SQUARING THE CIRCLE: TALKING ABOUT ACCESSIBILITY AT DISCOVERY WORLD

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SQUARING THE CIRCLE: TALKING ABOUT ACCESSIBILITY AT DISCOVERY WORLD

by

Ariel Butler

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Partial Fulfillment of the
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ABSTRACT

SQUARING THE CIRCLE: TALKING ABOUT ACCESSIBILITY AT DISCOVERY WORLD
by
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The University of Wisconsin-Milwaukee, 2023
Under the Supervision of Professor Kalman Applbaum

In recent years, museums have made a concerted effort to consider accessibility and the needs of the broader community in their programming. This thesis analyzes how Discovery World, a science and technology museum in Milwaukee, Wisconsin, can better accommodate diverse learning styles and disabilities in their 2023 Summer Camp program through a case study of implementation. The thesis analyzes the impact of the plan to improve accessibility and inclusivity in the classroom for children in grades 1-8, focusing on how staff conceptualize the ideal setup and aims to provide valuable insights to enhance inclusivity and accessibility in informal educational settings.

To better understand how accessibility and inclusivity in the Discovery World summer camp program influence staff and participants, the study employed participant observation, interviews, and questionnaires. The groups observed in this study were the education team, interns, and support staff. The investigation spans various subtopics, on inclusivity, accessibility, anticipated challenges and opportunities, the effectiveness of Discovery World’s training program, communication dynamics, and expectations regarding teaching styles. By exploring the multifaceted dimensions of interviewees' perspectives, the research contributes to the existing literature on inclusivity and accessibility in informal educational settings.
The study acknowledges that staff members envision ideal setups by imagining potential improvements in the program. This stems from the recognition that the quality of training impacts how challenges are perceived and addressed, influencing problem-solving approaches. It highlights the multifaceted nature of these concepts and the importance of shared understanding for consistent implementation. This recognition underscores the paramount importance of cultivating a shared understanding for the sustained and consistent implementation of inclusive and accessible practices within the Discovery World's Summer Camp program.
Dedication

To my beloved partner, Eric, and my family, whose unwavering love and support have been my pillars of strength throughout this academic journey.
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Above all, I extend heartfelt thanks to the individuals who graciously shared their insights during the interviews. Their perspectives on accessibility and inclusivity at Discovery World were essential in shaping the narrative of this thesis.
Chapter 1: Introduction

Located on Lake Michigan’s shoreline, Discovery World is an educational science and technology museum situated in Milwaukee. Established in 2006, Discovery World opened its doors to the public with the goal of advancing public education in science and technology. The museum wants to facilitate an engagement with scientific phenomena, providing visitors with the opportunity to observe living creatures and encounter unforeseen discoveries. Stepping into the space aims to mark the beginning of a learning journey in science. Activities encompass exploring the Reiman Aquarium's underwater marvels, engaging in rocket launches, and investigating the Great Lakes with the aim for visitors to embark on a quest to explore answers and uncover new inquiries. In January 2023, the museum undertook a rebranding effort to update their image. The new logo and stated values reflect their mission to inspire a passion for science and exploration in children. Approximately 40% of their rebranding efforts were centered around a renewed effort to improve diversity, inclusion, and accessibility to their exhibits and programs.

Institutions have their own narrative about what they are and what they hope to accomplish in the world. Discovery World aims to enhance its facility's accessibility by broadening its sensory accommodations and educational programming for young learners. However, their claimed purpose and actions differed from what occurred after the rebranding. Following the rebrand, Discovery World's mission statement now articulates a commitment "to inspire generations to discover the wonders of science,” but there are limitations that hinder the achievement of their goals. These limitations could come from a lack of clarity in the rebranding regarding what their goals or key terms mean, as well as in their understanding of how corporate culture might influence the implementation of these goals.
According to their strategic framework, Discovery World wants to include early learners and communities that have been historically excluded from science opportunities, fostering hands-on exploration, discovery, and learning across a spectrum of diverse scientific subjects. Discovery World believes that inclusion results in better science in an environment where individuals feel safe and are treated equitably. Although the museum has a plan for measuring DEAI's success based on its “presence in communities and the expansion of demographics among guests, participants, staff, board, and volunteers”, there is yet no definition of accessibility, diversity, and inclusion in the organization’s written materials on the subject. This ambiguity can create issues in understanding and achieving institutional goals (Appendix A).

How is Discovery defining their community? Does Discovery World define their presence within their community? Having a presence in a community does not necessarily determine the success of an institution's program.

One of the key challenges faced by institutions like Discovery World is the need for clear definitions of terms to fit the institutional goals and character. Without clear definitions, it becomes difficult to understand what the institution is trying to accomplish and how that might be achieved. Within Discovery World's strategic framework, there exists a plan for actions and DEAI measurement, yet the absence of explicit definitions for terms like accessibility, diversity, and inclusion may lead to confusion, potential misunderstandings, and inconsistencies in their implementation. Even in the employee handbook, there are no definitions that are given to the staff to be able to reference and understand in furtherance towards their goals (Appendix A).

**Research Aim and Methodology**

The research aims to analyze and understand how Discovery World’s summer camp staff integrates their past experiences with accessibility and inclusivity-based training to accommodate
diverse learning styles and disabilities. The study investigates how the staff's diverse backgrounds and roles influence their conceptualization of inclusivity and accessibility, with a focus on extracting valuable insights to enhance these aspects in informal educational settings. How does Discovery World’s summer camp staff conceptualize the ideal setup for inclusivity and accessibility, considering their diverse backgrounds and roles, and what valuable insights can be gleaned from their perspectives to enhance inclusivity and accessibility in informal educational settings?

The challenges faced by institutions such as Discovery World aiming to create an inclusive and accessible environment, include a lack of clarity in defining institutional goals, limitations on resources and personnel, and conflicts in the enforcement of rules and policies. This study highlights the importance of clarity in defining institutional goals to ensure understanding and cooperation among staff members, and the need for active measures in identifying and eliminating barriers to participation. By employing participant observation, interviews, and questionnaires, the study examines the perception and experience of the education team, interns, and support staff towards the Summer Camp program’s approach towards accessibility, diversity, and inclusion.

Having an environment that is truly inclusive and accessible would entail considering every identity and disability as they all require different types of accommodations. Discovery World wants to identify barriers to participation, but what do they do with that information once they have identified those barriers? To foster a welcoming and accessible space for all, Discovery World is committed to identifying and addressing potential barriers through the implementation of inclusive policies, thoughtful design, and ongoing education and training. Discovery World strives to create an environment that is accommodating and flexible to welcome a wide range of
diverse communities. When different needs and barriers are present in our society, how does Discovery World identify the ones they want to focus on and find solutions for? In the end, the Discovery World Strategic Framework lacks a strategic framework for how Discovery World will work with different communities to include them in science opportunities (Appendix A).

Focused on Discovery World's Summer Camp program in Milwaukee, Wisconsin, the study unfolds over eleven weeks from June 17 to August 26, featuring camps lasting five days. Employing participant observations, interviews, questionnaires, and internet research, the methodology constitutes integral components of this ethnographic investigation. Throughout the eleven weeks, participant observations adapted to various camps and grade levels, providing insights into diverse teaching styles. Interviews commence in the first week, focusing on discussions with educators about the research focus.

Distinguishing between the roles of "Educators" responsible for program instruction and "Interviewees" providing insights into their experiences served as a crucial methodological choice. This distinction clarified the study's focus, shedding light on the integral role of staff members in the success of Discovery World's Summer Camp program. By recognizing the unique contributions of educators directly involved in program implementation and interviewees sharing their perspectives, the methodology aimed to capture a comprehensive understanding of the staff's experiences and practices in fostering inclusivity and accessibility.

Recognizing time constraints faced by some staff members, a questionnaire was introduced in the fourth week, providing an alternative method for those with limited availability. The questionnaire mirrored interview questions, delving into teaching styles, accessibility, and team support. Interviews and questionnaires were exclusively administered to educators and
staff. Due to logistical considerations and the requirement for parental consent, campers were not interviewed.

Efforts to recruit participants for interviews and questionnaires were undertaken during fieldwork. Ultimately, the interview data comprised nine semi-structured interviews (six educators, two full-time employees, and one intern), along with three questionnaires (two from interns and one from support staff). Anonymity was a prevalent choice among participants, emphasizing their willingness to share experiences regarding support and the influence of teaching styles on the Summer Camp program. Limitations encompass challenges in interview scheduling and unresponsiveness from some individuals. The decision not to interview campers due to parental consent constraints and reliance on an intermediary introduces challenges and potential misunderstandings due to having to go through a third party.

**Summer Camp Program**

Discovery World's summer camp program in 2022 has week-long camps catering to different ages and interests focused on Science, Technology, Engineering, and Mathematics (STEM) subjects. The program aims to provide a range of fun, interactive, and educational activities, allowing children to learn in an inclusive, informal, and relaxed environment. Discovery World aims to create camps that are appropriate for each age and skill level. The goal of the Summer Camp program is to inspire campers with their love of science while providing an opportunity to explore in a supportive community.

Among the summer camp staff, there was a lack of understanding of how to provide an environment that is fun, accessible, and safe for all campers. Most of the time the staff and educators would use common sense to solve problems, meaning solutions differed for similar
situations among staff. With a four-hour training, there was no clear goal for the Summer Camp program and how educators, interns, and support staff would help support those goals.

The corporate culture within Discovery World plays a role in how programs are designed and the policies that get put into place. Corporate culture refers to an organization’s “value, ethics, vision, behaviors and work environment” that can impact the public image and employee engagement (Indeed Editorial Team 2022). Corporate Culture and cooperation affect the types of activities provided, and the quality and quantity of resources made available for the program. For example, there is a quiet room. The quiet room is available for campers who need a place to relax and de-stress, but this room was only recently implemented. There is a belief in upper management that the situations were not as bad as the education team was telling them until the upper management witnessed a disruptive argument or tantrum, which then caused a disturbance in their workflow. At Discovery World, the staff members embody diverse mindsets and beliefs that can impact the attainment of organizational objectives.

**Challenges of the Summer Camp**

Despite the program's benefits, there are a few challenges that need to be considered to ensure the success of the program and in the mission. There is a limit to the time, resources, and outreach Discovery World can exhibit to reach its bigger goals. The lack of resources within the Summer Camp program limits the number of different activities campers can do. While Discovery World tries to cater to a diverse range of interests, their limit on their resources influences the number of activities and camp topics that can be created. The camp’s success depends on the availability of facilities, materials, and equipment. With the limited number of resources available, Discovery World has to plan their camps in advance and write their curricula
in-house to be able to know what they have and what they need, so they can provide camps that are diverse in their topics and activities.

The number of educators and staff members also plays a role in the variety of activities offered. With limited personnel, it is challenging to offer in-depth and specialized activities. Moreover, the lack of experienced educators for specific activities prevents the implementation of certain workshops or classes. It is challenging to find and recruit experienced educators for specific activities, and this limits the number of specialized and unique workshops or classes. For instance, in the case of *Underwater Robotics*, the appointed educator is in the process of learning from other staff members in the morning before the camp commences, to be able to instruct the campers on constructing waterproof robotics. If the educator is unsure about the material, the water robotics camp goes slower, and campers may question their abilities. For example, the educator struggles to provide clear answers to camper questions, leading to frustration and confusion. The instructor continues to learn alongside the campers throughout the day. Limited personnel restrict the number of activities that can be run simultaneously, resulting in long waiting periods for campers to participate in their chosen activity. The lack of resources and staff creates a sense of disorganization and inefficiency within Discovery World, impacting the overall effectiveness of the Summer Camp program.

As explored in the Summer Camp Manual for Discovery World's Education Department, the training sessions offered to educators, interns, and support staff play a crucial role in preparing them for their roles in the summer camp program. The manual outlines a four-hour training program conducted a week before the commencement of the Summer Camp. This training primarily covers essential aspects such as policies, procedures, and the layout of the museum, providing a foundational understanding for those involved (Appendix B.1). The 2019
training manual contained errors and misinformation in the scheduling for both staff and participants, leading to misunderstandings during the initial week. However, insights from staff interviews reveal certain limitations in the training content (Appendix B.2).

One staff member noted that “the training did great for icebreakers. I feel like I got to know people,” but it fell short of providing concrete guidance on handling diverse situations, especially concerning different age groups and personality types among campers (Educator 5). There was also a short segment that discussed the behaviors and solutions regarding how to solve those situations. However, there wasn’t anything concrete, so there was confusion as to how to handle those situations with different age groups and personality types. As a staff member commented, “It wasn’t informative on how to deal with kids. I guess maybe they were expecting that everybody was going to be an expert on how to deal with kids” (Educator 1). Although four hours of training was sufficient for some educators to teach various campers, it was not enough for every counselor. The training was also not sufficient for enabling new staff members who have little or no experience of working with children or in a summer camp setting when handling different scenarios that arose. This influenced their ability to calmly and effectively look after the safety and well-being of campers.

The Summer Camp program has rules and policies to ensure the safety and well-being of the participants. It is important to consider how these rules and policies relate to accessibility for all participants. However, the enforcement of these rules and policies differed between each camp and educator. The inconsistent enforcement of these rules and policies, along with changes that were made during the program's development, can have a significant impact on the accessibility and inclusivity of the program. My research explored the impact of rule enforcement and the inconsistency between staff, as well as the changes in the rules as Discovery
World was figuring out what was effective and what required modification. I will investigate how these aspects impact the Summer Camp program's accessibility and performance, with special regard to campers' behavior and engagement in activities.

