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 21st ce interpretation (agency, audience, society)
- Help trainees understand the connection between ACE and the Foundations competencies

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

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

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>METHOD</th>
<th>TIME</th>
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<tbody>
<tr>
<td><strong>Exploring the Purpose of Parks and Interpretation in the 21st Century</strong></td>
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<td>25 minutes</td>
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<td><strong>Intro Activity – Parks and Hope</strong></td>
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<td>Think of one thing the NPS preserves that gives you hope for the future – you personally—write on a stickie – put on the board.</td>
<td>-Start Power Point</td>
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<td>Reflect and pair share – <em>What do you do in your daily work that enables/supports parks as places of hope?</em> – take a few seconds to reflect on that – then share with a partner -- about a minute each</td>
<td>-Queue up videos</td>
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<td>Large group share-out</td>
<td>-Make space on whiteboard</td>
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<tr>
<td><em>We believe that NPs are places of hope</em>—They certainly give US hope and purpose – what about the rest of society?*</td>
<td>WALL OF HOPE</td>
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<td></td>
<td>Slide with question</td>
<td>Slide</td>
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<td>Reflect and share</td>
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<td><strong>Is it a legitimate question – with so many other pressing national needs – to ask what is the purpose of parks in the 21st 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?</strong></td>
<td><strong>Vote with your feet – Are national parks a “nice to have” or a “need to have”? Ask for responses from different perspectives.</strong></td>
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<td><strong>[Remain standing for next few minutes]</strong></td>
<td><strong>Vote with your feet activity #1</strong></td>
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<td><strong>2nd Century Commission Report (2009) – came to some conclusions about the purpose and importance of parks in the 21st ce...</strong></td>
<td><strong>Slides of 2nd Ce quotes</strong></td>
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<td><strong>This seems to suggest that preservation of parks is NOT an end unto itself – that in the 21st century, national parks can and should play a more critical role in society.</strong></td>
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<td><strong>What role should Interpretation and Education play in helping parks address these 21 ce needs?</strong></td>
<td><strong>Vote with your feet activity #2</strong></td>
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<td><strong>Vote with your feet – 1) (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”? 2) Are the interpretive offerings you currently have in your park a nice to have or a need to have? Why?</strong></td>
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<td><strong>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)</strong></td>
<td><strong>Slide with Beasley quote</strong></td>
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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\textsuperscript{st} century needs and expectations?

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\textsuperscript{st} century skills needed by all of us – employees, audiences and all stakeholders.

Show Foundations 2016 and 2017 [slide] – this is still a work in progress – a stakeholder-driven process. Who here has participated? Evolving from our old product-based Benchmark comps [slide], which were static for over a decade, to these 8 cross-cutting foundational comps [slide].

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\textsuperscript{nd} ce, Imperiled Promise, Interpretive Skills Vision Paper, IE&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.

In particular, look at [Page 1 in the Vision Paper] 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).

Option – spend more time on the goals – discuss how they represent what, how and why of our work.
### Why and What of ACE

Why ACE – helps us address these goals.

This ACE class focuses on some key front-line strategies and practices to better engage 21st century audiences.

Let’s look at a couple of the key methods and ethics that are at the heart of ACE:
- **audience participation and contribution**
- **building 21st century skills**

### Participation and Contribution

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.

Much of the research and leadership for this is coming from the museum world.

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 …

[https://www.youtube.com/watch?v=1JoGYZRtBWk](https://www.youtube.com/watch?v=1JoGYZRtBWk)

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)

(Optional -- Calculate the potential of audience contribution and discuss. On a flipchart, calculate the audience “years of lived experience” illustration (330 million

| 25 minutes | Show slide with quote from their pre-reading (pg 3 in workbook) | Slide of Nina’s book | Link embedded in slide | Discuss as time permits |
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…

**21st 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 21st 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 21st 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 20th and 21st 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 |
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.

Look at the 21st Ce Skills Framework on page 3...

Let’s take a look at audience-centered skill-building in action…

WHHO video (5 minutes)
https://vimeo.com/129107625#embed

What skills did you see demonstrated by the students?

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<th>Slide about intentional outcomes</th>
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<tr>
<td>IMLS Report pg 3</td>
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<tr>
<td>Watch video of Baltimore schools program, look for skills; Participants share skills they saw.</td>
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**Conclusion**

I hope Nina and the kids from Baltimore help you begin to focus on what ACE and this week are all about

“In your own words activity” (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.

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 21st century

This class will focus on some practical skills and strategies for doing that.

**Pair Share Activity**

10 min
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 21st 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 21st 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 21st century shift in how audiences want to experience parks:

**Audience Experience as Social Experience**

Know Your Own Bone Video