

SciCamp

A Network for Science Camps in Europe

Exploitation Report

Project information

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Executive Summary

The exploitation was done as a part of the project SciCamp with the purpose of harvesting useful information about the activities of a number of science camps conducted throughout EU.

In order to do the exploitation the seven partners in SciCamp were asked to identify and provide information about every known science camp organizers in their country and within their network. At the same time a letter was sent out to all the ministries of Education and Research or equivalent authorities responsible for science camps within the EU asking them to provide information about science camp organizers under their jurisdiction.

Furthermore, the questionnaire was available online at the website <http://sciencecamps.eu/> at which visiting science camp organizers were encouraged to answer the questionnaire.

The exploitation indicates that the various science camps have a very positive impact on the youngsters participating in the camps in terms of promoting the interest for science education and the youngster's choice of education in this field.

“Take Off” with Science Camps to the next level of Science Education!



Table of contents

1. INTRODUCTION TO EXPLOITATION REPORT	5
2. DEFINITION OF SCIENCE CAMPS	6
3. QUESTIONNAIRE RESULTS IN GENERAL TERMS AND GRAPHICS	7
Science camp organizations.....	8
Science camp organisers.....	9
Science camps	9
4. RESULTS IN TERMS OF STRATEGIC FOCAL POINTS.....	12
Strategies.....	12
Programs	12
Participants	13
Stakeholders	13
Financial resources	13
Results of participation	13
Impact	14
5. VISIT TO SCIENCE CAMPS	15
6. CONCLUSION	16
7. DESCRIPTION OF VISITS TO PARTICULAR SCIENCE CAMPS	17
Science Camp in Portugal.....	17
Petnica Science Center, Serbia	19
ScienceTalenter, Denmark.....	21

1. Introduction to Exploitation Report

Our Exploitation of activities by science camps in Europe is focussing on

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|-----------------|--------------|
| 1. Strategies | 5. Financial |
| 2. Programs | Resources |
| 3. Participants | 6. Results |
| 4. Stakeholders | 7. Impact |

In order to do the exploitation via internet-research, interviews and online-questionnaire the partners in the Consortium were all asked to identify and provide information about every known science camp organizers in their country and within their network. At the same time a letter was sent out to all the ministries of Education and Research or equivalent authorities responsible for science camps within the EU asking them to provide information about science camp organizers under their responsibility.



534 science camp organizers and organizations all over Europe were identified this way. In the spring 2013 all identified science camp organizers and organizations received an e-mail informing about the project, SciCamp and the purpose of the questionnaire together with a link to an online-questionnaire. The online questionnaire was available in English, German, Danish, Spanish, Portuguese, Serbian and Slovakian.

The results have been collected in this report, which is open to the public through the project's website <http://sciencecamps.eu/>. The report enables one to get an overview on existing programs in various science camps and on the aspects mentioned above.

This has two aims:

1. Help existing science camps adjusting their activities and improving their practice,
2. Show those organizations, which are interested in planning new science camps the best practice of running camps.

This report forms a basement for further strategic decisions of the consortium, e.g. inviting people from other committees to report their results.

2. Definition of Science Camps

The term “science camp” cannot be narrowed down to a precise, objective definition one can find in an encyclopedia. Rather, the term is used to describe a wide variety of formats focusing on every aspect of science and engineering such as robotics, chemistry, physics, math, sustainable energy, the environment, zoo animals, architecture, space science, and dinosaur fossils to name just a few.

Moreover, science camps can vary from kids exploring centripetal force and kinetic and potential energy while riding a rollercoaster in an amusement park to young people building and programming robots during a residential summer camp. Science camps are often characterized as informal science learning and is one of the most effective ways people learn science, and certainly the programs use fun and play to help teach and introduce science concepts. Science camps can be both part of the curriculum in terms of out-of-school activities or they can be conducted in the students’ own time, e.g. weekends or holidays.

Science camps are organized through various organisations, which can have various concepts of science camps, and furthermore the purpose of conducting camps, the financial aspects as well as the target group of the science camps can differ significantly.

The Consortium has therefore decided to establish a common understanding of the term “science camps” to facilitate “*Work package 2 - Exploitation of existing activities*” when identifying science camps in their region.

Hereafter the Consortium has agreed on the following **definition/understanding** of a science camp:

A Science Camp is a residential science education program which offers various activities for young people between ages 6-20 aimed at supporting and strengthen their science, technology, engineering and math (STEM) skills, and which lasts at least two days with one overnight (usually) within the camp premises. (SciCamp Consortium, 2013)

3. Questionnaire results in general terms and graphics

96 science camp organizers and organizations responded to the questionnaire during the summer 2013 (18 %). After removing incomplete responses (missing country and organization), 81 responses were left (15 %). The responses came from 15 different EU countries and 3 other countries, and was distributed at 33 different organizations.