It remains uncertain how the incorporation of DEAI into their core values will directly influence the Summer Camp program. Although Discovery World plans to broaden its educational programs and establish novel ones, their approach to enhancing community accessibility is ambiguous.

**Navigating Inclusivity and Accessibility**

Anthropology and disability provide a detailed and intricate comprehension of accessibility and inclusivity. Their approach involves exploring the many dimensions and ever-shifting nature of these terms, which are interdependent on one another. Disability is a social and cultural phenomenon that is influenced by history, culture, and societal expectations. The concept of disability is fluid and evolving, and different models of disability can influence the understanding of disability (Chaturvedi 2019; Holzer 1999, 169-177; Nielsen 2020; Stiker et al. 2019).

Accessibility initiatives, such as those mandated by the Americans with Disabilities Act of 1990, have aimed to incorporate accessibility as a civil right and promote inclusive design. The Americans with Disabilities Act was followed by other mandates, leading to accessibility being incorporated into design culture worldwide, and the establishment of architectural access as a national and international law. However, the implementation of these initiatives has faced challenges in addressing systemic and attitudinal discrimination, leading to continued struggles for individuals with disabilities, with accessibility initiatives being faced with criticism that they favor individual autonomy over the concerns of the majority (Hamraie 2017; Williamson 2020).
Even Universal Design, created by Ronald Mace, focuses on inclusive design to make products and environments accessible to people, regardless of their age or ability. However, Universal Design has also faced criticism for failing to center disability and specific user needs even when their aim is to benefit everyone through inclusive design. The principles of Universal Design have been the most cited reference since 1977, leading to public perceptions that it is about the good of everyone and not about disability and accessibility. This can be problematic when accommodations are not made based on the needs of people with disabilities, leading to an exclusionary design. Nevertheless, a more progressive framework, such as Universal Designs for Learning (UDL), aims to cater to varied learning needs by enabling access to knowledge and comprehension through multiple means. UDL is a framework for curriculum design that aims to make education accessible and effective for all learners, regardless of their abilities, backgrounds, or learning styles (Hamraie 2017).

The concepts of accessibility and inclusivity are contested and can vary depending on the cultural and societal context in which they are defined. The debates around accessibility and inclusivity are centered on the fact that there is no universal definition of these terms. What may be considered accessible or inclusive in one region or culture may not necessarily be the same in another. Additionally, different societal contexts affect how people understand and implement these concepts (Hamraie 2017; Williamson 2020; Stiker et al. 2019).

In a Western context, accessibility is often limited to physical access to buildings, while in other parts of the world, it includes access to education and healthcare. In some societies, inclusivity takes the form of embracing diversity and fostering multiple perspectives. For instance, Scandinavian countries are often lauded for their social policies that prioritize inclusivity, providing support and equal opportunities for individuals from various backgrounds.
On the other hand, in certain cultural contexts like many Indigenous communities, inclusivity may revolve around preserving a sense of belonging and community, where shared traditions and values are paramount (Hamraie 2017; Williamson 2020; Stiker et al. 2019).

Disability rights activists have been at the forefront of advocating for accessibility and inclusivity that caters to the needs of people with disabilities. For example, the implementation of the Americans with Disabilities Act (ADA) in the United States has led to significant improvements in making public spaces, transportation, and digital platforms more accessible to individuals with diverse abilities. This legal framework underscores the importance of inclusivity in accommodating the specific requirements of people with disabilities, ensuring equal participation in various aspects of society (Hamraie 2017; Williamson 2020; Stiker et al. 2019).

Academics provide insights through research, analysis, and critical thinking, while policymakers enact accessibility and inclusivity policies at a national level. These debates are critical as they help to reveal the complexities and nuances of making spaces and opportunities accessible and inclusive for all. By acknowledging the varied cultural and societal contexts that shape what these concepts mean, stakeholders can work toward developing more nuanced and responsive practices that better meet the needs and expectations of diverse communities (Hamraie 2017; Williamson 2020; Stiker et al. 2019).

Anthropology has played a crucial role in examining disability as culture, as cultural norms and values influence perceptions and conceptions of disability. Disability culture pertains to the unique encounters of particular factions within the sphere of disability, encompassing issues of oppression, social segregation, accessibility, and more. Disability can be perceived as a form of “otherness” due to the perceived characteristics that set people apart from the “normal” population, which has led to the development of multiple models of disability and how disability
is conceptualized and understood in society. The social model theory emphasizes the framework that disability is a result of social factors, such as discrimination and lack of accessibility. However, critics argue that it does not sufficiently address individual experiences and the impact of impairment on a person's life (Oliver 2013; Reid-Cunnigham 2009).

By integrating diverse perspectives and experiences of people with disabilities into research, policy, and design, we recognize the pivotal importance of understanding that disability and its interpretations are intricately shaped by cultural and societal values. This means that our perception of disabilities is influenced by the cultural norms and beliefs prevalent in our society. Recognizing the interdependence of cultural differences is key to attaining a comprehensive understanding of disabilities, allowing us to appreciate the diversity in experiences and perspectives of individuals with disabilities across different cultures. Additionally, models change to fit their times, and a more robust conceptualization and understanding of diversity contributes to a more comprehensive grasp of disability and accessibility (Nielsen 2020; Riddle 2020; Withers 2019, 57-80).

Accessibility in museums is a multifaceted issue that affects a significant portion of the population. However, disability is frequently linked with physical barriers; there is limited acknowledgment of the existence of diverse disabilities, including those that are less visible. The concept of accessibility in museums has evolved over the years, and museums face the challenge of meeting the needs of visitors with different abilities (Bienvenu 2015; Rosenberg, 2017).

Museums have a responsibility to consider the needs of their community, which includes individuals with disabilities. This involves providing accommodations such as audio guides, audio descriptive displays, and tactile exhibitions. Museums also use universal design to create exhibits that appeal to a variety of senses. Involving the community in program design and
outreach helps create a welcoming and engaging atmosphere for everyone. Museums provide
disability awareness training for their staff to help them understand how to provide
accommodation and assist visitors with disabilities (Bienvenu 2015; Graham 2013; Kamien
1981; Saglio 2019).

Communication is another form of accessibility that museums consider. To create an open
and inclusive space, museums prioritize communication as a form of accessibility. This entails
using straightforward language, avoiding presumptions, respecting individuals' boundaries, and
accounting for visitors' levels of sensory input. The use of inclusive language and the
involvement of people with disabilities in all programs helps to create a museum space that is
inclusive at all levels. Additionally, museums remain attentive to expanding technologies and the
evolving needs of their communities to optimize accessibility (Arzola 2016; Flores et al. 2022;
Perego 2020).

How teachers approach their instruction plays a critical role in the accessibility and
inclusivity of museums and other educational institutions, as well as in the success of their
students. High-quality teaching strategies prove essential for students to succeed and achieve,
regardless of their background or ability. Creating a positive learning environment plays a crucial
role in this regard. Teachers are sensitive to their students' unique needs and preferences, as well
as the challenges that come with a diverse group of learners. A teacher's approach can vary from
lecture-based to student-centered, and from low-tech to high-tech, according to the mission
statement of the organization, educational philosophies, demographics, and subject area.
Accessibility can also be considered when thinking about teaching style, as some methods may
work well for certain individuals and not others. Finally, technological advancements have
enabled numerous opportunities to create inclusive environments, though low-tech modes of
teaching are still relevant in many contexts. Museums, in particular, take all these factors into account when designing educational programming to ensure that every visitor has equal access to the materials on display (Bohren 2022; Gill 2020).

In ensuring accessibility and inclusivity in museums, considering the role of teachers in adapting their teaching methods to cater to the needs of all learners becomes crucial. Providing clear and concise guidance, complemented by visual aids, proves beneficial for individuals with diverse learning abilities. Active participation and fostering a positive learning environment leads to engagement, critical thinking, and overall, a better learning experience. Teachers understand their students' learning needs to incorporate different teaching techniques and create a space that promotes self-esteem. When making exhibitions accessible, museums consider providing materials and resources in multiple formats and creating experiences that cater to a diverse set of learners. Incorporating accessible learning methods not only benefits students but also promotes inclusivity in learning spaces such as museums (Bohren 2022; Gill 2020; Mary 2022).

Two philosophers, John Locke and Jean-Jacques Rousseau, developed distinct theories on education catering to diverse learning needs. Locke, advocating empiricism, posits that the human mind is a blank slate (tabula rasa) at birth, emphasizing sensory experiences for knowledge acquisition and promoting individualized instruction. “Locke saw the importance of developing a child’s physical habits first. To Locke, this was essential to a child’s development” (Bohren 2022). In contrast, Rousseau champions natural education, asserting that individuals are born inherently good and emphasizing learning through direct experience and interaction with the environment, influencing child-centered education. “Rousseau believed that education should be more centered on a child’s interactions with the world, and the teaching style should concentrate less on books” (Bohren 2022). Applying these educational theories to museums,
institutions can consider the varied learning needs and abilities of all visitors, fostering inclusive and accessible experiences. By integrating Locke's emphasis on individualized instruction and Rousseau's focus on natural education, museums can create environments that promote intellectual, social, and emotional interaction, cultivating a diverse and enriching experience for all visitors (Gill 2020; Mary 2022).

Accessibility and inclusivity in teaching and learning are closely tied to anthropological concerns about social justice and equity. Anthropology emphasizes the importance of understanding and respecting diverse perspectives and experiences, particularly those of marginalized groups. Moreover, anthropologists acknowledge the diversity of identities and experiences that shape individuals' lives, emphasizing the need to consider intersectionality when designing inclusive learning environments (AAM 2018; Reid-Cunningham 2009).

Anthropological research on disability delves into the intricate intersections of culture, society, and individual experiences to construct nuanced and inclusive frameworks for understanding varied abilities. Anthropologists explore the diverse ways different cultures perceive and respond to disability, shedding light on the socio-cultural contexts that shape attitudes and practices and examine how social constructs influence the lived experiences of individuals with diverse abilities. This research contributes to a more comprehensive understanding of disability as a social phenomenon, fostering cultural sensitivity and humility in interactions with diverse communities and how disability is defined in society (AAM 2018; Chaturvedi 2019; Reid-Cunningham 2009; Schact 2001).

Examining the challenges and complexities of creating an inclusive and accessible environment proves to be crucial for achieving institutional goals. Effective policies and measures are implemented to create fair and just learning environments for all individuals. Also,
teachers play a vital role in creating inclusive learning environments and catering to the needs of all learners. Contributing to a more nuanced understanding of accessibility and inclusivity in educational programs and institutions necessitates the integration of anthropological theories of disability. Anthropology emphasizes the intricate relationship between disability and culture, highlighting the significance of incorporating diverse perspectives and experiences of individuals with disabilities in research, policy, and design. By embracing anthropological insights, educational initiatives can better address the cultural dimensions of disability, fostering a more comprehensive and inclusive approach that extends beyond a mere focus on physical or medical aspects (AAM 2018; Reid-Cunningham 2009; Schact 2001).

In conclusion, the intersection of anthropological research with accessibility and inclusivity in teaching, learning, and museums yields a rich tapestry of insights. The fluid nature of disability, influenced by historical, cultural, and societal factors, necessitates nuanced approaches to accessibility and inclusivity. The ongoing challenges and debates in achieving true inclusivity, as seen in initiatives like the Americans with Disabilities Act and Universal Design, underscore the evolving conceptualizations of accessibility.

The cultural and contextual variations in defining and implementing accessibility emphasize the importance of recognizing diverse perspectives. Museums, as cultural institutions, grapple with the intricate task of ensuring universal accessibility, considering not only physical barriers but also less visible disabilities. In education, teachers play a paramount role, incorporating diverse teaching strategies in line with anthropological principles that emphasize understanding and respecting diverse perspectives. Overall, anthropological insights contribute in fostering cultural sensitivity, humility, and equity in educational programs and institutions, contributing to a comprehensive understanding of accessibility and inclusivity. By examining the
cultural differences and diverse perspectives within a given community, anthropological perspectives contribute specific insights into tailoring educational approaches. These insights range from identifying unique learning preferences based on cultural backgrounds to implementing targeted strategies that resonate with the community's values, thereby enhancing the overall effectiveness of accessibility and inclusivity efforts (AAM 2018; Chaturvedi 2019; Reid-Cunningham 2009).
Chapter 2: Theories and Key Literature

Anthropology and Disability: Understanding the Role of Culture

The intricate nature of the concept of disability, influenced by cultural norms and values, can be examined through anthropological research. This research offers valuable insights into the diverse challenges individuals with impairments may encounter, considering perspectives from people with disabilities (Chaturvedi 2019; Reid-Cunningham 2009). Providing a more nuanced understanding of disability, anthropological research explores how various cultural contexts shape the experiences of individuals with disabilities.

The Americans with Disabilities Act (ADA, 1990) defines disability as a "physical or mental impairment, which substantially limits one or more major life activities," emphasizing the need to acknowledge diversity and complexity within the concept. Alternatively, disability has been characterized as the "loss or abnormality of psychological, physiological, or anatomical structure or function" (Susman, 1994, p.15). In anthropology, the concept of 'otherness' acquires a unique significance concerning disability, underscoring the necessity of incorporating the perspectives of individuals with disabilities in research. Anthropologists employ both emic and etic perspectives to gather diverse viewpoints, recognizing the importance of understanding distinct cultural norms and values in shaping the disability experience (Reid-Cunningham 2009).

