

Index

A

Abstract structure, 79
Accent lighting, 34
Accessibility
 American with Disabilities Act
 and, 91
 hearing impairment and,
 94–95
 improving, to signs and
 exhibits, 91–97
 removal of physical barriers
 and, 91–92
 vision impairment and, 52
Action, 52–53
Active sentences, 62
Active verbs, 63
Adaptation to lighting, 34
Adolescents, 110
Adult literacy, tests of, 55–56
Age, appealing to different groups,
 104–10
“Aha” moment, 69–72
Ambience of your interpretive
 facility, 33
Ambiguous statements in titles, 48
American with Disabilities Act
 (1990), 91
Analogies, 17–18, 36–38, 72
 everyday, for biological
 concepts, 19
Analogous colors, 51
Anecdotes, 65, 116
Apartheid, using hot interpreta-
 tion to present information
 about, 84
Aquariums, 3
Art
 clip, 77
 interpreting, 89–91
 line, 77
Art galleries, 1, 3, 86, 89, 90
Artifacts, everyday, 86
Artist-in-residence program, 90
Asymmetry, 49–50
Attention
 getting visitors, 27–38
 methods of attracting, 35
Attention span, 112–13

Attracting power, 117
Audience. *See also* Visitors
 appealing to mature, 96–97
 identifying, 14–16
 interpretation in demonstrating
 understanding of, and
 respect for, 11–12
 making personal connection
 with, 5–7
Audio presentations, 93
Audiotaped stories, 86
Audio tour, 23
Audiovisual displays, 86–87

B

Background information, 90
Balance
 formal, 49
 informal, 49–50
 striking, 39–40
 of visual weight, 48
Best-practice signage
 interpretive, 121
 placement, 89
Biological concepts, everyday
 analogies for, 19
Boardwalks, 14, 23, 31, 87
Body-kinesthetic intelligence, 106
Body text, size of, 40
Botanic gardens, 3
Bottlenecks, 119
 signs in creating, 32
Braille signs, 92
Brainstorming, 18
Browsers, 9

C

Capital letters, 43
Captioning videos, 95
Cartoons, 106
Child-friendly alternatives, 108
Children
 grabbing attention of, 102–4
 museums for, 103–4
 signs for, 89, 104, 106–6,
 111–13
 trails within regular exhibits
 for, 111–13

Clip art, 77
Cloze Test for Reader
 Comprehension of Text, 60
Coloring table, 112
Colors, 40, 50–52
 analogous, 51
 coding of visitor settings, 2
 combinations of, 51–52
 complementary, 51
 cool, 50
 emotions and, 50
 mature audiences and, 96
 moods and, 50
 for titles, 36
Color vision impairment, 51–52
Comparisons, 109
Complementary colors, 51
Comprehensibility tests as
 alternative to readability
 tests, 59
Comprehension, Cloze Test and, 60
Computer exhibits, 109
Concept map, 17
Concepts, 9
 abstract, 80
 biological, 18, 19
 intangible, 17
 key, 16
 reinforcement of, 9
 translation of, 3, 4
 universal, 17
Connections, making important,
 64–66
Contextual Model of Learning, 69
Contrast, 40
 balance between harmony and,
 87
 for titles, 36
Control
 interpreters role in, 8
 of learning, 5, 10–11
Controversial issues, presenting,
 83–84
Conversational style, 40
Cool colors, 50
Creative techniques for special
 purposes, 83–98
Crowding, reducing, 32

D

Decorative typefaces, 42
 Diagrams, 77, 95
 Dialogue, 65
 Diffuse lighting, 34
 Discovery holes, 111
 Dramatizations, 95

