>9</b>	—	(1) <b>1</b>
<b>4.4</b>						
3. I was highly satisfied with the overall training, considering my original expectations.		(14) <b>70</b>	(7) <b>28</b>	(4) <b>12</b>	—	—
<b>4.4</b>						
4. The training directly related to the duties of my position.		(14) <b>70</b>	(7) <b>28</b>	(4) <b>12</b>	—	—
<b>4.4</b>						
5. The sessions in this program were presented in a logical sequence.		(15) <b>75</b>	(7) <b>28</b>	(2) <b>6</b>	(1) <b>2</b>	—
<b>4.4</b>						
6. What I learned in this training will help me immediately in my job when I return.		(15) <b>75</b>	(4) <b>16</b>	(6) <b>18</b>	—	—
<b>4.4</b>						
7. What I learned in this training will be put to use in the next six months.		(18) <b>90</b>	(6) <b>24</b>	—	(1) <b>2</b>	—
<b>4.6</b>						
8. The course coordinator was effective.		(19) <b>95</b>	(5) <b>20</b>	—	(1) <b>2</b>	—
<b>4.7</b>						
9. The meeting room provided a good learning environment.		(13) <b>65</b>	(8) <b>32</b>	(4) <b>12</b>	—	—
<b>4.4</b>						
10. The facilities were suitable.		(16) <b>80</b>	(8) <b>32</b>	—	(1) <b>2</b>	—
<b>4.6</b>						

The overall course rating for all ten questions for all respondents is **4.4**

## Written Comments

### *What were the strong points of the course?*

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- Presenters are all knowledgeable and intimately familiar with content. Good samples and handouts.
- Great team from HFC! Lots of cooperation! Wonderful resource book. Also – great opportunity to meet HFC staff face to face and learn who to call for technical assistance and to network w/professionals in the same field.



- Appreciated when there was a handout that closely followed the individual presentations so I could take notes right on. Case study from Denali very interesting, especially since Carol was willing to talk about successes as well as hardships. Chris used his laptop – files, photos and PowerPoint – effectively and smoothly in his presentations. Added a lot instead of distracting from the presentation w/AV.
- Very knowledgeable NPS staff. Good effective speaker.
- Interacting w/experts in the media field was invaluable, as was networking with folks in the field.
- Having the availability of “experts” to use and ask questions of; Being very broad-based in score, at least attempting to cover all stages of planning; The examples are effective.
- Content experts, flexibility of coordinators and experts, content

- The entire workshop was great!
- Knowledgeable instructors, chronology of training course, helpful participants with much to contribute; the most helpful course for me were Foundation Planning, Developing a Media Strategy, Working with Contracts and Agreements, Beginning Exhibit Planning and Design, Completing Planning and Design, AV in Exhibit Spaces, Graphics and Objects, Exhibit Fabrication.
- I loved the way the course was organized using the Media Wheel. It really helped participants to follow along in a linear way.
- Expert subject matter presenters, great supporting materials, good to hear about other agency efforts and networking; lots of great examples; openness to hear from participants; good resource/contact information for future use
- The instructors are very knowledgeable and know the information and know how to present it!; A positive first step in developing exhibit media on larger scale; great contacts
- Good content – covering many bases; supplemental early programs good stuff; great open discussion – participants able to ask questions – direct the discussion
- Excellent examples, good discussions
- Good instructors, great breadth of info, good take home resources, lots of food for thought, learned more re: HFC's current role and how they can help support media projects
- The technical expertise and experience directly applicable to our situation was invaluable. Having the team and other students in-person added a significant enhancement over TelNet by allowing networking, more shared experiences and greater access to the technical experts
- Level of expertise in instructors was very high. They were able to speak knowledgeably about different aspects, even if it might not have been their exact field. Stuck to schedule. Great to have SeaLife center to explore, both for topical information but also for relaxing/enjoyment; great examples and good experts; I feel empowered.
- Great organization and information; liked the media examples; liked the interactive activity w/exhibits; great networking opportunity
- Good use of examples that exist currently – probably most helpful part of training; I liked the Regional-specific info (i.e. all the folks from Alaska sharing stories and experiences we can gain from)
- Presenters were well qualified and responsive to questions
- The collective experience of the instructors; the success of Harpers Ferry; experiences of the participants and the different agency and organization representatives; trainings are important – please keep providing them and continue keeping them open to other agencies.

