

# Innovation camp manual



**Sara Malve-Ahroth, Sonja Lankiniemi, Henna Knuutila &  
Marketta Virta (eds.)**

# **Innovation camp manual**

**Learning materials from Turku University of Applied Sciences 121**

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# Preface

Here you are!

If you are planning to organize an innovation camp for students, here is a manual for you. The innovation camp is a place where the students' creativity and innovation skills can run wild. It is a great way to bring students and companies together in a way that benefits all participants. Students get a chance to tackle the challenges of real-life assignments and apply the skills they have acquired during their studies in practice. Companies will gain new, fresh ideas they can use in the development of their operations. This manual contains checklists and tasks you will need for setting up the camp as well as templates and additional materials that will be helpful in the process.

A successful innovation camp is a joint effort by several interest groups: in addition to the coordinator, it takes active and motivated students, open-minded and unprejudiced commissioners, enthusiastic experts interested in promoting the development of their field, and skilful coaches who excel in innovation potential development.

This manual provides an introduction to the InnoCamp concept created by Turku University of Applied Sciences. These guidelines can be easily applied in the organization of many types of camps.

In addition to competence in a specific field, the students can develop many skills needed in working life at the camp. These include:

- Customer-driven approach
- Cooperation skills
- Ability to tolerate difference and insecurity
- Problem-solving abilities
- Project management skills

The innovation camp offers:

- New, feasible solutions for the companies
- Valuable company contacts and working life skills for the students
- For the experts, an opportunity to promote the development of their own field and get involved in cooperation between students and companies.

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We want to thank everyone who has participated in the planning and implementation of the innovation camp concept. A special thanks goes to Timo Linnossuo, Senior Lecturer of Business at Turku University of Applied Sciences, for the original idea behind the InnoCamp concept.

**Henna Knuutila, Project Manager, Turku University of Applied Sciences**

*"Turku University of Applied Sciences further develops the student-company cooperation that takes place at innovation camps towards a separate study module to which companies will find it easy to commit themselves in the future."*



# Innovation camp in brief

An innovation camp gives students an opportunity to develop various skills and competences needed in working life as well as their abilities to contribute in different types of innovation processes. It is possible to carry out an innovation camp in a number of ways. This manual takes a look at the InnoCamp study module. In addition to the camp itself, the study module comprises preliminary assignments and meetings.

The innovation camps are organized as a joint effort by higher education institutions, commissioning companies and experts from the field. It is possible to divide the camp organization tasks to a group of students. However, there must always be a teacher in charge and to guide the students. The innovation camp itself will always be led by a coach who will act as the sparring partner for the participants and help them to achieve the goals set.

The optimal duration of an innovation camp is 24–54 hours with 20–60 students as the ideal number of participants. The students will work in multidisciplinary five-member teams during the course.

## **A new approach to learning and teaching**

A learning approach called innovation pedagogy, developed at Turku University of Applied Sciences, steers the activities at an innovation camp. Innovation pedagogy combines new types of learning methods and team work imitating real working life situations. The development of expertise in such a manner that leads to a sustainable idea, competence or other practice applicable in working life, is regarded as innovation. With the help of innovation pedagogy and close cooperation with the working life partners, the students are able to put into practice the skills and competence acquired in their university studies.

Students from various fields of study form multidisciplinary teams and work together at the camp simulating working life and focusing on real-life assignments by companies and organizations. The assignment can be a challenge or an issue the

company faces, and the students have to come up with new solutions to it. The camp will offer an opportunity for intensive work without interruptions. The students learn from each other in the multidisciplinary teams, combining different types of competence. The camp will provide the commissioners with completely new kinds of approaches, ideas, solutions and actions to take. The innovation camp will support the students' innovation activities with various types of innovation tools.

Learn more about innovation pedagogy:

<https://innopeda.turkuamk.fi/language/en/home/>



**Picture 1.**

Working on a project using innovation tools.

