



THE UNIVERSITY OF QUEENSLAND
GATTON COLLEGE

CERD2004 Recreation Management and Visitor Service : Semester 2 2002 : Course Outline

Committed Student Hours / Week: 12
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Subject Aims

The aim of this subject is to:

- Provide you with an understanding of the differing perspectives of all those involved in the outdoor recreation process;
- Enable you to make sound and well balanced decisions when working within any sector of the organisational context of outdoor recreation and resource management.

Required Text / Resources

There is no text book for this subject. References, required readings and optional readings are contained in the study Book. The readings are provided in the Book of Readings. A number of references to the World Wide Web are included. These will enable you to gain access to up to date material and to download your own copy of important documents. You should also use the Web to explore topics of special interest to yourself. Some pages which will provide you with links to an immense range of further information are:

- Environment Australia: www.erin.gov.au
- Natural Resources Research Information: www.vt.edu:10021/Yyfleung/nrrips.html
- Parks Canada Library: parkscanada.pch.gc.ca/library/indeexe.htm
- Park Planner's Toolkit: www.nps.gov/htdocs2/planning/tools.html
- Leisure Information Network: www.lin.ca/findrs.htm

A Note on Leisure

No doubt some of you will be concerned to see the heavy reliance upon US or Canadian literature. The fact that much of the world literature on outdoor recreation and land resource management comes from these two countries. They have a long tradition of research on wildland issues, and the USDA Forest Service has probably produced more research on such issues than virtually all other government agencies combined. However, you will have also noted that there are a number of Australian references

of significance and the number of these are now growing. Hopefully at least some of you will contribute to this growing body of real research on Australian outdoor recreation and resource management. A book that will provide a very valuable and comprehensive overview of research in this area is: Manning, R. E. 1999, *Studies in Outdoor Recreation*, Corvallis, OR, Oregon State University Press.

Assessment

You are required to submit 3 assignments. You can choose to submit assessment program 1 OR assessment program 2. Each program contains 3 assignments.

Assessment program 1 includes:

Item	% Weighting	Details	Due Dates
1	20%	Assignment 1.1	3 rd September
2	40%	Assignment 1.2	15 th October
3	40%	Assignment 1.3	31 st October

Assignment program 2 includes:

Item	% Weighting	Details	Due Dates
1	20%	Assignment 2.1	3 rd September
2	40%	Assignment 2.2	15 th October
3	40%	Assignment 2.3	31 st October

Introduction to Recreation Management and Visitor Service

This subject provides a broad perspective on outdoor recreation, the nature of the outdoors recreation experience and the issues involved in making appropriate management decisions. It provides an operational framework for those involved in the management of either land resources for recreational purposes or recreational activities and programs.

How to study this Course

It is important that you read this introductory Book Thoroughly before you start. The following modules are listed from the Study Book and are relevant parts for you to study for this subject. Carefully read the study chart as this outlines the areas you should be studying each week. Also note when each piece of assessment is due. As you read each module, do read the associated readings which have been provided. You will also find a number of minor exercises (indicated by activity) which will help you to engage with and understand the topic. Assessment program 2 is based on these activities, however, if you choose assessment program 1 you should still review the activities in your study.

Disabilities

The University has clear policies and procedures in place for students with disabilities. These policies are online at the University's home page (see the Handbook of Policies and Procedures). If you require help or advice you should first contact the disability advisor via Student Support Services. It is my intention to ensure all practical measures are taken to ensure fair and equitable involvement in the course. Usually students with a disability contact the relevant support service staff member who can provide personal and confidential advice. I am then notified of any special needs, however, to ensure confidentiality I am not given any names. The choice of approaching me directly is entirely at the student's discretion.