- Excellent information from professionals who do this kind of work; great to have “faces” to associate with Harpers Ferry; excellent mix of participants with various perspectives; very practical knowledge that can be put to immediate use; GREAT examples of useful resources – database software, “Exhibit Planner” for example
- Incredible subject matter expertise; excellent take-home material and website references.

***What were the weak points of the course and how would you change them for the better?***

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- I wish we’d had more time – several sessions were rushed; instructors were very willing to spend time outside of formal sessions to discuss individual projects, etc., but time was very limited.
- Little time for discussions and questions, and when we did it anyhow, we got all off track; Trying to squeeze in too much. Can we have the same class w/an extra day? A lot of lecture with PowerPoint. Could we have more short exercises (5-10 minutes) to illustrate concepts to help us engage w/the subject? Could we have better direction on which sections of the book relate to the session so we can read along/take notes on these pages?
- In evaluating exhibits, it may be more useful to look at an actual concept plan in progress (in groups) and practice consolidating feedback. Talk about how to resolve conflicting comments.
- Too much information in too short of time period. This workshop should be at least 4 days long. I also think including a contractor weakened the discussion, as the group couldn’t hold an honest dialogue about how to manage a contractor.
- The electronics could have worked better at times, but not a big deal
- It was awfully fast, but that couldn’t be helped. I will surely contact Mark [Southern] regarding the film questions, and the equipment questions I have.
- More time for same amount of material; summarize the more “dry” topics such as contracts into bulked concepts instead of actually showing the contracts on screen; maybe more time for constructive and critical dialogue and discussions on the examples given; more symmetry between handouts in folder and presentations.
- Too much info/not enough time. Even a whole day on Wednesday (1/2 more) would have allowed AV to have equal time in presentation. The open forum times were eaten up by the content so dialogue was limited.
- It should have been a week long



- As always we want to cover more than we have time for. I'm not sure how to take this problem on. For the most part the topics seemed to be covered sufficiently, but it seems we always want more; I would have liked to have spent more time on Associated Media Types, but that, in itself would, I'm sure, be a 2 ½ day course.



- There is never enough time to cover all that needs to be done.
- Need to lengthen the time for the course, so it's not so hurried; make room for philosophical discussions about interpretive media.
- Provide more timelines for projects--some of this was discussed in AV; Maybe more break-out sessions where staff of HFC could be available to the class on a smaller scale to discuss projects going on at participant sites; obviously add an additional day so sessions can be a bit longer; bring in an additional contractor and/or have a session for them to speak for other agency folks whom do similar work
- TIME is not enough. We had 1.25 hours for lunch, could have started the day @ 8:00am and go to 5:15pm = 8 hrs. Open discussion – great but control it/some people not making much of a contribution to conversation. Can ask folk to come see you later, can say last questions. With a room full of mostly interpretive staff you are not going to offend, we deal with this often.
- A bit rushed but informative...
- Needed PowerPoint on exhibit planning design section – did not match notebook!
- Too little time for some of the significant areas such as emerging technology (digital projection, audio captioning, and audio description technologies to include foreign language capability, website issues, pod casts, etc.) and ADA (universal access) issues and technology associated with the new technologies and retrofitting are very important aspects with legal and political ramifications.
- All in a short period of time (it seems like everyone always says "This should be a longer course.") Well, if that is required, make it longer, or break it up. Am curious why one contractor was present. She seemed to plug her company.
- I would rename "Managing Interpretive Media" ...I was expecting more approaches for creating media in-house. Arrange evening "fun sessions" – make sure these fit in

schedule – like reviewing films, going to local places, etc. Make longer? More time to network for best practices.