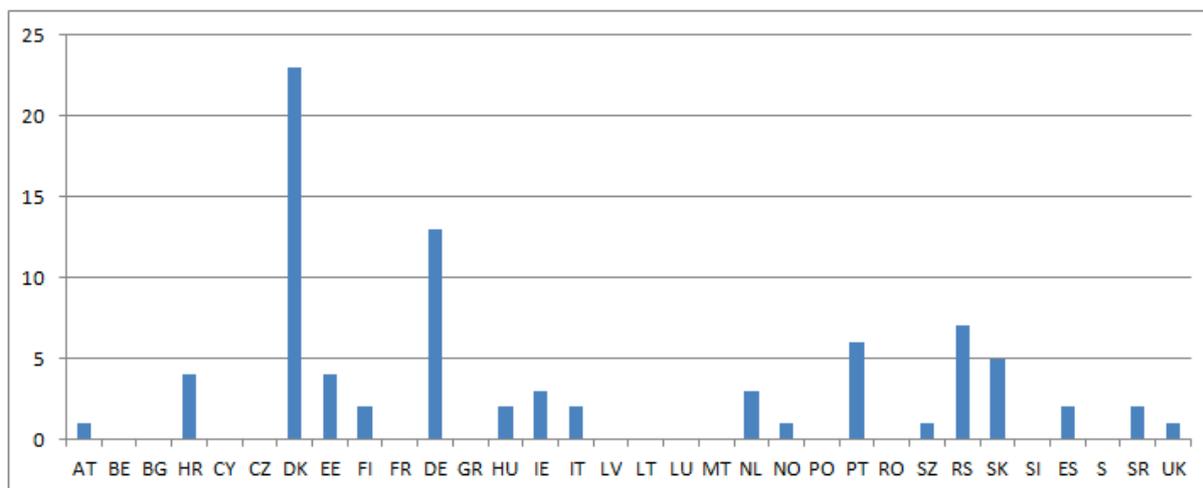


Figure 1: Distribution of responses from EU-countries (n=82, 16 missing): Austria(AT), Belgium (BE), Bulgaria (BG), Croatia (HR), Cyprus(CY), Czech republic(CZ), Denmark(DK), Estonia(EE), Finland(FI), France (FR), Germany (DE), Greece(GR), Hungary(HU), Ireland(IE), Italy(IT), Latvia (LV), Lithuania(LT), Luxembourg(LU), Malta(MT), (Netherland(NL), Norway(NO), Poland(PO), Portugal(PT), Romania(RO), Switzerland(SZ), Serbia(RS), Slovakia(SK), Slovenia(SI), Spain(ES), Sweden(S), Suriame(SR), United Kingdom(UK), Unspecified(?) Countries marked in red is not a part of EU.

The questionnaire was distributed to both science camp organizers and organizations. When the questionnaire was distributed to a science camp organization, we requested that the head of the organization answered the questionnaire and forwarded it to local science camp organizers who is/was responsible for a single science camp within the organization. Our motivation for doing so was to get as close as possible to the science camp.

32 % of the responses came from the head of a science camp organization and 68 % of the responses from camp organizers who is/was responsible for a single science camp (Leader of a science camp. Taking the number of responses into consideration this result indicates that only a few e-mails have reached the local camp organizers and the e-mails, which have reached local science camp organizers, is expected to have been distributed through the network of SciCamp project members.

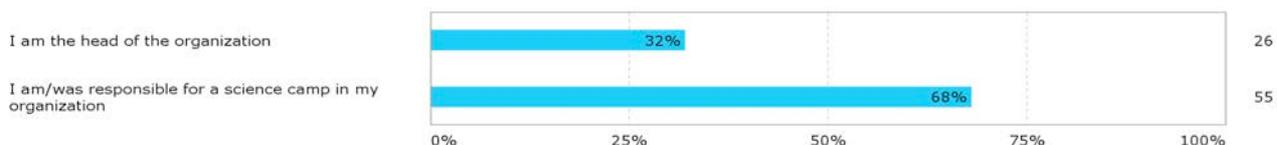


Figure 2: The head of the organization. Responsible for a science camp is in the text called a science camp organizer

Overall, the result implies that science camp organizers is extremely hard to reach and thereby to get an overview of the phenomenon science camp.

The phenomenon science camp has a long history. In this survey the first science camp was reported to take place in 1969, while most respondents reports that the first science camp in their organizations was held after 2000, a period of time in which many activities have been established to increase youngster's interest in science and technology.

Science camp organizations

Among the scattered responses from science camp organizations it is found that, either the organizations have few science camps each year (< 10) or they have many (≥ 40). Based on answers from the head of a science camp organization an organization in average offered science camps to 282 (6185 participants /22 respondents) participants in 2012.

Only one-third (25/81) of the respondents indicates which type of financial resources a science camp has. Among the respondents 52 % of them indicate that the money spend to organize science camps come from fee from the participants and sponsorships (43% of the respondents). The numbers do not indicate the distribution of the finances when organizing a science camp.

However, several respondents indicates a low fee. Based on numbers from one organization the fee composes around one fourth of the budget while the rest of the money come from other sources e.g. sponsorships or government money.

