



Course Number: EDU/CMP 211	Course Title: Informal Education in Summer Camp Setting
Course Credits: 3	Session: Summer (June 29-August 23)
Prerequisites: none	Class Meeting: <i>Online</i>
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Course Description:

As the demands and pressures of teaching young people continue to put increased scrutiny on schools and teachers, there may be unfulfilled possibilities for informal education programs to supplement traditional classroom experiences. The course work will draw from both not-for-profit and for-profit camp settings to unpack the potentials of informal education to improve learning for students across the United States. The course will be a virtual learning experience, supported by videos, articles, books, case studies, virtual and live discussions

Course Level Learning Objectives (CLO):

1. Students will have a better understanding of Informal Education.
2. Students will better understand their own role as Informal Educators.
3. Students will learn how Informal Education in a Camp Setting has the potential to mitigate perceived education gaps.
4. Students will develop their own view of Informal Education and how to incorporate that in their roles at camp.

Textbook & Other Required Materials:

All materials made available through Canvas.

Accommodations

Gratz College is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Any students needing accommodation should contact disabilities@gratz.edu. All requests for accommodations need appropriate advance notice by the student

and require supporting documentation from appropriate professionals testifying to the disability. If approved, you are responsible for discussing approved accommodations with faculty.

Evaluation Methods

Forum Participation = 60%

Written Assignments = 30% of Final Grade

Final Reflection Paper = 10% of Final Grade

Topic Outline/Schedule

Week 1

How do we define Informal Education?

This week we will start by trying to define Informal Education (sometimes referred to as Experiential Education) and the role of camp in education. You will have the opportunity to learn more about the historical context of camps in education and the current debate over defining informal vs. formal education. In addition, the readings provided in Canvas, feel free to explore on your own and see if there are other definitions that you connect to.

Week 2

Your Role in Informal Education

If we read the history of camp in America the past 100 years has brought immense change to the industry. In fact, for the first 50 plus years, it wouldn't have been considered an industry. The mission and place of camp in the broader society, in relation to the needs of young people today, has changed and camps need to respond in kind. This week will explore the role of camp and camp counselors in meeting the new challenges camps face in meeting the needs of today's young people.

Week 3

The Current State of Camp in the World of Education

Are camps and school connected? What value, if any, can summer camps add to formal learning experiences? This week students will consider how schools and camps work together and if there are opportunities for an even stronger connection.

Week 4

Teaching 21st Century Skills in an Informal Camp Setting

Students will look at the 21st Century Skills framework as it relates to the camp setting. As educational experts reconsider traditional classroom learning to ensure young people are prepared for the future, what is the role of camp? Which of these skills can camps contribute to and how do they teach those in an informal setting?

Reflect on these 21st Century Skills and if you've seen moments at camp that encourages the development of these important character traits. If you have seen camp provide these educational moments, are there

ways to be more intentional? How? If not, do you think camp should be focused on developing 21st Century Skills?

Week 5

Education Loss: Real or Imagined and the Role of Camps

Students will explore the reality of Summer Learning Loss and evaluate how widespread and detrimental this well publicized “issue” in American education is to campers. They will then explore how Summer Camps can help close some of these perceived gaps of Summer Learning Loss through their programming.

Week 6

Managing Camper Behavior

The best camp staff know that you will not be able to change camper behavior, you can only manager their behavior. Managing behavior ensures that campers remain safe, respect each other, live up to the values of camp and have a positive experience. This week, students will share their own research and knowledge when it comes to managing behavior at camp.

Week 7

Turning Knowledge into Action

As students consider the course so far and camp this summer, they will focus this week on turning this knowledge into actionable change that fits the framework of informal education. The broader question students will consider is if camp is an educational opportunity, how do we include intentional learning opportunities without sacrificing the mission of community building, fun, play, social emotional development, etc.?

Week 8

Reflecting on Informal Education in a Camp Setting

Can informal educational spaces like camp work in lockstep with traditional education to provide a more meaningful experience? As you revisit the coursework, your responses, your classmates’ responses and the conversations you’ve engaged with, how do you view camp in terms of an educational institution. How do you view your role as an informal educator?

Academic Policies

Course Schedule

Courses are divided into weeks. Each week starts on Wednesday and ends on Tuesday. Accommodations for assignment submission will be made for holidays falling on specific dates.

Forum Participation

It is expected that students will participate in 100% of the discussion forums.

For full credit on any specific forum, you should expect to write 3 to 4 well-constructed, original paragraphs. (Minimum 150-300 word initial responses for each forum). Write thoughtful, original responses as prompted by the questions using personal ideas, insights and opinions.

These activities also require specific responses, on any discussion forum. *Instructors will determine how many responses required for each forum.* Responses to other students must be substantive. They generally do one of the following:

- a) poses a question based on the original posting
- b) politely refutes/challenges the original posting
- or c) offers another example to enhance the original posting

Postings and responses that fall short of content and substance will not receive the full credit. These responses will be due by Tuesday, 11:59 PM for each week.

Add/Drop

Students may drop a course within eight days after the start of the course.

Withdraw from a Course

Students who wish to drop a class after the drop/add period has ended must contact their academic advisor.

Withdrawal from the College

Students wishing to withdraw from Gratz College must notify their academic advisor.

Students who withdraw from courses later than the Withdrawal deadline will receive an “F” for the course.

Incompletes

Under emergency/special circumstances, students who have completed 50% of the course work may petition for an incomplete grade.

If granted an Incomplete, students will have 16 weeks to complete their course work. Beyond that deadline, students must petition in writing to their academic advisor for a further extension. Faculty will no longer be authorized to grant individual extensions beyond the deadline. If no written request is given, students who do not complete their Incompletes by the deadline will receive an F.

Academic Integrity

As a student in this course (and at this college) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class. Academic dishonesty is included within this expectation.

Academic dishonesty includes such things as cheating, inventing false information or citations,

plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Dean. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board." The Academic Appeals Board shall consist of faculty and at least one student. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal. The decision of the Academic Appeals Board will be forwarded to the President of Gratz College, whose decision is final.

Gratz College Grading

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

For more detailed academic policy information students are encouraged to visit the Gratz College academic catalog.

Once the Canvas section for this course is open students should review any posted materials for more detailed information on this course.

This syllabus is subject to change without notice.