

INSTRUCTOR'S MANUAL

Introduction to leisure services: Career Perspectives

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Contents of Manual	page
Introduction: Focus and Goals of Text	1
Specific Course Goals	1
Major Elements in the Text	2
Suggested Teaching Approach	3
Traditional and Participative Approaches	3
Preferred Approach	3
Emphasis on Teaching Key Concepts	4
Examples of Concepts Within Each Chapter	4
Preparation of Course Outlines	8
Elements in Course Outlines	9
Class Enrichment Activities	9
Written Assignments	11
Guidelines for Written Reports	12
Guidelines for References in Research Papers	13
Evaluation and Examinations	13
Content of Examinations	14
Examples of Objective Questions	15
Essay Questions	16
Grading Policy	17

Intruction: Focus and Goals of Text

This book is designed to serve as a basic text for introductory recreation, park and leisure studies courses which deal with the field of organized leisure services.

Unlike other introductory courses which present historical, philosophical or other theoretical information, or courses that describe leadership, programming, administrative or similar concerns, its cheif purpose is to familiarize students with the overall range of agencies providing recreation and park facilities and programs.

Linked to this, the text's purpose is to help students gain fuller information about recreation and leisure services as a career field, to assist them in their college study and as a beginning step in personal career development.

Courses for which this text is intended include such examples as:

Introduction for leisure services (California State, Long Beach)

Introduction to Recreation Professions (University of Idaho, Moscow)

Orientation to Leisure Services and Resources (Indiana State, Terre Haute)

Introduction to Leisure Service Angencies (Eastern Illinios, Charleston)

Leisure Service Careers (Eastern Kentucky, Richmond)

Introduction to Parks and Recreation Profession (Kansas State, manhattan)

Introduction to organized Recreation (Southeast Missouri, Capr Girardeau)

Specific Course Goals

Traditionally, recreation and leisure studies texts have suggested that this field consists primarily of three major components—public, nonprofit and commercial, with minor attention paid to such other specialities as therapeutic or armed forces recreation.

Instead, *Introduction to Leisure Services: Career Perspectives* points out that there are no fewer than ten major types of leisure-service agencies in the United States and canada, including such highly specialized areas as campus and armed forces recreation, sports management, and travel, tourism and hospitality services.

In order to give students a fuller picture of the overall field, this text provides a detailed overview of each of these ten professional areas, and describes the nature of employment in them, and the opportunities for career development. It also presents an introduction to professional development and the nature of national societies or associations that promote organized leisure services.

The text's goals are therefore:

1. To provide students with an accurate, comprehensive understanding of the overall leisure-service field and its major components.
2. To familiarize them with the program elements, management and staffing practices of each of the ten types of leisure-service agencies today.
3. Through visitations, guest lecturers and a variety of group projects and enriching class assignments to provide in-depth knowledge that may assist class members in making informed career-planning choices.
4. To assist students in such areas as research in the field's professional publications, expository writing, creative planning, and group problem-solving.

Major Elements in the Text

Chapters one and two of *Introduction to Leisure Services: Career Perspectives* offer an overview of the role of recreation and leisure in contemporary society, and the development of organized recreation services over the past several decades.

They describe a number of the social and economic factors that influence that provision of recreation and park programs by government agencies, and on to examine leisure services as a system, showing the relationships among different types of organizations, their functions, and their employment potential.

Chapters three through ten present detailed analyses of each of the ten specialized components in the field today: (1) public, tax-supported agencies; (2) nonprofit, voluntary organizations; (3) commercial recreation businesses; (4) armed forces morale, welfare and recreation programs; (5) employee service units; (6) campus recreation services; (7) private-membership organizations; (8) therapeutic recreation service; (9) sports management activities on several levels; and (10) travel, tourism and hospitality services.

In each case, the following information is provided:

A brief history of the specialized field, with examples of its underlying goals or philosophy, and development in recent years.

A number of examples or illustrations of actual programs and services, drawn from successful leisure-service organizations throughout the United States and Canada.

An overview of employment, professional development, and leading national associations or societies that promote each field.

Discussion of social, economic and other trends that have influenced these agencies, and changes in their operations and priorities.

Chapter 11 deals directly with issues related to career development, including strategies for self-analysis and making intelligent career-direction choices. Examples of job functions and typical positions and recruitment and hiring methods in various fields are present, with a variety of job listings and sources of information drawn from the Internet.