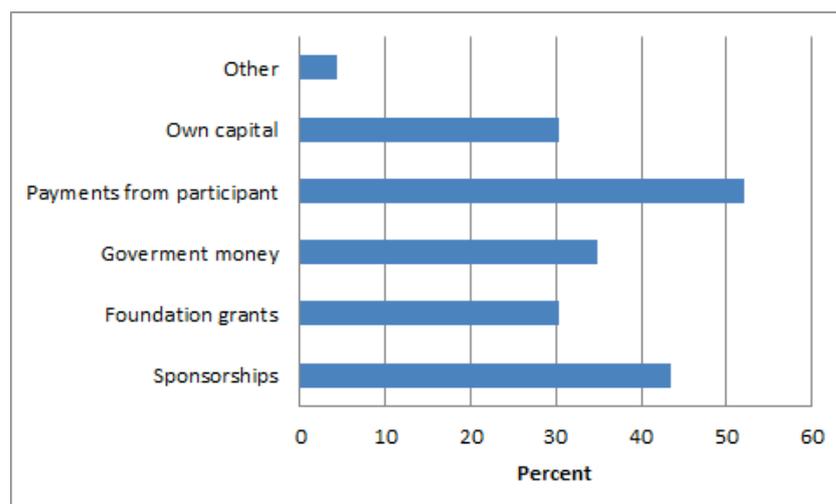


Figure 1: Financial resources when organizing science camps (n=25)

Science camp organisers

Our findings shows that a typical science camp organizer is 34 years old (n=37) and has in average been a part of a science camp 7 times. The group of science camp organizers is divided into two: some science camp organizers have been involved in a science camps before they become responsible for a science camp (43%), while others become responsible for a science camp without having been a part of a science camp before (57%).

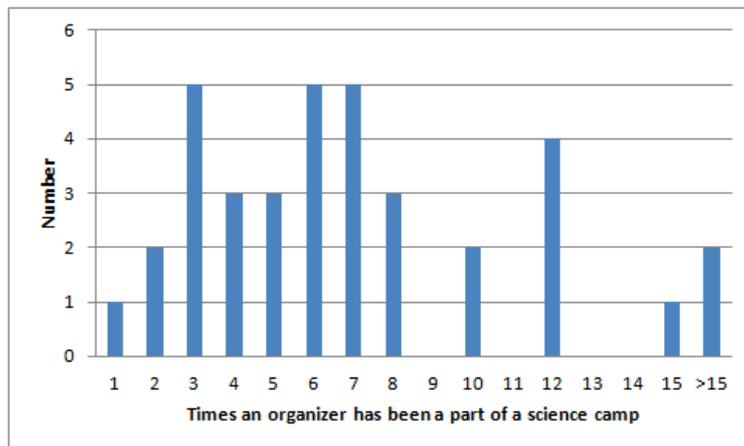


Figure 2: Time, an organizer has been a part of a Science Camp

The survey shows that most of the science camp organizers have some kind of science degree from the university or a teacher education. Especially in Denmark a large part of the respondents were enrolled in education at a university.

Science camps

Most of the science camps identified through the respondents in Europe are open for both boys and girls (91%), residential, and they last - according to the science camp organizers - typically for 5 (21%) or 7 (28%) days (n=47). Enrolments in science camps are typically based on first come, first served (43%); teacher recommendation (14%), or formal application (with e.g. questions) (26%). 65% of the science camps have a fee, while the rest is free to participate in. The fee typically ranges from 50-200 Euros.

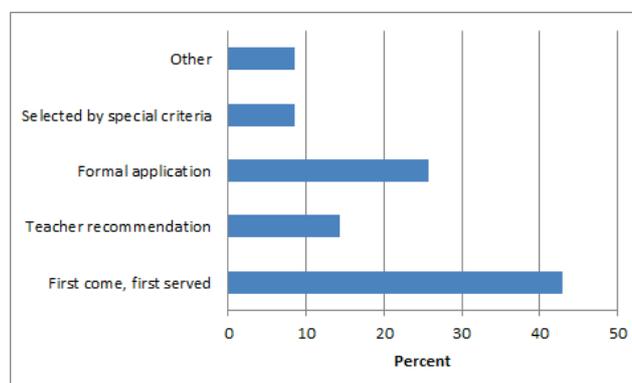


Figure 3: Enrolment in science camps

Most science camps are held for students in upper secondary school (15-18) (29%). The group “other” in figure 4 accommodates target groups across levels and age groups defined in the questionnaire.

