

ABSTRACT

¡Yay, Camp!

An Immersive Approach for Civics Teaching in an Informal Learning Environment

Katrina L. Gallegos

Internship Supervisor: Kenneth Hafertepe, PhD

During the summer of 2022 I was a graduate intern for the W.R. Poage Legislative Library at Baylor University Libraries. I was hired as the project manager for their summer day camp, iEngage. The camp teaches civic engagement to children aged 10-15 and is conducted in partnership with Baylor's School of Education. In this role I developed an informal education program for approximately 100 campers in grades 4-8. The work entailed research, curriculum development, counselor training, facilitator training, scheduling, educational program design, and administration. Additionally, I was a camp facilitator at one of the camp's learning activity stations. This report explores my process of developing an engaging and educative informal learning program in a hybrid, collaborative space.

¡Yay, Camp!
An Immersive Approach for Teaching Civics in an Informal Learning Environment

by
Katrina L. Gallegos
An Internship
Approved by the Department of Museum Studies

Kenneth Hafertepe, Ph.D., Chairperson

Submitted to the Graduate Faculty of
Baylor University in Partial Fulfillment of the
Requirements for the Degree
of
Master of Arts

Approved by the Internship Chairperson

Kenneth Hafertepe, PhD, Chairperson

Page bearing signature is kept on file in the Graduate School.

In the summer of 2022, I had the honor of being a Dowdy Endowed Intern at Baylor's Libraries' W.R. Poage Legislative Library. During this appointment I was the project manager for iEngage, a civics day camp for children aged 10-15. iEngage at Poage is a collaborative program in partnership with Baylor's School of Education which is the primary facilitator. As project manager I was tasked with creating, designing, and executing a full day's worth of informal learning activities for ninety-six campers. The responsibilities of being a project manager were both rewarding and daunting. I was granted the freedom to create any type of informal learning program so long as it aligned with iEngage's mission to teach students about civic engagement. Along with this freedom came the responsibility of creating a feasible program in a short amount of time. I accepted the challenge and created a product I am proud of.

The first activity I completed as project manager was attending a camp planning meeting with Poage staff and Dr. Karon LeCompte who is iEngage's administrator and a professor in Baylor's School of Education. We discussed various topics such as educational subject matter, themes, schedules, and resources. With this information in hand, I began researching the chosen topic: the civil rights movement in 20th century America.

During my first two weeks at Poage I oriented myself with the contents of their collection by utilizing BARD (Baylor Archival Repositories Database) which provided access to Poage's finding aids. In their finding aids I searched for primary source materials related to iEngage's mission at the intersection of the civil rights movement in the mid twentieth century. After finding numerous resources I spent time in Poage's closed stacks checking out relevant boxes and folders from their Dowdy and Hightower collection. I then spent a few days in the Poage's reading room combing through primary source documents which I intended to utilize for the yet to be fleshed out informal learning activities. I also utilized Baylor Libraries' OneSearch for

secondary support materials. I also found and utilized many books and journals from Moody's general collection as well as their children's book collection. At one point my desk was covered in numerous books, folders, boxes and looked a right mess. After trimming down my initial selection to a few documents and books the next step was content creation.

During the project design phase I created multiple age-appropriate informal learning activities utilizing materials sourced exclusively from the Poage. This proved to be the most rigorous stage because I had to create detailed yet fun and brief learning activities. I designed and created four unique engagement stations, station schedules, group schedules, designed camper workbooks, as well as designed postcards and other swag. I also had to convert my chosen objects namely, propaganda posters and constituent letters into learning materials. To accomplish this, I utilized the informal educational theories of object-based learning and inquiry-based learning. Additionally, I utilized external resources such as Project Zero from Harvard's School of Education which helped me pair theoretical learning principles with my planned activities. I also included Project Zero's tailorable activity templates in each one of my lesson plans thereby combining museum education models with learning/thinking activities from Project Zero.

During this internship I applied techniques learned in museum administration related to project management. There were some tasks that I had to delegate to other staff members at the Poage such as ordering resources for activity facilitation and securing technological equipment. This phase also required collaboration with my Poage colleagues as we workshopped each activity station several times for time and flow. Additionally, I trained my Poage colleagues and iEngage's camp counselors as official station facilitators. Finally, iEngage arrived and I was nervous but excited.