- Title of class may be somewhat misleading...perhaps “Managing development of Media for Interpretive Centers.” Folks who wanted specific info about how to develop a specific exhibit may have been disappointed. No other weak points.
- Devote more presentation time to A/V subject matter – may need to extend length of course to accommodate; there needs to be a common link between topics – perhaps a hypothetical interpretive project in a park – so that the flow from one topic to the next could be more clearly identified in the Interpretive Planning Design process.
- I think every instructor should take a course in effective PowerPoint presentations. The morning of the second day was painful because the PowerPoint slides were so unreadable...It is a big-no-no to put up slides of document pages. The slides were way too busy and were impossible to read. Also, I think it is important to have the instructors stand up. This may seem trivial, but it makes it easier to hear in a bigger room.
- I was not really happy with the schedule – important topics were presented at 7:30am as “extras” and class were pretty much over by 4 p.m. Work hours are 8:00 – 5:00 and some of us are unable to attend at 7:30 due to other obligations. Session 202 – presentation was boring and graphics were terrible – projection of long paragraphs of info which we could have had in print. Maybe choose a “case study” and show some pictures of the process – the meetings, the planning, the fabrication...subject-matter cut short for exercises in the Sealife Center and Exit Glacier that were not on the agenda [Editor’s note: these sessions were on the agenda, Sessions 211 and 214.] – OK to be flexible, but not at cost to important content! For creative exhibits guys some of these PowerPoints are abysmal – grey background with black text! Gimme a break! Training course should be one full week!
- Room made for difficult viewing of slides, A/V. More Time – expand to 40 hr program and walk through planning in more detail. Lots of investment in HFC staff time and travel – gain a lot more value/\$ with an extra day or two.; add a little more tech info – materials, equipment recommendations, demo, etc.; reduce paper by providing participant info on DVD, flash drive, etc.

***How will you apply the information and/or demonstrate the skill as a result of this training?***

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- Planning & execution of a new visitor center is already underway, but I’ll be able to jump in on subsequent stages.
- Great handouts to refer to as I enter into my next exhibit project. Many salient points to consider and remember for years to come.
- I am definitely excited about the *Museum Exhibit Planner* program as a way to organize and archive all pertinent information related to exhibits – I wish I had had this training 4 years ago.
- Formalizing design process and get buy-in from supervisors/client

- In the new film I'm working on for the Begich Boggs VC, and in working on new exhibits and AV programs throughout the center [and maintaining them].
- I have a better feel for the entire process of creating exhibits. While I took away many details, the big pictures process is enlightening.
- I started from zero knowledge and learned a huge amount. A good amount is applicable at every level of exhibit design. Even in-house temporary exhibits. Also our park is embarking on a building project so the information is 100 % applicable for me.
- I will have a much better idea of what our new visitor center needs for preparing for interpretive content.
- I now have a much better understanding of the process and will take a different approach. Basically, I've been given a limited budget of approximately \$10,000 a year for interpretive improvements at Big Delter SHP. Because of this course, I have a bigger vision and will attempt to pursue the funding necessary to give the visitors what they deserve and give the park what it deserves.
- My next media projects will go much more smoothly, efficiently and easily than those I have done in the past, b/c of my new knowledge gained from this training
- We are in the midst of an LRIP and eventual refit/remodel of our visitor center.
- Establish a methodology to create an exhibit and film plan for the center I direct.
- Begin planning process for exhibit in a visitor center that is currently bare walls. Begin Interpretive Planning. Take it later into an exhibit project.
- Working on four (4) visitor centers currently and can apply this info. Can't read a lot of the visuals on the screen...would be nice to have a list of websites for photos.
- Will be using in current projects – managing media, and will be incorporating many suggestions throughout design, fabrication (and beyond) processes.
- I have an aging exhibit that needs to be maintained and modified to meet current standards. Also I am involved on an LRIP where I am providing exhibit input.
- I found the overview very helpful...what I look for in contracts and development in both large and small projects. Will apply in Visitor Center development as well as shorter term projects. Know better what services HFC can offer the park – both long-term and short-term. What a fabulous resource. Not as cumbersome as I was led to believe.
- I will hand out a lot over to my manager who is a partner of a VC development project, but will be helpful in the future for me. It seems however like a lot of the good info would have been good to know years ago when our VC project started!
- Development of Mary Lowell Center in Seward.
- Immediately on Interpretive Plan development and funded interpretive project for unit.