E

Early primary, 108–9
 Eastern Lake Ontario Sand Dune
 and Wetland Area, case
 study of, 79
 Ecosystems, 79
 Editing, 18
 Elevators, 91
 Emotions, color and, 50
 Emotive approach, 83–84
 Entertainment in interpretive
 settings, 8
 EROT principles, 5
 Evaluation, 115–20. *See also*
 Research; Surveys
 formative, 116–18
 front-end, 115, 116
 need for, 115
 summative, 115, 118–20
 systematic, 115
 Everyday artifacts, 86
 Everyday items, 86
 Examples, use of, in themes, 48
 Exhibits. *See also* Interpretive
 signs and exhibits
 computer, 109
 evaluation of, 22–25
 improving access to, 91–97
 interactive, 100
 interpretive, 1–12, 21–25, 38,
 43–44, 121–23
 multisensory, 87
 sequential, 9
 trails withing regular for
 children, 111–13
 virtual reality, 86–87
 Experiences
 direct, 83, 84
 immersion, 83
 interactive, 52, 53
 interpretative, 6, 9, 11, 12, 33
 learning, 5, 10–11, 39, 69
 novel, 4, 7, 39
 on-site, 64
 previous, 12, 64, 69, 72, 81
 sequential, 8
 social, 11
 virtual reality, 11
 visitor, 3, 4, 5, 6, 8, 10, 13, 17,
 20, 21, 22, 32, 36, 53, 64,
 67, 71, 84
 wildlife, 15

F

Families
 activity packs of, 112
 defined, 99
 exhibits and signs of, 99–114
 observational studies of, 27
 signage for, 101–2
 Family groups, avoidance of
 crowds, 32
 Fantasy, 109
 Fatigue as factor in cutting visits
 short, 90
 Films, 87
 First impressions, 40–43
 font size and type, 40–41
 spacing, 41–42
 typeface, 42–43
 using capitals and italics, 43
 Flesch Ease of Reading test, 56,
 57, 58
 Flinders Chase National Park,
 South Australia, case study
 of, 15, 16
 Floor coverings, 91
 Flow
 of signs, 87
 of text, 30, 42
 traffic, 32, 100, 119
 of visitors, 32, 38
 Fluorescent lighting, 34
 Flush left margin, 41–42
 Flush right margin, 42
 Focus group interviews, 116
 open-ended questions
 appropriate for, 119
 FOG test, 56, 58
 Font size and type, 40–41
 Food webs, 79
 Ford, Henry, Museum, 15
 Formal balance, 49
 Formal observation, 119
 Formative evaluation, 116–18
 Formats and styles, readers'
 perceptions of different, 47
 Fraction of selection, 39
 Front-end evaluation, 14–16, 115,
 116

G

Graphics, 87
 tactile, 92–93
 Graphs, 77
 Greenfield Village, 15
 Groups
 appealing to different age,
 104–10
 family, 32
 focus, 116
 Guided walks, 23
 Guides, 23, 101

Guides, *continued*

personal, 22
 tour, 1

H

Handouts, 37
 Handrails, 91
 Hands-on interpretation, 53
 Harmony, balance between
 contrast and, 87
 Headings, 9
 in breaking up text, 14–17
 Hearing impaired people, 94–95
 Heritage sites, 1, 3
 Hidden objects, including, in
 displays, 112
 Highway information signs, 32
 Historic sequence, 108
 Holding power, 117
 Holograms, 95
 Hot interpretation, 83–86
 to present information about
 apartheid, 84
 Humor, 65, 106
 in signs, 37
 in titles, 48
 Hyphens, 41–42

I

Illustrations, 47, 116
 designing meaningful, 77–81
 labels on, 81
 relevance of, 79
 signs that include, 29
 simplicity of, 81
 Immersion experiences, creating,
 86–87
 Incandescent lighting, 34
 Informal balance, 49–50
 Informal Environmental Learning
 Checklist, 110
 Informal learning, 69–72
 Informal observation, 119
 Information, organizing into
 hierarchy, 74–77
 Information signs, 1–3
 Instructional design, research on,
 40
 Interactive components, adding to
 signs, 38
 Interactive elements, 52–53
 benefits of, 10–11
 Interactive exhibits for families,
 100
 Interpersonal intelligence, 106
 Interpretation
 of art, 89–91
 basing on theme, 9–10
 constraints of setting for, 14
 definitions of, 4