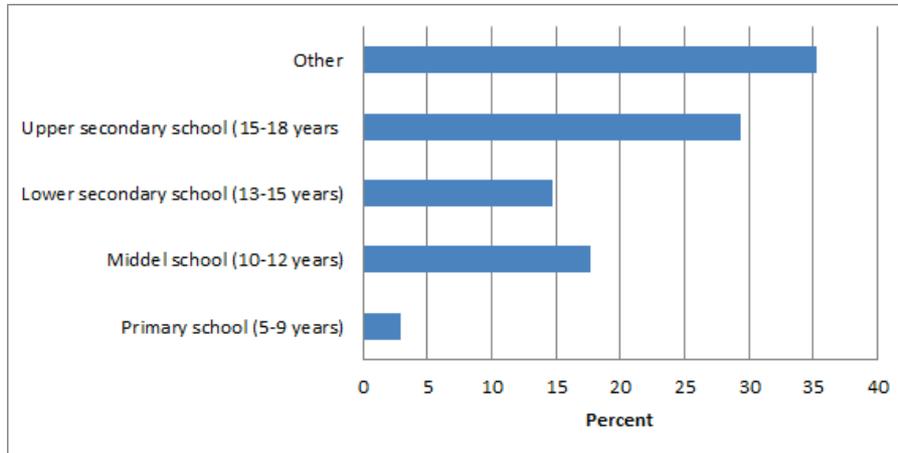


Figure 4: Target group of science camps

Beside the level/age, several science camps have a special target group. The most frequent target groups are either gifted or talented people (46%) or no special target group (60%).

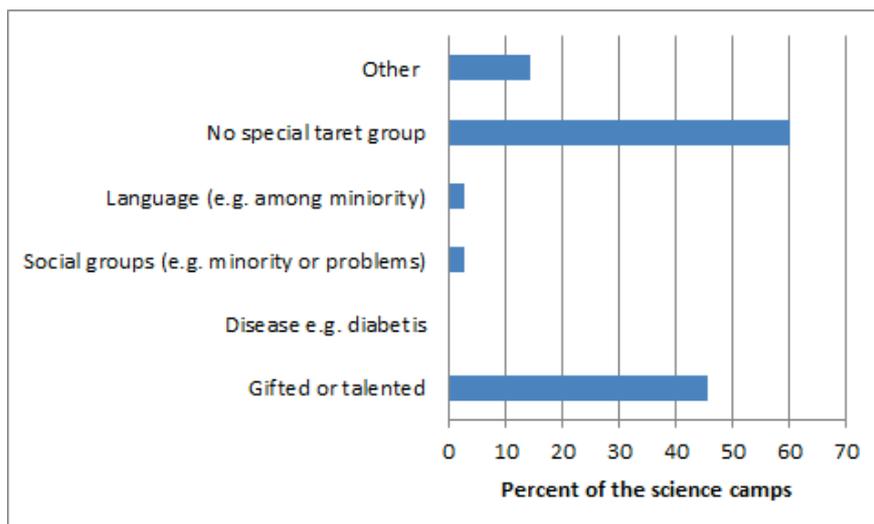


Figure 5: Special target group

The science camps can be subdivided into two groups: some science camps address a subtheme within the area of science while other science camps address science in general e.g. with modules of different themes. The subthemes indicated among the respondents of the survey are not the classic subjects in science, but subthemes with an interdisciplinary character e.g. forensic science, robotics, and molecular biology.

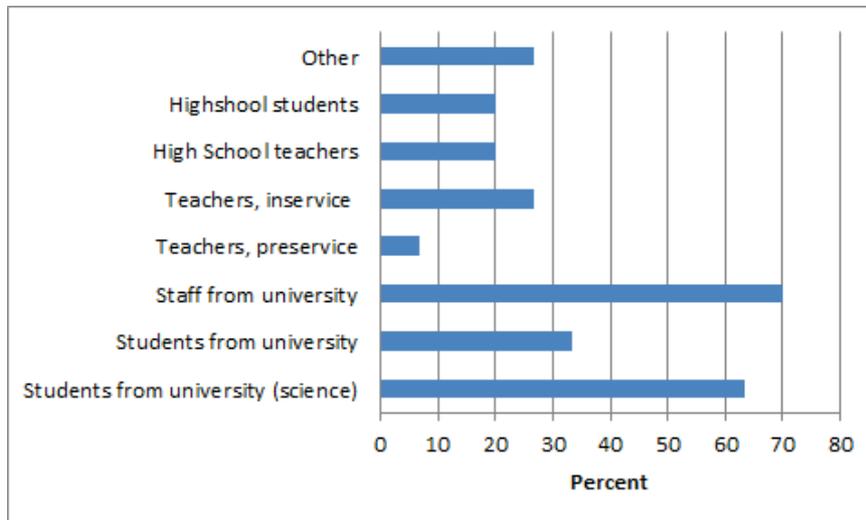


Figure 6: Persons who are taking care of teaching on science camps

All science camps have been evaluated. The most frequently used methods for evaluation was through a survey, observations, and an oral evaluation among participants at the end of a science camp.