Modules in the study book

Module 1: The outdoor recreation experience

- 1.1 Thinking about leisure and recreation
- 1.2 What is outdoor recreation?
- 1.3 Dimensions of the outdoor recreation experience

Module 2: Participating in outdoor recreation

- 2.1 The trip cycle
- 2.2 Perceptions, beliefs, interests and expectations
- 2.3 Benefits and other outcomes
- 2.4 satisfactions
- 2.5 Constraints

Module 3: Planning and management – in overview

- 3.1 Introduction
- 3.2 Overall Philosophy and direction
- 3.3 Organisational issues in planning and management
- 3.4 Towards holism
- 3.5 Partitioning the resource

Module 4: People management in outdoor recreation

- 4.1 People and parks
- 4.2 Who are the participants and what do they seek/need?
- 4.3 How well do visitors and opportunities match?
- 4.4 Rationing of the resource
- 4.5 Issues of equity and access

Module 5: Service management

- 5.1 Structural/organisational arrangements
- 5.2 Direct service or contracts and concessions?
- 5.3 Access and facilities
- 5.4 Information, interpretation and education
- 5.5 Hazards management

Module 6: Monitoring and research

- 6.1 Introduction
- 6.2 A gaggle of planning approaches
- 6.3 Where should we focus management resources?
- 6.4 How can we best define local objectives or issues?
- 6.5 How can we best assess (monitor) both quality of visitor experience and environment?
- 6.6 Some notes on research and monitoring methods
- 6.7 How can we best respond to any revealed problems?
- 6.8 How can we report in the most accessible, transparent and effective way?

Study Chart

CERD2004 Recreation Management and Visitor Services			
Week	Modules	Readings	Assessment
1 29 July	1.1 and 1.2	Jubenville et al, Hamilton-Smith 1980, Carter, Mercer Preliminary look at internet sites	
2 5 Aug	1.3	Csikszentmihalyi, and Klieber, Hamilton-Smith 1993, McIntyre, Caballos-Lascurian	Plan Assignment 1.1 OR 2.1
3 12 Aug	2.1 and 2.2	Schreter and Driver, Hamilton-Smith The Benefits Catalogue	Literature search for Assignment 1.1 OR 2.1
4 19 Aug	2.3, 2.4 and 2.5	Scherl, Goodale and Witt	
5 26 Aug	3.1, 3.2 and 3.3	Leopold, McCool and Guthrie Dant and Francis	
6 2 Sep	3.4 and 3.5	Stankey and Clark	Assignment 1.1 OR Assignment 2.1 Due before 5pm on 3rd September
7 9 Sep	4.1, 4.2 and 4.3	Graham, Tayler Sustainable design	
8 16 Sep	4.4 and 4.5	McCool and Christensen, Stoep and Roggenbuck, LaPage ANZECC on user fees	Plan and Literature search for Assignment 1.2 Or Assignment 2.2
9 23 Sep	5.1, 5.2 and 5.3	Frome Banff NP Management Plan	
10	Mid Semester Break Monday 30 September to Saturday 5 October		
11 7 Oct	Contact free week - no lecture or tutorial		
12 14 Oct	5.4 and 5.5	Doucette and Cole, McArthur and Hall, Nyberg Parks Canada Risk Management Manual ANZECC on Risk Management	Assignment 1.2 OR Assignment 2.2 Due before 5pm on 15th October
13 21 Oct	6.1, 6.2 and 6.3	Nilsen and Tayler, Stankey and McCool VERP Handbook	Plan and Literature search for Assignment 1.3 Or Assignment 2.3
14 28 Oct	6.4, 6.5, 6.6 and 6.7	Coel et al, Clark and Downing Work on Assignment 3	Assignment 1.3 OR Assignment 2.3 Due before 5pm on the 31st October
15 4 Nov	Revision Period Monday 4 November to Saturday 9 November		
16 & 17 11 Nov to 23 Nov	Exams Monday 11 November to Saturday 23 November		

Assessment Program 1

Assignment 1.1

- Due Date:** Tuesday 3rd September
- Value:** total of 20%
(Part A 5%
Part B 15%)
- Word length:** Part A Between 500 and 750 words
Part B Between 1500 and 2500 words

Question

One of the ever-present problems of visitor management is the conflict between visitor behavior and parks standards, between different groups of visitors (even if this is not openly expressed) and / or between visitor desires and competing landuses.

Develop a framework for thinking and making decisions about conflict in and about parks or related areas, and from this develop a set of guiding principles which you might use in your future work in visitor management.

You will see that both assignments are based in this overall question.

