

**Training programme for the new
professional profile as
“Heritage Interpreter”.**

I TRAINING PROGRAMME FOR THE NEW PROFESSIONAL PROFILES AS “HERITAGE INTERPRETER”.

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1. GOALS AND OBJECTIVES.

GENERAL

Feducate students in the discipline of the Heritage Interpretation. In this way the students can use it as a communication tool to give the public visiting the heritage spaces in their leisure time a thematic, well-informed, organized, relevant and entertaining information that encourages them to develop attitudes of appreciation and custody towards the heritage.

CONCEPTUAL

- ***Learn about the meaning of Heritage Interpretation as a discipline and as a base for professional development.***

Acquire basic knowledge about the interpretation's approaches and about the specific domain terminology on the different thematic blocks of the subject.

- ***Learn the procedures for the analysis of the heritage resource.***

Identify the features with greatest interpretive potentials, and understand the methodology for assessing the opportunities offered by the interpretation resource.

- ***Clearn about the type and characteristics of the Heritage Interpretation target audience.***

Understand that the target audience is people who are at their leisure time. So they are not required to pay attention to complex messages and they are indeed the potential keepers of the heritage.

- ***Clearn about the different interpretation techniques and interpretive media, and their evaluation.***

Learn the interpretation techniques and the interpretive media. Choose and support the most adequate resources, goals, location, environmental circumstances and audience. Know how to design methods for each case evaluation..

ATTITUDINAL

- ***Theoretical evaluation of the Heritage Interpretation as a tool of communication.***

Evaluating the importance and meaning of the Heritage Interpretation, its origin, its basic features and its theoretical framework as an effective discipline for communication with the public visiting the heritage spaces.

- ***Appreciate the interpretation of heritage as a tool for effective preservation.***

Appreciate the potential of the discipline of the Heritage Interpretation as an essential management and communication tool with the public to achieve the conservation of heritage values.

- ***Developing empathy with different types of target audience, including people with disabilities.***

Transmit interest in working with a wide variety of public, understand their basic needs and how to meet them using the Heritage Interpretation.

- ***Develop a willingness for multidisciplinary teamworking.***

Acquire a favorable predisposition to work in groups with interdisciplinary approaches.

PROCEDURAL

- ***Develop easy-to-understand interventions to attract and retain the attention of the audience.***

Design interventions that are well organized, relevant, entertaining, meaningful and enjoyable involving the public in the process.

- ***Develop interventions with thematic scripts.***

Develop clearly defined themes that synthesize both the main idea and essence of values of the place.

- ***Designing messages based on the meanings of the heritage resources.***

Discover the tangible and intangible elements of the resource, and detect the universal concepts expressing what this resource represents.

- ***Creating intellectual and emotional connections between the audience and the resource..***

Providing opportunities for the public to understand new concepts and ideas, produce emotions, and resulting in more thinking and reflection.

- ***Create messages that can generate attitudes of custody and respect for the resource.***

Design messages promoting personal reflection and assessment of the public to encourage positive attitudes that may become favorable towards the heritage resource.

- ***Design the techniques and interpretation media needed to evaluate them.***

Plan the evaluation of the interpretative interventions and apply techniques of qualitative and quantitative evaluation for optimizing interpretative programs.

2. CONTENTS.

MODULE 1

Heritage Interpretation.

MODULE 2

Context and content of Heritage Interpretation.

MODULE 3

Interpretation and communication.

MODULE 4

The Heritage as an engine for sustainable development.

MODULE 5

"From theory to practice": interpretive media.

MODULE 6

Conservation, environment and european directives.

MODULE 1

Natural and cultural Heritage Interpretation

General Objective:

To know the origin and meaning of the Heritage Interpretation

Specific Objectives:

- Understand, in general, the meaning and purpose of the Heritage Interpretation, context, application environments and some of the interpretive media used.
- Identify the different agents involved in the interpretive process.
- Provide an overview of the competencies of heritage interpreters.
- Understand succinctly the methodology from the interpretive plans..

Duration (15%)

Estimated duration in hours: 60 hours

Estimated length of theoretical training: 70%

Estimated duration of practical training: 30%

Exercises of reference

MODULE 1:

- Develop, individually or in teams, its particular definition of Heritage Interpretation.
- Give examples of conceptual, emotional and attitudinal goals framed in interpretive situations proposed by the teacher.
- In groups, explain the effect on a particular interpretive activity the fact that the target group were, for example:
 - Group of foreigners with children.
 - Group of various nationalities.
 - National group from the city in which two members are deaf.
 - National group from a rural area.
 - Very large group.
 - Large group of people with previous knowledge on the subject.

- Choose a place with Heritage interest in the area for a brief interpretive plan. Divide into groups the early stages of the interpretive planning (goals, resources, audience) and, together, determine the most appropriate means and conduct a brief evaluation design.
- Conduct a role play by teams representing the various stakeholders in the conservation and enhancement of a resource or site of special heritage interest. The teacher or one student can moderate the discussion. To identify the different groups it's advised to review the diagram shown in this module (in it appears the Administration, Interpretation Experts, Community Representatives, Associations, etc.) and to adapt it to the specific case under consideration.

