



AMBIENTARTE PILOT COURSE REPORT

1. COURSE TITLE.

HERITAGE INTERPRETATION: EFFECTIVE COMMUNICATION IN GUIDED VISITS

2. COURSE OBJECTIVES.

- Study basic principles of Heritage Interpretation.
- Identify the importance of Heritage Interpretation as a communication tool which helps the conservation of places with heritage interest.
- Teach basic communication skills to plan, prepare and present guides activities.
- Validate the didactic guide transferred within the Leonardo da Vinci project.

3. TARGET GROUPS AND NUMBER OF STUDENTS.

- Rural women.
- Young people looking for their first job.
- Adults in professional retraining processes.
- Disabled people.

Number of students was 22.



4. LOCATION AND SCHEDULE.

The course was held at “Ciudad de la Energía” Foundation in Ponferrada, León. The schedule followed was from 16:00 to 20:00 pm, from 10th to 20th, October 2011, with a total 20 “face to face” hours and five telecommuting hours.

5. COURSE CONTENTS.

- Tilden’s principles.
- Thematic interpretation.
- Interpretive message construction.
- Tangible and intangible in Heritage Interpretation. Universal concepts.
- How to design and interpretive text.
- Guided interpretive itineraries.
- Attention to people with disabilities.
- Guided itineraries. Practices and exercises.
- Course evaluation.

6. HUMAN AND MATERIAL RESOURCES.

The course was taught by María Antonia López Pérez, Isabel Fernández Domínguez y Alberto Alcalde Giráldez from Ambientarte S.L and Arlyn Orella, from Ciudad de la Energía Foundation.

Material resources were used: laptop, projector, blackboard and markers, folders, notebooks and pens.



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7. TRAINING DEVELOPMENT.

The course was very well received because the applications received were approximately three times the number of places available.

Students were involved from the beginning, their motivation was increasing and they put much effort in all activities until the end of the course.

8. OBTAINED RESULTS: FINAL ASSESSMENT OF STUDENTS.

Students have rated the course very positively, qualifying it with a 9.1 mark.

Most of students would like to receive more training on Heritage Interpretation and they show a lot of interest.

Attached on next page, the assessment summary of students.

9. CONCLUSIONS.

Course focus was very appropriate, because classes offered were alternating theory and practice to provide a broad view about Heritage Interpretation.

This fact has allowed the acquisition of knowledge about this discipline and its implementation in course activities.

The comfort of the place chosen to deliver the course has contributed to achieve the objectives.



Comment about course development	EXCELL ENT	VERY GOOD	GOOD	NOT VERY GOOD	BAD
Course organization	59,1%	36,4%	0,2%		
Contents level	36,4%	54,5%	9,1%		
Usefulness of the content learned	68,2%	31,8%			
Use of cases	72,7%	27,3%			
Use of audiovisual media	50%	36,4%	13,6%		
Use of technical groups	54,5%	45,4%			
Confort room	36,4%	45,4%	22,7%		
Fellowship	59,1 %	36,4%	0,2%		
Course duration		22,7%	40,9%	27,3%	9,1%
Schedule	13,6%	22,7%	63,6%		
Material delivered	40,9%	50%	9,1%		
Global feelings	63,6%	36,4%			

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Comment about teachers	EXCELL ENT	VERY GOOD	GOOD	NOT VERY GOOD	BAD
Theoretical explanations	81,8%	18,2%			
Use of case studies	86,4%	13,6%			
Has fostered teamwork	95,4%	0,2%			
Has facilitated good communication	95,4%	0,2%			
Has known how to motivate the group	95,4%	0,2%			
Has proved receptive to the group	86,4%	13,6%			
Global feelings about teachers	95,4%	0,2%			

Comment about your participation	EXCELL ENT	VERY GOOD	GOOD	NOT VERY GOOD	BAD
My motivation	40,9%	59,1%			
My participation	27,3%	45,4%	27,3%		
Assimilation of contents	40,9%	40,9%	18,2%		
Application of knowledge in my work	31,8%	40,9%	22,7%	0,2%	



CONTROL OF STUDENTS.

At the beginning of November, time after the end of the pilot course and attending the INTEPA project objectives, a brief survey was sent to all students of this course to evaluate, in this medium term, the impact of knowledge and skills acquired.

Here we expose each of FIVE questions that were sent to students with the results obtained in their responses.

Question 1: Do you consider the knowledge received has been useful for your professional development?

Most of students surveyed answered affirmatively to this question. They consider this course, is interesting to complete their academic training and this course also allow them to apply the knowledge acquired in their professional lives.

The residual percentage of students that have answered NO to this question, actually have done it because nowadays they are working in different fields, unrelated to the main subject of this course.

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Question 2: Wich benefits and profits did you find in your professional life after the course with the knowledge acquired?

Of the total responses received,we will emphasize following main points for being the most common answers:

- Have gained the knowledge (skills and resources) to control the organization, management, development and design of routes, itineraries and other activities related.
- They have improved their skills for communication and dealing with different audiences with whom they work.
- They believe that Heritage Interpretation is a discipline that should create new jobs and also should contribute to improve the sustainability of our resources.
- This training in Heritage Interpretation is an improvement of their training curriculum and will allow to expand their range of opportunities in current job market.

Question 3: Do you consider that you need more training in HI?

Most of students have answered YES to this question. Vast majority didn't receive previous training in this discipline and they are aware that this course is only the first step for a better knowledge in HI. They are seure that will be useful for their professional development.

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Question 4: Are you thinking about continuing your training in HI?

All students have responded YES. Vast majority are interested in attending to new courses related to Heritage Interpretation. All of them are looking for new training courses in Heritage Interpretation nowadays.

Question 5: Any comments:

The comments talk again about the good atmosphere generated during the course among the group of students and teachers. This fact has favored the proper development of the course.

Finally, we believe important to note that one of the students who showed excellent skills like Heritage Interpreter was hired by Ambientarte for working as a guide at National energy Museum.

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EXPERIENCES/PRACTICES DEVELOPED BY STUDENTS

Although the initial proposal was that practices should be developed only by some students in companies related with Heritage Interpretation, finally, after a joint planning with Ciudad de la energía Foundation, it was decided that all students carry out the practices.

Five groups were organized, allowing students the opportunity to join the people that had worked best in theoretical part of the training course.

They worked designing and developing five different guided visits for Ciudad de la Energía Foundation. They developed the whole work of a guided visit, from the design of texts and materials to the evaluation of the activity with public.

These practices were highly valued by students. The practices allowed them put in practice all that they learned during the course.

The course also has served to consolidate concepts, improve skills and learn better the Heritage Interpreter profession.