- This was a great networking course and I liked that it was open to non-NPS people. It was also great to have rep. from the Byway Association although it might have been nice to hear more from him. Because media development is such a huge topic – I would love to see separate classes on historic furnishing, wayside exhibits, accessibility, and planning and would hope these classes would be offered in Alaska.
- I already do a fair amount of exhibit production...I will work to enter our staff into MIDS...I will work on documenting our exhibits ideally in a database....I will seek out resources such as "Exhibit Builder" or "Sketchup" ...I will immediately begin work on closed-captioning of our AV programming.
- Every aspect will be used in developing new VC from ground up as well as rehab of older exhibits.

### ***Other comments***

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- Any way to turn off ½ of the glaring flourescent lights next time? [Editor's note: the room lacked individual lighting controls]
- Thank you for making the time for this important information sharing. Thank you also for the GREAT BOOK!
- AV systems should be a course into itself as it is incredibly complex.
- Thank you so much for coming all this way to give us this training.



- Thanks so much, I so appreciate being included as a Forest Service employee. I hold HARPERS FERRY and all they do in the highest regard. All the best....
- More time – (4 days at least); definitely the opportunity for outside players to participate was especially fitting. More and more projects are completed within a partnership model. This class was an example of that model
- This training, although not presented as an advertisement for HFC, makes clear the capabilities of the place. The teachers were very approachable and helpful but there was not enough time to meet with them and chat. If after class times were meant for this, the staff eating all meals as a group kept some of that from happening. Thanks for a great class!
- I have accomplished what I came for. Thank you.... also, thanks for inviting Alaska State Parks to participate!
- I have always been impressed w/the wealth and depth of knowledge of the NPS- HFC staff.

- Please realize you did an exceptional job and very impressed! Makes me wish I was still in the NPS to utilize you more. If HFC staff stays @ home the Parks will not use HFC—Trng/Assist. Great facility—back of room had a lot of outside noise with garbage truck, cement truck, etc.
- [Instructors] should be aware of how and how often [they] used the laser pointer. I suggest [they use it] sparingly and point out the specifics vs. swirling it on the screen around and around or back and forth. The excess movement is disturbing and detracts from a professional presentation.
- I realize the government is not supposed to compete w/private sector but...for training because of remote locations of parks it can be time saving to have NPS personnel conduct training in more “remote” locations; this will be cost saving and can be more specific to NPS needs, Director’s Orders, etc. Would really like to see Waysides, Flash, Photoshop, Exhibit, etc. (but these four in particular) trainings offered. This Exhibit training was eye opening, fantastic to prepare for working on exhibit planning and resulting in (hopefully) better exhibits.
- The agenda was too quick. A lot of important info was skipped and too much time spent on very introductory stuff. Excellent reference book! Need some blank paper in each section to keep notes. Need to be firmer on time frames for breaks!
- This course is just one example of the expertise the NPS has available to the parks to help us save money by doing things right the first time. Classes enable us to be Park facilitators. While we also have access free of charge(vice \$120 hr for a contractor) to HFC for areas we do not have the expertise to handle. All HFC employees have been very customer friendly and are an example of the NPS being a world leader in our crafts. This is an objective of the Director and park Service leadership. It is not an exaggeration that both agencies and countries look to us for expertise. Thank you HFC!