Rosemarie Garland-Thomson's work, exemplified in "Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature," offers a foundational understanding of disability within cultural norms. Challenging normative expectations, Garland-Thomson contends that the physically extraordinary figure is integral to the cultural project of American self-making, emphasizing that disability is not an inherent property of bodies but a product of cultural rules dictating what bodies should be or do. Conceptualizing disability as a
representative system, akin to race and gender, encourages a shift from viewing disability as pathology to recognizing it as a minority experience of marginalization and exclusion. In connecting these theories to museum practices, it is imperative for museums to challenge normative expectations related to disability. This involves rethinking exhibit designs, representation strategies, and interpretive frameworks to embrace a more inclusive narrative that acknowledges and celebrates the diversity of bodies. Garland-Thomson's call for a reevaluation of societal attitudes, particularly in institutional settings like museums, underscores the importance of my research in informing a transformative approach to inclusivity and accessibility in informal educational settings like Discovery World's Summer Camp (Garland-Thomson 2017).

Disability is a universal concept that can be influenced by physical, physiological, or behavioral processes, which are socially identified or perceived as disabling. However, the manifestation of disability can vary across cultures, highlighting the importance of considering cultural context in understanding and addressing disability. The way society views disabilities may be influenced by the negative connotations associated with terms such as problems, illnesses, syndromes, disorders, and the like. Perceived functional limitations can lead to discrimination and the existence of disability, even though most definitions of disability are based on ability. The term "ability" is fluid and has various meanings, leading to limited perspectives within society. For example, research has shown that disability is often stigmatized in many cultures, which can lead to social isolation and exclusion (Schact 2001).

The World Health Organization (WHO) has been trying since the early 1980s to create a three-dimensional differentiation of disability to consider the insufficiency of perceiving disabilities as merely physical or mental. Societal expectations may influence the way we define
disabilities, highlighting the role of cultural norms in shaping our perspectives (Holtzer 1999, 9-26; Schact 2001).

Understanding and addressing disability requires recognizing it as a social and cultural phenomenon, as definitions and significance of disability can vary greatly across contexts. The language used to describe and define disability can impact societal perceptions of disability, highlighting the importance of considering implicit meanings and expected roles associated with disability. Understanding and appreciating this cultural diversity permits building intercultural understanding and promoting flexibility towards diverse customs, ideas, and groups. Limiting research to a specific cultural perspective is insufficient for comprehending complex global social issues. Both macro and micro perspectives are essential in providing a deeper comprehension of disability and its impact on society (Chaturvedi 2019; Holtzer 1999, 169-177; Schact 2001).

Disability and accessibility are complex phenomena rooted in the histories and cultures of societies worldwide, which must address bodily differences and cultural particularities. Disability is not a fixed concept, but rather a fluid and contextual one that must be understood within local circumstances. Since there is no definitive way to define disability, it is dependent on individual, social, and cultural factors that contribute to its shaping and evolution (Holtzer 1999, 297-302).

The book "A Disability of the Soul" by Karen Nakamura provides a compelling exploration of the dynamic nature of a community and its ability to confront, evolve, and adapt in response to various challenges. Nakamura's research focuses on a small fishing village in northern Japan, offering a vivid depiction of the struggles faced by its inhabitants and the transformative impact of their collective journey. In this narrative, Nakamura skillfully sheds
light on the challenges that emerged within this tight-knit community as they grappled with unfamiliar circumstances. The catalyst for change was the introduction of Bethel House, a facility dedicated to supporting individuals with schizophrenia and other psychiatric disorders. This encounter acted as a catalyst for transformation, as the village residents became increasingly aware of these conditions (Nakamura 2013).

Nakamura illustrates how an intentional community began to take shape. As the villagers grew more knowledgeable about schizophrenia and other psychiatric disorders, they underwent a profound shift in their perspectives and attitudes. The book beautifully chronicles the transformation of this community, which gradually evolved into a more inclusive, understanding, and compassionate collective. In essence, "A Disability of the Soul" serves as a powerful narrative that underscores the fluidity and adaptability of communities when faced with significant challenges. It highlights the importance of raising awareness and fostering collaboration as key elements in reshaping society's perceptions of mental health. (Nakamura 2013).

Nakamura's work resonates as an example of how communities can transform, becoming more inclusive and supportive environments for individuals dealing with mental illnesses, ultimately demonstrating the role of community in advancing accessibility and understanding in society. The inspiring example set by Nakamura's work serves as a valuable reference point, emphasizing the potential for positive change within communities when faced with challenges. This connection enhances the understanding of the role of the community in advancing accessibility, empathy, and understanding (Nakamura 2013).

Understanding disability requires a multidisciplinary and culturally sensitive approach. Anthropology provides valuable insights into the experience of disability by highlighting the
importance of cultural context, diverse perspectives, and interdisciplinary research. By recognizing and valuing the diversity of human experience, we can develop a deeper understanding of the role of culture in shaping disability and advance societal perspectives on disability (Chaturvedi 2019; Holtzer 1999, 297-302; Schact 2001).

**Museums and Accessibility: Understanding Disability and Design**

The realm of museum ethnography forms a captivating intersection between anthropology and museology, offering a lens through which cultural artifacts and exhibits become conduits for understanding societies. As anthropologists increasingly turn their attention to the complex dynamics of museums, it becomes imperative to explore existing museum ethnography work to unravel the intricate relationships between collections, curatorial practices, and the representation of cultural narratives. In this context, "Museum Ethnography: Imperial Science" by Anthony Alan Shelton stands as a seminal work that delves into the historical dimensions of museum ethnography. Shelton's exploration critically examines the imperialistic underpinnings of early ethnographic collecting and displays, shedding light on how museums were implicated in the broader narratives of colonialism and scientific imperialism. By unraveling the power dynamics embedded in the acquisition and exhibition of ethnographic objects, Shelton's work not only contributes to the understanding of museum practices but also underscores the inherent connections between museum ethnography and anthropological inquiries into power, representation, and cultural authority. (Shelton 2000).

The concept of disability and its relation to society and culture has evolved over time. Disability is a fluid term whose definition can vary depending on the context in which it is defined and who defines it. Disability Studies views disability as a social construct, acknowledging that there are many different experiences across time and culture. The models for
disability are used to define people who are disabled, but different people can be classified as disabled or not based on the model being used. In some cultures, disability is stigmatized and seen as a sign of bad luck or a curse. This attitude can lead to discrimination and exclusion of people with disabilities, making it challenging for them to participate in society fully. In contrast, other cultures embrace and celebrate disability, recognizing the value individuals with disabilities bring to society. For example, in the Deaf community, being deaf is seen as a cultural identity and language rather than a disability (Nielsen 2020; Stiker et al. 2019; Withers 2019, 1-12).

The foundation of the modern conceptualization of disability was influenced and set with the arrival of the eugenics theory created by Francis Galton. Eugenics is the belief that certain people are genetically superior, branding those with diminishing strength and perceived undesirability as inferior and contributors to the pollution of the gene pool. This marked the inception of a contemporary classification of disability. The medical model of disability, another influential concept, treats disability as an individualized issue, focusing on curing or mitigating the disability through medical interventions. In this framework, "the disability" is perceived as the problem to be addressed. In contrast, the charity model envisions individuals with disabilities as helpless, necessitating care, rather than fostering empowerment and full participation in society. Regrettably, this approach perpetuates ableism, infantilizes people with disabilities, and contributes to the marginalization of this community (Nielsen 2020; Stiker et al. 2019; Withers 2019, 1-12; Withers 2019, 13-30).

Accessible designs have been incorporated into the environment in the United States and the world as a ubiquitous part of the contemporary ideal. Through the last half-century, there have been many changes to the legal and social mandates for disability inclusion that have influenced a new range of forms in product design and personal technologies. The policies and
designs, which placed a significant emphasis on individual autonomy, converged with biases that nurtured a perception indicating a potential threat to individualism. This convergence gave rise to an environment where policies and designs were intricately shaped to simultaneously empower individual users and uphold their rights. The interplay between prioritizing autonomy, underlying biases, and the resultant tailored environment underscored the complex dynamics shaping the relationship between individualism, policy implementation, and design considerations (Williamson 2020).

The social model of disability theorized by Mike Oliver was important because it broke the conceptualization of disability from the models before it by discarding the notion that disability needs to be cured. The central idea of this model posits that disability and impairment are distinct entities, recognizing disability as a social phenomenon. This conceptualization creates a unifying space for people with disabilities by pinpointing barriers and social exclusion, thereby addressing challenges that hinder equal access for individuals with disabilities. However, the social model of disability has limitations and is still rooted in problematic and outdated ideologies from the eugenics model (Burchardt 2004; Withers 2019). Furthermore, the social model does not adequately account for the diverse needs of people with disabilities, as it overlooks the individual differences that can significantly influence their distinct requirements and experiences. Mike Oliver argues that the social model today is limited and that only focusing on impairment and difference will not lead to the development of alternative models that could help improve and defend the lifestyle of people with disabilities (Oliver 2013.)

Berghs et al. support the idea that the social model of disability should be a means to change society to become more inclusive with the belief that it is time to transition to a model more capable of implementing and defending rights. Berghs et al. also argue that models need to
fit their times, but the social model being fixed in a narrow-rights-based approach fails to uphold those rights. The social model should be a means to an end, as well as the end itself with the means to change society. However, Riddle argues against Berghs et al. saying that the calls to adjust or strengthen the model are misguided and fail to articulate the experience of disability. Riddle argues that there does not need to be a stronger social model of disability, but a more robust conception and understanding of justice and accessibility. If there is not an understanding of the experience of disability, then that can influence the implementation of disability rights (Berghs et al. 2019; Riddle 2020).

Universal Design, created by Ronald Mace gained popularity as a reference to inclusive design that would benefit everyone. The term originated in the work of disability, but it has also created discourse in the world due to it not being centered on disability. Critics contend that as Universal Design gained mainstream acceptance, its focus on disability and accessibility became diluted, leading to the public perception that Universal Design is for the good of everyone. This evolution has triggered debates about whether the term still adequately reflects its initial commitment to disability inclusivity. Hamraie acknowledges the expansion of UD beyond disability contexts but argues for a nuanced understanding that retains the centrality of disability concerns within the broader framework. The discourse surrounding Universal Design reflects a tension between its inclusive aspirations and concerns about potential dilution, raising crucial questions about the balance between universality and specificity in design ideologies. (Hamraie 2017).

Museums accredited by the American Alliance of Museums have widely adopted Universal Design, with a notable model being Universal Designs for Learning (UDL), representing a crucial historical touchstone in the evolution of thinking about accessibility and
inclusivity in museum settings. UDL stands out as a progressive framework in the realm of
disability, offering an alternative approach for museum programs and exhibit design to cater to
the diverse needs of all learners in their environments. According to Rappolt-Schlichtmann and
Daley, UDL is a framework that prioritizes inclusivity and has the potential to enhance
engagement and visitor experience significantly. The core focus of UDL lies in the creation and
design of learning environments, with a particular emphasis on fostering engagement as a critical
element. However, it is essential to acknowledge that assuming a single common goal may not
be accurate, as a range of goals would better reflect the diversity of the audience and their
various learning needs (Hamraie 2017; Rappolt-Schlichtmann et al. 2013).

Societies and cultural differences can reveal themselves through their attitudes in
unexpected ways. Throughout the history of disability studies, we observe cultural assumptions
about the desired ideals of equality and similarity influencing contemporary Western discourse.
This, in turn, has given rise to a fundamental issue in understanding. It is crucial to acknowledge
that differences are not only acceptable but, at times, desirable and essential to gain a deeper
understanding of societal and cultural differences. The manipulation of the definition of
disability by societal and cultural systems is a continuous process that results in the ever-
changing and shifting understanding of disability and accessibility (Withers 2019, 57-80).

In conclusion, understanding disability and accessibility is vital and involves a continual
assessment of models for thinking and action, observing their impact on the hierarchy of society,
and engaging with people with disabilities to ensure that they are included in the conversation
(Nielsen 2020; Stiker et al. 2019; Williamson 2020).
Accessibility: Addressing the Challenges and Expanding the Conversation

Accessibility in museums is an important and evolving issue, impacting a significant portion of the population. However, solutions often fall short of addressing diverse user needs, such as those with physical disabilities requiring the use of a wheelchair. Museums increasingly recognize and address the varied needs of individuals with disabilities, employing anthropological theories as a lens to understand the evolving nature of accessibility challenges and solutions (Rosenberg, 2017).

The evolving understanding of museum accessibility is reflected in the American Alliance of Museums, defining it as providing equitable access along the continuum of human ability and experience (AAM 2018). Museums grapple with meeting the diverse needs of visitors with disabilities, emphasizing the vital role of community engagement to comprehend needs and explore potential actions, as scholars like Kamien (1981) and Montsho (2022) highlight.

As community institutions, museums have a responsibility to address the diverse needs of their constituents, including the estimated 1.3 billion people with disabilities (World Health Organization). Despite ongoing efforts, individuals with disabilities remain underrepresented. Disability, being a natural part of human life, contributes a unique perspective to the human experience. Recognizing that accessibility goes beyond ADA compliance, museums serve as essential tools for communities to reflect on and preserve their history, leading to calls for a more ethical and inclusive approach to curation (Bienvenu 2015; Coates 2020; Graham 2013; Saglio 2019).