The bulk of information presented has been drawn directly from the ten types of leisure-service organizations, or from the current scholarly or general periodical literature.

Suggested Teaching Approach

Two sharply contrasting educational teaching styles might be used in conjunction with this text.

Traditional and Participative Approaches

One approach, which might be considered the “traditional” model, would be highly structured, with all topics and class sections carefully planned in advance, with the instructor devoting the bulk of class time to lectures, and with examinations concerned primarily with the students’ ability to demonstrate that they have learned factual content presented in class and in the text.

A second approach emphasizes “participative” teaching styles and learning experiences. In the most extreme form of this approach, the instructor would *not* present the class with a preplanned outline, but would have them determine what the course content, experiences and outcomes should be. There would be relatively little formal lecturing, and emphasis would be given to group-centered learning experiences and interaction.

Preferred Approach

Instead, the preferred teaching style in using this text should involve a blend of traditional, teacher-directed instruction and participative, group-oriented class activities.

While the instructor *should* take the lead in preparing a carefully thought out outline of class sessions, assignments and other experiences, he or she should be flexible in encouraging student suggestions and input that will heighten class motivation and interest. Through the semester, he or she should encourage class discussion, and should act as an “enabler” to help students take the lead in planning and carrying out activities.

In order to make the learning experience as meaningful as possible, opportunities should be provided for students to examine actual agencies and programs first-hand, to meet professionals to learn about their work, to get early exposure to professional societies, and to gain direct experience in planning and carrying out group projects.

Strong emphasis should be given to covering a carefully selected set of topics, with factual information provided by instructor lectures and class discussion, and through assigned readings and other class activities. At the same time, varied individual and group assignments are used to help students learn about and explore the various elements in the leisure service field. In addition to learning facts as such, students are encouraged to explore the “how” and “why” of agency planning and programming, and to develop skills of analysis and problem-solving.

Both through guest lecturers and field trips or small-group investigations of the field, students should gain valuable experience and helpful contacts that will assist them in making career choices and taking initial steps toward building career readiness. Evaluation should be used in conjunction with the text, not only as a basis for grading, but as a means of improving the class process and providing important insights, both to students and the instructor.

In addition to the chapters themselves, elements in the text that assist learning include the following: (1) each chapter has an introduction, numerous footnotes and illustrations, and useful references; (2) each chapter has suggested questions that serve as class discussion or examination essay topics; (3) numerous tables giving statistical reports of the field; and (4) information regarding professional associations, certification processes (where appropriate) and similar information. The conclusion of the book contains a detailed bibliography, suggested class assignments and activities, and an author and subject index. Ways of using these materials are presented later in this manual.

Emphasis on Teaching Key Concepts

In working with the text, instructors should integrate lectures, discussions and class activities to identify and clearly present the important key concepts within each chapter. Rather than have students memorize a great number of scattered bits of information, all class activities should be geared to presenting, examining and understanding the most important concepts involved in each chapter.

Examples of Concepts Within Each Chapter

Chapter 1 Recreation and leisure represent a major force in American life today, with important economic, environmental and other values for personal and community development.

The benefits of leisure fall under four major headings in terms of personal outcomes (health, emotional, social and cognitive) and have been demonstrated in recent years by systematic research.

Contemporary trends which affect the provisions of organized leisure programs include changing patterns of work and free time, multiculturalism in American life, the growing role of technology, and the benefits-based management approach.

Chapter 2 Instead of the past breakdown of the leisure-service system into public, non-profit and commercial categories, the field should be understood as being much broader, involving ten types of agencies.

Beyond simply providing facilities and organized programs, leisure-service organizations also promote the field in terms of providing information and referrals, advocacy, coordination and similar functions.

Although the leisure-service system is not a highly unified enterprise, it involves both cooperative and competitive interaction among its varied components, often facilitated by trade associations and professional societies.

Chapter 3 Public (government-sponsored) recreation and park departments on three levels—federal, state or provincial, and local—offer the bulk of facilities and programs for outdoor recreation, including camping, backpacking, hunting and fishing, boating and similar pastimes. As such, environmental priorities are critical in their operation.

County and special-district recreation and park agencies offer closer-to-home parks, cultural centers and auditoriums, major sports programs, festivals and other events that serve residents on a large scale.

Municipal recreation and park activities include the operation of local parks, playgrounds, recreation centers and networks of pools, sports fields and programs for persons with a disability, instructional programs, etc. Increasingly, they have become dependent on fees and charges and marketing strategies for financial support.