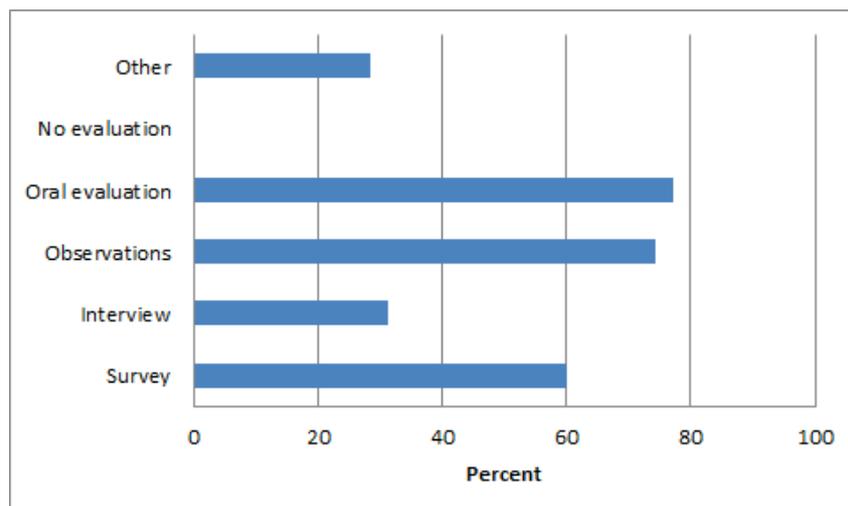


Figure 7: Evaluation

4. Results in terms of strategic focal points

The results of the questionnaire in terms of the 7 focus points indicate the following findings:

Strategies

Purpose of science camps

The science camps are mostly organized in order to promote interest for science and education (92%), but the answers also emphasize recruitment and social perspectives as well as recreation.

How do you enrol in the camps?

Most of the participants are enrolled through formal application (42%), others are attending via teacher's recommendation (25%), others are committed through first come, first served principle and a few are selected by special criteria (8%).

Target group?

The target group of the science camps are young people who are interested in science, but roughly half of the camps have no specified criteria for enrolling and are open to all (45%) whereas some 55% of the camps are aimed at gifted or talented.

Programs

Resident or day camps

The science camps are mostly resident camps (90 %) but there are also a few day camps among them.

Duration

The science camps last from 1 day up to 24 days, but the average duration is 5-7 days.

Topic or theme

Some of the organizers also offer other types of camps such as music, literature, film and language camps.

Gender

The science camps are mostly co-gender with a few single gender camps, though.

Who teaches at the camps?

The teaching is taken care of by both staff from the university, university students with and without a degree, as well as high school teachers, but also elementary school teachers.

Participants

Age

The participants are from 6 to 20 years old representing pupils from primary school (5-9 years), middle school (10-12 years), lower secondary school (13-15 years) and upper secondary school (15-18 years), but the representation from upper secondary school /high school is the largest portion with 33 %.

Stakeholders

Most of the stakeholders are universities (80%) but also companies (40%) are represented. Moreover parents (30%), public authorities (municipality and government) (55%), media (50%) and sponsors (40%) are mentioned.

Financial resources

Most of the camps receive sponsorships (64%) and foundation grants (64%), some are supported by governmental money (36%) and nearly all camps require participant fee (82%), just as almost half of the camps have capital of their own (45%).

This means that many young people can afford to attend a science camp because it has been sponsored, but as nearly all camps require participation fee it also excludes some science-interested youngsters from participating.

Results of participation

For the young participants

Results refer to what the organizers gain from the science camps in terms of increasing interest in science, endorsing social well-being, creating network and social relations among the youngsters, increasing skills and motivation for science.

The organizers speak of highly motivated participants who demonstrate a particular interest in science and a wish to pursue a career within science. Moreover, they see a strengthened interest in science.

An organizer claims: *“Science camps are an extremely positive experience mainly because they create networks and social relations in children and kids interested in sciences, who often feel different because of their interest. During a camp, they can freely express all their potential. Secondly, children learn new skills, especially hands-on skills which are often neglected at schools.”*

The young science interested students get a unique chance to get an insight to what it means to be working with science as well as working and discussing with scientists and teachers.

Moreover the participants speak of the possibility of working with sophisticated experimental science through both theory and workshop practice which allows them to immerse themselves into the matter in ways that are not possible at home or at their school.

It is both perceived by the organizers and the young participants that participation in the science camps help building bridges between education institutions and facilitate the transmission to the next step.

The organizers also meet a lot of young people who are interested in science, but lack the opportunity, support and material to help carry out their interest, and therefore the organizers provide help for the participants in keeping their interest and motivation for science. Without this, many of them wouldn't have the opportunity to try out research and they wouldn't be able to form a personal opinion on it. By working on research problems and by communicating with mentors they have an opportunity to get a more realistic view of what science is and what experts in STEM disciplines do.

Some of the organizers say that the youngsters often make their choice of education on behalf of the things they have learned at one of the camps, and further more choose to join the voluntary organization that is organizing science camps in order to be part of ~~the~~ that work.

Impact

For the organization

Organizing the science camp for mainly very interested and eager to learn youngsters is highly motivating for the organizers because their commitment spread multiplies that way.

An organizer claims: *“For counsellors and management, camps are an extremely valuable experience because we are also involved in formal science education and science communication.”*

Moreover, the organizers say that working with strongly motivated young people on the camps is conducive to their own commitment to teaching and to science.

