

SESSION TITLE: The Why of ACE

SESSION LENGTH 1 hour

OBJECTIVES: *At the end of the session participants should be able to:*

- Identify at least one way ACE helps address the purpose and potential of parks in society
- Identify at least one way that audience contribution helps enrich experience
- Introduce trainees to the three-fold goals of 21<sup>st</sup> ce interpretation (agency, audience, society)
- Help trainees understand the connection between ACE and the Foundations competencies

#### REFERENCES

- Participant Agenda (in notebook)
- Appendix - Foundations of 21<sup>st</sup> Ce Interpretation – Evolving Interpretive Principles
- Appendix – ILMS 21<sup>st</sup> Ce Skills report
- Appendix – Interpretive Skills Vision Paper

#### FACILITATOR NOTES

Queue up and test audio on all videos before class starts – see links below

CONTENT	METHOD	TIME
<p><b>Exploring the Purpose of Parks and Interpretation in the 21<sup>st</sup> Century</b></p> <p><b>Intro Activity – Parks and Hope</b></p> <p>Think of one thing the NPS preserves that gives you hope for the future – you personally—write on a stickie – put on the board.</p> <p>Reflect and pair share – <i>What do you do in your daily work that enables/supports parks as places of hope?</i> – take a few seconds to reflect on that – then share with a partner -- about a minute each</p> <p>Large group share-out</p> <p><i>We believe that NPs are places of hope—They certainly give <b>US</b> hope <u>and</u> purpose – what about the rest of society?</i></p>	<p>-Start Power Point -Queue up videos -Make space on whiteboard</p> <p>WALL OF HOPE</p> <p>Slide with question Reflect and share</p>	25 minutes

<p>Is it a legitimate question – with so many other pressing national needs – to ask what is the purpose of parks in the 21<sup>st</sup> century? Why should society continue to preserve these places? Are they still relevant? How are they relevant? What benefits do they provide and to whom? What is the return on investment?</p> <p>Vote with your feet – <i>Are national parks a “nice to have” or a “need to have”?</i> Ask for responses from different perspectives.</p> <p>[Remain standing for next few minutes]</p> <p>2<sup>nd</sup> Century Commission Report (2009) – came to some conclusions about the purpose and importance of parks in the 21<sup>st</sup> ce...</p> <p>This seems to suggest that preservation of parks is NOT an end unto itself – that in the 21<sup>st</sup> century, national parks can and should play a more critical role in society.</p> <p>What role should Interpretation and Education play in helping parks address these 21 ce needs?</p> <p>Vote with your feet – 1) <i>(hypothetical) If the NPS budget is slashed, and parks have to decide how to spend precious few dollars, is interpretation a “nice to have” or a “need to have”?</i> 2) <i>Are the interpretive offerings you currently have in your park a nice to have or a need to have? Why?</i></p> <p>D. Otis Beasley quote: “In the future, interpretation will very possibly become the most important single function of the National Park Service.” (Assistant Secretary of Interior, 1964)</p>	<p>Vote with your feet activity #1</p> <p>Slides of 2nd Ce quotes</p> <p>Vote with your feet activity #2</p> <p>Slide with Beasley quote</p>	
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<p>It seems that we have a mandate to embrace an ever more important role? What skills do we have and what skills do we begin to develop in order to help the NPS meet 21<sup>st</sup> ce needs and expectations?</p> <p>Three years ago the IDP began the challenging process of re-examining KSABs needed by NPS interpreters and educators. This is part of a broader movement across not just our profession but across the wider educational world – to re-consider the process of learning and our role in addressing 21<sup>st</sup> century skills needed by all of us – employees, audiences and all stakeholders.</p> <p>Show Foundations 2016 and 2017 <b>slide</b> – this is still a work in progress – a stakeholder-driven process. Who here has participated? Evolving from our old product-based Benchmark comps <b>(slide)</b>, which were static for over a decade, to these 8 cross-cutting foundational comps <b>(slide)</b>.</p> <p>In addition to the input of the field, these comps have many other influences from inside and outside the NPS. Here are just a few of the most important. (Show 2<sup>nd</sup> ce, Imperiled Promise, Interpretive Skills Vision Paper, IE&amp;V Strategic Plan, ICSC, IMLS and Nina Simon’s book) Look at Vision Paper and IMLS in back of workbook – if you take the time to read these, you’ll see the source for some of the language in Foundations.</p> <p>In particular, look at <u>Page 1 in the Vision Paper</u> to see where the 3-fold goals of interpretation came from, in their original wording (currently evolving with field input in the 2018 revision effort).</p> <p>Option – spend more time on the goals – discuss how they represent what, how and why of our work.</p>	<p><b>Slides</b></p> <p><b>Slides</b></p> <p>Workbook Appendix</p> <p>(optional slides)</p>	
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<p><b>Why and What of ACE</b></p> <p>Why ACE – helps us address these goals.</p> <p>This ACE class focuses on some key front-line strategies and practices to better engage 21<sup>st</sup> century audiences.</p> <p>Let’s look at a couple of the key methods and ethics that are at the heart of ACE:</p> <ul style="list-style-type: none"> <li>• <b>audience participation and contribution</b></li> <li>• <b>building 21<sup>st</sup> century skills</b></li> </ul> <p><b>Participation and Contribution</b></p> <p>Participation with co-creation of meaning and experience are at the heart of ACE – and many of the skills you’ll learn and practice this week will focus on this.</p> <p>Much of the research and leadership for this is coming from the museum world.</p> <p>Nina Simon – who has heard of her? She’s one of the foremost authorities of participatory practice with audiences – much of what she talks about and teaches is also really applicable in parks – let’s hear from her – excerpts from a webcast she did ...</p> <p><a href="https://www.youtube.com/watch?v=1JoGYZRtBWk">https://www.youtube.com/watch?v=1JoGYZRtBWk</a></p> <p>1:00-2:23 – new technology 3:50-7:00 – hoping to go in the future 8:00-9:14 – structure in which that happens 12:44-13:58 (end)</p> <p><i>[Optional -- Calculate the potential of audience contribution and discuss. On a flipchart, calculate the audience “years of lived experience” illustration (330 million</i></p>	<p>Show <b>slide</b> with quote from their pre-reading (pg 3 in workbook)</p> <p><b>Slide</b> of Nina’s book</p> <p>Link embedded in <b>slide</b></p> <p>Discuss as time permits</p>	<p>25 minutes</p>
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*visitors/year x average age (ask class – what is the average age of visitors at your park, then make a quick ballpark average for the class) e.g. 45 = 14,850,000,000 years of life experience). The math in this activity is not the point – emphasize the power of the final number.]*