Overlooking individuals with disabilities in museums can result in feelings of exclusion during visits. According to Saglio's insights in “Four Things I Learned When I Started Thinking about Museum Accessibility,” museums currently fall short in mediating and communicating
effectively, with the definition and utilization of accessibility being vague in museum settings (Saglio 2019). Incorporating the community into program design and outreach enables museums to foster a welcoming atmosphere and provide engaging learning experiences, exemplified by the trial run of the "Me, Under Sea" exhibit at Discovery World. Mark O’Neil emphasizes that true empathy involves directly involving the community in service development (Levent et al. 2013, 219).

Museums continuously evolve to meet community needs and ensure an enjoyable experience for all visitors. Strategies enhancing visits for individuals with disabilities, such as audio guides and 3D-printed objects, are becoming more prevalent. Many museums are moving beyond sight-based exhibit designs, incorporating more multisensory displays. Additional measures, including Disability Awareness training and staff training in providing verbal descriptions, contribute to ensuring inclusivity and fostering more accessible and inclusive education (Bienvenu et al. 2019; Coates 2020; Montsho 2021).

Engaging the community in program design and outreach allows museums to create a welcoming atmosphere and provide engaging learning experiences, by partnering with local disability organizations and the community opening possibilities and providing essential insights. Staff training proves crucial when understanding how to provide accommodation and assist visitors with disabilities. Museums also modify their infrastructure to accommodate people with disabilities, ensuring a safe public institution and creating an inclusive space (Kamien 1981; Levent et al. 2013; Wald 2008).

Different museums interpret accessibility based on factors like geographic location, financial situation, architecture, and traditions. This diversity can lead to varied visitor experiences, with museums facing financial and architectural obstacles in establishing accessible
experiences. Understanding legal obligations is crucial for museums to ensure and maintain visitor accessibility, highlighting the importance of allocating time and resources to remove barriers. Legal accommodations include accessible entry and exit points, elevators, service animals, accommodation requests, and audiovisual devices, ensuring that museum facilities and services are accessible to individuals with disabilities (Bienvenu et al. 2019; Kurt 2018; Levent et al. 2013; Wald 2008).

"Museums and How to Know About Access" by Helen Graham offers empirical evidence through a case study, exemplified by the Smithsonian All Access Summer Camp. This case study provides a practical exploration of accessibility measures within a museum setting, demonstrating how inclusive programs can be designed to cater to the needs of individuals with diverse abilities. By scrutinizing specific initiatives, such as tactile exhibits, guided tours, or interactive sessions, Graham's work contributes tangible examples of successful accessibility implementation. This empirical evidence is instrumental in understanding the challenges faced by museums in creating inclusive spaces, staff training, and the complexities of organizing specialized programs that accommodate various disabilities. An example highlights a participant marked with intellectual disabilities in the system who encountered a distressing situation during a security bag search. The individual was grabbed as they walked through the security area and was shaken due to not fully understanding the situation. The case study offers a real-world perspective on the implementation of accessibility measures, providing valuable insights into both theoretical frameworks and practical considerations (Graham 2013).

A comparative exploration with the Rijksmuseum in the Netherlands provides a captivating lens through which different cultural and institutional contexts influence accessibility strategies. The Rijksmuseum, committed to creating a more inclusive environment, has leveraged
technology as a key enabler. For instance, the Rijksmuseum's use of immersive digital experiences and virtual tours, especially for visitors with mobility challenges, warrants scrutiny as the technology would not be universally accessible for all groups and would not contribute positively to their overall museum experience (Alexandrou 2020).

The Rijksmuseum, in adapting accessibility measures to the cultural context of the Netherlands, encountered unique challenges. Ensuring the universal accessibility of immersive digital experiences and virtual tours, without excluding certain groups, was a critical aspect thoughtfully addressed by the Rijksmuseum. Both institutions shared common challenges, including the long-term sustainability of their accessibility initiatives. Managing ongoing costs, adapting to technological advancements, and meeting changing visitor expectations present continuous challenges for museums committed to accessibility. Staff training, raising awareness about accessibility, and fostering an inclusive culture within the museum environment emerged as common threads in both case studies (Alexandrou 2020; Graham 2013).

This investment of time and financial resources by museums to eliminate barriers, ensuring accessibility through the creation of exhibitions and implementing effective communication strategies. This investment reflects the evolving nature of accessibility, shifting from a primary focus on physical locations and systems to also include programmatic and interpretive aspects of exhibits and education. Museums recognize that accessibility extends beyond physical locations to encompass interpretive aspects of exhibits and education (Bienvenu et al. 2019; Kurt 2018; Levent et al. 2013).

While the efforts to enhance accessibility in museums have seen notable progress, the field is not without its debates and challenges. Scholars and practitioners engage in ongoing discussions about the most effective strategies and ethical considerations. Some argue that
current solutions fall short of adequately addressing the diverse needs of individuals with disabilities, emphasizing the importance of continually reassessing and adapting approaches (Rosenberg, 2017). Moreover, the definition and utilization of accessibility remain subjects of debate within museum settings, as highlighted by Saglio's insights (Saglio 2019). The nuances of balancing the preservation and ethical curation of museum collections add another layer of complexity, sparking conversations about the most inclusive and respectful approaches to acquisition and display (Bienvenu 2015; Coates 2020; Graham 2013; Saglio 2019). These debates underscore the dynamic nature of accessibility challenges and the necessity for ongoing dialogue to ensure that museums fulfill their roles as inclusive community institutions.

**Navigating Inclusive Communication**

Accessibility is an essential concept that is universally inclusive, and its application is not solely restricted to individuals with disabilities. It is linked to the concept of universal design and enhancing individuals' capacity to utilize products and services. Accessibility in various situations can manifest through communication, and its effectiveness often hinges on the simplicity of the text. Plain language and Easy language are both connected to accessibility as they are language styles specifically designed to make information easier to understand for people with different levels of cognitive ability, literacy, and disabilities (Perego 2020).
Although plain and easy language are methods of language simplification, they have their differences in complexity reduction, leading to disparities in acceptability. However, both are potent means of accessible communication. Figure 1 illustrates the varying levels of language comprehensibility across four stages, ranging from plain to expert. It elucidates the significance of grasping comprehensibility levels and language usage. When it comes to interpersonal communication, avoiding assumptions, respecting personal space, communicating in simple language, and being aware of visitors' saturation points for successful communication. This understanding serves as the foundation for creating a space where every individual feels welcomed and valued. (*Accessible Communications*; Perego 2020).

The use of inclusive language proves to be important when developing accessible and inclusive communications. The use of person-first language or identity-first language is contingent on personal choice, and as such, museum staff honor the preferences of visitors when engaging in communication with them. To achieve inclusion at all levels, museums involve people with disabilities in all programs. Collaborating with partner organizations and colleagues...
can help model inclusive program practices for people who may not be familiar with disability inclusion (Creating Accessible and Inclusive Communications; Perego 2020).

Some museums consider communication and web access when it comes to accessibility. Under Title II of the Americans with Disabilities Act ensures that communication for people with disabilities is as effective and useful as communication for people without disabilities. In “Include Me: Implementing Inclusive and Accessible Communication in Public Health,” Flores et al. argue that accessible communication can benefit everyone and can ensure that all people can access and understand the information provided. Mike Wald, in “Learning Through Multimedia,” adds to that argument by including captioning in multimedia recordings, so it can add value to the experience within the museum setting (Wald 2008). Taking into consideration design and features that can enhance the accessibility of the space can influence the visitor experience as more people have the chance to understand and partake in the exhibition (Creating Accessible and Inclusive Communications; Flores et al. 2022).

Designing compelling and welcoming exhibitions involves incorporating features that enhance accessibility. When museums incorporate appropriate features with careful consideration, it can significantly enhance visitors' experiences. Along with this, interdepartmental collaborations and partnerships facilitate valuable learning opportunities and create wider societal awareness of the social model of disability and disability rights. For museums to offer an inclusive space that welcomes various visitors, they take into account the evolving technologies and accessibility demands. By embracing these advancements, museums can make the necessary changes to their facilities and services that better cater to the needs of the community (Arzola 2016; Flores et al. 2022).
Accessible communication is a core principle in the United Nations Convention on the section on the rights of persons with disabilities. Communication that is accessible benefits all visitors because information is being made clear, direct, and easy to understand. By considering various factors, such as language, community involvement, interdepartmental collaborations, and technology, museums can create an open and inclusive space that meets the needs and requirements of all visitors. Effective communication is a two-way system, and feedback and check-ins with the community are crucial in providing high-quality information that is easy to understand (Arzola 2016; Flores et al. 2022; Perego 2020).

In context with this research, accessible communication and inclusive practices when understanding how Discovery World's summer camp staff can integrate their past experiences with accessibility and inclusivity-based training materials to effectively engage with participants, including those with diverse learning styles and disabilities. By implementing plain and easy language, using inclusive language, and taking into account the evolving technologies and accessibility demands, staff can create an open and inclusive space that meets the needs of all participants. Collaborations and partnerships with organizations and colleagues can also model inclusive program practices for those not familiar with disability inclusion. Additionally, considering communication and web access when it comes to accessibility is essential under Title II of the Americans with Disabilities Act. By incorporating appropriate features with careful consideration, museums can significantly enhance visitors' experiences and create wider societal awareness of the social model of disability and disability rights.

**Teaching Styles: How They Affect Learning and Student Achievement**

The role of a teacher in facilitating student learning cannot be overemphasized. For teachers, employing the right teaching style influences how students learn and the extent of their
achievements. Indeed, the quality of teaching has a significant impact on student performance, and the choice of teaching styles and strategies when promoting different types of learning. The goal of high-quality teaching is to provide an inclusive and efficient learning experience for all students irrespective of their background or ability. In this paper, we explore various teaching styles, their impact on learning, and strategies that promote efficient learning (Mary 2022; Gill 2020).

![Figure 2: Teaching Methods – Tech vs. Teacher/Student Centeredness](image)

Teaching styles and methods serve as fundamental principles for educational and managerial improvements in instruction, offering tailored approaches to address diverse student needs. Figure 2 outlines three primary teaching styles: the student-centered approach, the teacher-centered approach, and the tech approach. In the student-centered approach, interactive
methods like inquiry-based learning and cooperative learning are employed, while the teacher-centered approach relies on direct instruction and formal authority. The tech approach embraces low vs. high, such as the contemporary methods of the flipped classroom, expeditionary learning, personalized learning, and game-based learning, emphasizing the integration of technology in education. Figure 2 emphasizes the need for varying technologies or interactions to align with the instructor's style or students' learning requirements. The selection of a teaching style depends on organizational mission statements, demographics, educational philosophies, and subject areas. An example is the authority method, which involves students sitting and listening to the instructor in a lecture or seminar-based lesson, primarily instructor-centered and suitable for memorization and older students are expected to take notes. While effective, this style may be perceived as monotonous and challenging to engage students (Bohren 2022; Gill 2020).

In contrast, the student-centered approach puts students at the center of the learning process and encourages group work, communication, and collaboration. While this approach promotes interaction and group learning, it can also lead to noise and classroom management issues. Inquiry-based learning is another method that fosters teacher-student collaboration and a more supportive role of the teacher, with guidance provided throughout the learning process. Cooperative learning is another effective style that focuses on student-centered education. This style allows students to work in small groups with teachers as facilitators or delegators, giving them more control over their learning processes (Bohren 2022).

The facilitator or activity style is another method that puts students in charge of their learning. This approach also enables students to develop critical thinking skills that can lead to self-actualization. However, this style makes it challenging for teachers to interact with students when prompting them toward discovery. Another method is the demonstrator or coach style,
which involves presentations, demonstrations, and activities that allow teachers to include a variety of formats. However, this style may not accommodate the individual needs of all students (Bohren 2022).

The teacher-centered approach is another style that involves the teacher remaining at the center of attention with work being performed individually. This method can prevent collaboration while also allowing students to make individual choices. However, this style can limit communication skills and discourage students from seeking guidance due to the quiet nature of the classroom. Finally, direct instruction uses only minimal technology and relies mainly on lectures. Teachers adopt an expert role due to their experience and level of knowledge over the students, and the teaching approach may be delivered through a personal model (Bohren 2022).

The effectiveness of a teaching style depends on the resources, staffing quality, and administration support. However, adequate planning and proper application of the most appropriate teaching style can have a positive impact on student achievement. Depending on the student's needs and the subject area, different teaching styles can be effective. For instance, the teacher-centered approach may be best for teaching complex procedures, while the student-centered approach is efficient for teaching critical thinking skills (Bohren 2022; Mary 2022).

Another important aspect to consider when choosing a teaching style is the level of interaction between educators and students. In a teacher-centered approach, the emphasis is placed on the instructor and the dissemination of information. Although this approach can be effective in certain settings, it can be limiting and does not necessarily promote student engagement. In contrast, a student-centered approach emphasizes collaboration and communication between students and educators. This approach provides a more engaging
learning experience, as well as promoting critical thinking, group work, and communication skills among students (Bohren 2022).

Teachers must know their strengths and limitations as they apply different teaching styles in the classroom. Effective teaching methods engage students on multiple levels so that every student in a group can learn and succeed. Different teaching strategies can also impact students differently. For instance, a personalized learning method is useful for students who require tailored learning programs. Kinesthetic learning encourages movement and creativity, and game-based learning can develop problem-solving skills while being fun for students (Bohren 2022; Mary 2022).

Ultimately, the effectiveness of a teacher's methodology can be influenced by various factors, including their personality, level of experience, and the resources available to them. By creating a positive learning environment, empowering students to take control of their learning, and using multiple teaching styles and methods, educators can create an environment that stimulates curiosity, fosters critical thinking, and ultimately fosters the academic success of their students (Mary 2022).