We are, of course, aware that this question has not been a key focus of the study program – but we know that a sound understanding of the study program is vital to answering it in a satisfactory way, and that your response will show clearly how well you are able to apply the study program to something which you are very likely to encounter in your work. Remember or consider that conflict does not solely arise in the resource management area.

For assignment 1.1:

Part A: develop your overall framework. This will actually serve as the outline for your essay in assignment two. It must be based in a systematic approach to defining the nature of any one conflict problem and reviewing the choice of strategies for dealing with it.

N.B: This is only for a framework or outline – not a full scale essay, which will be your task in assignment 1.2. An outline shows the structure of the essay, that is the section headings. Include a very brief description of what information and line of reasoning will be contained in each section. The outline will give a clear indication of the overall theme of your essay and indicate the conclusions you will reach. The use of dot points is encouraged.

Part B: As the next part of your preparation for assignment two, prepare an annotated bibliography on recreational conflict.

This annotated bibliography is the preliminary research for the assignment 1.2 essay. A bibliography is a list of books, chapters, articles, papers or reports etc. on a given topic. An annotated bibliography should be structured logically in sections so that items on similar topics

are together. Your outline in Part A of this assignment should be very helpful in determining an appropriate structure. Each item of literature included must be correctly referenced and notes should clearly and concisely (one or two paragraphs) describe its contribution to the understanding of, or response to, the issue of recreational conflict.

Marking Scheme: For Assessment Program 1 (Assignment 1.1)

N.B. Presentation standards are specified in the School of Natural and Rural Systems Management Handbook.

Assessment criteria and relevant weighting	Assessment
<p>1. Usefulness of outline (90%)</p>	<p>7. Outline shows a logical structure that will address all the components of the question and conforms to scientific essay standards. Outline includes clear indication of how a coherent argument and logical conclusions will be developed. 6. Outline shows a logical structure that will address all the components of the question and conforms to scientific essay standards. Outline includes identification of how a coherent argument will be developed. 5. Outline shows a logical structure that will address all the components of the question and conforms to scientific essay standards. 4. Outline shows a structure that will address all the components of the essay but is lacking in clear logic. 3. Outline fails to include a major component of the essay. 2/1. Outline fails to include a major component of the essay and is deficient as a basis for an essay that conforms to standards.</p>
<p>2. Presentation (10%)</p>	<p>7. Writing style engages the reader's attention throughout. Few if any errors in presentation standards are evident. 6. Writing style generally engages the reader's attention. Few, if any, errors in presentation standards are evident. 5. Writing style is clear. Few, if any, errors in presentation standards are present. 4. Generally meets the presentation standards. 3. Generally meets the presentation standards but is deficient in either referencing, spelling or grammar. 2/1. Fails to meet the presentation standards through numerous errors in referencing, spelling or grammar.</p>

Assessment Program 1

Assignment 1.2

Due Date: Tuesday 15th October

Value: total 40%

Word length: 2500 – 3000 words

How can managers best respond to recreational conflict situations?

Write an analytical essay to answer this question. Base your essay on the outline submitted as part of assignment 1.1 and the feedback received on that outline. Draw on your annotated bibliography from assignment 1.1 but do not resubmit or reproduce it as part of your essay, rather use it as preliminary research for your essay. Sources used in the essay need to be properly referenced regardless of their having been cited in the annotated bibliography.

Assessment Program 1

Assignment 1.3

Due Date: Thursday 31st October

Value: 40%

Word length: 2500 – 3000 words

Question

Take any one of the following three issues, and discuss in depth the implications of your chosen issue for action at each stage of the planning process as defined by the questions in Fig 7 (module 3):

- The need to reduce over-crowding at a busy site
- Privatisation and the need to maintain equity
- Developing good practice in risk management
- Meeting visitor needs and wants (in the context of sustaining the resource).

Marking Scheme: For Assessment Program 1 (Assignments 1.2 and 1.3)

N.B. Presentation standards are specified in the School of Natural and Rural Systems Management Handbook.