MODULE 2

Context and contents of Heritage Interpretation.

General Objective:

Identify different types of heritage assets and assess their importance for society.
Know the procedures for the analysis and assessment of the heritage resource.

Specific Objectives:

- Understand the importance of audience and resource awareness.
- Understand the role of interpretive techniques to promote opportunities in the audience's intellectual and emotional connection with the meaning and importance of the resource.
- Understand the meaning of heritage and its classification.
- Manage procedures for the analysis of the heritage resource and identify the most potential interpretive features.

Duration (20%)

Estimated duration in hours: 80 hours.

Estimated length of theoretical training: 70%

Estimated duration of practical training: 30%

Exercises of reference:

- Suggest the following topic of discussion to students: Consider local places with heritage interest known to all students. Then reflect together on the following issues:
 - Why do you think these places are considered Heritage assets?
 - Do you think that we are using on them the tools of Heritage Interpretation?
 - What do you think about the interpretive media being used? Does they seem adequate? Can you think of other ways that they could be used?
- Choose a place with heritage interest in the area. Based on the evaluation tables shown in this module as an example, adapt them to the needs of the chosen site. Once this is done, complete them in pairs or in groups.
- Choose a place with proprietary interest in the area. Make a list of potential interpretive features from a brainstorming. Then work in groups, each

group with one of these elements. For example, making a collage, a photo slideshow, etc., to show them to the rest of the group members. Each group must also, using the criteria shown in the matrix of interpretive potential, determine the IPI of the element.

- Choose an element with heritage interest of the area. Split the students into two groups and discuss the uniqueness of the item. One group must argue about why they do consider singular and others why they do not. Remember that the singularity is defined as the condition of rarity of the item in place. The more unique, the more potential interpretive will have.

MODULE 3

Interpretation and communication.

General Objective:

Develop easy to understand interventions that attract and retain the attention of the audience, with thematically organized scripts.

Specific Objectives:

- Understand and analyze the communicative process as a whole.
- Show the keys to building an effective message that can influence what the public does, knows and feels.
- Learn interpretive techniques for the construction of interpretive message.
- Practice in designing thematic scripts, organized, relevant and funs.

Duration (25%)

Estimated duration in hours: 100 hours

Estimated length of theoretical training: 60%

Estimated duration of practical training: 40%

Exercises of reference:

- Develop, in groups, interpretive themes for natural and cultural resource and resources. Using what is learned about the topic, theme and guidelines for the creation of interpretive messages.
- Choose an element with heritage value in the area. In groups, develop an interpretive message, build the theme and a brief text, following the precepts and recommendations of the Heritage Interpretation discipline.
- As a role playing game, in pairs, it should be represented, for the rest of the students, a situation related to the communication of a visitor with an interpreter who works in an area with heritage value. You can propose the following situations: the visitor asks where is a nest of an endangered bird species, or someone throws trash out of the trash, or touch a piece of a museum that can not be touched, and so on. To promote dynamic, each participant will receive instructions in this simulation without the partner or the other students know what will be its role. The rest take the role of observers. Students will use the techniques of the Heritage Interpretation discipline, while also paying close attention to non verbal communication. You can rotate the roles within each pair and make constructive criticism of the performance of each pair, including his own, to identify areas for potential improvement.

MODULE 4

The Heritage as engine for sustainable development.

General Objective:

Understanding the heritage as an endogenous resource for development, and the Heritage Interpretation as a discipline that can become an option for preserving jobs and promoting a more sustainable future.

Specific Objectives:

- Provide Heritage as a set of local values, while having a traditional component, are also constantly changing.
- Understand that Heritage should be recognized and valued by local people.
- Understand that, with good participatory planning, it's possible to achieve socio-economic, natural and physical development.

Duration (10%)

Estimated duration in hours: 40 hours.

Estimated length of theoretical training: 70%

Estimated duration of practical training: 30%

Exercises of reference:

- Working in groups, make a list of those heritage elements of the environment that are deemed not sufficiently valued (crafts, traditions, language, food, etc.). Explain why:
 - What are its most prominent features?
 - Suggest ideas to value these assets in ways that are compatible with resource conservation and sustainable development in the area.
 - How can you integrate the local population into the process?
 - And the experts in Heritage Interpretation?
 - What about the Administration, or the managers of that heritage?
 - Discuss this question: Heritage Interpretation can be a form of local development? Give examples of this.

MODULE 5

From theory to practice: interpretive media.

General Objective:

Learn about the heritage interpreter's professional profile and the various interpretive techniques and the various means of interpretation.
Understanding the stages of its design, implementation and evaluation.

Specific Objectives:

- Provide an overview of the knowledge and skills that are part of the professional profile of heritage interpreter.
- Classify and describe the various means of interpretation.
- Show the advantages and disadvantages of different means of interpretation.
- Learn to design, in detail, interpretive media attended by staff and autonomous media.
- Understand and apply techniques to assess quantitative and qualitative products and interpretive activities.