5. Visits to science camps

Besides the questionnaire Partner 2 has visited a number of science camps to find out more about the seven aspects, which the Consortium has decided to investigate, among other things the science camp's target group, impact on participants, financing, duration etc. by interviewing the participants and organizers.

The results of these visits are partly written into the seven aspects described above, but visiting a science camp naturally gives a much more nuanced and fulfilling impression of what is going on in the camps and allows one to observe things that are not embraced by the questionnaire.

Therefore, a description of the visits to the particular camps will follow in the end of this report, and a small film out of each visit, showing camp activities and containing interviews with organizers and participants will be put on the Consortium's website to disseminate the information.

However, the following lines shall add some observations to this report regarding the *overall* impact on both the participants and the organizers:

Visiting the camps makes it clear that the participants are not only there on a voluntary basis but are truly committed to being at the science camp and doing their utmost to get as much out of the stay as possible and give as much of themselves as they can.

This is obvious for the participants of the Portuguese camp who willingly spend their last holiday week to do science from morning till night following a very extensive programme. But it is also evident that the impact is not only scientific but equally much a social aspect, the social relation that the youngster create, being with likeminded people, doing things that interest them, bonding with other youngsters like themselves, making friends and network and at the same time experiencing adventures they will never forget.

6. Conclusion

Although we haven't received as many responses as we aimed for and therefore cannot give as comprehensive an overview of science camps and their activities in this report as we would have liked to, it can still form the basement for further strategic decisions.

Thus, this report indicates that the impact of the science camps round Europe is quite substantial for both the organizers and the participants in terms of

- Inspiring the organisers (scientist, science teachers or students and companies) to further commitment to science and involving young people and
- Increasing the participant's interest and motivation for science and consequently pursue this interest into science education and research.

It is also apparent, that even though many science camp organisers are aware of the existence of other organisers, as well as many young participants have been to more than one science camp, there is still room for concerning an overview over existing camps and better networking among organisers which would facilitate a better cooperation and knowledge sharing.

7. Description of visits to particular science camps

Science Camp in Portugal

AJC, *Associação Juvenil de Ciência*, the voluntary organization of Young Scientists in Portugal, organizes a weeklong science camp for young students every year, and we visited their camp in September 2013, which took place in Lisbon.

The science camp is held at a different city in Portugal every year decided by the AJC board and is organized in cooperation with (typically) the local university and companies. The participants are youngsters from 15 to 24 years attending secondary school, upper secondary school or university, who have been admitted to the camp on behalf of a written scientific project sent to and accepted by the AJC. The target group are students who are interested in science and are so motivated that they wish to spend a week of their holiday working with science.

The camp is organized by members of the AJC board who have all been recruited from previous AJC camps, and now wish to share their experience with the youngsters and give back what they have got from the organization.

The AJC board members organizing this camp were all in their twenties and attending universities, and they had a yearlong experience working with younger students and organizing camps and other scientific activities on a voluntary basis. They were all highly motivated and skilled and obviously respected by the participants.

The program for the camp was quite extensive and started by a welcoming and icebreaking session on Sunday. Then the participants spent all Monday preparing the presentation of their project for Tuesday, which took place at a university auditorium. The presentations were considered a very important part of the camp by the organizers as many of the participants, though very skilled within their science field, had a hard time communicating their project to the world or to outsiders.

The projects all possessed a significant scientific standard and though there was a large span of age between the youngest and the eldest participant this span didn't necessarily show in terms of the scientific standard. The organizers helped facilitate the presentation and indirectly evaluated the presentations through comments and questions.

The remaining days were spent on hard-core scientific work combined with leisure activities with a scientific touch, e.g. experimental work in laboratories at the university followed by building and launching a small rocket. Or it could be visiting an aquarium followed by university lectures, a ride in the bay with maritime lectures followed by creative workshops inspiring the students to find creative solutions to practical-theoretical challenges. Even after

a full day of activities the participants without hesitation went to a lecture on ethics late at night conducted by one of the former students connected to AJC and seemed full of curiosity and eager to debate these important questions.

The organizers were fully aware of the importance of the social aspect of the camp and therefore organized the program so that the youngsters had plenty of room for getting to know one another, for socializing and bonding during leisure time.

Interviews

The participants were asked the following questions:

What does it mean to you to be part of this science camp?

“It is very challenging to be part of this environment and also rewarding in terms of getting the chance to do science in university labs supervised by researchers. And I’m very proud to have been chosen to participate along with all these very skilled students. So, it means that I have been taken seriously and that I also should start taking life seriously and decide how I can contribute to science. And this camp has given me more confidence in myself and my project.”

(Rita, 17 years old)

“It has been a great opportunity for us (coming from Spain) to be part of this environment and meet so many other interested young people, and it is organised in a way that you really learn about science.”

(Silvia and Arias, 22 and 23 years old, working on a project together)

How did you hear about AJC and this camp?

“I participated in a Science Fair in June in which the AJC was present advertising for their organization, and they encouraged me to participate in this camp. So I sent in a project and now I’m here.”

