

Danish University Colleges

Camp as a Teaching Method in Health Education **a qualitative study about innovation, learning and participation**

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Publication date:
2014

Document Version
Pre-print: The original manuscript sent to the publisher. The article has not yet been reviewed or amended.

[Link to publication](#)

Citation for published version (APA):
Ringby, B. (2014). Camp as a Teaching Method in Health Education: a qualitative study about innovation, learning and participation. Abstract from EDUCATION FOR CITIZENSHIP AND PARTICIPATION IN HEALTH AND SOCIAL CARE 16-19 April, Kuopio, Finland013:, Koupio, Finland.

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CAMP AS A METHOD IN HEALTH EDUCATION - A QUALITATIVE STUDY ABOUT INNOVATION, LEARNING AND PARTICIPATION

Background

Camp as a learning activity was introduced in entrepreneurship teaching. Students were engaged to get experiences on how to cope with uncertainty, complexity and to take action in collaboration with external partners.

Relevance

Society calls for creative and innovative health professionals. New learning methods are required to develop new skills. Health students must develop skills that enable them to create, develop and take action upon new services in new or existing organizations.

Aim

To investigate if CAMP as a learning method can contribute to didactic development in health education to support students in gaining innovative and entrepreneurial skills.

Participants

A total of 33 physiotherapist students each participated in one of three CAMPS of 48, 24 or 12 hours in an elective module named "Sport, innovation and entrepreneurship".

Methods

The project was based on case methodology and theories/methods put INTO action. The camp method encourages a student-participatory and an inter-professionally approach required to think out-of-the-box. Teachers were offered the possibility to be mentor/coach for students. 'Effectuation', the 'PUSH model' and the 'Entrepreneurial Progression Model' served as background theory.

Evaluation

Three different camps were evaluated by students in 2012 and 2013. A written individual evaluation form was filled in at the end of CAMP one; two and three. Data consisted of descriptive questionnaires with open answer alternatives. Evaluations were optional and all 33 participants have completed. CAMP three was furthermore explored through one focus group interview of four students.

Results

The participants described experiences related to a sense of community as challenging, intense and as a learning process that required openness, creativity and concentration. Responsibility of own and others' learning process in combination with a professional focus seemed to ensure and maintain students' motivation. Furthermore, CAMP was experienced as a self-governing and dialogue-based way of learning.

Conclusions

The result comprises important issues of interest to the future didactic development in health education. Camp as a learning process based on participation, creativity and an innovative approach combined with a professional focus seems relevant when trying to engage students to take action.

Keywords

Innovation, method, camp