Students require a nurturing and positive learning environment that fosters motivation and provides the necessary support systems tailored to their individual needs and aspirations. When teachers employ the right teaching strategies, there is a greater sense of community among peers, better retention of information and concentration levels, and the development of critical thinking skills. Effective learning is fostered through the implementation of good teaching practices, encompassing various strategies and methodologies that cater to diverse learning styles and engage students in a meaningful way. Teachers create an environment that piques students' attention and makes it easier for students to learn quickly and effectively (Mary 2022).
Diverse and adaptable teaching styles play a pivotal role in fostering effective learning environments, thereby contributing significantly to students' academic achievements and overall educational success. The choice of a style depends on several factors such as a mission, demographics, education philosophy, and subject area. Effective teaching helps students to find motivation and encouragement to learn, thus, strengthening their self-esteem. Different variables influence teacher effectiveness, including clarity, and enthusiasm. A positive learning environment will enhance student concentration and retention of information while promoting critical thinking skills. Teachers must aim to create an environment that is flexible and adaptable, accommodating the needs of their students. Promoting effective learning requires sound teaching practices that incorporate visual aids, active participation, feedback, and clear and concise instruction (Bohren 2022; Gill 2020; Mary 2022).

The literature on learning in museums forms a critical foundation for understanding the dynamics of educational experiences within these cultural institutions. In particular, the work of John H. Falk and Lynn D. Dierking, as encapsulated in their seminal text "Lessons Without Limit: How Free-Choice Learning is Transforming Education," has significantly influenced the discourse on museum-based learning. The authors argue that free-choice learning, wherein individuals actively engage with exhibits based on personal interest and curiosity, is a transformative force in education. In the context of Discovery World, a multifaceted science and technology museum, this thesis explores and builds upon the principles delineated by Falk and Dierking. By conducting an empirical study within this unique setting, the research investigates how visitors navigate and derive knowledge from the exhibits. The findings contribute to the broader understanding of learning experiences in museums by shedding light on the ways in
which free-choice learning manifests in a specific context, offering insights that may inform the design and enhancement of educational programs within similar institutions (Falk et al. 2002).

In the pursuit of understanding how interviewees at Discovery World's Summer Camp conceptualize the ideal setup for inclusivity and accessibility, the literature review on teaching styles provides several insights. Recognizing that the role of teaching styles significantly influences student learning and achievement, this review offers insights into the multifaceted approaches educators employ. The examination of student-centered, teacher-centered, and tech-oriented teaching styles, along with their implications, sets the stage for grasping the diverse perspectives that may emerge in the summer camp context. By delving into the dynamics of interactive methods, inquiry-based learning, and the integration of technology, the literature review lays the groundwork for comprehending how diverse backgrounds and roles among camp participants may intersect with various teaching methodologies. This understanding is crucial for extracting valuable insights from the interviewees, ultimately informing strategies to enhance inclusivity and accessibility in the informal educational setting of Discovery World's Summer Camp program.
Chapter 3: Navigating Inclusivity - Unveiling the Dynamics of Discovery World's Summer Camp Staff in Fostering an Accessible Learning Environment

Introduction

Discovery World aspires to be an inclusive space for all individuals within their programs and exhibits. To investigate how Discovery World's Summer Camp staff address this aspiration, it is essential to understand the diverse composition of the staff. One such program is the Discovery World Summer Camp, which is designed for young campers in grades 1st through 8th who are passionate about exploring science, technology, and other STEM-related fields. The staff responsible for leading the program encompasses individuals from various backgrounds and experiences, including both full-time educators at Discovery World and professional teachers with extensive experience in traditional classroom settings. There are educators in the Discovery World Summer Camp who may not have prior experience teaching STEM subjects, whether in a camp or classroom setting.

This staff structure comprises Educators, Interns, and Support Staff, each with specific responsibilities aimed at ensuring the program's success. This research delves into staff members' experiences and their training efforts to establish an inclusive and accessible learning environment for camp participants. In the context of this study, it's important to distinguish between "Educators" and "Interviewees." Educators are staff members responsible for instructing and facilitating the summer camp program. They play a pivotal role in shaping the campers’ experiences and are actively involved in training and curriculum development. Interviewees, on the other hand, refer to the staff members who have been interviewed as part of the research, but have a different role than “Educator.” These interviewees provide insights into their experiences and training efforts, shedding light on how Discovery World's staff integrate their past
experiences to create an inclusive and accessible learning environment. This distinction is essential to understand that the educators and staff members are central figures in implementing the program and the focus of the research.

**Discovery World Summer Camp Program**

To assess the accessibility and inclusivity of the Summer Camp program, interviews, and questionnaires were conducted with eleven educators and staff members. The study analyzed how educators adapted their teaching styles to accommodate the diverse needs of students and emphasized the importance of inclusivity and accessibility. The thesis expanded on the initial study by providing specific and detailed insights into how educators balanced creative freedom with structure, addressed disruptive behavior, accommodated different learning needs and disorders, and emphasized the importance of inclusivity and accessibility.

In terms of accessibility, Discovery World has been proactive in identifying areas where improvements can be made. The organization has recognized that the needs of non-verbal children, individuals with disabilities, and those from low-income communities are different and require tailored accommodations to ensure equal access to its programs. To achieve accessibility, Discovery World collaborates with partner organizations that focus on creating more inclusive spaces and providing specific accommodations. The partnership with the sailing center in the camp, *Learn to Sail*, is unique in that they do not allow discounts, unlike other camp programs. However, Discovery World strives to find alternative ways to assist campers. At times, an organization may fail to recognize the need for accommodation or partnerships until an event brings it to their attention. As one of the educators commented, “Sometimes you don’t know something needs to exist until an occurrence happens” (Interview 6).
Over the years, the Summer Camp program at Discovery World has undergone significant changes. As revealed by Interviewee 7, the Summer Camp program was not popular in the past and was not considered exciting by the education staff. He mentioned, "They didn’t become involved in Summer Camp on purpose… I tried to stay away from it." However, over the last five years, there have been periods of growth, leading to the need for a more inclusive approach. One critical area that has seen growth is the program's size, with approximately 1,520 campers in 2022 and at 86% capacity. To support this growth, Discovery World has increased its support for the program, bringing on more departments and volunteers to provide a comprehensive and supportive approach.

In the past, Discovery World's marketing efforts were limited to producing brochures and mailing lists to members, as well as dropping brochures off at libraries and schools. However, in recent years, the organization has taken steps to expand its reach through digital marketing tools. For example, they have highlighted their camp programs on their website and created targeted email campaigns to reach a broader audience. In addition, Discovery World is committed to making science learning more accessible to all communities. They have partnered with community organizations to create more inclusive spaces, particularly for low-income communities.

Within Discovery World, ten lab spaces are designed to teach a wide range of topics within the STEM Field. The characteristics within the spaces were considered when deciding which camps to place in which space. The Stem+ Lab was chosen to engage younger campers, primarily owing to its distinctive feature—a complete absence of windows, so the campers could focus better on the activities. However, this unique setting presented an acoustic challenge.
Inadequate soundproofing led to pronounced echoing, making it challenging for campers to engage in effective communication.

Conversely, the Automation Lab emerged as a dedicated space for camps centered on robotics, thanks to the presence of specialized equipment and abundant resources that were readily available in the room. This room provided an ideal platform for campers to explore robotics, offering an immersive, hands-on learning experience aligned with the objectives of their programs. The Thirst, Freshwater, and Health Lab spaces served as immersive settings for camps with a thematic focus on biology and environmental topics. The Spark+ Lab was filled with computers, so it was mainly used for Video Game Designer or Filmmaker camp. Finally, the KDI Lab is filled with arts and crafts supplies, so the camps and activities that went on in that camp had a lot to do with building and design.

**Teaching in the Summer Camp Program**

The interviews stressed the importance of identifying the best teaching style for each student based on their learning style, subject matter, age, and attitudes. Effective educators must be flexible and adaptable, catering to diverse learning needs by adjusting physical spaces, curriculum, and programming. For instance, student-centered teaching can foster critical thinking and self-motivation, while lecture-based teaching can challenge student engagement.

Educators have different teaching styles and management strategies shaped by their unique experiences and personalities. For instance, Educator 3's experience teaching older students has made them inclined to encourage self-direction and independence. On the other hand, Educator 1's limited experience favors hands-on activities to engage students. Interviewee 4 initially struggled with communicating with younger students but found an authoritative style
effective with middle schoolers. However, this approach did not always work with younger children, prompting them to seek advice from more experienced colleagues.

Additionally, to effectively manage their classrooms, educators must adapt their strategies to meet the unique needs of each student. Interviewee 4, for example, recognized that younger students required more guidance and support and developed nurturing and structured techniques such as setting routines and employing positive reinforcement. Likewise, Educator 3 acknowledged that younger students needed more guidance despite preferring independent learning, demonstrating the importance of being flexible and adapting techniques to fit individual students.

**Balancing Authority and Empathy**

Effective authority in education can take many forms, but it should always be balanced with empathy and respect for individual students. Educator 2 emphasizes the importance of earning respect through actions and attitudes, rather than demanding it through strict enforcement of rules. However, there may be times when a more assertive approach is necessary, such as when it is required to tell a camper "I'll call your parents if you don't listen to me." In these situations, it is important to establish clear rules and expectations, while also using positive language and finding an authority figure that campers trust and respect.

To foster an inclusive and engaging learning environment, effective classroom management requires a teacher-student dynamic built on mutual respect and trust. "I try to create an atmosphere where my students feel safe to ask questions, make mistakes, and take risks. It helps them feel more confident and engaged in their learning," explained one intern (Interview 4). Moreover, student-led teaching can be a powerful method for promoting student motivation and self-determination. "At the camp, Spa Chemistry, the instructor would offer a tutorial and
exhibit fundamental methods. However, the participants were granted the freedom to lead their activity by selecting their desired shape and fragrance for their creations," recounted one teacher (Educator 5). By embracing this approach, educators can help students develop critical thinking and problem-solving skills while fostering their creativity and independence.

The interviews with educators highlighted the importance of adapting teaching styles to meet students' diverse needs. For instance, Educator 2 personalized their approach for individual students, saying "I adjust my instruction to focus on their strengths and interests so that they're more engaged in the lesson." Similarly, Interviewee 4 noted the challenges of using a one-size-fits-all approach, especially for students with ADHD, and emphasized the need for visual aids to support their learning. They explained, "I try to use things like videos or diagrams instead of just words because that helps hold their attention and makes things more concrete."

Another key theme that emerged from the interviews was the importance of flexibility and openness to new approaches to teaching. Educator 2 emphasized the need for a variety of teaching methods, stating "no single style is going to work for everyone." This requires ongoing reflection and assessment from educators themselves, as well as open communication with students and other staff members about necessary adaptations. As Educator 3 observed, "You have to be flexible and willing to adjust based on what's working and what's not. That's just part of the job." Ultimately, the key to effective teaching is being willing to adapt and evolve in response to new challenges and opportunities.

The educators at Discovery World prioritize inclusivity in their teaching methods to meet the needs and personalities of their students. Furthermore, educators can promote inclusivity by adapting materials and activities to be accessible to different needs, providing training and support for educators and staff, and creating partnerships with outside organizations and
specialists. As one interviewee suggests, achieving inclusion can start with simple acts of getting to know each student's name and interests and actively listening to their stories and experiences (Interview 6). Engaging with parents and families to understand their needs and expectations can foster a sense of personal belonging and promote a positive and effective learning environment for everyone involved.

One challenge that can arise is when there are inconsistent rules or expectations among different educators or staff members. To address this issue, clear and transparent communication is essential, using language that emphasizes accountability, respect, and compassion. It is also important to avoid using negative reinforcement or dismissive responses like "because I said so." Instead, taking the time to explain activities and treating campers as equals can lead to more positive and respectful relationships between students and educators.

For example, as noted in Interview 5, when staff members take the time to explain activities and treat campers with respect, it can lead to better experiences and relationships. By maintaining a balanced approach that values both authority and empathy, educators can create a safe and effective learning environment for all students. Inconsistencies in rule enforcement and consequences were observed in various instances. For example, during week three on June 29 in the Video Game Design camp, the education manager refrained from scolding loud and active campers and instead took an interest in their activities. However, in Robot Games during week 6, the same manager reprimanded the campers for similar behavior, alleging a lack of attentiveness towards the educator. Although both camps were for 6th-8th grade students, the expectations of behavior varied. The education manager's decision to scold the behavior without consulting the campers or the educator affected the authority of the staff.
When staff lacks faith in a participant, their authority can be contested. On July 8, during the First-grade *Flight* camp in the Brady Lab, one participant was exhibiting unusual behavior while feeling unwell. Despite concerns expressed by the team, an education manager surmised that the participant was merely seeking attention. As a returning participant who had previously shown interest in all activities, this conclusion seemed hasty and dismissive of the participant's needs. Conversely, when a Fourth-to-Eighth grade participant felt unwell, their condition was promptly taken seriously. However, there were instances where personal opinions or biases prevented staff from fully acknowledging and understanding participants' needs. To prioritize the well-being of all participants, staff aimed to remain open-minded and actively listen to and respond to their needs.

Through interviews with educators working in different settings, several key strategies and concepts have emerged to foster a positive and inclusive learning environment. One crucial aspect is to be attuned to students' physical and mental abilities and provide appropriate accommodations. For instance, Educator 3 recounted how they supported a student who had difficulty hearing by offering communication resources and speaking clearly and directly. Similarly, Educator 2 shared how they implemented a check-in system with students with anxiety to ensure they have access to coping strategies when needed.