(Rita, 17 years old)

“We were at an international summer camp also organised by AJC and heard about this camp.”

(Silvia and Arias)

How about financing your participation?

“The science camp is partly financed by governmental means, but we still have to pay a decent amount of money to participate. I would really like to come to next year’s camp, but it depends on how much money I can spare.”

(Rita, 17 years old)

Do you have plans for the future?

“Yes, I would really like to continue working within science and I would like to invent something that could benefit others and help society against deceases. I believe that science can give me that break.”

(Rita, 17 years old)

“We would like to do research, probably outside Spain.”

(Silvia and Arias)

The organizer was asked the following questions:

How do you finance your activities?

“Most of our activities, including this camp, are partly financed by the government, and we have to apply for each activity, and apart from that we have some foundations helping us, and private enterprises also sponsor some of our activities or they can help us with logistics or discount.”

(Louisa, 24 years old)

How does participation affect the young people?

“Speaking for myself - I have been part of this event for seven years now – it gives us a chance to make friends around the country, it helps us give speeches and it introduces us to a scientific world where we get to meet lecturers, doctorates and researchers from universities. Also, if you are really motivated and don't get all the challenges you need in school, then participating in the AJC or in these camps gives you all you need. And you can even make new inventions that can be used in society.”

(Louisa, 24 years old)

Petnica Science Center, Serbia

Petnica Science Center (PSC) is an independent and nonprofit organization for extracurricular, formal and informal, science education located near the town of Valjevo, Serbia.

Petnica Science Center was founded in 1982 as a Yugoslavian scientific centres for elementary and high school high-achieving students, for extracurricular activities, supervised by university professors, researchers from various institutes, and research assistants and graduate and postgraduate students.

The majority of PSC programs are designed for secondary-school students, although there are a lot of programs for primary-school pupils. There are also special seminars and activities for university students and science teachers. Attendants of regular Petnica programs are coming from all countries of former Yugoslavia and all these courses are being held in Serbian language.

However, Petnica once a year organizes a program in English - *Petnica International* – giving international students from 17 to 21 a chance to carry out a real scientific project during a 15-day long science camp that takes place in July and August.

Petnica Centre is equipped with boarding facilities (100-bed Dormitory plus Restaurant), various types of classrooms, laboratories, and a big and multifunctional library with a carefully designed Teaching Resource Centre.

Method, goal and target group

Learning through research is, probably, the most important idea behind most of the programs in Petnica. Here, a methodology of research work is used as a tool in the development of students' thinking skills in observing and “attacking” a broad spectrum of problems. This way participants of PSC programs study by “discovering” various relationships, structures or models under the supervision of more experienced researchers.

Interview with the director of PSC

“The main goal of the Center is to search for curious boys and girls, mostly high-school students in age group 14-18, who are highly motivated and interested in science, humanities, and new technologies much above the level of curricula in regular public schools.”

“Using no marks, without rigid discipline, but with flexible programs, interactive teaching, with no regional, ethnical or social limits for students, with a young staff supported by a thousand enthusiastic scientists and teachers, the PSC is not just the focal point of Serbia complementary education, but is one of a very few attractive places in an impoverished and divided Balkans.”

“Here, the young people can feel freedom, happiness, understanding, and the tidal waves of the new century. Parallel to the various types of students training programs, Petnica Center is very engaged in teacher training activities, servicing more than 500 primary and secondary schools in the region.”

(Vigor Majic, director)

Interviews from the Petnica Talent conference in November 2013 are available at the website of this Comenius project: <http://sciencecamps.eu/>.

ScienceTalenter, Denmark

The Maersk Mc-Kinney Møller Science Center was established by the Danish Ministry of Education in 2009 to anchor the national task of making provisions for the talented pupils in science within the education system.

The science center is run by the organisation called *ScienceTalenter* which is also in charge of the national task of developing provisions for the talented students in terms of initiatives and activities for the (mostly) science talents, such as science camps, programs for teachers who deal with the talents, visit to universities or science labs, organizing conferences or other events on talents. *ScienceTalenter* also seek to give advice to the Ministry for Education and other political players on various issues concerning the talented youth and how to promote talent support.

The main target group is the 10-15 % talented children that usually can be found in each classroom.

ScienceTalent College – a science camp project established by ScienceTalenter

ScienceTalenter runs a variety of science camps on a daily basis, but also organizes long-term talent projects that run over a period of two or three years. These long-term projects give the participants an opportunity to immerse themselves deeper into the scientific topics, establish network and friendship with the other participants and give them the time to develop personal and scientific maturity in order to choose their education on a well-informed basis.

One of the these long-term project is ScienceTalent College which is a two year project for young science talents at the age of 16-17, who are at their first year of high school. The aim is to give them extracurricular challenges in STEM topics and to build bridges between high schools, universities and companies.

