

Day 1	Monday January 31, 2022									
3PM - 4 PM	<p>Live online via Zoom - link provided by instructor via email</p> <ul style="list-style-type: none"> • Welcome to FMNP course by Ken Gioeli and Grantly Ricketts • Introductions, Pre-test, Icebreaker by Ken Gioeli (30 min) • Getting comfortable with Zoom technology (20 min) • Course manual will be emailed to students. • Present instructions for “on-your-own” assignments (10 min) 									
ON YOUR OWN (60 min)	<p>Begin your course journal. Conduct an internet search for two publicly accessible preserves and one environmental education center near you. Try to find two preserves that have a system of actively managed trails with interpretive signage and displays. During this course, you will be visiting these two preserves and one environmental education center and examine the interpretive displays (if any). As you search for sites to visit, you might want to look for preserves with historical relevance or unique environmental features. For example, you might choose to examine preserves that have battlefield history, native American artifacts or were used by early settlers. Begin your journal by identifying the address, environmental features and other reasoning behind your decision to visit these three locations.</p> <p>This journal will be completed and turned in by the completion of this course.</p>									
ON YOUR OWN (120 min)	<p>Video Assignment Instructions: Watch the video: Florida Everglades Nature Boom Time https://www.youtube.com/watch?v=uGmaeRik5JU</p> <p>Reflect on the questions listed below. Allow 120 minutes to review the video and complete these reflection questions. See prompts below.</p> <table border="1" data-bbox="376 1146 1468 1906"> <thead> <tr> <th data-bbox="376 1146 812 1215">Video Reflection Questions</th> <th data-bbox="812 1146 1468 1215">Journal Prompts</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 1215 812 1459">What is the appropriate age for this video?</td> <td data-bbox="812 1215 1468 1459">Map directions to the three field trip locations you identify in the “on your own” assignments. This can be done digitally or by printing or hand drawing maps. Include the address of the locations you selected for the three field trips. Use your home or closest city hall as a beginning point of reference.</td> </tr> <tr> <td data-bbox="376 1459 812 1596">What did you think about the use of cut paper cut outs?</td> <td data-bbox="812 1459 1468 1596">List the keystone or predominant plants and animals likely to be found at the field trip locations you selected.</td> </tr> <tr> <td data-bbox="376 1596 812 1906">Listen to the type of language the narrator uses. Is it easy to understand? Is it age appropriate language? Does he make good descriptions of the plants and sites he is visiting?</td> <td data-bbox="812 1596 1468 1906">As if you are making a video script, make written descriptions of the keystone or predominant species in these sites. Use language as if you were going to be the narrator in the next National Geographic YouTube Video for each of these sites. Feel free to record this for a digital journal or handwrite it. Determine age-range you are reaching with your descriptions and tailor the messages appropriately.</td> </tr> </tbody> </table>		Video Reflection Questions	Journal Prompts	What is the appropriate age for this video?	Map directions to the three field trip locations you identify in the “on your own” assignments. This can be done digitally or by printing or hand drawing maps. Include the address of the locations you selected for the three field trips. Use your home or closest city hall as a beginning point of reference.	What did you think about the use of cut paper cut outs?	List the keystone or predominant plants and animals likely to be found at the field trip locations you selected.	Listen to the type of language the narrator uses. Is it easy to understand? Is it age appropriate language? Does he make good descriptions of the plants and sites he is visiting?	As if you are making a video script, make written descriptions of the keystone or predominant species in these sites. Use language as if you were going to be the narrator in the next National Geographic YouTube Video for each of these sites. Feel free to record this for a digital journal or handwrite it. Determine age-range you are reaching with your descriptions and tailor the messages appropriately.