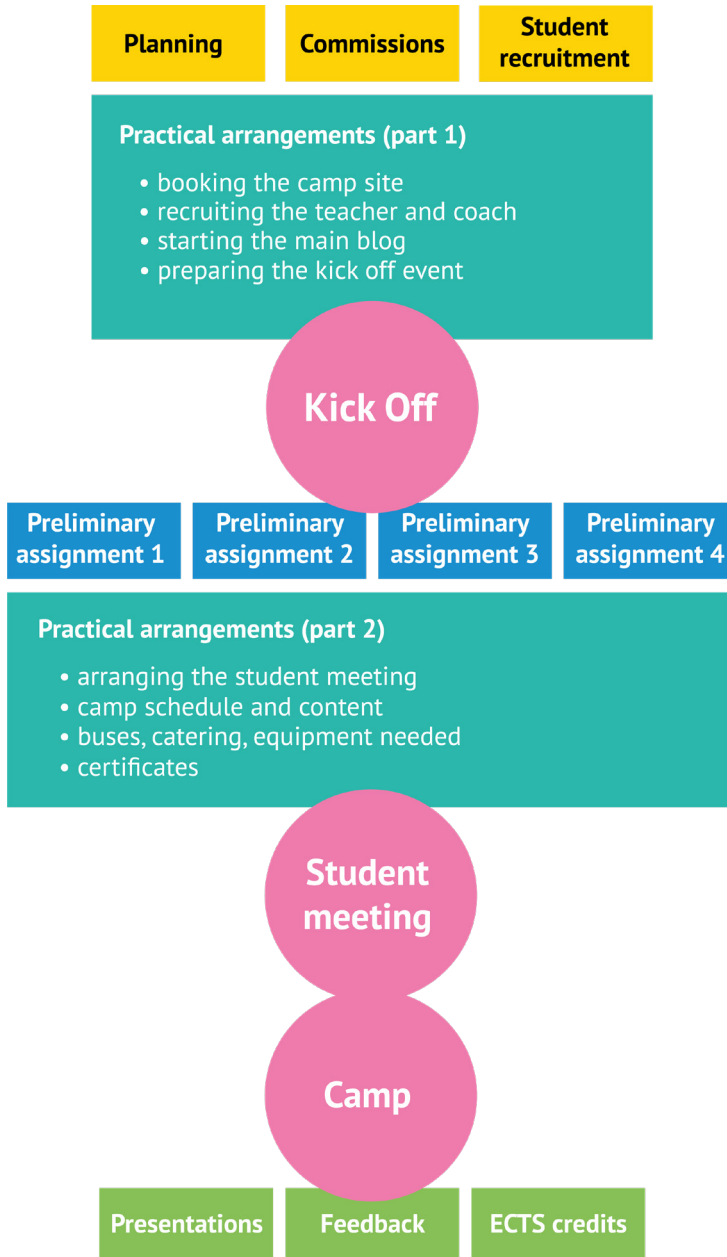
# InnoCamp innovation camp

The InnoCamp study module comprises four preliminary assignments, which will provide an introduction to the theme, and the actual innovation camp. The module will be a total of eight weeks long, and students typically receive 3–5 ECTS credits. Factors affecting the number of ECTS credits include the nature of the assignment and the duration of the innovation camp.

The course begins with a kick-off session where students are divided into teams and learn about the team learning method, innovation pedagogy and the theme that they will be dealing with. The course will culminate in the camp, where the teams will work with real-life assignments.

Between the kick-off session and the camp, the student teams will independently collect information, competence and networks needed for the camp by completing the preliminary assignments. The student teams will set their own schedules for working with the preliminary assignments and report their progress in the team blogs. The majority of interaction between the students and teachers will take place through the course blog and Facebook during the course.

After the camp, the teams will present their solutions to the partner companies. The goal is that the students could put their solutions into practice in the companies as interns or similar arrangements.