The most engaging and well-received activity was our “art gallery”. In this station campers walked through and viewed a gallery of varied WWII wartime propaganda posters. First, we asked the campers to look at the posters. We then asked them to reflect and think about how these posters did or did not connect with them as 21st century citizens. Finally, we asked the campers to question what these posters meant to them and their community. The students had varying perspectives and asked probing questions about the posters and their history. They also contemplated about the posters’ cultural implications in 21st century America.

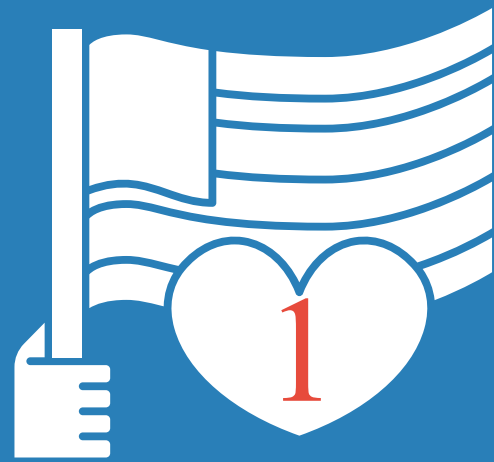
The young scholars in Waco are smart, eager, self-aware, and curious. I met a camper who asked me many questions about the Poage such as its status as a library, its function, and who it served. I also met many campers who knew about Waco’s local WWII hero, Doris Miller. In the end, we successfully taught 96 students about civics at the intersection of social engagement. This internship affirmed my appreciation for informal education. I also learned how young citizens do and do not connect with certain political movements and events in our nation’s history. I will take the memories of this experience and apply its teachings during my career.



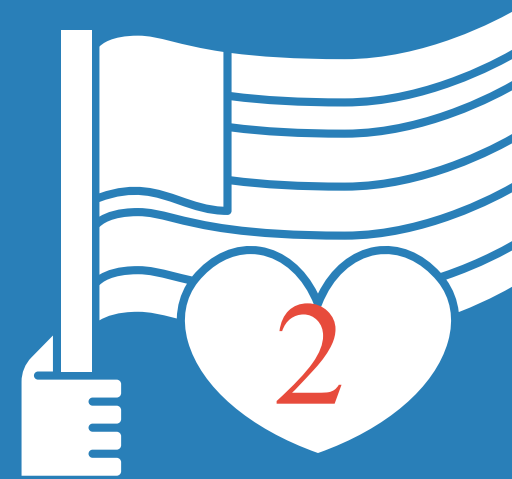
I, You, We Engage

A Summer of Collaboration at the Poage

AGENDA



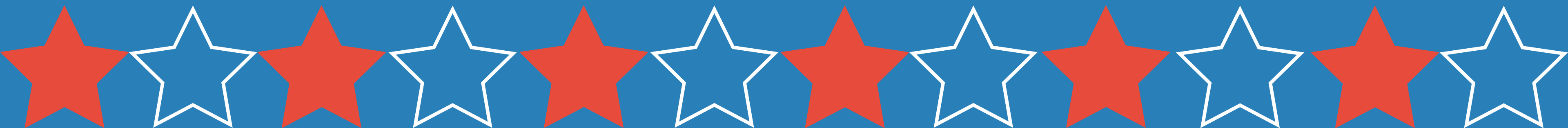
Development



Yay, Camp!