- Interpretation, *continued*
 in demonstrating understanding of, and respect for audience, 11–12
 in engaging visitors in learning experience, 10–11
 intended audience, 5–7
 making personal connection with, 5–7
 organization of, 8–9
 principles for effective, 4–5, 39
 in providing or encouraging novel and varied experiences, 7–8
 treating as conversation, 62
- Interpretative options, interest in, or satisfaction with different, 24
- Interpretive center, 23
- Interpretive facility, ambience of your, 33
- Interpretive hook, 36
- Interpretive plans
 defining objectives, 13–16
 illustration in, 79
 process of, 13–21
- Interpretive settings
 entertainment in, 8
 social interaction in, 99–102
- Interpretive signs and exhibits, 1–12, 3
 categories of, 1
 checklist of, 121–23
 evaluation of, 22–25
 numbers of words for, 43–44
 placement of, 38
 pros and cons, 21–22
 reasons for, 3
 uses of, 4
- Interpretive trails, procedure for designing, 88–89
- Interviews, focus group, 116
- Intrapersonal intelligence, 106
- Italics, 43
- Items, everyday, 86
- J**
- Jargon, 9
 avoiding, 62
 avoiding technical, 55
- Jokes, 37
- K**
- “Kids’ Corner,” 104
- Kiosk signs, 22
- “Knockan Theory” (Ham), 35
- Knowledge
 background, 11, 71
 current, 74, 97
 existing, 5, 6
- Knowledge, *continued*
 expansion of, 1
 in-depth, 101
 newly acquired, 6
 preexisting, 12
 prior, 69, 70, 71, 84, 121
 sharing similar, 115
 specialist, 74
 visitor, 22, 25
- Knowledge gain, 117
- L**
- Labels
 on illustrations, 81
 reading of, by children, 103
- Landmarks, drawing, in relief, 2
- Layering
 of signage, 104
 successive, 77
 of text, 9, 12, 69, 74–77, 104, 122
- Lead sentences, 62
- Learning
 control of, 5, 10–11
 fostering, in visitors, 69–81
 free choice, 69–72
 informal, 69–72
 interpretation in engaging visitors in, 10–11
 overcoming difficulties in, 95–96
- Legibility, 51, 96
- Length
 of lines, 40
 of paragraphs, 40
 of sentences, 48
- Lighting
 accent, 34
 adaptation to, 34
 diffuse, 34
 natural, 32–33
 sign placement and, 32–34
- Line art, 77
- Line length, 41
- Line of vision, sign placement and, 28–29
- Linguistic intelligence, 106
- Lip-reading, 95
- Literacy, 58–59
 international adult levels, 59
- Living history displays, 110
- Location of signs, 27–32
- Logical-mathematical intelligence, 106
- Long-term memory, 70–71
- Loop formation, 88
- M**
- Magnification aids, 93
- Maps, 77
- Margins
 flush left, 11–12
 flush right, 42
 ragged right, 41–42, 42
- Mature audiences, appealing to, 96–97
- Memory
 long-term, 70–71
 short-term store, 70
 working, 96
- Message, getting across, 60
- Metaphors, 17–18, 72
- Mindfulness principles, 5
- Minimalist approach, 22
- Misconceptions, addressing common, 17
- Mock-ups, 116
- Models, 8, 13
 balance, 39
 contextual, of learning, 69
 cost-benefit, 39
 learning, 50
 three-dimensional, 52
 for visually impaired, 93
 weighted, 109
- Moods, color and, 50
- Movement, adding to signs, 38
- Multiple intelligences, 106
- Multisensory exhibits, 87
- Museums
 for children, 103–4
 war, 83–84
- Music, making, without sound, 94–95
- Musical intelligence, 106
- N**
- Naturalist intelligence, 106
- Natural lighting, 32–33
 relying on, 32–33
- Noosa National Park, interpretative components of management plan for, 20
- Novel experiences, providing, 7–8
- Number of words, 43–44
- O**
- Objectives
 defining, 13–16
 turning your, into themes, 16–18
- Observation, 119–20
 formal, 119
 informal, 119
- Open-ended questions, appropriate for focus group interviews, 119
- Open-ended statements, 118–19
- Oral histories, 55
- Oral interpretive tools, 95