**Figure 1.**  
Roadmap of Innovation camp



## Planning an innovation camp

It is possible to organize an innovation camp as a joint effort of several higher education institutions. If this is the case, an individual will be nominated from each higher education institution to take responsibility in selecting the students and acquiring the assignments for their own school and region. As traditional teacher-student interaction that dominates the face-to-face teaching method is not required at the course, the actual instruction of the students can be assigned to a teacher in charge of the course at one of the universities of applied sciences, or alternatively each school will appoint a person in charge of instructing the students from their own school.

All the coordinators will together make agreements on how the responsibilities and roles concerning the innovation camps are divided. It is essential to appoint people to be in charge of the project, as this will ensure that the various aspects of preparations will be carried out in time. It is a good idea to organize a meeting where all the coordinators are present, as this will mean that they will learn about the purpose and nature of the innovation camp and it will be easier to make arrangements for the practicalities.

Matters to be agreed on in the coordinators' meeting:

- When and where the camp will take place
- Number of students to reach
- Period of time for finding students
- Period of time for finding assignments
- How the travel and meal expenses of the students will be covered
- Possible award for the winning team
- Place and time of the kick-off session
- Number of ECTS credits
- Budget

## Finding assignments

At the innovation camp, the student teams will work on assignments received from companies. The coordinators of the innovation camp will make arrangements and plan the commissions with the partner companies well in advance before the start of

the course. Each team needs an assignment, but an assignment can also be assigned to more than one team.

When planning the assignments, it should be kept in mind that it is better to give the students a concrete approach with ideas to start from rather than an assignment that is too broad. It is likely that the company will get the best results when students come up with small-scale ideas for how to develop company operations rather than spend the weekend solving extensive, major issues.

When planning the assignments, it is a good idea to clearly explain to the commissioner that the students will be the primary resource in seeking solutions for the assignments: good results can be achieved, but the company must also be prepared for some ideas that cannot be put into practice as such. The company also needs to invest time and commitment to the innovation camp:

- Planning the assignment with the teacher (1 h)
- Student visit to the company and planning the assignment with the student team (2–4h)
- Keeping contact with students (2–4h)
- Listening to the presentations and participation in the feedback session (2–4h).

The student teams will retrieve the assignments from the company in person a couple of weeks before the innovation camp takes place. To do this, the coordinator will schedule some options for the student visit. The commissioner's task is to explain the issue or challenge in need of development and include some background information. Giving out ready solutions must be avoided.

**Student participant at camp, Turku University of Applied Sciences**

*"I learnt to let go of ideas I had come up with before camp. Before, I used to fall in love with the first idea I had, and all attempts to think or develop anything further would fall through because I already had a feasible idea. I feel like I gained an enormous amount of project competence at the camp, and I am sure it will help me to find employment."*

## Tip

It is a good idea to select companies that represent a certain sector or are in line with a theme: this will make it possible for both the teams and the companies to learn from each other.

## Student recruitment

It is a good idea to start recruiting students for the innovation camp well in advance, as early as two or three months before the course start. When recruiting the students, the make-up of the student groups is worth paying attention to, so that they are best suited to solving the challenges of the particular partner companies. Do we need students from one field only or is it important to gain a more extensive, multidisciplinary perspective? The best results are achieved when a multidisciplinary group of students is recruited to the brainstorming camp.

Active communication is needed in recruiting student participants. You can take advantage of the following channels:

- e-mail
- posters
- school intranet
- social media channels
- lectures
- supervisors.

## Roles

### COORDINATOR

The coordinator makes arrangements following the guidelines of this manual. It is also possible to assign the organization of the camp to a team of students, in which case the tasks recorded in this manual will be divided between the tutor students, i.e. the students attending the camp with the task of helping the camp's student participants. The coordinator's task is to support the teacher.

## TEACHER

There has to be a teacher responsible for student instruction. The teacher in charge will apply the contents of this manual, having a comprehensive picture of the course that comprises the innovation camp from the first stages of planning to the assessment phase. The teacher can also be in charge of the arrangements.