Activity



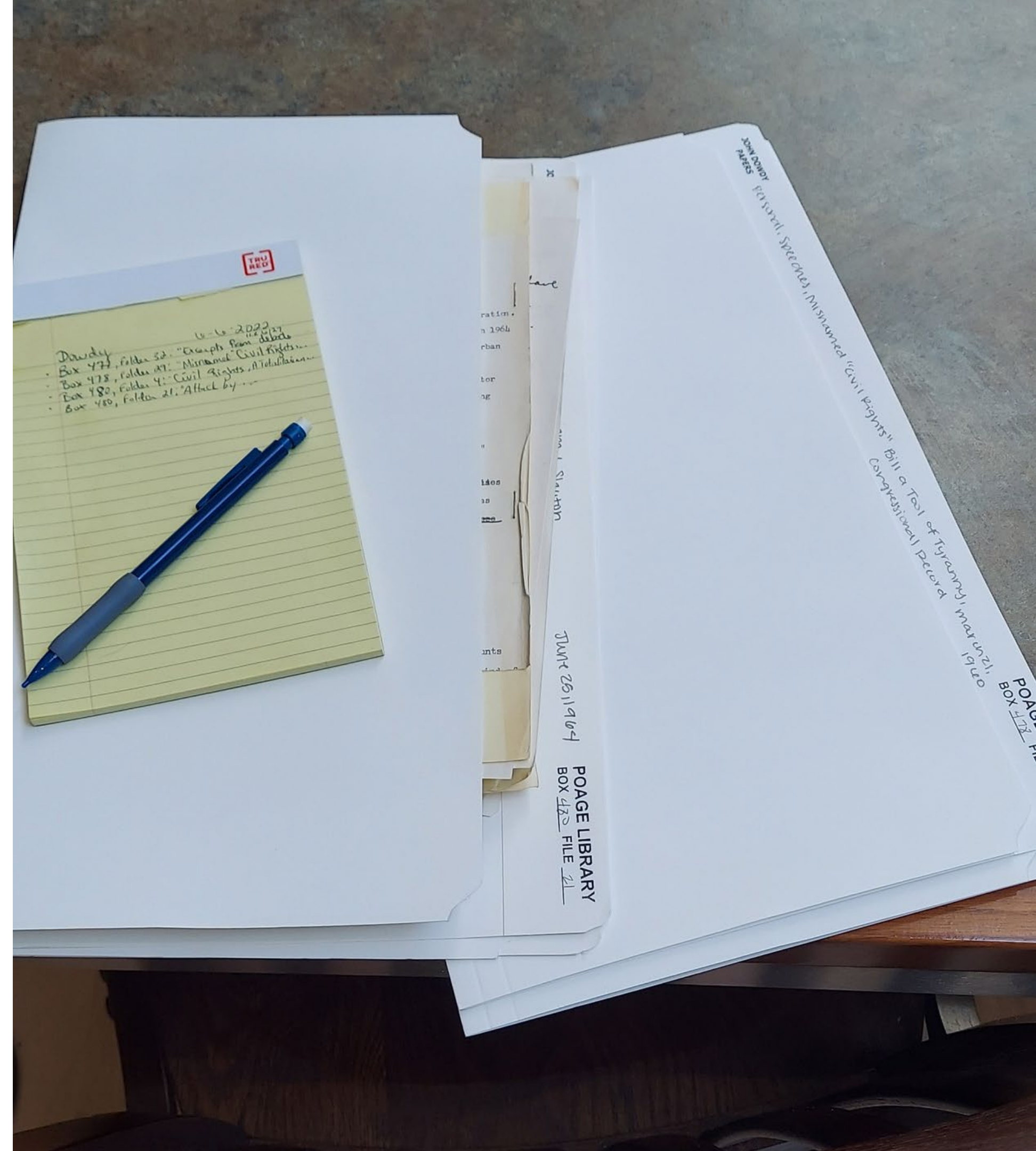
1

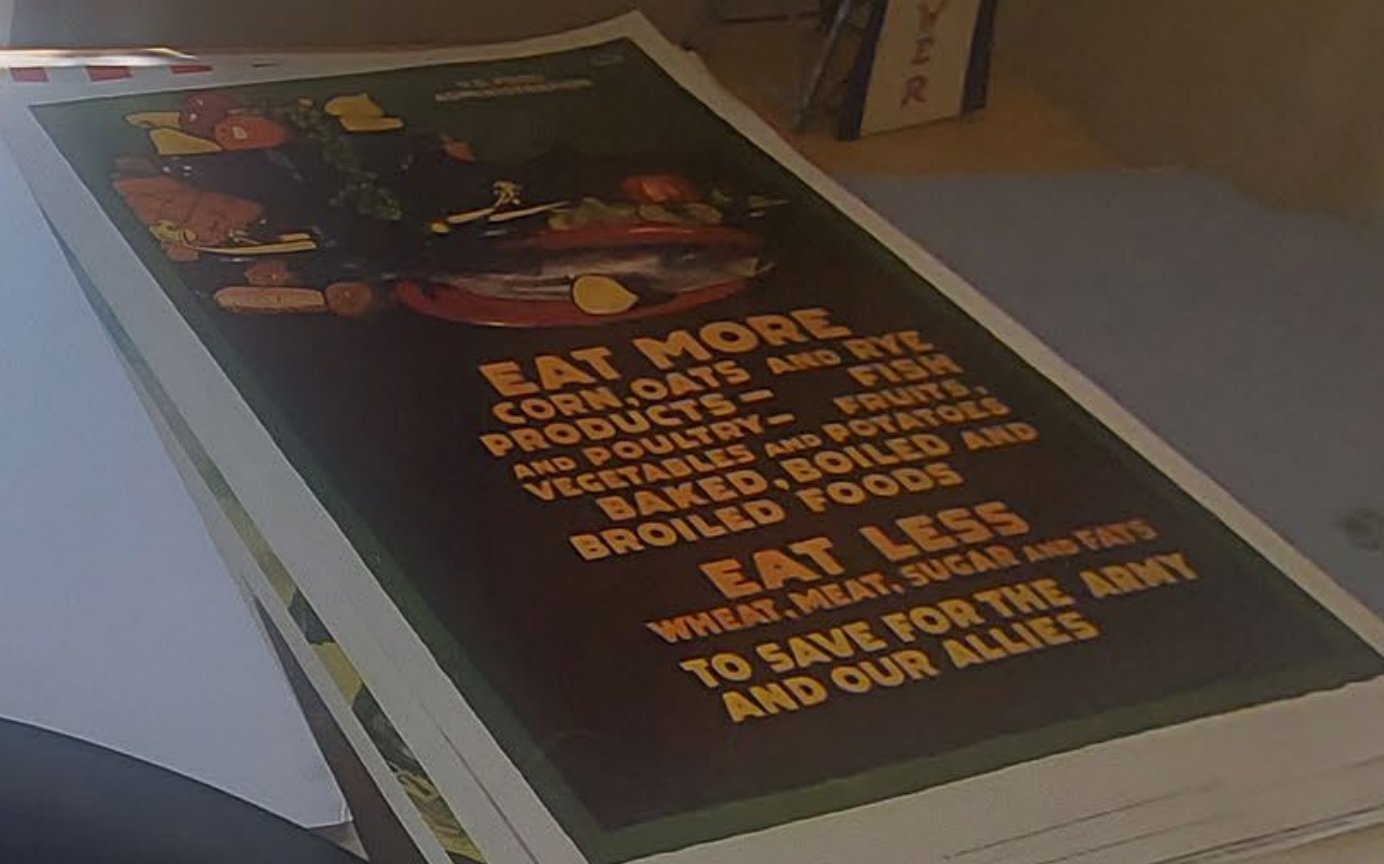


Where it started

The Work