Employment in public recreation agencies operates chiefly within civil service codes, with formalized job descriptions, hiring procedures and salary ranges that cut across all areas of governmental hiring.

Chapter 4 Nonprofit, voluntary leisure-service agencies represent a major source of leisure opportunities for the public, particularly in serving youth and specialized recreational interests.

Organizations like the Ys, Scouts or Boys and Girls Clubs usually operate on the local level, but are part of a major, national federations or associations that establish goals and policies, offer staff training and management assistance. Both in religious and non-religious sponsorship, they generally seek to meet important personal goals and community needs.

While recreation is a major element in their operation, most nonprofit agencies do not regard themselves as primarily recreation organizations; instead, they present themselves as educational, social-service or character-building groups. Often they provide numerous services that are not recreational.

Chapter 5 Commercial recreation businesses provide the greatest source of diverse, organized recreation opportunities today, ranging from active participation to passive spectatorship, and serving all age groups in activities that include sports, outdoor recreation, the arts, hobbies and social events.

The trend in for-profit recreation enterprises has been toward merging smaller businesses in larger networks of sponsors, with, in many cases nationally franchised companies, or conglomerates that manage sports, travel, mass media and other leisure products and services, with millions of participants.

In areas such as outdoor recreation (hunting, fishing, boating, etc.); fitness and health spas, or family play centers, commercial recreation planners are constantly searching for new, appealing services and trendy, innovative activities.

Employers in commercial recreation business generally do not identify with the leisure-service profession as such, and job qualifications usually focus on important technical skills and functions, including financial operations, maintenance, sales and marketing tasks.

Chapter 6 Armed forces recreation represents a major, worldwide operation within each of the branches of service. While it is a part of an overall Morale, Welfare and Recreation structure on the Department of Defense, actual programs and services reflect the unique needs and capabilities of each service branch, and of individual bases, training centers, or vessels.

Among the key program priorities of MWR operations are sports, fitness activities, family-support and youth services for dependents of military personnel.

Employment in armed forces recreation includes many jobs as specialists or supervisory personnel in different program divisions, as well as positions related to club management, facility operations, fiscal and computer operations, etc. Job descriptions and hiring procedures under Civil Service govern all hiring and promotions, and branches such as Navy MWR offer extensive staff training programs.

Employee recreation and services units have a long tradition that began with the development of “industrial recreation” intended to improve labor relations and employee morale. Today, recreation is only one of ten components of an overall employee service operation, and places heavy emphasis on the need to yield measurable results in terms of employee performance, health, and job retention.

The administration of employee recreation programs varies greatly. In some companies, it is the responsibility of personnel or human-resource managers, with major funding by the company. In others, it is conducted by employee associations, and dependent heavily on self-generated funds.

Programs in employee-service units often include clubs and social activities, sports leagues, holiday celebrations and similar functions. However, the largest single thrust today is in terms of fitness programs, with many recreation directors also responsible for coordinating community relations activities.

Chapter 7 Campus recreation activities generally fall under two headings: (1) sports and outdoor recreation classes, clubs, leagues and outings; and (2) other cultural, social, or cocurricular activities. Administratively, they tend to be linked to student life or student affairs divisions today.

While many colleges and universities yielded responsibility for monitoring or controlling students’ lives during the 1960s and 1970s, today there is generally an acceptance of the need to supervise them, particularly in such areas as alcohol or drugs, hazing, or other areas involving possible risks.

While much of the direct leadership in campus recreation programs is carried on by graduate students or part-time specialists or faculty members on special assignment, such programs are usually supervised by full-time administrators with a background in student personnel administration—in cooperation with student councils, committees or other groups.

Private-membership organizations tend to serve individuals and families with specialized leisure interests, or within a framework of social exclusivity. Often, they have barred individuals based on factors of race, religion, gender or simply on economic terms. However, they have become less exclusive in recent years, partly because of legal pressures.

One major area of private-membership operations involves residential programs—for example, in retirement communities, which often offer pools, tennis courts, community centers, health and fitness spas and similar operations. Generally these are designed to serve only residents and their guests.

Chapter 8 Therapeutic recreation service is generally regarded as a professional discipline which moved over the past several decades from being regarded as an amenity or morale-maintenance service, particularly in long-term care, “custodial” institutions, to being a clinical discipline designed to achieve important therapeutic or rehabilitative goals for disabled or ill persons.