## COACH

The innovation camp itself is led by a coach who is in charge of the contents of the camp and the selected innovation methods and who will act as the sparring partner for the participants and help them to achieve the goals set. The teacher can also take on the role of the coach.

## STUDENT

Student participants at the camp come from higher education institutions. If the main language of the camp is English, exchange students can also participate.

## COMMISSIONER

The commissioner company will assign the students a task to execute. A commissioner can be a company of any size, from any sector and in any stage of the business life cycle.

### Role of the commissioner

#### **YES!**

- Sharing experiences, competence and information
- Offering help and guidance
- Giving tips
- Listening, praising, encouraging and asking
- Sparring

#### **NO!**

- Providing ready answers
- Giving excessively critical feedback
- Making decisions on behalf of the teams

## EXPERTS

Experts offer sparring and guidance, share information and advocate the theme. An expert can also assume the role of a judge at the end of the camp.

## TUTOR STUDENTS

Students who are in charge of the arrangements or help with them can work as student tutors for the teams at the camp. It is the duty of the teacher in charge to coach them before the course starts. If they do not have any prior experience, comprehensive training must be provided for them.

Source: NY 24H Camp p. 15, Manual 2012–2013

### **Company participant at a camp:**

*“Enthusiastic students and their fresh new ideas on how our company could utilize waste were a really positive surprise. We will integrate their ideas into our upcoming strategy and implement them as a part of the company practice.”*

## **Extent of the innovation camp study module**

5 ECTS credit (5\*27 hrs= 135 hrs of work, equals 17 hrs/week)

3 ECTS credit (3\*27 h= 81 hrs of work)

## **Practicalities before and during camp**

### **Booking a site for the camp**

Book a site for the camp that corresponds to the number of participants. The place must feature accommodation and dining facilities and a large, single working space that can host all participants at the same time. Smaller working spaces must also be available for team work.

Check that there is a wireless internet connection and adequate technical appliances needed for team presentations. A good camp site will also feature sauna facilities and walking routes outdoors.

Please keep in mind the rules of your organization concerning tenders when booking a place for the camp.

## **Marketing the camp**

A visually appealing advertisement should be designed for the purpose of marketing the camp. If you cannot use InDesign, there are several low-cost tools for making advertisements available online. On [www.canva.com](http://www.canva.com) for example you can create professional-looking posters and other types of marketing material on existing templates.

The advertisement should feature at least the following information:

- place and time of the camp
- who is eligible to attend
- link to registration
- ECTS credits available
- what students can learn at the camp
- commissioners, challenges or the theme of the camp
- contact information
- a link for more information

It is a good idea to create a Facebook event for the camp, as they are easy to share on social media. You can introduce an own hashtag (such as #innocamp) for the camp that anyone involved can use when posting content about the camp on social media. Using the tag will also help to gather all the shared pictures and updates together, so they will be easily available after camp.

## **Tips**

You can create a registration form on Lyyti or Webropol software, so that all information will be available in one place.

The innovation camp can be organized as a competition in which the best team wins a prize. This will help in the recruiting process and motivate the students to discover the best results. Good ideas for an award include entry tickets for various types of events and gift cards that are in line with the theme.

Provide detailed information about the assignments in the recruiting materials to attract the students.

### **Tutor student training**

If tutor students participate at the camp, they have to be trained beforehand. Tutor students can be used for many tasks in the camp arrangements. You should ask the tutor students to contact the members of their teams before the first meeting or the camp.

### **The coach should take part in planning the contents and the schedule of the camp**

A preliminary schedule for the camp has to be drafted, including meal times and working sessions as well as sauna schedules etc. This schedule is given out to all students and possible guests. The students should be given a preliminary version of the schedule, as this will enable making changes during camp. In the schedule planning phase, make sure to include enough time for work! When the camp starts, it is a good idea to have an introductory session together to discuss the purpose of the camp and cover any practical matters (accommodation, meals, cleaning up and common rules).