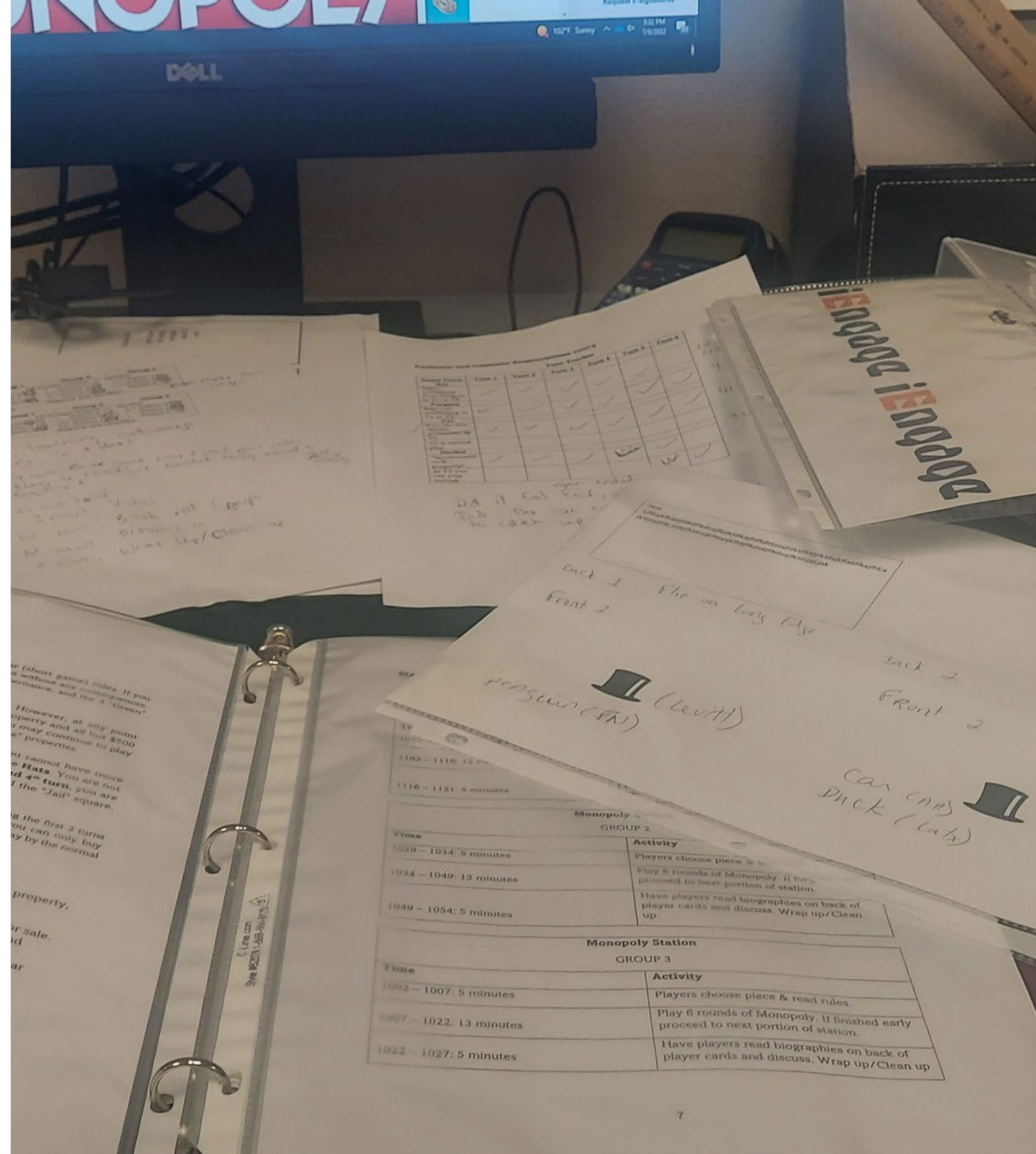
- Initial Meetings
 - Department of Education
 - Poage Staff
- Research
 - Primary & Secondary Sources
 - Archival Documents
 - Books
 - Children & Adult
 - Journals
 - Educational
 - Internet Resources
 - Project Zero
 - Zinn
 - UNM/ APS
 - Box: Past Interns documents