- Having been involved with various projects in a very focused way, it was great to see the process from start to finish.

- Overall good! Liked how Jack starts his sessions like an interpreter! Keeps the info interesting for the audiences.
- Excellent effort by course coordinator and presenters. Direct benefit to job responsibilities. All presenters were knowledgeable of subject matter, spoke well to audience and engaged participants.
- Overall, the course was pretty good and I am glad I attended. One comment I have is that we may have been able to learn just as much or more from each other if this was more of a work-shop based training. Maybe in the future the course should be longer, with more focus on individual projects.
- Thanks for sharing your expertise! This ranks right up there with Tom Haraden's publication class as the best NPS trainings I've been to—direct applicability. Haraden's class was also supported by Harpers Ferry folks – Betsy & Nancy. But – awful lot of emphasis on cultural exhibits for an audience that mostly deals with natural exhibits.

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# Developing Media for Interpretive Centers

## Course Agenda



Dates: October 30 - November 1, 2006

Sponsors: NPS Alaska Region,  
Harpers Ferry Center, Interpretive Media Institute,  
America's Byways Resource Center

Location: Kenai Fjords National Park, Headquarters and  
Alaska SeaLife Center, Seward, Alaska

### Day 1 - Monday, October 30

Start	No.	Session Title	Duration	Presenters
8:00a	100	<i>Arrive and check in to classroom</i>	30	
8:30	101	<b>Course Introduction</b> Welcome and logistics. Review of course objectives and guidelines. Introduction of course staff, participants and their prospective projects. Notes on course evaluation.	30	Brad Bennett, John Morris, David Guiney
9:00	102	<b>Media Development Process: the "Media Wheel"</b> An introduction to the general media development process for all types of media, as well as an overview of the course notebook.	15	David Guiney
9:15	103	<b>Exhibits and AV</b> Review of the principles of exhibitry and AV at NPS sites, with case studies showing the potential strengths and weaknesses of exhibit techniques.	60	Chris Dearing, Mark Southern
10:15	104	<i>Break</i>	15	
10:30	105	<b>Foundation Planning</b> Review the role of General Management Plans in the media development process. Review of the Comprehensive Interpretive Planning process, including the Long Range Interpretive Plan (LRIP) and its desired visitor experience goals, interpretive themes. Learn how to use the Media Inventory Database System (MIDS). <b>Step 1 - Complete Foundation Planning</b>	45	Jack Spinnler, Curt Pianalto
11:15	106	<b>Developing a Media Strategy</b> Parks have so many options today as they begin planning for a project. Who will do the work? How long will it take? What resources are needed? We will examine case study strategies, and try developing one for a participant's project. <b>Step 2 - Consult on Media Strategy</b>	30	David Guiney

# Developing Media for Interpretive Centers

## Course Objectives and Agenda

<b>11:45</b>	<b>107</b>	<i>Lunch</i>	75	
<b>1:00p</b>	<b>108</b>	<b>Alaska Media Case Studies</b> A closer look at how Alaska parks and sites have approached media projects using the full range of options available to them today. These case studies may be referred to as examples throughout the course. Presenters will focus on best practices to be shared and pitfalls to be avoided. Special attention will be given to the unique requirements of media in Alaska.	60	John Morris, Brad Bennett, and park media project managers
<b>2:00</b>	<b>109</b>	<b>Project Cost Estimating And Funding</b> Understanding the processes for developing cost estimates throughout the life of a project. Formulas and tips for accurate estimates. Where to get help. HFC media cost estimates: 304-535-5050 (Cindy Hall) Identify funding sources for media projects and how to set up budgets and funding mechanisms. Help with effective PMIS statements for media. <b>Step 3 - Prepare Estimates and Funding</b>	45	Jack Spinnler, Chris Dearing, Mark Southern, Brad Bennett, ARO funding expert
<b>2:45</b>	<b>110</b>	<i>Break</i>	15	
<b>3:00</b>	<b>111</b>	<b>Working with Contracts and Agreements</b> Indefinite delivery/indefinite quantity contracts have been awarded by Harpers Ferry Center for media work. This session explains how these and other contracts can be effectively used by parks for media projects. Project Agreements can be useful in working with HFC, partners, or in-house teams. <b>Step 4 - Prepare Contracts and Agreements</b>	60	Chris Dearing, Mark Southern, Mary Lou Herlihy, Jack Spinnler
<b>4:00</b>	<b>112</b>	<b>Open Forum</b> An opportunity for participants to bring up questions on issues of concern in their own park projects, or to offer comments on the media development process. Anything not covered in enough detail during the scheduled sessions can be raised here. Closing remarks by coordinators and sponsors.	30	Participants and Staff
<b>4:30</b>	<b>113</b>	<i>End of day</i>		