The coach will prepare a plan of the contents of the camp, with the schedule as its framework. The plan will be based on the assignments received, the goals that the camp seeks to achieve and the innovation methods used. Team work and pitching are the main contents of the camp activities. The camp can also feature additional programme. It is possible for experts or company representatives to be asked to visit the camp and maybe give short talks, but the camp is not the place for lectures.



## **Additional things to do before camp**

- Send the instructions concerning the camp and the camp schedule to the students.
- Inform the camp facility of the number of meals and any eventual allergies.
- Submit a list of the overnight guests to the facility if requested. You can make a draft of sleeping arrangements before the camp.
- In case there is a jury, find the members for it and inform them of the camp implementation and their roles.
- If necessary, book group transportation to the camp facility.
- Print the camp schedule to take with you.
- Please remember that if you are staying at a church facility, sheets are usually available.
- Prepare the certificates.
- Find an award for the winning team, if one is given out.
- Make sure that the camp facility has an internet connection and any other technical appliances needed, for example a video projector and screen.

## **What to take with you to camp**

- note-taking accessories
- paper
- fibre-tip pens
- post-it notes
- scissors
- arts and crafts supplies
- tape
- laptops
- etc.



**Picture 2.**  
Working on an assignment.

## **Camp implementation**

### **Kick-off session**

The kick-off session, approximately four hours long, will take place on the first week of the study module. It is very important that all students and coordinators attend the session, as this will help to make the camp successful. The nature, contents, schedule and goals of the study module will be covered at the event.

At the kick-off session, the students will be given an introduction to the theme they will address at the camp. You can ask for brief talks to start off the event.

The students will be split into teams at the event. The ideal team size is 4–7 students. With bigger teams, there is a risk of not having enough to do for everyone.

The teams should be multidisciplinary so that each team has students from at least two or three fields of study (for example business administration, engineering and design). At the end of the event, the teams will come up with a name for themselves and start a blog where the teams will post reports of their preliminary assignments.

### **Do not forget**

Set a return date for the preliminary assignments, for example the Sunday of each week.

Schedule a meeting with the students approximately one week before the camp starts. This meeting can be carried out via Skype.

## **Preliminary assignments**

Between the kick-off session and the camp, the students will work on their preliminary assignments in teams. The preliminary assignments are a means of collecting information and skills that the students will need during the camp and preparing them for the assignments they will receive from the partner companies. The preliminary assignments will be submitted by posting them on the team blog and the reporting method can be selected freely. The teams can produce videos, short written texts or Prezi presentations.

## **Group-building at camp**

If you want to split the students into teams in advance, you should carefully consider how the teams are divided. In order to create multidisciplinary teams, you can start the division by checking that the teams do not have too many students from the same field of study. Additionally, if there are students from different countries at the camp, you can try to mix the nationalities into different groups.

The students in the teams usually do not know each other, so it is a good idea to spend some time on group-building in the beginning. You can ask the tutor students to start with some icebreaker games for their team.

## **Student instruction**

Most of the instruction takes place via the blog. The blog contains material relevant to the theme, the needed contact information, instructions and links to the separate team blogs. Each week's preliminary assignments will also be published on the blog. You can also set up a Facebook group for teacher-student communication.

## **Student work**

Give the student teams enough time to work on the assignments. It is important to let the teams work in peace, even though coaches, teachers and experts can pay visits to the teams while they are working. Help the students but do not give them ready answers; instead, let the students figure things out themselves and learn by doing.

## **Pitching**

Pitching refers to a brief introduction to the main ideas of a product, service or business idea. Each team will introduce their progress in their pitch, and the purpose is to supervise the progress of the teams and to offer the opportunity to give and receive peer feedback. It is possible to do as many pitches as you wish, but in practice the best approach is to have 3–4 hours between pitches. There could be 4 to 6 pitching sessions during a weekend.