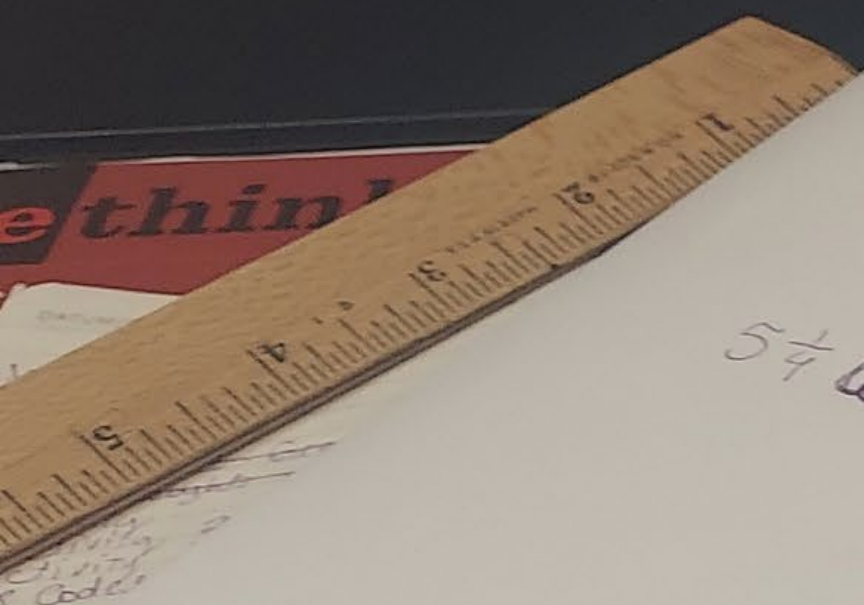




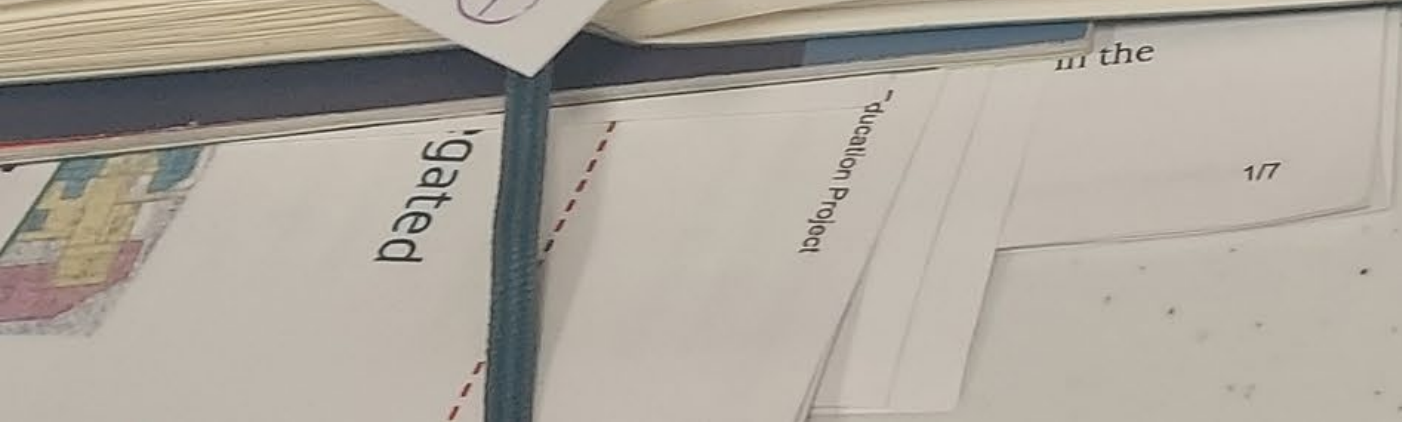