Assessment criteria and relevant weighting	Assessment
<p>1. Treatment of the activities (40%)</p>	<p>7. All of the key issues relevant to the question are identified and their significance and inter-relationships are clearly explained. All of the components of the question are addressed. Able to link the activity to other relevant issues.</p> <p>6. All of the key issues relevant to the question are identified and their significance is clearly explained. All components of the question are addressed.</p> <p>5. Most of the key issues relevant to the question are identified and their significance is generally well explained. All components of the question are addressed.</p> <p>4. Most of the key issues relevant to the question are identified. Explanation of the issues or their significance is deficient in many areas. All components of the question are addressed although some may be poorly covered.</p> <p>3. Major shortcomings in the identification and explanation of the issues and their significance.</p> <p>2/1. Fails to address one or more of the major components of the question. Fails to identify or explain the key issues and their significance.</p>
<p>2. Understanding and interpretation of the literature (30%)</p>	<p>7. Demonstrates a capacity to synthesis and apply material from literature by linking information from disparate sources to provide an especially clear or novel perspective of the issue.</p> <p>6. Demonstrates a capacity to synthesis and apply material from the literature by linking information from disparate sources rather than just re-presenting information or arguments.</p> <p>5. Clearly explains ideas but largely reports rather than synthesis or analyses concepts.</p> <p>4. Grasp of the key concepts in the literature is adequate but little or no interpretation or application is evident.</p> <p>3. Understanding of concepts from the literature is confused or poorly explained.</p> <p>2/1. Understanding of concepts from the literature is very confused or poorly explained.</p>
<p>3. Organisation of the material to develop a coherent argument (20%)</p>	<p>7. Information is organised in a way that develops new insights or understanding of the issue. Conclusions are relevant and useful.</p> <p>6. Material is presented in a way that presents a logical argument to answer the activities chosen. Conclusions flow clearly from the arguments presented.</p> <p>5. General structure of the argument is sound but linkages or conclusions are sometimes unclear.</p> <p>4. General structure of the argument is incomplete or unsound in some places. Conclusions are weak or not fully supported by arguments presented.</p> <p>3. General structure of the argument is incomplete or unsound in many places. Conclusions are weak or not fully supported by arguments presented.</p> <p>2/1. Major faults in the structure of the arguments.</p>

4. Presentation (10%)	<p>7. Writing style engages the reader's attention throughout. Few if any errors in presentation standards are evident.</p> <p>6. Writing style generally engages the reader's attention. Few, if any, errors in presentation standards are evident.</p> <p>5. Writing style is clear. Few, if any, errors in presentation standards are present.</p> <p>4. Generally meets the presentation standards.</p> <p>3. Generally meets the presentation standards but is deficient in either referencing, spelling or grammar.</p> <p>2/1. Fails to meet the presentation standards through numerous errors in referencing, spelling or grammar.</p>
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Assessment Program 2

For Assessment program 2:

In the Study Book there are various 'activities' (with an icon of a pencil next to them) through out each of the modules. These activities are in the form of questions and points of discussion designed to engage you with the topic so that a better understanding is gained. Each of the activities requires application of knowledge, skills, relevant literature and process of thought to express your opinions, arguments and conclusions.

Many of the activities will suggest you use, as an example, an outdoor recreation site from your own experience. Use a variety of sites – not just your favorite, and in looking at them, first make an assessment in the light of your own experience, and then try to stand back and think about perspectives or experiences which others may have.

Assignment 2.1

Due Date: Tuesday 3rd September
Value: total of 20%
Word length: 500 – 650 words for each of the 5 activities OR a diagram / table with 200 - 300 words

Question

In the Study Book there are twelve activities in module 1 and eleven activities in module 2. Choose two of the activities from module 1 and three of the activities from module 2 to answer and discuss. Each one of the 5 activities should be answered / discussed in 500 – 650 words or give a diagram / table (if required) with 200 – 300 words. Indicate clearly which activities you have chosen to address. You must display coverage of relevant literature and provide a list of references used for each activity answered / discussed.

Assignment 2.2

Due Date: Tuesday 15th October

Value: 40%

Word length: 400 – 500 words for each of the 6 activities or a diagram / table with 100 – 200 words

Question

In the Study Book there are seven activities in module 3 and four activities in module 4. Choose three of the activities from module 3 and three of the activities from module 4 to answer and discuss. Each one of the 6 activities should be answered / discussed in 400 – 500 words or give a diagram / table (if required) with 100 – 200 words. Indicate clearly which activities you have chosen to address. You must display coverage of relevant literature and provide a list of references used for each activity answered / discussed.