## **During camp**

Coaches are responsible for the programme and sparring with the teams during camp. At the beginning of the camp, it is a good idea to go through the rules and regulations of the camp facility. Make sure that the mobile numbers of the camp leaders are clearly displayed in a visible place. The tutors lead their teams' activities and, if necessary, ask the coach to come in to solve any problems that may arise.

Enough snacks and coffee should be reserved for the students for the whole duration of the camp.

## Camp closing



**Picture 3.**  
Pitching.

### **Presentation and assessment of results**

In the camp closing session, teams usually give their final presentations, showcasing the results of their work in the form of a sales pitch. Remember to reserve enough time for discussion for the students and the jury, if there is one, after the presentations. You can carry out the assessment of the presentations using points, as described below, or by employing a simpler model where the jury decides on the winner alone. The most important thing to keep in mind is that every team must receive feedback for their presentations.

### **Final presentations**

Give the participants clear instructions on the requirements for the final presentations of the teams: length, format, number of presenters and contents of the presentation. If the final presentations are carried out as pitches, you can set certain

requirements for the elements that have to be included. The length of the presentation should be determined in advance and they should be timed in order to stay on schedule.

An example of a final presentation timeframe:

5 min for sales pitch of each group

5 min for questions by the jury and audience

## **Jury**

The jury should comprise representatives of the interest groups of the innovation camp, for example higher education institutions, organizations and companies involved. A jury could be made up of a university teacher, student union representative, commissioner company representative and a coach from the camp, for example.

## **An example of assessment**

Each team is given one grade (on the scale from 1 to 5), and the team receiving the highest grade wins. The grade comprises the assessments by the company (40%), teachers (30%) and an expert (30%). The evaluators should be present at the camp to hear the final presentations. The commissioners can visit the camp to listen to the presentations or submit their assessments after the camp and once the student teams have given their presentations on their solutions for the company.

## **COMPANY FEEDBACK**

If company representatives cannot visit the camp, they are asked to submit feedback by e-mail (or another channel) on the student team solutions after the camp. They are requested to submit feedback after the student team has presented its results for the company. You can use the COMPANY FEEDBACK form. For each element, the company will submit a number grade, from which the grade point average is calculated.

## EXPERT FEEDBACK

The expert takes into account the following aspects when assessing the solutions. An average of these grades is calculated.

novelty/innovation value (1–5)

feasibility and replicability of the solution (1–5)

positive environmental effects that the concept can achieve (1–5)

business model/costs (1–5)

solution integration to existing tools or their development (1–5)

## COACH FEEDBACK

The coaches assess the work of the teams at camp, the blogs and preliminary assignments with one grade (1–5).

The grades of the companies, experts and coaches for example can have, for example, the following weighting:

30% course work/course grade 1–5 (assessment by the coaches)

40% the company's grade for the concept (1–5) (assessment by the companies)

30% strength of the concept, for example. grade 1–5 (coaches or experts)

## **Innovation pedagogy**

There are strong arguments for the policy of joint assessments. Many courses utilize the self-assessment and peer assessment models, but as the camp context is hectic, the assessments by companies, teachers and experts are usually the only ones included. Camps are one of the working methods of innovation pedagogy.

Innovation pedagogy is a method of learning together in a diverse, multidisciplinary manner with a working life- and problem-oriented approach. It helps to develop various competences needed in working life, such as problem-solving abilities, coope-



ration skills and networking skills. If we only take the final product (such as a report or a final exam) into account in the assessment, the development of other competences is left outside the assessment. Student development takes place in the aspects that are assessed. There is plenty of information and publications available on this topic: <http://www.tuas.fi/en/about-us/operations-and-organization/innovation-pedagogy/>

## **Student feedback**

Do not forget to collect feedback from students. You get more feedback if you collect it on a paper form at the end of the camp. Afterwards, feedback can be collected using Webropol or Google Forms. Share the feedback results with other coordinators and the partner companies.