- Organization, 40
 Orientation signs, 1–3
 Outdoor interpretative panels or signs, 23
 Outdoor settings, placement of signs in, 30
 Outdoor signage, 32
- P**
 Pace, 21
 change of, 8
 monotony, 8
 working at own, 112
 Paintings, 77
 Participation
 children's, 102, 109
 visitor, 10, 53, 100
 Passive verbs, 63
 Personal auditory equipment, 96
 Personal connections, providing to audience, 5–7
 Personal relevance, 40
 Photographs, 77
 Physical barriers, removing, 91–92
 Pictures, 95
 Pilgrimage sites, 86
 Place, 17
 constraints of, for interpretation, 14
 Placement of signs, 27–32
 Positive, expressing statements in the, 62
 Preadolescents, 110
 Preschoolers, 107–8
 Previous experiences, analogies and metaphors in linking to interpretive message, 72
 Principles of effective interpretation, 5–12, 121
 Prior knowledge, 69, 70, 71, 84, 121
 Pronouns, using, 62
 Prototypes, 116
 Punch line, 9
 Puns, 37
- Q**
 Quality interpretation, key ingredient in, 3–4
 Questions, 36–38
 anticipating and answering children's, 104
 asking provocative, 53
 in titles, 48
 Quotable quotes, 116
 Quotes, 65
 quotable, 116
- R**
 Ragged right margin, 41–42, 42
 Ramps, 91
 Ranger slide show, 23
 Readability of text, measuring, 55–59
 Readability tests, comprehensibility tests as alternative to, 59
 Readers' perceptions of different sign formats and styles, 47
 Reading, selective, 23–24
 Religious sites, 86
 Replicas, 93, 95
 Research. *See also* Evaluation; Surveys
 on comprehensibility tests, 59
 on effectiveness of interpretative designs, 35
 on free-choice learning, 69
 on instructional design, 40
 on interactive elements, 52
 on interpretative design, 47
 literacy, 58
 in nature reserves, 25
 on number of words on signs, 44
 readability, 62
 science, 53
 on text features, 55
 on viewing of exhibits, 29–30
 Riddles, 37
- S**
 Safety, 108
 Safety signs, 2–3
 San serif styles, 43
 Sans serif typefaces, 42
 Satire, 106
 Satisfaction of visitors, 6, 15, 24, 25, 115
 Scanned images, 77
 Schemata, 71–72
 building bridge between new information and their existing, 72
 Science center, formative evaluation for, 117
 Selective reading, patterns of, 23–24
 Senses, using, other than sight, 92–94
 Sensory store, 70
 Sentences
 action, 62
 lead, 62
 length of, 48
 limiting, 62
 structure of, 95
 supplying, 62
 Sequencing
 of exhibits, 29, 30
 historic, 108
 of stories, 64
 Sequential exhibits, 9
 Sequential experiences, 8
 Serif styles, 43
 Serif typefaces, 42
 Setting, constraints of, for interpretation, 14
 Short-term store memory, 70
 Sight, using senses other than, 92–94
 Sign language, 94–95
 Sign placement
 lighting and, 32–34
 in outdoor settings, 30
 Signs
 advantages and disadvantages of, 21
 best practice placement, 89
 center of, 32
 child-friendly, 104
 for children 104–106, 89, 111–113, 104, 111–13
 designing sets of, 87–89
 effective placement of, 27
 for families, 101–2
 height of, 28
 humor in, 37
 improving access to, 91–97
 as integral part of modern leisure experiences, 1
 layered approach to, 104
 number of words on, 43–44
 proliferations of, ix–x
 qualities of good, 1
 time spent reading, 23
 variety in, 47–48
 Size, 40
 Skaters, 9
 Sketches, 77
 Slang, 65
 Smells of era or site, 86
 Smithsonian Institution, Discovery Corners at, 8
 Social interaction in interpretive settings, 99–102
 Sound, making music without, 94–95
 Sounds, 86
 Spacing, 41–42
 Spatial intelligence, 106
 Spotlights, 34
 Statements, open-ended, 118–19
 Stories, 64–65, 109
 audiotaped, 86
 sequencing of, 64
 Storyboards, 116
 Streakers, 9
 Strollers, 9
 Structure
 abstract, 79
 easy-to-follow for interpretations, 8–9, 39

