

## Danish University Colleges

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

Ringby, Betina

*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.

#### **General rights**

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

#### **Download policy**

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

# **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