

# INT - INTERPRETATION

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## **INT 2000 Learning Methodology (3 Units)**

The students will explore what the sciences of cognitive and educational psychology tell us about the process of learning; students will learn how to understand and improve their ability to help others learn new concepts and information. The course will be focused on direct application to the interpretive process. Topics will include the major theories of learning, memory and motivation, our knowledge of how we learn various subjects, learning barriers, demographic differences and differences in individual versus group learning.

## **INT 2001 Formal Interpretive Communication (3 Units)**

Formal Interpretive Communication teaches a variety of oral techniques used to connect the audiences with environmental, historical and natural subject matters. This course will equip students with the ability to communicate interesting and effective messaging to a captive audience. Amongst this and other concepts, techniques will be shared and developed for how to convey interesting and necessary information concisely through effective written program development. Students will learn how the role of the interpreter includes transforming standard information into an intriguing narrative that will spark meaningful conversation afterward.

## **INT 2002 Informal Interpretive Communication (3 Units)**

This course teaches students how to interact with small non-captive audiences in groups of various settings. Students are taught the skills to adapt complex information into communicable formats as the situation permits. Amongst the topics that will be covered are the appropriate methods of contextual interpretation, which includes active listening as well as effective, often spontaneous, speaking. Through practice, students will learn that interpretive communication in an informal setting takes patience, approachability, and knowledge, imparted to the audience in a compelling way.

## **INT 2003 Non-Personal Interpretive Communication (3 Units)**

This is a fundamental course in multimedia natural resource interpretive creation. This course will help students stay informed on changing societal trends as well as understand the design elements for signs, exhibits, websites, flyers, posters, book covers, brochures, newsletters, social media and multimedia slide presentations. It will utilize learning methodologies to effectively communicate messaging and attract attention using alternative delivery mediums. Students will learn the techniques needed to write engaging material that is specific to its interpretive medium and format, as well as the audience's needs and parameters, dictated by diverse backgrounds, age groups, and cultures. A background in basic computer skills required.

## **INT 2005 Interpretive Design (3 Units)**

Interpretive Design focuses on the process of creating influential presentations and displays that are message focused, factually accurate and leave lasting impressions with the ability to change and impact visitors. This course will provide an overview of historical preservation, wildlife, art, live plant, animal and building/room design.

## **INT 2006 Capstone Research/Field Experience (3 Units)**

The capstone project is designed to show a comprehensive mastery and application of the concepts and practices presented in the program. The project is designed to meet the requirements and allow students to use their assignment for submission when applying for NAI Heritage Interpreter Certification. The capstone is broken into three sections: planning, interpretation, and presentation. Each section is designed to help the student with the next phase of the project. The capstone requires experience within an organization that utilizes naturalist interpretation. This can be through full or part time employment or an internship/co-op/special field experience, an investigation of a special topic and/or development of a project, directed readings/study or a research project for an organization. In meeting this requirement, it will be important for students to be able to demonstrate they are getting an "integrated" field experience in natural resources and environmental education.