- Structure, *continued*
 of exhibits, 109, 122
 of text, 40, 62, 95
 of walks, 87, 88
- Studiers, 9
- Subheadings, 9, 102
- Subthemes, 19
 choosing best tool for job, 19–21
- Summative evaluation, 115, 118–20
- Sunlight, 34
- Surprise, 31
- Surveys. *See also* Evaluation; Research
 exit, 120
 front-end evaluation using, 14
 in-house, 71
 of visitors, 15, 22
- Symmetry, 49
- Systematic evaluation, 115
- T**
- Tactile graphics, 92–93
- Take-home messages, 10, 51
- Text, 79
 amount of, 48
 breaking up, 44–47
 layering of, 9, 12, 69, 74–77, 104, 122
 selecting effective, 60–62
 spacing of, 41–42
 structure of, 40, 62, 95
- Themes, 19
 choosing best tool for job, 19–21
 in connecting dots, 72–74
 defined, 16
 developing appropriate, 10
 developing prior to selecting illustrations, 79
 examples of effective interpretative, 17
 interpretation basing on, 9–10
 selection of, 87–88
 turning one topic into several interpretive, 18
- Themes, *continued*
 turning your objectives into, 16–18
 use of examples in, 48
- Three-dimensional features in
 setting off titles, 36
- Three-dimensional models, 52
- Titles, 9, 35–38
 ambiguous statements in, 48
 humor in, 48
 length of, 36, 48
 making catchier, 37
 questions in, 48
 three-dimensional features in
 setting off, 36
 type size for, 36
- Tone, color in selling, 50–51
- Tourist attractions, 1
- Traffic flow, 100
 optimizing, 32
 problems of, 119
- Trails
 children's, within regular exhibits, 111–13
 interpretative signs along, 3
 interpretive, 3, 88–89, 112
 signs for, 22, 32
- Transitional style, 43
- Transitional typefaces, 42
- Trial-and-error format, 117
- Typefaces, 40, 42–43
 categories of, 42–43
- U**
- Unexpected provocative statements, 36–38
- V**
- Varied experiences, providing, 7–8
- Variety, 47–48
 color in adding, 50
- Verbs, 62
 using active vivid, 62
- Virtual reality exhibits, 86–87
- Vision impairment, 52
- Visitor centers, 1, 2, 3, 15, 23, 115
- Visitors. *See also* Audience
 allowing choice in interpretation, 10–11
 arousing emotions of, 83–86
 books of, 120
 directing, 66
 experiences of, 3, 4, 5, 6, 8, 10, 13, 17, 20, 21, 22, 32, 36, 53, 64, 67, 71, 84
 exploring perceptions of, 120
 flow of, 32, 38
 getting attention of, 27–38
 identifying management issues, 14
 keeping attention of, 39
 locating signs within line of vision, 28–29
 number of, 32
 popularity of signs with, 22–23
 surveys of, 15, 22
 techniques to foster learning, 69–81
 usage patterns of, 119
- Visual cues, 95
- Visual harmony, creating, 48–50
- Visual symmetry, 49
- W**
- War memorials, 86
- War museums, 83–84
- Warning signs, 2–3
 categories of, 1
- Wear and tear, examining patterns of, for sign placement, 28
- White space, 48
- Wildlife parks, 3, 15, 23
- Wildlife viewing, interpretation signs for, 23
- Witticisms, 37
- Words
 number of, on signs, 43–44
 power of written, 55–60
- Working memory, 96
- Z**
- Zoos, 3, 69, 103