Clear and consistent communication is also paramount to ensuring all students feel included and engaged. As Educator 1 pointed out, "We have students with diverse learning styles and needs. By providing simple and concise instructions and checking for understanding, we can ensure everyone is on the same page." Additionally, Interviewee 4 highlighted the importance of using inclusive language and avoiding assumptions about students' backgrounds and abilities.
Classroom dynamics and teaching were discussed in interviews with several staff members, with a particular emphasis on addressing disruptive or challenging behavior. According to Interviewee 4, a multi-step approach is crucial when dealing with such behavior, including setting reminders of expectations, providing specific feedback, and involving parents or caregivers if necessary. They also stressed the importance of finding ways to foster personal connections between campers and the camp topic or experience to encourage engagement and reduce disruptive behavior.

Educator 2 suggested a restorative approach to managing disruptive behavior and building trust among campers. They emphasized the need for staff to be trained and prepared to work with campers of all backgrounds and abilities and to be willing to continually learn and grow. The interviewee also stressed that educators need to have clear expectations and consequences for behavior, while also being flexible and creative in addressing individual students’ needs and challenges.

Furthermore, disruptive and challenging behavior stems from learning things that contradict each other. These misunderstandings occurred due to different ideas and beliefs about what is acceptable behavior. Providing clear and specific guidelines to campers and parents enables them to express their concerns and communicate their expectations with the camp staff effectively. However, there are times when the staff is ignored, and the behavior continues. One example is about a 1st-grade camper who liked to wrestle and hit others during snack and recess even after they were told that behavior was unacceptable. When talking to their parents, our concerns were heard but not taken seriously, and said “Boys will be boys” even after they started to bully another camper. Educator 5 saw this camper outside of camp and saw that their father was encouraging this behavior and told the camper that “they were acting like a man.” On
occasion, there were parents who were resistant to the feedback and perceived their child as faultless, making it difficult for staff to comprehend how to effectively assist campers when parents contradicted the staff’s concerns.

The interviews also highlighted the need for training and professional development opportunities for educators and interns to learn new strategies, emerging trends, and best practices in education. The interviewees shed light on a critical aspect of the educational process by highlighting the indispensable role of communication and collaboration within the academic community. Their insights demonstrated that creating a positive learning environment and upholding the standards of education rely heavily on these two factors. Collaboration, as emphasized by the interviewees, signifies the joint endeavor of educators, administrators, support staff, parents, and community members to work in unison towards shared educational goals. This involves not only collective efforts but also the sharing of resources and the integration of diverse perspectives and innovative ideas into the educational landscape.

Furthermore, the interviewees emphasized that effective communication is fundamental to this process. This means going beyond merely listening to the student's needs; it also involves articulating expectations and rules with absolute clarity. In this manner, educators ensure that students have a full comprehension of what is expected from them in terms of their behavior, participation, and overall performance. This unambiguous communication creates a structured and predictable environment in which students can navigate their educational journey more effectively. It empowers them to actively participate in their learning experiences and align themselves with the established educational guidelines. Educators play a proactive role in this by actively seeking feedback, engaging in continuous learning, and fostering a welcoming and inclusive atmosphere that caters to the diverse needs of all students.
Challenges in Staff Training for Accessibility and Inclusivity

In the absence of coherent training about accessibility and inclusivity at Discovery World (DW), the shortcomings in the current training program become increasingly apparent. Training is a pivotal component in equipping staff to develop accessible programs, yet the training session that transpired on June 7 proved to be insufficient in preparing staff to meet the diverse needs of campers. During interview 5, the Educator recalled feeling unprepared when a camper experienced an allergic reaction, highlighting gaps in their preparation for emergency situations.

In the Stem+ Lab during Arts and Science Camp on Week 10, a first-grade camper had an allergic reaction to a snack labeled as allergy-free but found to contain milk. The camper recognized the symptoms and administered the appropriate medication, but the staff felt uncertain about which medication was needed due to the camper's diverse medication needs. Had the camper not been so knowledgeable about their allergy and medication, the reaction could have been far more serious.

Additionally, Educator 1 noted that giving interns access to curriculum materials ahead of time better prepared interns and staff for working with diverse campers. As they said, "By allowing interns to lead and contribute their own ideas, we fostered a collaborative learning environment." Educator 2 emphasized the necessity for staff training in handling campers with special needs but noted that the current training was lacking. They found that more hands-on activities, workshops, and simulations, as well as more video and interactive content, made it engaging for the different learning needs. Furthermore, Educator 4 noticed that there was a lack of empathy or understanding from staff members when approaching their roles. The lack of empathy made campers feel unheard with a few staff failing to recognize diverse needs and perspectives.
However, Educator 3 pointed out that even with adequate training, educators may still face unpredictability when working with students. Nevertheless, it was emphasized by multiple interviewees that clear teaching guidelines are essential, as there seemed to be a lack of understanding about how to ensure suitable activities for different learning styles while maintaining the overall camp structure. Guidelines provide structure within the lesson and allow educators to be adaptable based on the needs and responses of their campers.

The absence of coherent training on accessibility and inclusivity at Discovery World (DW) is a critical issue that has been highlighted in the interviews with educators and staff. While the organization emphasizes the importance of providing accessible and inclusive programs, it becomes evident that the current training sessions fall short of adequately preparing the staff to address these crucial aspects. As a result, educators and interns often find themselves ill-equipped to handle various learning needs, effectively manage behavioral issues, resolve conflicts, and respond to emergencies. The example of a first-grade camper experiencing an allergic reaction illustrates the potential consequences of this training gap. In such situations, the lack of proper training can leave staff uncertain and unprepared, potentially putting campers at risk. Moreover, the absence of hands-on and interactive training further limits the staff’s ability to effectively cater to the diverse learning needs of campers. It is clear that to provide a safe, inclusive, and accessible learning environment, a comprehensive and practical training program is essential. The lack of empathy and understanding among staff members, as mentioned by Interviewee 4, further underlines the need for training in fostering an inclusive atmosphere and recognizing diverse needs and perspectives.
Challenges and Inconsistency in Defining Accessibility and Inclusivity

The definitions of accessibility and inclusivity vary among the staff members at Discovery World, which can sometimes lead to misunderstandings and challenges in implementing these concepts. Educator 2 defined accessibility as ensuring that “every person is considered” when planning, both in terms of location and curriculum, to make sure every individual has access to opportunities. This educator also defined accessibility as making sure physical spaces and programs are welcoming and functional for people of all backgrounds and abilities. This definition emphasizes the importance of adjustments to accommodate different needs.

In contrast, Educator 3 views accessibility as equity for all learners, regardless of their physical, mental, or behavioral conditions. This definition highlights the idea that accessibility means providing equal access to everyone. Educator 4 focuses on ensuring that every child has access to important experiences, like summer camp, regardless of their background or personal circumstances. This staff member emphasizes the importance of providing every child with an equal chance to participate.

Regarding inclusivity, Educator 2 sees it as the social space that allows students from different backgrounds, ages, and genders to feel seen and connected to their education. However, they mention that inclusivity may not be a top priority within Discovery World and that there is a struggle to incorporate it into the curriculum without making “a political statement.” This is a big concern, as institutions often face the dilemma of inclusivity being perceived as optional, especially by potential benefactors of the organization.

Inclusivity is important because it creates an environment where students from diverse backgrounds and abilities can connect with their education and feel that it applies to them. It
ensures that all students have access to the same educational experiences and opportunities. The variance in staff members’ definitions of accessibility and inclusivity at Discovery World poses significant challenges within the summer camp program. This diversity of perspectives can lead to several problems, including inconsistent implementation of accessibility and inclusivity principles. When staff members have different interpretations, it can result in campers receiving unequal treatment or experiencing disparities in their camp activities.

Misunderstandings and miscommunications are common consequences of these differing definitions. When staff members are not aligned in their understanding of accessibility and inclusivity, planning and executing camp activities become more challenging, potentially leading to confusion or unintended consequences. The lack of a unified understanding of these concepts also creates a deficiency in clear guidance for staff. Camp staff might find themselves uncertain about how to address specific needs or create an inclusive environment for campers, undermining the overall quality of the camp experience.

Differing views on the importance of inclusivity can result in missed opportunities for improving accessibility in the program. Without a shared priority on inclusivity, efforts to create a more accessible camp experience for all campers may be hindered. Inadequate training and professional development in the areas of accessibility and inclusivity can exacerbate these issues. Staff members may not be sufficiently prepared to address the diverse needs of campers when their understanding of these concepts varies.

**Cultural Competency and Diversity**

In addition, the interviews stressed the importance of cultural competency among educators, which involves understanding, respecting, and effectively working with individuals from diverse cultural backgrounds. They note there was an emphasis that cultural competency
helps educators create a more inclusive and welcoming learning environment for all students. Being attuned to differences enabled educators and staff to recognize the cultural variations in communication styles, values, and beliefs. This awareness, in turn, empowered them to customize teaching strategies and materials, making them culturally relevant and inclusive. Educator 2 stated that they are a “huge believer in respecting others….and voicing when those boundaries have been crossed.”

During Interview 5, it was mentioned that during week 6 a camper in the Second-to-Third grade. *Science Smorgasbord*, booed Ron Johnson's political ad. Most of the other campers were unaware of who Johnson was or were simply uninterested, so there was no conflict between the campers. However, the Educator was caught off guard by this response as the camper had not expressed any prior interest in politics. This incident led to a conversation about the importance of respecting different beliefs and ideas and acknowledging that everyone is unique. There was another situation that was mentioned in interview 4 during week 7, where one of the campers during *Backyard Science* camp, openly supported Putin, which caused a heated political discussion among the other campers. They even talked about bombing Russia to prevent Putin from taking over the world after that camper mentioned that Putin was going to take over the world. The intern for that camp had to step in and ban any mention of Putin or bombs because they didn't want the campers who were Second-to-Third graders to echo words they heard at home without truly understanding their meaning. Interviewee 4 mentioned that they didn’t know of a way to bring the argument to a close without banning it from the camp setting.

The impact of diversity in the classroom cannot be overstated, as it shapes the experiences of both teachers and students. As Educator 1 acknowledged, even in an ideal world, not everyone grows up in multicultural environments, highlighting the need for teachers to
actively embrace diversity in their classrooms. This means recognizing and appreciating the different cultural and societal backgrounds of each student and developing teaching approaches that are sensitive to those experiences. As Educator 3 noted, failing to embrace diversity can have detrimental effects on students as they miss out on opportunities to learn about different cultures and may develop harmful prejudices.

To accommodate students' unique backgrounds and learning styles, it is crucial for educators to be mindful of their camper’s individual needs. As one teacher noted, "I have a lot of students from different cultural backgrounds, so I make sure to incorporate different perspectives and examples in my lessons. It helps students relate to the material and feel included in the classroom" (Educator 3).

Furthermore, diversity is not just important in the classroom but also in staffing. As Interview 2 emphasized, having a diverse team that comprises individuals with distinct backgrounds, languages, and abilities can offer numerous advantages in establishing an all-encompassing atmosphere that acknowledges and deals with biases. For instance, having staff members who speak different languages can help bridge communication gaps and foster inclusivity. However, when a family with primarily Spanish-speaking children expressed interest in enrolling in the camp, the Education team was unable to accommodate all their needs due to a lack of Spanish-speaking educators. Despite the team's willingness to assist them, the family ultimately chose not to proceed with registration due to concerns about language barriers, resulting in lost opportunities for both the camp and the family.

It's vital for educators to recognize and appreciate differences in culture and upbringing, as well as pay attention to the language and tone they use, which can have unintended negative effects. For instance, during the first week of a Summer Camp program on June 13th, an educator
for the Learn to Sail camp referred to their cat as "dumb," without realizing that this term could hurt some of their Fourth-to-Fifth grade campers. An intern later expressed concern about this language, which led to a conversation about how words can be hurtful and how being mindful of our speech can foster a more inclusive and respectful learning environment. As one student asked the intern, "Why did the teacher say that about someone they cared about?" This incident illustrates the importance of considering language choices as part of cultural competence and sensitivity training.

Another aspect of creating a diverse classroom environment is accommodating students with diverse learning styles, disabilities, or cultural backgrounds. Providing such accommodations requires a proactive and thoughtful approach. For example, Educator 2 mentioned that some camp curricula were not designed with accessibility in mind and needed to be updated to meet the needs of all learners. For example, during week 9 of the camp, specifically during It's Electric, a full-time educator faced difficulties comprehending the explanations provided. Consequently, they found it necessary to make frequent adjustments to the curriculum and their teaching methods. This was done to ensure that campers could better understand the information being presented, ultimately aiming to prevent them from feeling frustrated and instead enjoying the activities.

According to Interview 1, some educators faced difficulties in accommodating students with disabilities because they didn't receive adequate training on teaching methods and helpful tips. As the interviewee stated, "discussing various teaching methods, addressing children with diverse learning requirements or disabilities, or simply mentioning helpful tips about such matters was not adequately covered." Some educators also admitted to lacking expertise in supporting students with more complex accommodations. In addition, educators found that
having information about students' needs in advance helped them better plan and prepare for the summer camp program. As one educator noted: "Providing information about the student's needs in advance was really helpful. It allowed us to tailor the program to better meet their needs."