## **Recording ECTS credits**

Agree on the procedure of recording the ECTS credits beforehand with the students. If there are participants from several higher education institutions, you should inform the students before the start of the camp that they are responsible for ensuring that this course can be included in their individual study plans. The students will be granted the ECTS credits by their own school against the presentation of a course certificate.

## **Communications**

Information about the innovation camp should be communicated before, during and after the camp. Before the camp you should figure out the target group for the communications, what kind of action you wish your target group to take and which are the channels of communication and core messages.

### **Before camp**

- Share the information article about the camp on the website
- Bring up the themes of the camp on social media using the #selected-hashtag
- Prepare a press release and/or media invitation if necessary
- Prepare a communications package for the partners to help with communications, including photos, social media updates etc.

### **During camp**

- Set up a message wall or Twitter wall in a common space for the duration of the camp; this will encourage the campers to post on social media during the camp.
- Share pitching sessions on Facebook Live.
- Share photos and videos on social media.

### **After the camp**

- You can write a press release on the results/winners of the camp immediately after camp closing, if the topic is of general interest.
- Write a wrap-up report of the camp on the website and share it on social media.
- Send thank you notes to the coordinators, judges, captains and other partners.

# Useful innovation tools

At the beginning of the camp, it might be a good idea to give the students assignments that will help them come up with solutions from a very wide perspective and, in a way, holding them back from discovering solutions early on. The worst-case scenario is that the students are content with the first idea or solution they come up with, which is not the purpose of the camp. A lot of times these solutions are what everyone thinks of first, so they cannot really be considered very innovative.

## Examples of innovation tools

### Brainstorming

Time needed and number of participants: 5–15 min, 1–15 ppl

Equipment: Pen and paper

Use: Good for all contexts and situations, in particular in the beginning of an innovation session as a means of stimulating the brain.

Method: Explain the matter that needs development to the members of the team. Choose a secretary, if there are several people brainstorming. Members of the group (including the secretary) tell each other all the ideas that they think of. All the ideas are written down, nothing is left out, because the basic idea of the method is that quantity produces quality. After this, the team goes through all the ideas, and they are merged and eliminated.

### Idea walk

Time needed and number of participants: 30–60 min, 5+ ppl

Equipment: a large space, flipchart paper, tape and pens

Use: see brainstorming

**Method:** Explain the matter that needs development to the members of the team. The team members walk around an area (this can be done outdoors too) or in a room where a number of flipchart papers are attached to the wall. They write down any ideas they come up with on the flipchart papers. Moving around facilitates the generation of new ideas and the ideas written down by others spark new ideas and idea chains. You can also record a theme/question with the purpose of steering the ideas on the papers. After the walk, go through the contents of each flipchart. You can combine ideas or eliminate some before the next stage. If possible, you can name a secretary for each flipchart who encourages the group. They will also take part in coming up with ideas.

### **6-3-5**

**Time needed and number of participants:** 5–20 min, size of the group is irrelevant

**Equipment:** Pens, size A4 sheets, clock

**Use:** To produce a large number of ideas in a short time.

**Method:** The name of the idea comes from six people writing down three ideas in five minutes, producing a total of 18 unpolished ideas. The people are given a development task, after which each participant writes down three ideas in five minutes. The papers should be swapped between all participants, or at least three times. After swapping papers, each participant reads the ideas written by the other person and comes up with new ideas or processes the ideas on paper further. At the end, the ideas are represented, and a quick preliminary elimination is carried out. After this, the remaining ideas will go on to the final elimination phase.

### **Helicopter**

**Time needed and number of participants:** 5–10 min and 10 min for the discussion.  
Max 10 ppl.

**Equipment:** Pen and paper

**Use:** Good for quick brainstorming and presenting different viewpoints

Method: Different roles are assigned for the participants, and they get into these roles for a short time by thinking about what would be important and typical to the person in question. After this, the team members come up with ideas for development challenges from the perspective of this role. The ideas are written down and discussed. At the end, a quick elimination is carried out and the remaining ideas go on to the final stage of elimination.