Duration (25%)

Estimated duration in hours: 100 hours.

Estimated length of theoretical training: 60%

Estimated duration of practical training: 40%

Exercises of reference:

- Designing an interpretive activity using interpretive media learned and justify the choice.
- Retaking the interpretive plan made in Module 1 and do, in groups, a complete design of a selected interpretive media.
- Perform in groups a self-guided route proposal for a particular resource proposed by the professor, detailing the means employed and the evaluation method.
- Divide the group of students into four groups. Each group must make an audio-visual about an item or a heritage site in the area. The presentation should last no longer than ten minutes and should include a short text written following the guidelines of the discipline of Heritage Interpretation.
- Perform simulations, as a role playing game, in which students assume

the role of a interpreter posing a number of situations such as those below. Students will have to indicate how they would react to:

- Imagine that you are doing a guided activity, and in your group is a person who is constantly fighting with you, and creating conflicts in the group.
- Imagine someone in the group asks you for something you do not know how to answer.
- You are leading a cyclist tour, but from the beginning, you feel that a person does not have much skill with the bike.
- In the group that will perform the guided activity, there is people who use wheelchairs but a part of your itinerary is not accessible.

For the correct development of the activity, students should comment constructively on the performance of the groups, and may also make proposals for different actions.

- Promote discussion about the need to possess, in a greater or lesser extent, the characteristics and requirements set forth for the profile of heritage interpreter, and to present cases to emphasize the importance of these. This can be done through brainstorming within the group. This will determine the characteristics considered most important. Then it is recommended each student individually make their own list, indicating their strengths and weaknesses. Once done, self-evaluations are collected and re-distributed among students in an arbitrary manner, so that none is assigned its own evaluation. Later, after reading the evaluation belonging to another student simple tips may be given to overcome weaknesses and enhance strengths.

MODULE 6

Conservation, environment and european directives.

General Objective:

Provide an overview of community-and-national level initiatives oriented towards the conservation of the cultural and natural heritage.

- Initiate in the pursuit and management of regulatory documentation and conservation legislation.
- Show the key initiatives for the promotion and conservation of community and national level.
- Provide an overview of existing needs and achievements carried out in conservation and sustainable development.

Specific Objectives:

- Learn about the heritage conservation initiatives taking place in different fields, and the institutions and agencies that promote them.
- Be introduced into searching and handling of documentation on regulatory and conservation legislation.
- Show the key initiatives of heritage promotion and conservation at national and community level
- Provide an overview of existing needs and achievements carried out in conservation and sustainable development.

Duration (5%)

Estimated duration in hours: 20 hours.

Estimated length of theoretical training: 80%

Estimated duration of practical training: 20%

Exercises of reference:

- Make a general list of documentation sources at local, regional, national and European level and contrast them to finally identify a list of resources on different aspects of heritage: legislation, initiatives, programs for local development, etc.
- Discuss the importance of EU directives regarding the evolution of the national legislation of member countries.
- Conduct a simulation exercise to create a calendar of events at European level to promote the heritage from an interpretive perspective, on the basis of existing cultural programs.

3. QUALIFICATION.

PROFESSIONAL QUALIFICATION

- **Name.**

Interpreter of heritage.

- **Professional family.**

Safety and environment.

COMPETENCE (SKILLS)

- **General competence.**

Using the interpretation of heritage as a tool of communication for visitors of a space, place or element of heritage interest show interest for this heritage and develop appreciation and custody attitudes toward it.

- **Units of competence.**

Reevaluation of theoretical Heritage Interpretation from its origins to the present as a basis for a professional development of our job.

- » Learn about the origin and meaning of the Heritage Interpretation.
- » Learn and use the various contributions to theoretical interpretation.

Structure the communication around the three basic pillars of the Heritage Interpretation: resource knowledge, audience knowledge and knowledge of interpretive techniques.

- » Knowledge of the heritage resource to be interpreted.
- » Knowledge of types and characteristics of the different segments of recipients.
- » Knowledge of various interpretive techniques, and the different interpretive media, both the autonomous and the staff-attended.

Formulate the key ideas to transmit in different interpretive interventions applying the methodological principles of discipline.

- » Develop easy-to-understand interventions that attract and retain the audience.
- » Developing initiatives with organized thematic scripts.

Build specific messages that create connections between the resource values to interpret and interests of target audience.

- » Develop messages based on the meaning of the heritage resource.
- » Create intellectual and emotional connections between the audience and the resource.
- » Stress, as far as possible, in the generation of attitudes of custody and respect for the resource.

Evaluate the basic aspects of different interpretive Interventions.

- » Develop and implement the required techniques to evaluate quantitative and qualitative successes and failures of the products and activities of interpretation, with the goal to optimize them.

PROFESSIONAL ENVIRONMENT

- **Scope.**

Public.
Employed and self-employed persons.

- **Associated training.**

Introduction to the interpretation of heritage.
The three pillars of interpretation.
Methodology for the design and development of interpretative interventions.
Communication strategies.
Program evaluation and interpretive services.