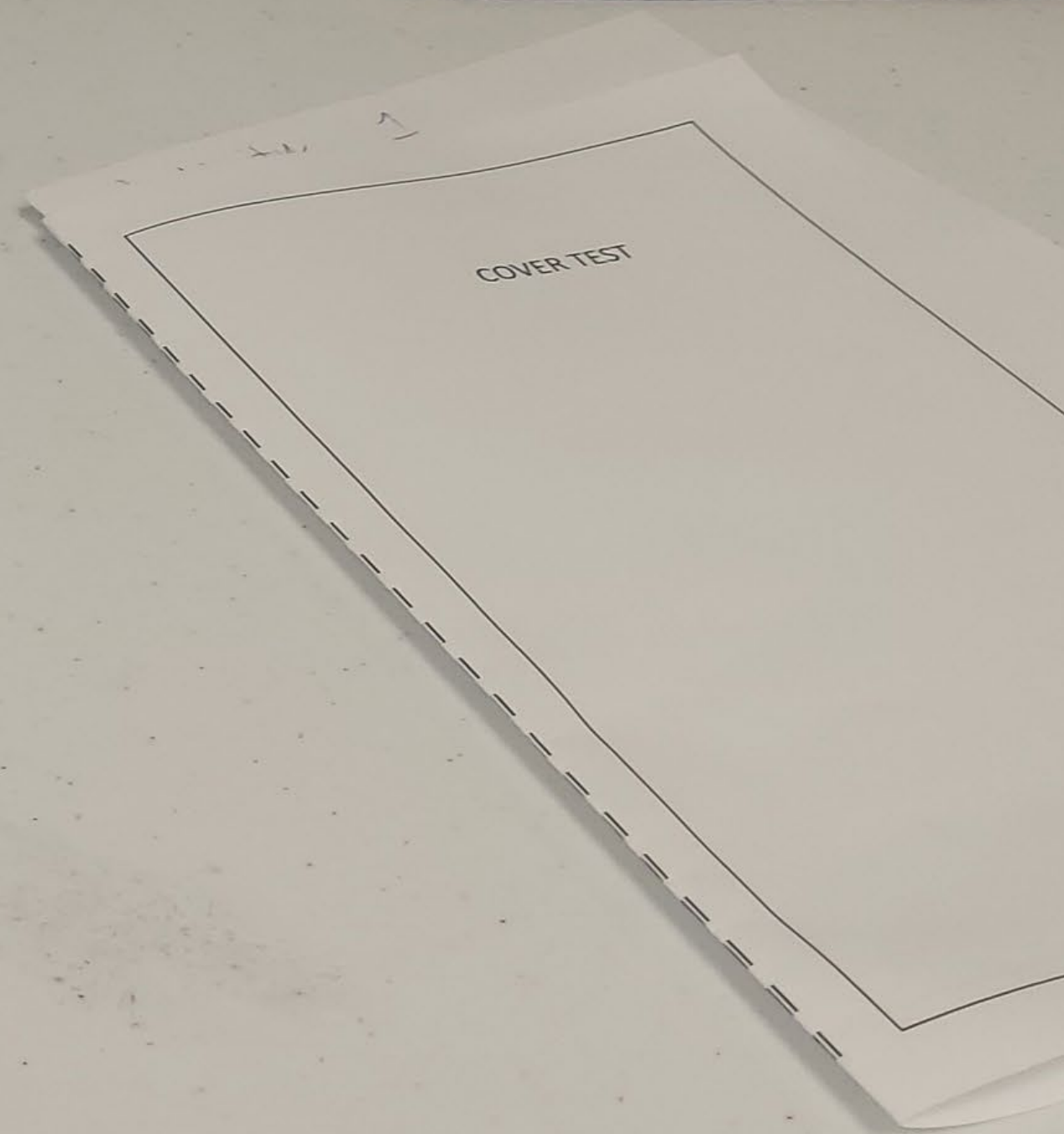
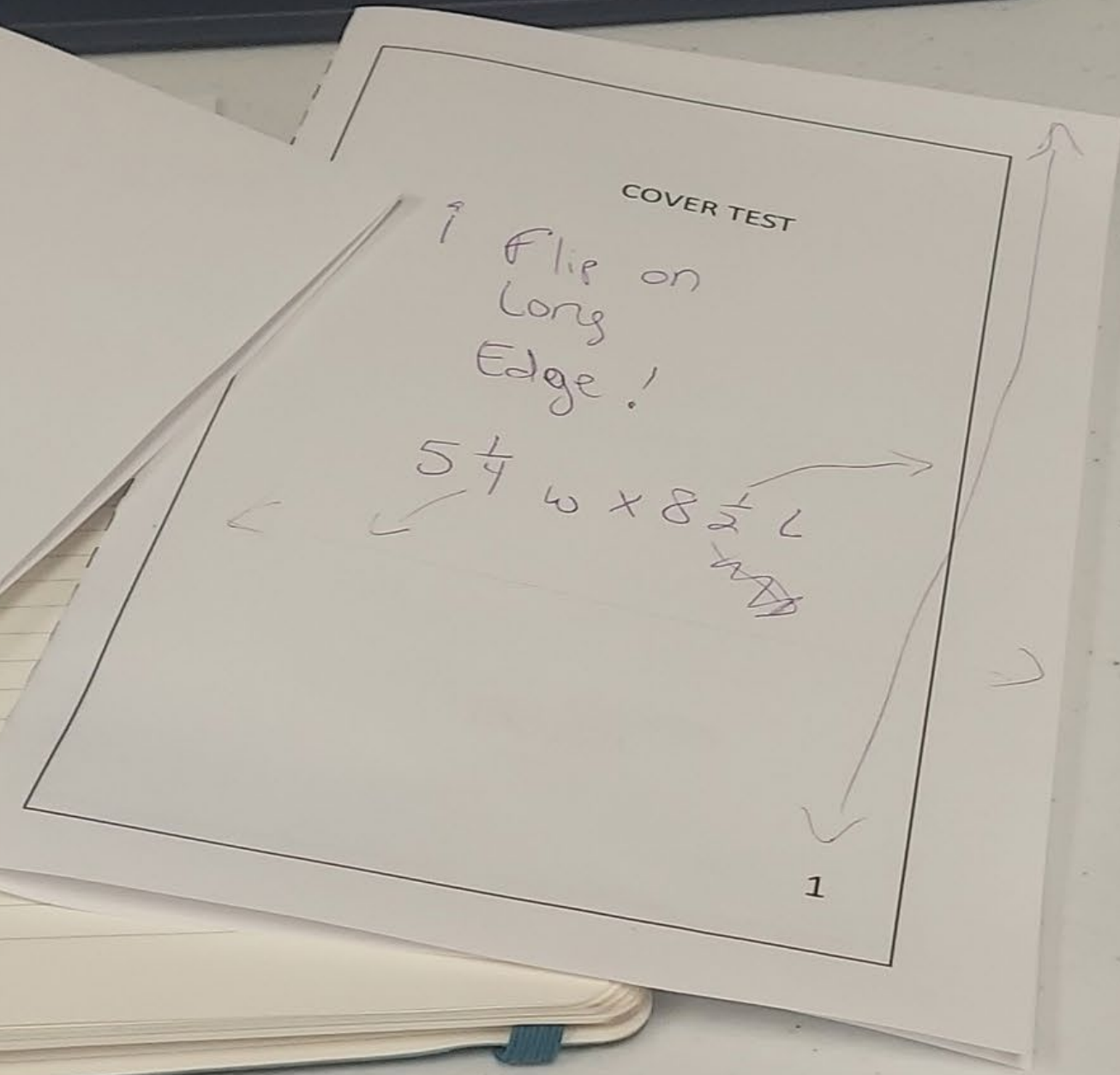
The Work Continues