# Developing Media for Interpretive Centers

## Course Objectives and Agenda

### Day 2 - Tuesday, October 31

Start	No.	Session Title	Duration	Presenters
7:30a	200	<b>Elective: Services Offered by Harpers Ferry Center</b> A brief look at the range of interpretive media services offered by Harpers Ferry Center. Attendance at this pre-session is voluntary.	45	David Guiney and Course Staff
8:30	201	<b>Summary of Day 1</b> Review of highlights from yesterday's sessions, news items and updates, administrative notes. Participants may ask questions, offer comments, or make suggestions for improving their experience in the course. Check the status of parking lot questions. A preview of the coming day's activities.	15	John Morris, David Guiney
8:45	202	<b>Beginning Exhibit Planning and Design</b> Review of the exhibit planning and design process. Exhibit planning begins with a myriad of tasks for the planner/designer team, including A&E coordination, research, front-end evaluation, and surveying resources. Interpretive principles are key to project success. <b>Step 5 - Begin Planning and Design</b>	45	Neil Mackay, Chris Dearing, Mark Southern
9:30	203	<b>Completing Planning and Design</b> In the final phases of planning and design, text is written, drawings are prepared, detailed fabrication estimates are developed, and authoritative review is conducted. The details of an exhibition come into focus. <b>Step 6 - Complete Planning and Design</b>	45	Chris Dearing, Neil Mackay, Mark Southern
10:15	204	<i>Break</i>	15	
10:30	205	<b>AV in Exhibit Spaces</b> AV programs may be integrated into lobbies, exhibit rooms, partner sites, or other spaces. Learn the strengths of AV presentations in providing visitors with high quality interpretation and information in conjunction with other media. <b>Steps 5-6 - Planning and Design</b>	45	Mark Southern, Chris Dearing, Neil Mackay
11:15	206	<b>Associated Media Types</b> Publications, wayside exhibits, historic furnishings, and the web. How do these support and complement exhibits and AV?	30	David Guiney (HF), Chris Dearing (PUB), Jack Spinnler (WEX), and Chris Smith (Web)
11:45	207	<i>Lunch</i>	75	
1:00p	208	<b>AV Theater Presentations</b> AV programs may be in theaters, multipurpose rooms, mini theaters, exhibit rooms, or other spaces. Learn the strengths of AV presentations in providing visitors with high quality interpretation and information. <b>Steps 5-6 - Planning and Design</b>	45	Mark Southern