Of the various leisure-service specialties, therapeutic recreation is among the most highly professionalized, in terms of strong higher education curricula, research and publications, certification procedures and recommended standards of practice.

In addition to clinical services, programming for disabled persons has moved heavily in the direction of community-based “special recreation” which is sponsored by public, nonprofit and numerous other kinds of agencies. Programming in this area is influenced by legislation and public attitudes which are much more positive with respect to the lives of disabled persons than in the past.

Chapter 9 Sports are obviously one of the major leisure fascinations of Americans and Canadians today, and are provided, both in terms of participation and spectatorship, for all age levels and skill levels, by many different types of organizations.

Numerous national organizations promote participation and competition in such sports as youth baseball, bowling, tennis, ice hockey or soccer, often involving cooperation with local public or nonprofit sponsoring agencies.

While sports are generally perceived as contributing to personal development and positive social values, often they are dominated by commercial interests and corruption in educational settings, and even by overemphasis on winning in youth sports. Many organizations today seek to upgrade ethical practices and social values, particularly in school or recreation programs.

Chapter 10 Travel, tourism and hospitality represent a major component of the organized leisure-service field today, involving hundreds of billions of dollars, and sponsored by every type of community organization. Although recreation and leisure-studies educators often regard tourism as a sub-specialization of the leisure-service field, other authorities typically see recreation as just one of numerous elements of the overall tourism system.

The motivations for travel are numerous, including the desire for escape, curiosity about new environments, educational, environmental, religious or sports interests. With the overall tourist picture there are numerous separate components that represent full-fledged industries in their own right, such as cruise lines, theme and waterplay parks, or outdoor adventure companies.

Although tourism has expanded steadily in recent years, there is an emerging concern that it may have become over-extended in search of profits, with beginning awareness that attendance is beginning to drop in some areas, while major corporations continue to develop expensive new ships, theme parks and other specializations.

To make intelligent decisions regarding career direction or the choice of appropriate fields for specialization, young men and women should examine not only the field itself, but other capabilities. Early experience in volunteer, seasonal or part-time work, as well as student field work and internships are valuable sources of knowledge.

Involvement in professional societies, attendance at professional meetings, obtaining job listings from different organizations, and combing the Internet are all means of learning about job openings in each specialized field.

Preparation of course Outlines

In preparing for a class using this text, it is essential to develop a detailed outline or syllabus of course activities, assignments and policies that will be presented to students at the outset.

This ensures that students will have a clear understanding of the course's content and requirements, and the instructor's expectations. While flexibility and opportunity for student input in adding different assignments or modifying requirements is desirable, the outline provides an important structure to the class, makes use of the instructor's knowledge and experience, and helps to avoid later misunderstandings.

Elements in course Outlines

Outlines should contain the following elements. While they are precisely stated at the outset, it should be made clear to the class that they can be changed, both in terms of goals and requirements, and actual scheduling of class sessions.

1. Statement of goals and objectives of the class.
2. Calendar schedule, week by week, of class sessions, including topics to be covered, assigned readings within the text or other sources, dates when papers or other reports are due, and notice of examinations.
3. Listing and descriptions of specific class assignments, with possible variations depending on number of credits students are enrolled for.
4. Preliminary description of examinations, including possible short quizzes (announced or unannounced), midterm and final examinations.
5. Statement of grading practices, which often will reflect college or departmental policies, in terms of weight given to each area of student performance.

Outlines should be reviewed and discussed at the first or second class meeting, with opportunity for student questions and suggestions.

If the instructor decides to make use of electronic communication, such as E-mail, in terms of students submitting papers, receiving evaluations of assignments, or other course processes, this should be made clear at the outset. While a growing number of departments in different areas of study make use of E-mail today, it should be noted that one-to-one communication between students and instructors tends to lose the value that comes from open-class presentations, discussions and group dynamics exchanges.

Class Enrichment Activities

Appended to the outline, the instructor may include preliminary summaries of various possible individual or small-group assignments, projects or other class enrichment activities.

Twelve such class enrichment ideas are presented in the text (p. 249) and should be reviewed and discussed by the class at an early point. They include the following activities. They are intended to accomplish the following:

To give students direct experience in planning and carrying out projects, and in working with others.

To provide direct, face-to-face exposure to leisure-service agencies in the field or to working professionals, and to enrich student's awareness of different types of programs and job settings.

In assignments where students make presentations before the class, to help develop their skills and confidence in making such presentations, which will be important assets as they begin their professional careers.