How can we tap into that experience? If the public are the “owners” of NPs, we need to tap into their experience, their meanings, their understandings...

### **21<sup>st</sup> Century Skills**

The trend toward audience-centered and learner-centered strategies is happening across the formal and informal learning landscape. Museums are also struggling to re-envision purpose and 21<sup>st</sup> century relevance and what that means for audience experience – they have a lot of research momentum behind their shift – to move past preserving collections just for the sake of preservation.

IMLS published a report in 2009 considering the shifts in society and the need to shift their practice to engage 21<sup>st</sup> century audiences and to facilitate learning.

These same societal shifts are pulling on us as parks to reexamine our purpose and strategies.

The IMLS Report is in your Appendix – turn to page 7 – comparing 20<sup>th</sup> and 21<sup>st</sup> century practice – take a couple of minutes to read through this

Slide of IMLS Report

Slide with quote about societal shifts

Page 7 of IMLS Report

<p>Perhaps the bottom line behind this shift is that people don't learn by being lectured or loaded with information – they learn by doing – by hands-on participation (we've known this for a long time) -- and the emphasis is on skill-building rather than knowledge transfer.</p> <p>Look at the 21st Ce Skills Framework on page 3...</p> <p>Let's take a look at audience-centered skill-building in action...</p> <p>WHHO video (5 minutes)</p> <p><a href="https://vimeo.com/129107625#embed">https://vimeo.com/129107625#embed</a></p> <p>What skills did you see demonstrated by the students?</p>	<p><b>Slide</b> about intentional outcomes</p> <p>IMLS Report pg 3</p> <p>Watch video of Baltimore schools program, look for skills; Participants share skills they saw.</p>	
<p><b>Conclusion</b></p> <p>I hope Nina and the kids from Baltimore help you begin to focus on what ACE and this week are all about</p> <p><b>“In your own words activity”</b> (for TTT class)          Take a few seconds to think about how you would describe ACE to a colleague in your own words...          Give it a try with a partner right now -- you each have one minute -I'll tell you when to switch -- GO.</p> <p>We need to figure out what our audiences have to contribute to our collective understanding about the hope and purpose of national parks in the 21<sup>st</sup> century</p> <p>This class will focus on some practical skills and strategies for doing that.</p>	<p>Pair Share Activity</p>	<p>10 min</p>

Some of you are probably realizing by now that this interpretive philosophy is not entirely new – as our profession has evolved, we’ve been steadily moving in this direction beginning with Tilden.

We’re going to take a break – and when we come back, we’ll think about what we already know and do and how that carries forward into audience-centered practice.

10 minute BREAK

Option, if time allows, or as a separate session, provide further opportunity to investigate and discuss the following...

### **Where This Comes From -- The Vision Doc and Foundations**

The ACE skills we’ll talk about and experiment with this week are grounded in our guiding documents... these are in the Appendix of your workbooks – so you can look through them later...

In 2014 a working group of the National Park Service Advisory Board (non-NPS advisors) and the National Council for Interpretation, Volunteers and Education (WASO I&E and rotating field reps) in 2014 published the Vision Paper for 21<sup>st</sup> Ce Interp (in appendix). The three-fold goals of interpretation that you see in your workbook (pg 4) come out of that document – and were then incorporated in our

Refer to Workbook Appendix for these docs

competency descriptions in the Foundations of 21<sup>st</sup> Ce Interp. Our Foundations comps have been evolving since 1996 – they are currently being updated – you can have a voice in that...

Also – can explain the difference between Facilitated Dialogue vs ACE.

Option -- Additional example of an ACE ethic and practice that responds to 21<sup>st</sup> century shift in how audiences want to experience parks:

**Audience Experience as Social Experience**

Know Your Own Bone Video

<http://colleendilen.com/2015/11/11/data-reveals-the-best-thing-about-visiting-a-cultural-organization-fast-fact-video/>