## **10 ideas**

Time needed and number of participants: 15 min

Equipment: pen and paper

Use: The goal is to get ideas flowing.

Method: You give everyone a sheet of paper (size A4) and 15 minutes to write down 10 ideas on the paper. First, you have to get all the ideas on paper (a word or a couple of words) and afterwards you specify what you mean by this.

## **8x8**

Time needed and number of participants: 30 min, small group

Equipment: pen and paper

Use: The method works best with a group of experts in a given field, when everyone understands the matter and are talking about the same thing. Those from outside the field who come to “enrich” the topic may end up messing with the flow of ideas, and time is wasted on briefing the outsiders on the topic.

Method: come up with eight approaches to the problem concerning the challenge/question, and eight ideas to address each of these.

## **SWOT**

Time needed and number of participants: 15 min, small group

Equipment: pen and paper

Use: This is an excellent induction to the assignment, as the participants get to thinking of the pros and cons of the assignment/matter/topic/service.

Method: Draw up a four-field matrix and write down strengths and weakness on top of the matrix and opportunities and threats underneath it. Go through each field and write down the ideas that come up.

### More innovation tools:



**Picture 4.**  
SWOT.

Towards Active and Working Life Oriented Learning: Teaching methods for teachers and training providers <http://julkaisut.turkuamk.fi/isbn9789522165121.pdf>

PHOTO CARDS, Visioi pack of cards, [www.terapiakortit.fi](http://www.terapiakortit.fi),  
[www.tietoisuustaidot.fi](http://www.tietoisuustaidot.fi)

Innovation is the most successful when:

- You give space for the craziest ideas.
- In the first phase of brainstorming, ideas are not criticized at all.
- The atmosphere is laid back – including an informal space, as few outsiders present as possible, good selection of snacks.
- The assignment is clearly formed but not too prescriptive or restrictive.



## Appendix 1: Camp schedule

### A suggestion for a programme of a 24-hr camp:

9:30 a.m. Tutors and coaches arrive.

10 a.m. Bus leaves school.

On the bus: Coaches introduce themselves.

10:30 a.m. The assignment is received at the company premises

- Quick introduction to the company
- Students can take a tour and look around, ask questions of the company representatives.

11:15 a.m. Departure to the camp facility

On the bus: information about lunch eaten in teams, the teams will have to come up with names, tutors will find their groups once at the camp facility.

11:30 a.m. Lunch in teams + inventing team names

1 p.m. Camp start information session

- Camp facilities
- Rules
- Programme

1:20 p.m. More background information about the assignment

- Student questions

2 p.m. Pitching workshop

2:30 p.m. Work in teams

4 p.m. Pitching presentations

5 p.m. Dinner

5:30 p.m. Work in teams

8:30 p.m. Pitching

10 p.m. Evening snack and sauna

Night programme: Snacks and coffee available throughout the night.

7:30 a.m. Breakfast

9 a.m. The jury arrives and are offered an introduction.

9:30 a.m. Final presentations (3 min each)

Each judge gives comments to two groups, 3 min each.

11 a.m. Coffee break and adding up the points.

11:30 a.m. Awards and certificates to the participants and tutors.

12 noon Bus returns to the school.

## **Appendix 2: Checklist for the coordinators.**

Camp advertising

Tutor search

Tutor training

Finding the jury

Finding the coaches

Organization meeting for the coordinators

Camp programme

Recording the event

Communications

Lanyards and name badges for participants

Booking a site for the camp

Booking meals for the camp

Renting the sauna facilities

Booking bus transportation

Assignments

Giving grades to the final presentations

Giving awards to the winners

Certificates of camp attendance to participants

Gifts for coaches and judges

Transporting things

Social media contest for the duration of the camp