According to interview 2, during the final week of summer camp, the Education Director introduced new buzzers for the Techie Trickster Camp in the Stem+ Lab, which has very poor acoustics and soundproofing. However, the buzzers were too loud and uncomfortable for some campers, causing tensions to rise. As one staff member noted in interview 2, "It was challenging because we had to balance the desire to provide a fun and exhilarating experience with the need to respect campers' sensory needs." Some campers persisted in testing the buzzers despite the discomfort of others, leading to further frustration. The situation highlighted the importance of balancing different needs and being mindful of the impact of new experiences on all campers. As the same staff member noted, "It reminded us that even the best training can't fully prepare us for unexpected challenges, but we can always learn and adjust our approach." In the end, the staff and campers worked together to find a solution that worked for everyone, showing the resilience and collaborative spirit of the camp community.

**Obstacles to Promoting Inclusivity**

Discovery World aims to provide educational programs that are accessible and inclusive. However, the promotion of inclusivity faces various obstacles. One of these obstacles is funding constraints, which limit the ability of organizations to provide necessary accommodations. Knowledge barriers can also arise due to diversity or unique needs, which pose challenges in identifying and addressing the specific accessibility requirements of different groups. To overcome these limitations in promoting inclusivity, organizations integrate accessibility and
inclusion at the design stage of their programs and develop ongoing communication channels with students and educators to refine accommodations.

However, there are also limitations to providing accommodations that may not always be feasible due to cost and frequency of use. For example, fitting specialized seats on sailboats for individual campers with disabilities for the Learn to Sail Camp may not always be justifiable. As Interview 6 highlights, there must be a clear benefit for the camper that justifies the cost of such accommodations. For instance, “We have a lot of campers who are left-handed, we could really use some new rigging system that also accommodates left-handed campers” (Interview 6). These limitations demonstrate the importance of balancing the needs of different groups and evaluating the feasibility and benefit of specific accommodations. Overall, promoting inclusivity requires careful consideration of the obstacles and limitations that arise.

However, implementing such adjustments can be a challenge, especially when working with limited resources. As noted by another Educator, "budget constraints can make it challenging to provide all the support my students need, but I do my best to find creative solutions and advocate for additional resources when needed" (Educator 2).

**Analysis and Discussion**

This ethnographic study conducted at Discovery World provides a view of the organization's commitment to creating an inclusive and accessible learning environment within its Summer Camp program. Analysis and discussion of the findings reveal the intricate strategies and challenges faced by Discovery World in their pursuit of inclusivity and accessibility.

One central theme explored in this research is the diverse composition of staff within Discovery World's Summer Camp. This diversity includes both full-time educators from within the organization and professional teachers who bring extensive classroom experience. Moreover,
not all educators have prior exposure to STEM subjects, be it in a camp or traditional classroom setting. This diverse staff forms the foundation for understanding how inclusivity and accessibility are operationalized within the program.

The structure of staff within Discovery World's Summer Camp consists of Educators, Interns, and Support Staff, each with specific responsibilities contributing to the program's success. The research delves into the experiences and training efforts of these staff members, who combine their past experiences and training to create a welcoming atmosphere for campers with diverse learning styles and disabilities. The study also highlights practical aspects of implementing inclusivity and accessibility, pinpointing the challenges encountered and the strategies used to overcome them.

The evaluation of accessibility and inclusivity within the Summer Camp program is based on interviews and questionnaires conducted with eleven educators and staff members. This holistic approach allows for a deep exploration of how educators adapt their teaching styles to accommodate the diverse needs of students. The study underscores the significance of inclusivity and accessibility and provides specific, detailed insights into how educators balance creative freedom and structure, address disruptive behavior, and accommodate various learning needs and disorders while emphasizing these essential principles.

Accessibility is a prominent focus, with Discovery World demonstrating a proactive approach. The organization acknowledges that non-verbal children, individuals with disabilities, and campers from low-income communities require tailored accommodations to ensure equal access to its programs. Collaboration with partner organizations specialized in creating inclusive spaces and providing specific accommodations is an integral part of this approach. The research also highlights that organizations may only fully recognize the need for accommodations or
partnerships when specific events draw attention to them, highlighting the dynamic and evolving nature of inclusivity efforts.

The evolution of the Summer Camp program is another noteworthy aspect. The research unveils that the program was not always popular and considered exciting in the past. However, recent years have seen significant growth in both size and capacity. To support this growth, Discovery World has expanded its support departments and enlisted more volunteers, demonstrating a comprehensive and supportive response to the changing demands of the program.

The organization's marketing efforts have also evolved, reflecting a shift from traditional methods to digital marketing tools and an expanded outreach strategy. This change aligns with Discovery World's commitment to making science learning more accessible to all communities, particularly through partnerships with community organizations serving low-income communities.

The analysis and discussion of this research provides a comprehensive understanding of Discovery World's commitment to inclusivity and accessibility. It underscores the challenges and adaptations in practice and highlights the dynamic nature of inclusivity efforts. This research makes a valuable contribution to the broader discourse on creating inclusive learning environments in informal educational settings.

The third section of this research explores the critical aspect of teaching within the Discovery World Summer Camp program. It delves into the importance of identifying effective teaching styles that cater to the unique characteristics of each student, such as their learning style, subject matter, age, and attitudes. Through interviews with educators and staff, this section
emphasizes the necessity of being flexible and adaptable in addressing diverse learning needs by adjusting physical spaces, curriculum, and programming.

A central finding is that effective educators possess diverse teaching styles and management strategies, shaped by their unique experiences and personalities. These individualized approaches are reflected in their interactions with students. For example, Interviewee 3’s experience with older students has led to an inclination to encourage self-direction and independence, while Educator 1, with limited experience, favors hands-on activities. What's noteworthy is that these educators have recognized the need to adapt their teaching styles to accommodate different age groups and learning needs. Moreover, they have shown a willingness to seek advice and learn from more experienced colleagues when facing challenges.

A recurring theme is the importance of balancing authority and empathy in education. Educator 2 emphasizes that respect should be earned through actions and attitudes rather than demanding it through strict rule enforcement. However, there are circumstances where a more assertive approach is necessary to maintain order, and in these cases, clear rules and expectations should be established. The common thread throughout these discussions is the emphasis on building a teacher-student dynamic based on mutual respect and trust, fostering an atmosphere where students feel safe to ask questions, make mistakes, and take risks. By embracing student-led teaching, educators can promote student motivation, self-determination, critical thinking, and problem-solving skills.

Another significant aspect highlighted is the importance of adaptability and openness to new teaching approaches. Educator 2, for instance, stresses the need for a variety of teaching methods, recognizing that no single style works for everyone. This requires ongoing reflection,
assessment, and open communication with students and staff members about necessary
adaptations. Flexibility is seen as crucial for educators to address the unique needs and
challenges of their students effectively, reinforcing the idea that the key to effective teaching is
being willing to adapt and evolve in response to new challenges and opportunities.

The interviews bring out the paramount importance of fostering a positive, inclusive, and
diverse learning environment. Cultural competency among educators is highlighted as essential
in understanding, respecting, and working effectively with students from diverse cultural
backgrounds. Acknowledging and appreciating these differences enable educators to create
teaching approaches that are sensitive to the experiences of all students. The interviews stress the
need for educators to actively embrace diversity in their classrooms and recognize that failing to
do so can have detrimental effects on students. Furthermore, the necessity for a diverse team that
includes individuals with distinct backgrounds, languages, and abilities is underlined. A diverse
team can offer various advantages in establishing an inclusive atmosphere that acknowledges and
deals with biases.

Inclusivity is a prominent theme throughout the section, and the interviews highlight that
the definitions of accessibility and inclusivity among staff members at Discovery World may
vary, leading to misunderstandings and challenges in implementing these concepts. These
different perspectives can result in inconsistencies in the implementation of accessibility and
inclusivity principles, potentially leading to disparities in camper experiences. Training gaps in
providing staff with the necessary information and skills for handling diverse needs and
perspectives are revealed, underlining the need for improved professional development
opportunities in these areas.
The interviews reveal the critical need for the implementation of effective, comprehensive training programs in accessibility and inclusivity. The lack of such training can leave staff ill-equipped to address various learning needs, effectively manage behavioral issues, and respond to emergencies, potentially putting campers at risk. Additionally, the section points out the importance of clear teaching guidelines, which are necessary to ensure suitable activities for different learning styles while maintaining the overall camp structure.

Differences in definitions and priorities regarding inclusivity also pose challenges. The interviews suggest that a unified understanding of accessibility and inclusivity is essential for consistent and effective implementation of these principles. Disparities in definitions may result in misunderstandings, miscommunications, and difficulties in creating an inclusive camp environment. Furthermore, the importance of language choices and the impact of language on camper experiences are discussed, emphasizing the need for cultural competence and sensitivity training. While this research at Discovery World sheds light on various aspects of the organization's commitment to creating an inclusive and accessible learning environment within its Summer Camp program, several challenges and limitations within the research are worth considering.

Firstly, the study mentions that not all educators at Discovery World have prior exposure to STEM subjects, and this diversity is seen as a strength. However, it does not delve into whether this diversity of backgrounds and experiences poses specific challenges in achieving inclusivity and accessibility. Understanding the potential hurdles that this diversity might introduce could provide more insight.

Secondly, the research highlights the importance of adaptability and flexibility in teaching styles. While these are critical aspects, the study does not thoroughly explore the
potential downsides or difficulties in maintaining adaptability in an educational setting. The challenges faced by educators when trying to balance diverse learning needs and create a personalized experience for each student could provide valuable insights.

The study also recognizes that there are disparities in the definitions of accessibility and inclusivity among staff members, which can lead to misunderstandings and inconsistencies. However, it does not provide concrete suggestions for how these disparities can be addressed or mitigated. Offering recommendations or strategies to promote a more unified understanding could enhance the practical implications of the research.

The lack of clear communication between educators, staff, and management regarding definitions and priorities of inclusivity is highlighted. It would be beneficial to investigate whether there are mechanisms in place for resolving such communication issues and how effective they are in practice. The research touches on the need for comprehensive training in accessibility and inclusivity but does not outline specific recommendations for improving the existing training programs. Offering detailed suggestions for enhancing the training would be valuable for organizations looking to create a more inclusive learning environment.
Chapter 4: Conclusion

This master's thesis is a case study of Discovery World's Summer Camp program staff’s conceptualization of the ideal setup for inclusivity and accessibility. Focusing on the diverse backgrounds and roles of interviewees, the study, sheds light on the challenges, strategies, and dynamics shaping the program's commitment to creating an inclusive and accessible learning environment.

The Summer Camp staff’s diversity in their backgrounds and experiences became a crucial factor in understanding how inclusivity and accessibility are operationalized within the program. Distinguishing between the roles of "Educators" responsible for program instruction and "Interviewees" providing insights into their experiences clarified the focus of the study, highlighting the integral role of staff members in the program's success.

The Summer Camp program is a dynamic educational program committed to inclusivity and accessibility. The growth in size, changes in marketing strategies, and alignment with STEM topics demonstrated the program's evolution and dedication to broadening access to science education. Notably, the research identified challenges such as inconsistent rule enforcement and differing staff expectations, underscoring the crucial need for clear communication and a shared understanding of expectations to create a cohesive and supportive learning environment.

Teaching styles within the Summer Camp program were found to be diverse, reflecting educators' unique experiences and personalities. Balancing authority with empathy, effective classroom management rooted in mutual respect and trust emerged as critical for fostering positive relationships between educators and students. The importance of adapting teaching methods to meet diverse needs, embracing flexibility, and remaining open to new approaches were identified as essential qualities for educators striving to create inclusive learning spaces.
The research gives valuable insights into the challenges associated with staff training on accessibility and inclusivity at Discovery World. Educators expressed a need for more hands-on, interactive training and emphasized the importance of clear teaching guidelines to address diverse learning needs effectively. Additionally, the study uncovered the dynamic nature of efforts to promote inclusivity and accessibility, with the organization proactively addressing specific accessibility needs and evolving its approach over time.

The challenges and insights gleaned from the empirical data contribute to a broader understanding of inclusive education in informal settings. Practical strategies and perspectives derived from the research offer considerations for educators, administrators, and policymakers in their efforts to foster positive and inclusive educational environments. The emphasis on communication, collaboration, and continuous learning serves as a guide for institutions seeking to enhance inclusivity and accessibility in informal educational settings.

As this thesis concludes, it is crucial to acknowledge that the pursuit of inclusivity and accessibility is an ongoing endeavor requiring collective commitment and adaptability. The findings presented offer a snapshot of Discovery World's Summer Camp program at a specific point in time, providing a foundation for future exploration and improvement. The journey toward inclusivity and accessibility is a shared responsibility that extends beyond the confines of any single institution or program.

In summary, this research has delved into aspects of inclusivity and accessibility within Discovery World's Summer Camp program, focusing on the perspectives of educators, interns, and support staff. The challenges in staff training, the importance of a unified understanding of accessibility and inclusivity, the role of cultural competency, and the obstacles faced in promoting inclusivity were all highlighted. The study underscores the dynamic nature of these
efforts and provides a foundation for further research and practical recommendations to enhance inclusivity and accessibility in informal educational settings.

Moving forward, Discovery World can consider specific strategies for improvement. These include establishing clear definitions for accessibility, diversity, and inclusion, enhancing staff training programs, implementing standardized policies and procedures, and striving for inclusive program design. Improved collaboration and communication between upper management and frontline staff are essential for fostering a shared understanding of inclusivity goals.