To help students understand the reality of the leisure-service field, in terms of its actual programs and practices, strengths and weaknesses, problems and solutions—as opposed to seeing it from a distant or theoretical perspective.

In some cases, these assignments may involve the entire class in a shared task or project. In others they may best be assigned to individual students or small groups. Before activities are undertaken, outlines should be prepared that specify the exact nature of the project, the oral or written reports to be prepared, and deadlines for completion or class presentation.

1. *Field Trips*. Through the semester, individuals or small groups of students may be scheduled to visit leisure-service agencies of different types in the community or nearby region, and to report to the class regarding their mission, program elements, funding practices, facilities, and staff makeup and personnel practices.

2. *Campus Leisure Service Programs*. As a group assignment, students may analyze the overall college or university leisure-service programs and services, including organized sports clubs and intramurals, social and cultural activities, and other recreational programs. This analysis may simply be descriptive, or may involve a critical analysis leading to specific recommendations for strengthening campus leisure services.

3. *Professional Associations*. Students may select appropriate professional associations (national, regional, or state), contact them, and request membership information. They then may prepare reports dealing with each organization's mission, activities and services, membership, and benefits for the field and for future professionals.

4. *Conference Attendance*. Students may attend one or more professional conferences, workshops, or similar events, take part in as many sessions as possible, and report on them to the class. This attendance may be keyed to the individual student's exploration of future seasonal, part-time, or internship assignment, through contact with attending professionals.

5. *Convention and Visitors Bureau.* Students may contact nearby or regional convention and visitors bureaus, requesting information as if they were tourists planning a possible visit. They may then report to the class regarding the materials received and the effectiveness of the bureaus studied.

6. *Delivery Systems for Special Populations.* Class members may study and report on leisure opportunities or special services for individuals with physical or mental disabilities in the community or region. This study would involve both special, separate programs offered by public or nonprofit agencies and the availability of general community opportunities—in terms of possible physical barriers to participation or adaptations made to encourage disabled persons to enter programs.

7. *Field Experiences.* Apart from general departmental requirements for supervised field work or internships, this course might include a specific period—possibly eight to 10 weeks—of assignment to a nearby community agency, recreation business, or other leisure-service organization, involving several hours each week, for varied leadership, clerical or other tasks. It may then be followed by a report to the class, summing up the student's experience and possible new insights into the field.

8. *News Notebook.* As a continuing assignment, students may be asked to monitor newspapers, magazines, television programs, or similar media sources to gather items related to recreation and leisure or to social and economic trends affecting this field. In a five- or 10-minute period at the beginning of class sessions for several weeks, they may then report briefly on the items they collected. This assignment may also be submitted in the form of notebooks presenting and commenting on the materials gathered.

9. *Group Video Projects.* Small groups of students may prepare and submit a two-minute video promoting careers in separate areas of public, commercial or other types of leisure services, based on the taping of programs, interviews with agency managers or staff members, and other sources dealing with actual agencies.

10. *Internet Career Search.* Using web sites suggested in the text or other sources, individual students may conduct preliminary job searches within selected areas of leisure services. They may then report their findings to the class. As suggested in Assignment No. 4, this search may be keyed to an individual student's exploration of possible internship or seasonal work assignments.

11. *Personal Career Plans.* Toward the close of the semester, students may be required to submit a two or three-page paper outlining their evolving plans or a professional career and the steps they plan to take in terms of focusing on a specific employment area and preparing themselves for work in this field.

12. *Alphabet Jobs.* As a novel class activity, the class may be divided into several small groups. Each group is given 10—15 minutes to see which group can identify the greatest number of legitimate job titles or categories—one for each letter of the alphabet. This may cover all areas of leisure-service employment.

The number of such assignments that each student is involved in may depend on several factors, such as the number of credits he/she is taking the course for, the number of class meetings, other class assignments, and also the availability of different leisure-service agencies in the region that will make field visits and similar projects convenient.

Ideally each student should be involved in at least one individual and one small-group assignment, depending also on the number of students in the class. Having a large class limits the number of assignments for each student.

Written Assignments

As indicated earlier, written assignments should represent an important element of the course. They should involve significant topics drawn from the text, and from class presentations and discussions.

Typically, an instructor might require two or three short reaction papers or brief personal essays at an early point in the class, a relatively short research paper at a midpoint, and a longer research paper toward the end of the course.

