6-14-2016

Interpreting the Las Vegas Strip

Lateka Grays
University of Nevada, Las Vegas, lateka.grays@unlv.edu

Follow this and additional works at: https://digitalscholarship.unlv.edu/libfacpresentation

Part of the Information Literacy Commons

Repository Citation

Available at: https://digitalscholarship.unlv.edu/libfacpresentation/139

This Poster is brought to you for free and open access by the Library Faculty/Staff Scholarship & Research at Digital Scholarship@UNLV. It has been accepted for inclusion in Library Faculty Presentations by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.
I must confess that during my visits to museums, monuments, national parks, etc., I did not know that I was often in the presence of an interpretive talk. I was introduced to the concept of an interpretive talk by a faculty member who formerly taught in a liberal arts class. Many times, I have only one opportunity to expose and engage the students in the resources that they have available, and this is where the significance of the concept of an interpretive talk comes into play.

What is an interpretive talk?

The Interpretive Talk is a prepared formal presentation delivered in-person, usually to a stationary audience. It is often used in educational settings to provide information to visitors about the history, culture, or significance of a particular location. The talk is typically delivered by a guide or park ranger and is designed to engage the audience through storytelling and interaction.

According to the National Park Service of the Department of the Interior:

- Interpretive talks are a form of public education that provide visitors with an understanding of the cultural and natural resources of a place.
- They help visitors make connections with the history and significance of the site, and encourage them to become stewards of the environment.
- Interpretive talks are an important tool for public education, and are used in a variety of settings, including national parks, museums, and historic sites.

Knowledge is of no value unless you put it into practice. Understanding the concept of an interpretive talk is important, but it is even more important to apply this knowledge in practical ways. This is where the role of a hospitality librarian comes into play. Librarians can provide resources and guidance to students and faculty on how to create and deliver interpretive talks, and can help them to develop the skills and knowledge needed to succeed in this field.

A core management class like Organizational Behavior or Services Management would be a good match for this project, but the concept could be adapted to many non-hospitality industry partnerships with companies with rich histories or unique circumstances that draw regular visitors interested in tours. Promoting the interpretive talk at such locations could be a valuable marketing tool for companies.

Industry Partners:

- Las Vegas Convention and Visitors Authority
- Local casinos and hotels
- Tour operators
- Local historical societies
- Local museums and cultural organizations
- Local government agencies
- Local business associations
- Local marketing organizations

The opportunity for students to network with potential employers, develop competencies needed to be successful hospitality professionals, and to apply the knowledge and skills they have learned in the classroom is invaluable.

Stakeholders:

- Undergraduate Students: The following is a conceptual plan for implementing interpretive talks into a management course.
- Industry Partners: This assignment would be an opportunity to collaborate with faculty to integrate research into the curriculum in a meaningful manner.
- Students: As Las Vegas welcomes millions of guests from around the world, a first-time visit to the Strip can be overwhelming. By participating in a property tour conducted by a hotel college instructor, students can examine guests' experiences before and after participating in a property tour conducted by a hotel college instructor.
- Stakeholders: The Hotel College has long-established industry partners that make this an ideal project for the College. By working with faculty partners, the College can create a network of industry partners who can provide real-world experience for students.
- Promotion of resources to this target population is often a challenge, and this project has the potential to increase the visibility of the Hotel College and its programs.

Concept:

1. Identify a faculty partner
2. Foster a working relationship with the career or alumni office to enlist industry partners
3. Prepare a proposal outlining the benefits for potential partners
4. Assemble a team of student researchers
5. Establish parameters for working with industry partners and their properties to be respectful of their schedules
6. Develop a method for visitors to register for the tours
7. Organize a schedule for meetings to learn about the property from staff and access for students to practice their talks
8. The National Park Service curriculum includes assessment of the talk; however a rubric is needed to measure the quality of research conducted for the talk
9. The following is a conceptual plan for implementing interpretive talks into a management course.

Due to time limitations during the semester, the curriculum will need to be modified to create guidelines for developing a basic interpretive talk.

Example Learning Objectives:

- Students will be able to synthesize industry, trends, and research to develop an interpretive talk for a given casino property.
- Students will be able to identify and search library resources to research a publicly-traded company or a non-publicly-traded company.
- Students will be able to synthesize research to write a basic SWOT analysis that helps determine a casino property's strengths, weaknesses, opportunities, and threats.
- Students will be able to create emotional connections for guests to encourage repeat visits or longer stays.