By addressing the identified challenges and implementing the recommended strategies, Discovery World can further enhance its Summer Camp program, creating an environment that inspires a passion for science and exploration in every child, regardless of their background or ability. The journey toward inclusivity and accessibility is ongoing, and this research contributes a meaningful step in that collective endeavor.
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Appendix A: Discovery World’s Strategic Framework pages 3-8

1. Expand our audience to include early learners
2. Broaden participation to include communities historically excluded from science opportunities
3. Elevate guest experience with relevant exhibits and engaging events
4. Serve as a primary support system for science education in Wisconsin
5. Establish Discovery World as your place for fun science learning

Strategic Priorities

Early Science Learners
Expand our audience to include early learners

WHAT WE’LL DO
- Design and execute new exhibit
- Integrate experiences into existing exhibits
- Launch early science learning initiative

HOW WE’LL MEASURE SUCCESS
- New funders and partners
- Increased participation of early learners
**Diversity, Equity, Access & Inclusion**

Broaden participation to include communities historically excluded from science opportunities

**WHAT WE'LL DO**
- Identify barriers to participation
- Establish new & build upon existing partnerships and programs
- Establish inclusive company culture and business practices
- Ensure broader Milwaukee community is reflected in board of directors and volunteers

**HOW WE'LL MEASURE SUCCESS**
- Presence in communities
- Expansion of demographics among guests, participants, staff, board, and volunteers
- Increased attendance and participation of target audience

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**Guest Experience**

Elevate guest experience with relevant exhibits and engaging events

**WHAT WE'LL DO**
- Design and execute new exhibits
- Develop temporary and traveling exhibit gallery
- Offer regular and engaging event programming

**HOW WE'LL MEASURE SUCCESS**
- Increased attendance
- Increased membership
- High level of guest satisfaction


**Educational Reach & Influence**

Serve as a primary support system for science education in Wisconsin

**WHAT WE'LL DO**

- Advance exemplary suite of existing and new educational programs
- Establish relationships with local, state, and national education agencies and organizations
- Scale programming to support science learning across Wisconsin

**HOW WE'LL MEASURE SUCCESS**

- Evaluate the impact of our education programs
- Expanded educational reach
- Influence at the state level

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**Visibility**

Establish Discovery World as your place for fun science learning

**WHAT WE'LL DO**

- Rebrand message & visual identity
- Redesign website & expand digital resources
- Coordinate with tourism agencies
- Elevate national profile by collaborating with professional associations

**HOW WE'LL MEASURE SUCCESS**

- Increased attendance & membership
- Expanded market presence
- Increased social media engagement & following
- Increased website traffic & engagement
- Increased earned & contributed revenue
Appendix B.1: Summer Camp Manual Staff Duties, Responsibilities, and Procedures

Morning and Before Camp
- EDUCATORS: Educators must arrive between 8:00-9:00 AM. Check in with Kristin and/or the Support Staff on the promenade to receive your radio and building badge.
- SUPPORT STAFF: Clock in for your shift and retrieve a radio from the office before proceeding to your assigned duty.
- CLASSROOM INTERNS: Classroom Interns will begin each day at 8:30 AM. Proceed to classroom to check in with Lead Educator. If no support is needed in the classroom, please assist with before-care in lunch room.

Objectives of Camp
- Discovery World camps are interactive, exploratory, hands-on, and fun!
- Educators are encouraged to incorporate games and activities that encourage creativity and problem solving.
- Remember that while we are an Educational Institution, Summer Camp should not feel like Summer School

Communicating with Parents
- Communications with parents go through the Summer Camp Manager or Coordinator. If you have any concerns or questions for a family, see the Summer Camp Manager or Coordinator immediately. Educators are not to make phone calls home without the Summer Camp Manager or Coordinator, for any reason.

Friday Parent Gallery
- Parents will receive a PDF presentation of highlights from the camp week
- Support Staff will visit labs throughout the week to take pictures for the presentation
- Each camp should plan to notify Support Staff if an exciting or cool project is planned for the day, so that it can be documented

Rosters and Attendance
- Rosters will be distributed each morning to Educators.
- Educators must review their roster each day.
• Educators must take attendance first thing in the morning.
• By 10:00 each morning, Support Staff will collect attendance records from each class.
• Confidential forms (CFs) are found in each binder. CFs include important information such as, learning accommodations, allergies, and other relevant information about campers. If you have any questions or concerns about the contents of the CF, please contact the Summer Camp Manager.
• Campers should NEVER have access to the confidential forms.

Lunch and Recess
• Campers eat in shifts with other campers in their age group. Each group gets 30 minutes to eat, then 30 minutes of outdoor recess.
• Campers are not permitted to use the vending machines on the promenade or purchase food from the café.
• Campers are not permitted to use electronic devices during the lunch hour.

Snack Times
• Afternoon snack is held outside on the recess grounds. Educators should drop their students off, and then will have that 30-minute window to re-set their classroom and prepare for the remainder of the day.
• Morning snack (1st-3rd grades only) is held in the classroom.
  o Support Staff is responsible for bringing snacks to classroom.
  o Lead Educator and Classroom Intern will distribute and oversee morning snack.
  o Campers should wash and sanitize their hands, receive their snack, eat it at their spot, throw away trash, then wash and sanitize their hands again.
• Classroom Interns will supervise afternoon snack outside on the lawn with Support Staff.
• Educators must return to the outdoor field to pick up their campers after afternoon snack and escort them back to the classroom.

Field Trips
• Discovery World encourages field trips as a part of camp. Due to remaining COVID restrictions and reduced bus availability, 2022 trips are limited or will be virtual field trips.
• Any departure from the Discovery World grounds is considered a field trip.
• If you plan a field trip, you MUST notify the Summer Camp Manager or Coordinator ahead of time. You may not leave the building without permission.
• Additional chaperones will accompany field trips. Sometimes, lunch and/or snack will be incorporated into the field trip.
• A field trip kit will be provided. Educators cannot leave for a field trip without this kit.
  • Emergency Contact Information for each camper
  • Signed permission slips from parents for the field trip, if needed
  • Basic first aid kit
  • Phone numbers of Discovery World Camp Staff
  • Bus confirmation and bus company phone numbers, if taking a bus

Supervision
• Educators are never to leave students unattended.
  o Should an educator need to leave their group, and they do not have a Classroom Intern helping, they must call the Camp Manager or Coordinator to arrange for a fill-in.
Staff members found in violation of this policy will be subject to disciplinary action. No adult is allowed to be in a 1-on-1 situation with a camper. Adult-camper interactions must always include either:
  o Another adult
  o Another camper
  o A location with direct line of sight to others
Volunteers go through Discovery World’s background and waiver agreement, but generally are not allowed to supervise children alone.
Counting Students
  o Educators must do a count check of students before and after every transition time.
  o Educators must know the number of students in their camp daily.

Behavior
All students and parents sign a form of understanding and agreement to follow Discovery World’s behavior expectations.

Discipline
  o Educators are responsible for handling behavior situations in their camps in a fair and diplomatic manner.
  o Educators should report behavior problems to the Summer Camp Manager or Coordinator per their discretion.
    o Serious behavior incidents require that the Educator complete an Incident Report to describe the behavior and keep on record.
    o All incident reports will result in a phone call to the family.
  o Should a student commit a serious infraction, endanger their own or another’s safety, or become continuously disruptive, the Educator should call the Camp Manager immediately.
  o The Discovery World Behavior policy reads:

As a camper at Discovery World Summer Camp...
  o I will respect my fellow campers and celebrate our similarities and differences.
  o I will use appropriate language.
  o I will have fun in ways that are safe to others and myself.
  o I will keep my hands and body to myself.
  o I will laugh with anyone, but laugh at no one.
  o I will use all equipment and tools only in the way my camp educator instructs.
  o I will tell my camp educator when I need help or if someone is bothering me.
  o I will clean up after myself.
  o I will participate in all camp activities.
  o I will follow the COVID-19 health policy regulations, including keeping my mask on and maintaining space between me and other campers.

If I do not follow the rules,
  o The first time, I’ll be given a verbal warning by my camp instructor.
  o The second time, the Summer Camp Manager will be notified and will remove me from the activity. My parent/guardian will be notified by an e-mail, phone call, or in person at pick-up.
  o The third time, my parent/guardian will be called pick me up. If my actions are severe and/or involve a physical altercation, I will not receive a warning and I will be asked to leave.
Safety
- Educators, Classroom Interns, and Support Staff are held responsible for the safety of their groups. Not following the proper safety procedures will result in disciplinary action.
  - Equipment Safety
    - Educators will be responsible for teaching and enforcing proper equipment use during camp activities.
    - Educators should plan activities according to the age of the students in the program to ensure that students can work safely at all times.
  - Construction Areas
    - Educators and students must not occupy any construction area inside or outside the building.
  - Docks
    - No student may be on the lower docks without a life preserver.
    - Interns and/or Educators must carry life preservers with a group when students may be on the lower docks.
  - Physical Altercations
    - Any student who is physical with any other student should be removed from camp immediately.
    - In this instance, call the Summer Camp Manager or Coordinator.

Rain and Weather Protocol
- Recess can be held in the museum exhibits when raining. In this instance, each Support Staff and Classroom Intern should take a small group (absolutely no greater than 10, ideally no larger than 5 or 6) campers to a different part of the museum. Coordinate switching exhibits by using radios.
- Snack can be held in the lab spaces if raining.

Injuries and Incidents
- Any significant incident and/or interaction between campers must be recorded on an incident report and brought to the Summer Camp Manager or Coordinator immediately.
- If possible, the individual who saw the incident should create the Incident Report.
- Incident reports are found in each lab, in the lunch space, and on the Upper Mezzanine.
- A phone call home must be made by a Support Staff member, the Summer Camp Coordinator, or the Summer Camp Manager when an incident report is written to inform the parents.
- The top white copy of the incident report goes to Human Resources and the yellow copy goes to the family of the camper.
- **Call 911 immediately should any major injury occur.**
- Incidents that do not cause harm, but could have must be reported in the Close Call form.
- Close Call forms are found in each lab, in the lunch space, and on the Upper Mezzanine.
- Close Call forms are submitted to the Summer Camp Manager.

Supplies
- Supplies will be delivered to each classroom in a red bin on a weekly basis by Support Staff.
- Educators should use the blue bin, marked Return Supplies, for all supplies once finished with them.
- Support Staff will collect blue bins throughout the week for supplies to be returned.
Appendix B.2: Summer Camp Staff Shift and Daily Schedule

SHIFTS

Educators

- ARRIVAL - Educators may arrive anytime between 8:00 and 9:00 depending on the amount of preparation they have to take care of in their classrooms.
  - Educators are given professional freedom to decide when to arrive. If any Educator is routinely tardy and/or does not have their classroom ready for camp activities, the Summer Camp Manager may determine a schedule for them to follow.
  - On Mondays, Educators should plan to arrive early to allow adequate time to check in with your Classroom Intern for the first time.
  - In all circumstances, Educators **must arrive by 9:00 AM daily.**
- Educators must take at least a 30-minute, unpaid lunch break daily. **You must clock out during this time.**
- Upon arrival, check in with the Summer Camp Manager or Coordinator to get a radio and building badge (if badge is needed) before proceeding to your classroom.
- DEPARTURE – Educators may depart when all of their campers have checked out for the day. Educators must depart before 6:00 PM when the building closes.

Support Staff

- ARRIVAL – Support Staff will have staggered schedules and start times.
  - Support Staff Shift A: 7:30, Shift B: 8:00, Shift C: 8:30, and Shift D: 9:00 AM.
  - Upon arrival, check in with the Summer Camp Manager or Coordinator and acquire a staff radio before proceeding to your assigned duties.
- DEPARTURE – Support Staff will have staggered end times.
  - Support Staff Shift A: 4:00, Shift B: 4:30, Shift C: 5:00, and Shift D: 5:30.

Classroom Interns

- ARRIVAL – Classroom Interns will work the hours of 8:30 AM-5:00 PM.
- Upon arrival, please check in with the Lead Educator of your camp. If they do not need any assistance in the classroom, go to the first floor camper area to assist with supervision before camp starts.
- DEPARTURE – The Classroom Intern shift ends at 5:00 PM.

Staff Lunch Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-11:30</td>
<td>4th-5th grade Educators and Support Staff A &amp; B</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>6th-8th grade Educators</td>
</tr>
</tbody>
</table>
Summer Camp Daily Schedules

Monday morning
- Parents drive to the check in area for contactless check in.
- At this time, they will receive a map of the pick-up procedure, a name tag for pick up, description of any field trips, check for signed paperwork, and have a chance to speak to camp staff members.
- 9:30 AM – All campers and camp staff participate in a morning welcome in the Todd Wehr Theater before getting dismissed to camp.

Daily schedule
8:00 AM – Before care begins
9:15 AM – Standard check-in begins
9:30 AM – Start of Camp
- All Educators go to the lunch room to gather and escort campers to the labs
11:00 AM-1:30 PM – Lunch and Recess:

<table>
<thead>
<tr>
<th>Time</th>
<th>Lunch Room</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-11:30</td>
<td>4th-5th grade</td>
<td>2 Support Staff, 4th-5th grade Classroom Intern</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>6th-8th grade</td>
<td>2 Support Staff, 6th-8th grade Classroom Intern</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>2nd-3rd grade</td>
<td>2 Support Staff, 2nd-3rd grade Classroom Intern</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>1st grade</td>
<td>2 Support Staff, 1st grade Classroom Intern</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

2:30 PM (2:00 on Friday) - All-camp snack
3:55 PM – Camp end, Educators escort campers downstairs pick up their items from the lunch room
4:00 PM – Pick up procedure begins
4:30 PM – After care program begins

Campers are never to be wandering the building alone. A Summer Camp Team Member must always escort a camper when moving around the building.