Assignment 2.3

Due Date: Thursday 31st October

Value: 40%

Word length: 400 – 500 words for each of the 6 activities or a diagram / table with 100 – 200 words

Question

In the Study Book there are eight activities in module 5 and five activities in module 6. Choose three of the activities from module 5 and three of the activities from module 6 to answer and discuss. Each one of the 6 activities should be answered / discussed in 400 – 500 words or give a diagram / table (if required) with 100 – 200 words. Indicate clearly which activities you have chosen to address. You must display coverage of relevant literature and provide a list of references used for each activity answered / discussed.

Marking Scheme: For Assessment Program 2 (Assignments 2.1, 2.2 and 2.3)

N.B. Presentation standards are specified in the School of Natural and Rural Systems Management Handbook.

Assessment criteria and relevant weighting	Assessment
<p>1. Treatment of the activities (For assignment 2.1 6% of the total 20%) (For 2.2 and 2.3 11% of the total 40%)</p>	<p>7. All of the key issues relevant to each activity are identified and their significance and inter-relationships are clearly explained. All of the components of each activity are addressed. Able to link the activity to other relevant issues.</p> <p>6. All of the key issues relevant to the activities are identified and their significance is clearly explained. All components of the question are addressed.</p> <p>5. Most of the key issues relevant to the activities are identified and their significance is generally well explained. All components of the activities are addressed.</p> <p>4. Most of the key issues relevant to the activities are identified. Explanation of the issues or their significance is deficient in many areas. All components of the activities are addressed although some may be poorly covered.</p> <p>3. Major shortcomings in the identification and explanation of the issues and their significance.</p> <p>2/1. Fails to address one or more of the major components of each activity. Fails to identify or explain the key issues and their significance.</p>
<p>2. Understanding and interpretation of the literature (For assignment 2.1 6% of the total 20%) (For 2.2 and 2.3 11% of the total 40%)</p>	<p>7. Demonstrates a capacity to synthesis and apply material from literature by linking information from disparate sources to provide an especially clear or novel perspective of the issue.</p> <p>6. Demonstrates a capacity to synthesis and apply material from the literature by linking information from disparate sources rather than just re-presenting information or arguments.</p> <p>5. Clearly explains ideas but largely reports rather than synthesis or analyses concepts.</p> <p>4. Grasp of the key concepts in the literature is adequate but little or no interpretation or application is evident.</p> <p>3. Understanding of concepts from the literature is confused or poorly explained.</p> <p>2/1. Understanding of concepts from the literature is very confused or poorly explained.</p>
<p>3. Organisation of the material to develop a coherent argument (For assignment 2.1 6 %of the total 20%) (For 2.2 and 2.3 11% of the total 40%)</p>	<p>7. Information is organised in a way that develops new insights or understanding of the issue. Conclusions are relevant and useful.</p> <p>6. Material is presented in a way that presents a logical argument to answer the activities chosen. Conclusions flow clearly from the arguments presented.</p> <p>5. General structure of the argument is sound but linkages or conclusions are sometimes unclear.</p> <p>4. General structure of the argument is incomplete or unsound in some places. Conclusions are weak or not fully supported by arguments presented.</p> <p>3. General structure of the argument is incomplete or unsound in many places. Conclusions are weak or not fully supported by arguments presented.</p>

<p>4. Presentation (For assignment 2.1 2 % of the total 20%) (For 2.2 and 2.3 7% of the total 40%)</p>	<p>2/1. Major faults in the structure of the arguments.</p> <p>7. Writing style engages the reader's attention throughout. Few, if any, errors in presentation standards are evident.</p> <p>6. Writing style generally engages the readers attention. Few, if any, errors presentation standards are evident.</p> <p>5. Writing style is clear. Few, if any, errors in presentation standards are evident.</p> <p>4. Generally meets presentation standards.</p> <p>3. Generally meets presentation standards but is deficient in either referencing, spelling or grammar.</p> <p>2/1. Fails to meet presentation standards through numerous errors in referencing, spelling or grammar.</p>
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