Specific guidelines for these papers should be given to the class, along with expectations regarding footnoting or references, appearance of papers, documentation of information or quotations, and, importantly a discussion of the need for material to be original, and to avoid plagiarism—both with a definition of it, and a statement of the penalties should it be discovered.

With many students making use of the Internet today to gather material, it is essential to warn against simply copying of material gathered in this way. Instructors should be on guard against borrowed or ghost-written papers. Some guidelines for doing this include.

1. Requiring students to keep all notes, printouts, etc., to document their original research, progress papers, etc., until paper has been read and returned.
2. Comparison of formal research papers with students' earlier writing of essay questions in class or shorter non-research papers to see if they are reasonable examples of their work.
3. Maintaining a file of research topics, authors, papers, etc., from earlier classes, to guard against borrowed papers, as much as possible.
4. Open discussion with class of the problem, and effort to have them recognize and accept the value of doing their own work.

Lists of suggested topics may be given to students for them to select paper topics from—to submit preliminary outlines of research papers, for review or approval, before working on them.

If earlier submissions indicate that students, particularly those in the first course or two in the department, are weak in writing skills, guidelines may be given to them before paperwork is to be done. In addition the use of the Internet, lists of research journals, recommended texts, and library resources should be given to the class.

Examples of Possible Guidelines for Written Reports

Depending on the quality of written work shown in early assignments in the class, and based on the standard expected of written work in the department, instructors may choose to provide guidelines for students, such as the following listing of typical problems found in papers:

1. *Run-on sentences*. Too long, involved, awkward sentences, that should be broken up into shorter ones.
2. *Incomplete sentences*. These are sentences lacking subjects, verbs, complete structure etc. While acceptable for informal or creative writing tasks, for more formal expository papers, they should be avoided.
3. *Misused words*. Often words are used inappropriately, or sometimes words are simply made up. Check in a dictionary if you have any doubt about a word.
4. *Specific errors*. Failure of subjects and verbs to agree, or pronouns to agree with antecedents; for example, mention of an individual, and then use of “they”. Its and it’s. *Its* means possessive: dog wagged its tail. *It’s* must be a contraction of *it is*.
There and Their. Very common—their is always a possessive pronoun; they took *their* coats and left. *There* is chiefly an adverb: we saw it there.
Affect and Effect. Very common error. *Affect* is a verb; it affects me seriously. *Effect* is usually a noun; a poor grade is the effect of sloppy work.
Capitalization usually is done for names of actual organizations, trade names, etc., or names of people, not common nouns. Quotation marks are used for titles of shows, songs, etc.
5. *Incomplete references*. References or citations lacking author, title of publication, place of publication, publishing company (book); date, page number(s).
6. *Spelling errors*. The most common. Use a small, handy dictionary. When you make a mistake and it is corrected, remember it and don’t repeat it.
7. *Dated research*. Unless you are writing a historical paper, or deliberately seeking out past background information, writing on any current theme should make use of current or recent research—not 20 years old, simply because it was convenient.

Guidelines for References in Research Papers

Typically, many students are not accustomed to giving full sources of books or articles that are reviewed or quotations used in preparing research papers. References should include author, title, publisher of book or magazine title, place of publication (if book), year or date of publication, and pages.

Students should be careful to use references correctly, whenever quoting a passage, as a separate paragraph, or shorter quote within your own paragraph, or paraphrasing a major section, or citing a fact when it is important and should be supported by giving the source. There are two types of references:

Alphabetical listing : after any quote within your text, in parentheses, put name of author cited, date, and page(s). At end of paper, authors quoted are listed in alphabetical order, with full reference as above. Used in journals.

Numbered footnotes: within the paper, each quotation or reference is followed by a number in turn: 1,2,3, etc. At end of paper, each number is listed in order, with the full citation, as above. This is the method used in many textbooks, including this one.

Evaluation and Examinations

Often, evaluation is thought of simply as the examinations given by instructors to students, which serve as a basis for assigning final grades.

Instead, evaluation may take several forms, and have broader purposes than simply assigning grades.

Short quizzes, announced or unannounced at an early point in the class, may serve to motivate students to begin work seriously, rather than delay systematic reading or other class efforts. They also help to diagnose the academic capability of individual students, and to pinpoint those who may need special help or attention.

More extensive mid-semester or final examinations give a fuller picture of each student's performance, and of the overall class's success in understanding the assigned material. It may also help to measure the instructor's performance within different elements of the class, and reveal areas in which fuller emphasis or other teaching approaches may be needed.