# Developing Media for Interpretive Centers

## Course Objectives and Agenda

<b>1:45</b>	<b>209</b>	<b>AV Systems</b> Advice on how to make the right AV systems design choices. Subjects include theater design, AV equipment, wiring, audio options, accessibility features, architectural considerations, sustainability, and emerging technology. <b>Steps 5-6 - Planning and Design</b>	30	Mark Southern
<b>2:15</b>	<b>210</b>	<i>Break</i>	15	
<b>2:30</b>	<b>211</b>	<b>Media Evaluation Field Study: Alaska SeaLife Center</b> Receive instructions on how to evaluate selected exhibits/media at the Alaska SeaLife Center. Groups will be assigned to evaluate selected exhibits. Informational as well as interpretive exhibits will be evaluated.  Today an increasing number of laws and policies govern exhibit planning, design, and production, and a host of professional disciplines must be brought to bear in exhibit work where quality is expected. The white paper "Requirements and Disciplines" in your notebook provides an outline of the "KSA's" for exhibit work. Use these criteria to help you organize your evaluation and notes.	60	John Morris, David Guiney, Jack Spinnler
<b>3:30</b>	<b>212</b>	<b>Media Evaluation Report</b> Groups will present a report on their selected exhibit, and may add comments about any exhibit evaluated by the other groups. Media specialists will comment on the quality factors seen in the exhibits. Reviewers will point out lessons learned for upcoming media projects in their parks.	45	Participants and Staff
<b>4:15</b>	<b>213</b>	<b>Open Forum</b> An opportunity for participants to bring up questions on issues of concern in their own park projects, or to offer comments on the media development process. Anything not covered in enough detail during the scheduled sessions can be raised here. Closing remarks by coordinators and sponsors.	15	Participants and Staff
<b>4:30</b>	<b>214</b>	<i>End of sessions</i>		
<b>4:30</b>	<b>214</b>	<b>Elective: View Exhibits at Exit Glacier</b> <i>Optional</i> For those who would like to take time after hours to see Kenai Fjords National Park, the course will provide transportation to Exit Glacier. The Nature Center there will be closed for the season, but, weather permitting, the park staff may be able to open the building for participants to see some of the exhibits.	120	Participants and Staff

# Developing Media for Interpretive Centers

## Course Objectives and Agenda

### Day 3 - Wednesday, November 1

Start	No.	Session Title	Duration	Presenters
7:30a	300	<b>Elective: The <i>Museum Exhibit Planner</i> application</b> An overview of specialized database software for planning museum exhibits. Very useful for those who would like to do planning at the park level, or track the work of HFC or contractors. Attendance at this pre-session is voluntary.	45	David Guiney
8:30	301	<b>Summary of Day 2</b> Review of highlights from yesterday's sessions, news items and updates, administrative notes. Participants may ask questions, offer comments, or make suggestions for improving their experience in the course. Check the status of parking lot questions. A preview of the coming day's activities.	15	John Morris, David Guiney
8:45	302	<b>Graphics and Objects</b> Acquiring graphics and display objects can be one of the most underestimated tasks in exhibit planning. Do you know how to accomplish this most efficiently? How will graphics and use rights be acquired? What is the role of the conservator in exhibitions? This brief session will explain what is involved, and where you can get help. <b>Steps 5-6 - Planning and Design</b>	30	Neil Mackay, Chris Dearing, Mark Southern
9:15	303	<b>Exhibit Fabrication</b> Exhibit production, or "fabrication," is often a separate contract from planning and design. This session explains what's in the contract and how to get it prepared and awarded. This session will outline production phases—and identify issues that commonly arise. What is the park's role in fabrication? <b>Step 7 - Produce Project</b>	60	Chris Dearing, Neil Mackay
10:15	304	<i>Break</i>	15	
10:30	305	<b>Completing and Sustaining Media</b> A summary of important things to do to make sure your investment in media is efficiently used. Includes tips on summative evaluation, equipment maintenance, and project closeout. <b>Step 8 - Complete and Sustain Project</b>	30	Chris Dearing, Mark Southern, Neil Mackay
11:00	306	<b>Open Forum</b> Now that all the phases of development have been described and discussed, participants may bring their questions and comments forward for consideration by the group.	30	Participants, Course Staff
11:30	307	<b>Course Closeout</b> Please help us in improving this course by offering your comments. In addition to pointing out strengths and weaknesses, let us know if you think the Regional Office and HFC are providing a valuable service with this type of training.	15	John Morris, David Guiney, Jack Spinnler (Transp. Hubs IP)
11:45	308	<i>End of course</i>		