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	<p>What are the ecological processes the narrator describes?</p>	<p>What are the ecological processes you might want people to know about at the sites you are visiting? Write or record a description of those processes as if you were scripting for the next National Geographic YouTube Video.</p>
<p><i>Please complete this assignment before class on Day 2.</i></p>		
<p>Day 2 Wednesday February 2, 2022</p>		
<p>2 PM - 4 PM</p>	<p>Live online via Zoom - link provided by instructor via email</p> <ul style="list-style-type: none"> • Breakout Rooms: Students debrief their on-your-own video assignment from previous session. Refer to responses to Video Reflection Questions. (30 min) • Presentation: Interpretive Presentations by Ken Gioeli (60 min) • Tangible vs. intangibles activity (30 min) 	
<p>Day 3 Monday February 14, 2022</p>		
<p>2 PM – 3 PM</p>	<p>Live online via Zoom - link provided by instructor via email</p> <ul style="list-style-type: none"> - Pre-test discussion. - Breakout Rooms: Students will discuss the sites they selected for “on your own” field trips. These sites are two nature preserves and one environmental education center. Discuss options for journaling. Discuss journal prompts below: <ol style="list-style-type: none"> 1. Show your fellow students the map you sketched from your home or city town hall to the three field trip locations you identified in the “on your own” assignment. Remember that you can use digital maps or hand drawn maps. 2. List the keystone or predominant plants and animals likely to be found at the field trip locations you selected. If historical issues are of greater relevance at your sites, list these instead. 3. Share the written descriptions you made of the keystone or predominant species in these sites or a description of historical relevance. 4. Discuss the ecological processes or historical relevance of the sites you want people to know. 	
<p>ON YOUR OWN (60 min)</p>	<p>Journal: Create themes for presentations you might deliver at the two nature preserves and one environmental education center. This is a total of three themes. Include your themes in your journals.</p>	
<p>ON YOUR OWN (60 min)</p>	<p>For this self-guided activity, examine one of the interpretive signs found at the three field trip locations you are visiting in this course. Take photos of the sign (or series of signs) and reflect on what the following:</p> <ol style="list-style-type: none"> 1. What do you think the goal of the sign is? 2. What was compelling about the signs? 3. Why you believe the institution selected this sign/sign location/sign topic? 4. What drew you to the signs? 5. What would you change about the signs? <p>Prepare a PowerPoint or Google Slides (or other platform of your choosing) to share the signs that you found and your reflection on the signs. Be prepared to speak on your signs for approximately 5-7 minutes.</p> <p>Note: If you do not wish to or are unable to visit a nature center or other interpretive center, you may also find examples of signs online to complete the reflection and presentation.</p>	

Day 4	Wednesday February 16, 2022
2 PM – 4 PM	<p>Live online via Zoom - link provided by instructor via email</p> <ul style="list-style-type: none"> • Presentation on Guided Interpretive Programs by Amanda Thompson, Guest Lead Instructor (60 min) • Discussion Groups: (60 min). Share your insights on the interpretive sign self-guided activity. Be prepared to show a photo and your reflections with your discussion group.
Day 5	Monday, February 28, 2022
3 PM – 4 PM	<p>Live online via Zoom - link provided by instructor via email</p> <ul style="list-style-type: none"> • Breakout Room: Discussion of on your three themes assignment (60 min)
ON YOUR OWN (60 min)	<p>Watch each of the videos linked below. As you are watching, consider whether or not you consider the presentation Environmental Interpretation. Why or why not? Take some time to reflect on the video. What did you enjoy about the presentation and what would you change? Why do you think the presenter chose to present the information in the manner they did? Allow 1 hour to complete this assignment.</p> <p>Stage Nature Center Virtual Tour https://troynaturesociety.org/virtual_tour/</p> <p>Conservancy of Southwest Florida Dalton Discovery Center Walkthrough https://youtu.be/Taew08-IU8E</p> <p>Chicago Park District North Park Village Nature Center Main Loop Walk https://www.youtube.com/watch?v=7mkf0Kfe-QA</p> <p>Austin Nature and Science Center Virtual Tour: Pond Walk https://www.youtube.com/watch?v=smqGoSiJG14</p> <p>Nature Time with Emily: Virtual Nature Walk https://www.youtube.com/watch?v=9FH0YpNvtxU</p>
ON YOUR OWN (60 min)	Journaling Assignment – finalize your journal.