ScienceTalent College introduces the young talents to mathematics, science and technology at a high level with opportunity to specialize in a self-chosen topic. The project is based on eight camps at the science center, organized over a period of two years and each camp lasting 3-4 days. The camps deal with the following issues:

1. Food for billions – feeding the world's population in 2050 (cooperation with University of Copenhagen)
2. Modern technology (Waste Incineration Co., Center for Playware, Danish Technical University)
3. Cosmology and dark matter in the universe (cooperation with Aarhus University)
4. Green Energy (coop. With Danish Technical University and Green Vision)
5. Brain chemistry (with the medical company Lundbeck Pharma)
6. Coding, cryptology and data security (Aarhus University)

7. Bioinformatics (Technical University, Biotech Academy)
8. High Energy Physics – little science/big science (University of Copenhagen)

Interviews with organizers and participants of camp 5: Brain Chemistry

This camp was organized in cooperation between ScienceTalter and the Danish global pharmaceutical company *Lundbeck* and dealt with developing medicine for brain deceases and disorders like schizophrenia, alcoholism, Parkinson's decease etc. The participants were working with a real patented substance that could help people suffering a certain brain disorder and therefore offered real hands-on work with science.

Interviews

The organizers (Mr. Jan Kehler, organizer and research scientist at Lundbeck and Mr. Michal Voss, talent ambassador at ScienceTalter and high school teacher at Gladsaxe High School.) were asked the following questions:

Can you please describe this science camp and its purpose?

“The theme of this camp is brain chemistry and we are trying to bring in the newest research within pharmaceutical drug development in psychiatric and neurological diseases to the teaching environment in high school. So we'll introduce the students to the way of thinking and the way of solving these problems along with the newest research.”

Why have you chosen to organize this camp at ScienceTalents?

“This is because these students are highly motivated to learn a lot, so we can bring in stuff and topics here that are normally quite difficult and hard to learn within the normal high school teaching setting, but these guys have a very steep learning curve.”

How do you think it affects these youngsters to participate in such a science camp?

“Well, the feedback we have received until now is that they like it and find it very interesting, and also that they suddenly see a link between what they have learned back in high school and how they can use the basic knowledge of biology, biochemistry etc. and by applying the fundamentals they discover that they are not that far away from frontier research. They can actually use the basic learning they have to understand what's going on in research environment.”

“It has a huge effect not only on the students participating here, but also on their colleagues, because when they come home to their high school they tell their class mates about their experience here, and the class mates will ask how they can be part of the project as well.

How does it affect you as a company to work with these students?

“I think it is very inspiring to work with these guys, because they are so motivated and come up with many good suggestions which open up the field.”

“As a teacher it is very inspiring and also very easy to work with these students as they are very eager to learn, actually they want to learn more and more and are hard to stop. You don't have to motivate this group.”

Does it also have an impact on their career decisions?

“Definitely, and some of the universities in Denmark have already made a fast track for the students who have participated in science camp projects in order to attract them. Because these highly motivated and talented students will expect to meet the same challenges at the universities.”

“And of course big companies like Lundbeck participate in these projects in order to both inspire the students to take on a science education and also to recruit them at some point afterwards having already made their acquaintance. These companies consider themselves as part of the pipeline running from elementary school to the company and therefore naturally have an interest in stimulating the flow of this pipeline to get the best applicants.”

The participants (Manja, 17 years old from Aalborg and Peter, 17 years old from Nykøbing Falster) were asked the following questions:

Why have you chosen to be part of this science camp?

“I have come here to learn something new and to meet a lot of smart people. I really like it here and like to know how I can use some of the things I've learned in school to something meaningful. The difference between this camp and my high school is that I can actually see some purpose of what we're doing here whereas my everyday school is a bit boring. Here we get to learn everything, for instance how to cure schizophrenia, and back at my school we only have about the different atoms and which group they belong to.”

“Actually, it was my teacher asked me to join the project and I was quite open to the idea realizing that I’d meet a lot of skilled persons who would be in the lead within their field. Also, you get a lot of contacts for your future career.”

Do you have any plans for the future regarding your career?

“Yes, this project has really opened up a lot of opportunities, and now I really know that I want to work with this field (science) in the future, because it is just so exiting and especially this camp about brain chemistry.”

“My father is an engineer and has his own company, so I think I would like to become engineer too and take some management courses in order to enter the business world. But it could also be within science.”

How does it affect you to be part of this camp?

“Well, when I come back to my school I really want to be good at everything I do, and I want to tell everybody about what I have learned here. I am just so proud of being part of this project.”

“It’s at a higher level here. Normally, at our own school we understand the topic firsthand or have already been acquainted with it, but here it is a bit more difficult and gives you a new perspective on things. Of course the whole project lasts more than two years having eight different camps, so we get around a lot of topics, and see a lot of possibilities and meet companies, but all of the camps have been very interesting.”

“It also gives you a broader view on what you can become in the future and what could interest you in terms of education as you meet so many universities and companies. Finally, I can take it with me to my own school to supplement my lessons there.”

SciCamp Exploitation Report

More Information about Science Holiday Camps and our SciCamp project at our website www.sciencecamps.eu and at our final conference in autumn 2015 expected to take place in Berlin, Germany. Stay tuned!