Other Types of Evaluation. Many departments today require that each course that is offered be evaluated at its conclusion, using a standardized rating form. They may also require that instructors be evaluated by students, using a similar rating form—although in some colleges it is stipulated that such evaluation reports *not* be used in faculty tenure or promotion precesses.

Students may also evaluate other students, with the use of simple rating forms after small-group or individual presentations before the class. Customarily, all such ratings are done anonymously; students do not sign their names to rating forms.

A final evaluation procedure, in terms of assessing the value of the course, the instructor and the text, may involve a pre-and post-quiz covering the important areas of knowledge covered in the course. Given to students, who do not sign their names, at the first and last class meetings, this procedure provides concrete information with respect to the information learned and the overall effectiveness of the course.

Content of Examinations

Written examinations are usually intended to measure two aspects of student performance—the extent to which they have gained concrete, factual knowledge, and the extent to which they have gained the ability to interpret and synthesize information, analyze findings, draw conclusions and even solve problems.

In terms of the first purpose, objective questions which cover factual material presented in the text or in class may take several forms: *true-and-false questions, multiple-choice questions, matching or completion questions.*

It is important that objective questions *not* deal with very minor or unimportant points, such as a specific date, the name of a person cited once in a chapter, or similar trivial matters. Instead, they should concern fairly meaningful items, and should not be ambiguous or debatable.

With respect to measuring broader student understandings of course content, essay questions are commonly used. Typical examples are shown in the text, following each chapter. In scoring them, the instructor may look for several items: (1) the degree to which the student has really answered the question, rather than providing irrelevant information; (2) the extent of his or her comprehending the issues involved and showing a degree of analytical ability; and (3) the ability to organize ideas and present them effectively.

To illustrate these principles, the following section of this manual present 30 typical objective questions that cover the first 6 chapters of the text, and might be used in a midterm examination. Following that, several useful essay questions taken from chapter-ending suggestions are presented.

Examples of Objective Questions

Directions: answer *all* questions. Questions not answered will be marked wrong.

TRUE-FALSE QUESTIONS. Mark with a T if fully true, with an F if fully or partly false.

1. _ Recreation is usually defined as a form of human activity or experience, while leisure is commonly thought of in terms of time free from work or obligation.
2. _ Play is considered to be a human activity only; animals do not engage in it.
3. _ All forms of recreational activity today are organized, in the sense that some agency must provide leadership, facilities, or materials.
4. _ The various types of leisure-service agencies (public, nonprofit, etc.) are not fully coordinated with each other in a systematic way.
5. _ While most public recreation and park departments depended heavy on tax funding in the past, today they are relying more and more on revenue sources (fees, charges, etc.).
6. _ Most public recreation and park employment is carried on free of Civil Service requirements.
7. _ The term "voluntary" means that youth-serving organizations like the Scouts or Ys depend almost exclusively on volunteer (non-paid) staff members.
8. _ Organizations like Boys and Girls clubs depend heavily on marketing and foundation, government or business grants for support.
9. _ The term "commercial recreation" includes such elements as outdoor recreation business or family play centers.
10. _ Armed forces recreation serves only uniformed personnel.

MULTIPLE-CHOICE. Select the item that best completes each statement.

11. _ The total amount spent annually by the public for recreation in the mid-1990s was:
(a) \$215 billion; (b) \$431 billion; (c) \$2.8 trillion.
12. _ Harris polls and other surveys have reported that: (a) work hours expanded and leisure hours were reduced in the 1980s; (b) unemployment almost disappeared at this time; (c) it's impossible to measure the workweek.
13. _ An example of leisure programs serving disabled persons mentioned in the text was: (a) Wheelchair Casino-Goers; (b) Northeast Adventure Trips; (c) computer training for HIV-AIDS patients.