Day 6	Wednesday March 2, 2022
2 PM – 3 PM	<p>Live online via Zoom - link provided by instructor via email</p> <ul style="list-style-type: none"> • Presentation on Interpretive Displays by Ken Gioeli (60 min) • Course discussion about journal projects (60) and video reflections
Day 7	Friday March 4, 2022
ON YOUR OWN (60 min)	<ul style="list-style-type: none"> • Finalize your journals and submit them online in the Google Drive. Please upload your journal to the Google Drive folder
Day 8	Monday March 7, 2022
2 PM - 3 PM	<p>Live online via Zoom - link provided by instructor via email</p> <ul style="list-style-type: none"> • End of course paperwork/evaluations • Final course discussion • Graduation • Post Test

<p>ON YOUR OWN FIELD TRIP (120 min)</p>	<p>Field trip to site #1. Include this in your journal. Visit the first nature preserve you identified early in the course. Hike in this nature preserve and pay close attention to the interpretive displays and signage along the way.</p> <p>Suggested Locations: Upland, freshwater, or coastal habitats featuring natural trails of varying length. You may select from the following list or another area that is of interest to you, as long as it is an upland, freshwater or coastal habitat in Florida:</p> <p>Ocala National Forest (Juniper Springs), Ocala, FL: https://www.fs.usda.gov/recarea/ocala/recarea/?recid=34064</p> <p>Windley Key Fossil Reef Geological State Park, Islamorada, FL: https://www.stateparks.com/windley_key_fossil_reef_geological_state_park_in_florida.html#:~:text=WINDLEY%20KEY%20FOSSIL%20REEF%20GEOLOGICAL%20STATE%20PARK.%20Formed,produce%20exquisite%20pieces%20of%20decorative%20stone%20called%20Keystone</p> <p>John D. MacArther Beach State Park, Palm Beach, FL: https://www.floridastateparks.org/parks-and-trails/john-d-macarthur-beach-state-park</p> <p>Prompts for items to include in your journal: Find a trail map online or make sketches of the trails you are traversing. Identify locations of interpretive signage or other interpretive displays on the trail.</p> <p>Take photos or make sketches of the interpretive signage or displays you find in the preserves.</p> <p>Deconstruct the signage and displays. What did you like? What could have been done better? Are they targeting a specific audience (ie., age range, etc).</p> <p>Determine if there is a theme for any interpretive signage or displays. If there is no formal theme, create a theme.</p>
<p>ON YOUR OWN FIELD TRIP (120 min)</p>	<p>Field trip to site #2. Include this in your journal. Visit the first nature preserve you identified early in the course. Hike in this nature preserve and pay close attention to the interpretive displays and signage along the way.</p> <p>Suggested Locations: Upland, freshwater, or coastal habitats featuring natural trails of varying length. You may select from the following list or another area that is of interest to you, as long as it is an upland, freshwater or coastal habitat in Florida:</p> <p>Ocala National Forest (Juniper Springs), Ocala, FL: https://www.fs.usda.gov/recarea/ocala/recarea/?recid=34064</p> <p>Windley Key Fossil Reef Geological State Park, Islamorada, FL: https://www.stateparks.com/windley_key_fossil_reef_geological_state_park_in_florida.html#:~:text=WINDLEY%20KEY%20FOSSIL%20REEF%20GEOLOGICAL%20STATE%20PARK.%20Formed,produce%20exquisite%20pieces%20of%20decorative%20stone%20called%20Keystone</p> <p>John D. MacArther Beach State Park, Palm Beach, FL https://www.floridastateparks.org/parks-and-trails/john-d-macarthur-beach-state-park</p> <p>Prompts for items to include in your journal: Find a trail map online or make sketches of the trails you are traversing. Identify locations of interpretive signage or other interpretive displays on the trail.</p>

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<p>ON YOUR OWN FIELD TRIP (120 min)</p>	<p>Field trip to site #3. Include this in your journal. Visit the environmental education center you identified early in the course. Pay close attention to the interpretive programs and displays at the environmental education center.</p> <p>Prompts for items to include in your journal:</p> <p>Is there a brochure, website or other information on this environmental education center? What types of educational programs do they offer? Do they provide live interpretive presentations?</p> <p>Try to reach out to the educators at this center. Do these educators have formal interpretive training? Do they use a theme-based approach to interpretation? Do they follow the 5 +/- 2 principle?</p>