- Development of Curriculum
 - Stations
 - Activities
 - Learning Outcomes
 - Lesson Plans
 - Schedule
- Training
 - Counselor
 - Staff
 - "Dry runs"
- Teaching Materials
 - Workbooks
 - Postcards
 - Gallery boards





Over
 $5\frac{1}{4}W \times 8\frac{1}{2}L$



Test

1jfdajkfldaljfdkljfkdsajfljdkldlkajfdlkjfdjslajfdkljfkldjfkldajklfajdkajlfd;a
jklfdajfdk;adkjfkldsajklfdasjkfldjfkdsajfkdsajfkldsajl;jak

Back 1 Flip on Long Edge

Back 2

Front 1

Front 2



(Levitt)

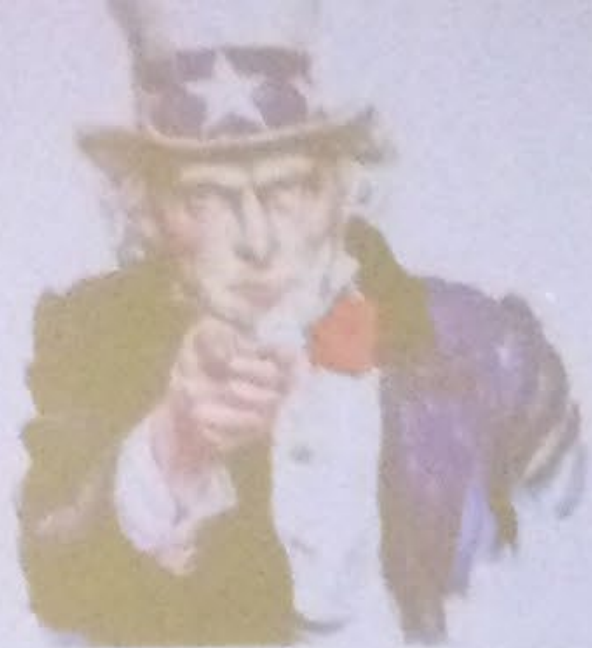
penguin (FN)



Car (AA)

Duck (Latx)





WE WANT YOU!





We Can Do It!





ROAD LIBRARY
THANK YOU FOR
VISITING THE
READING ROOM

My name is
Sarah

My name is
Katie

10:10
Tuesday, August 2

Group 5

iEngage



See, Think, Me, We



1.SEE:

Look closely at the work.

What do you see? What do you notice?

Write lots of observations.

2.THINK

What thoughts do you have about the work?

3.ME

What connections can you make between you and the work?

4.WE

How might the work be connected to bigger stories--about the world and our place in it?

Katrina

How it ended