- 14._ Increasing the leisure-service system is marked by: (a) growing federal controls; (b) successful drug-prevention programs; (c) both competition and cooperation among agencies.
- 15._ Among Canadian cities whose park and recreation programs were described in the text are: (a) Vancouver and Toronto; (b) Kamloops and North York; (c) Ottawa and Saskatoon.
- 16._ The work of park rangers in federal agencies includes: (a) almost completely law enforcement; (b) conservation and education functions; (c) wildlife propagation.
- 17._ Organizations like the YMCA and YWCA: (a) restrict their membership by gender and religion; (b) serve those between the ages of 6 and 30; (c) are open to a wide variety of members.
- 18._ The Safari Club organization: (a) organizes sightseeing trips to Africa; (b) promotes hunting and documents its contribution to wildlife in the United States; (c) is monitored by the United Nations.
- 19._ Examples of company-sponsored recreation cited in the text include: (a) a very strong aquatic emphasis; (b) the Chase Corporation Challenge event; (c) productivity tournaments in aircraft plants.
- 20._ Key thrusts in armed forces recreation today include: (a) sports, fitness and family support programs; (b) touring entertainment companies abroad; (c) many linkages with local business clubs.

MATCHING QUESTIONS.

Pair each item with the title or phrase that best describes it.

- | | |
|---|---|
| 21._ Commodification | a. Trend in 1900s that stresses defining measuring precise goals and outcomes of recreation programs. |
| 22._ Information-referral | b. Organization with extensive and influential accreditation program. |
| 23._ Special-interest group | c. Assists in developing career mobility |
| 24._ Reason for studying different elements in leisure-service system | d. Facilitates local recreation and park agencies in relationships with citizenry |
| 25._ Sopa Box Derby | e. Organization promoting worldwide adventure travel |
| 26._ Benefits-based management | f. Growing commercialization of many leisure programs and services |
| 27._ National Outdoor Leadership School | g. Sponsored by major, national corporation as public relations venture |
| 28._ Start Smart | h. Function shared by many leisure-service agencies |
| 29._ American Camping Association | i. Tends to serve or promote a single sport or hobby pastime |
| 30._ Electronic government | j. Military program serving children and military families |

Key to Objective Questions: 1-T, 2-F, 3-F, 4-T, 5-T, 6-F, 7-F, 8-T, 9-T, 10-F, 11-b, 12-a, 13-b, 14-c, 15-b, 16-b, 17-c, 18-b, 19-b, 20-a, 21-f, 22-h, 23-i, 24-c, 25-g, 26-a, 27-e, 28-j, 29-b, 30-d.

Essay Questions

As indicated, these may be drawn from or modeled after the several questions that follow each chapter in the text, such as the following:

What were the most important social and economic factors and trends that led to the growth of leisure involvement in the United States after World War II? What role did the government play in developing recreation and leisure programs or policies at that time?

People in the past tended to think of recreation as “fun and games”. What arguments would you cite to broaden their view of the leisure-service field? In your discussion, you might include information from the text, as well as your own personal experiences or observations.

Many municipal, tax-supported recreation and park organizations do more than simply provide play facilities and programs. What other important kinds of social, environmental, and similar significant responsibilities do such local agencies have? Cite illustrations either from the chapter or from your own experience.

Due to financial pressures, as well as an overall change in governmental strategies, many public leisure-service agencies have adopted businesslike, entrepreneurial marketing methods. Explain and give illustrations of this trend. What are positive effects? Does it also have possible negative outcomes, and how can these be dealt with?

How can we call organizations such as the Ys or other youth-serving groups “nonprofit,” when they obviously charge significant fees for membership or other program activities? Similarly, does the term “voluntary” mean that such organizations are run totally by volunteers? What role do volunteers play in nonprofit leisure-service agencies?

Pick any two of the organizations described in detail in the early section of this chapter, such as Boys and Girls Clubs, Boy or Girl Scouts, or any of the Ys. What purpose do they share in common, and in what ways do they differ in terms of program focus, possible funding support, or similar elements?

In general, essay questions should be scored based on the following criteria:

(1) whether the student addressed the question directly, or skirted around it by providing other irrelevant information or discussion; (2) whether he or she showed a grasp of the important information on the subject, as provided in the text and class presentations; (3) whether he or she demonstrated logical thinking and the ability to organize ideas effectively; and (4) his/her quality of writing.

In terms of the balance given to objective vs essay questions, while this reflects the individual instructor’s values and goals for the class, many instructors tend to emphasize factual information as measured by objective questions, early in the semester, and the student’s comprehension and ability to think critically as measured by essay questions, at the end of the semester. Thus, the objective questions and essay sections might be in a 70%-30% ratio in the midterm examination, and in a 40%-60% ratio in the final examination.

Grading Policy

Again, while different instructors may use varying criteria in assigning grades, it is helpful for the instructor and/or course outline to tell students clearly the weight given to such factors as class participation, written work or group assignments, examinations or attendance, in assigning final grades.