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Active Teaching-learning Methodologies in Higher Education: A Project with the Community

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Active teaching-learning methodologies are a reality at the School of Education and Social Sciences of the Polytechnic of Leiria (Portugal), namely through the articulation with institutions of the community. The qualitative research presented in this article intends to analyse the perception of the students who are attending the Higher Professional Technical Course in Sociocultural and Sports Intervention, specifically concerning the importance of these methodologies in a project carried out with the District Hospital of Leiria. During the development of this partnership, 42 students were challenged to collaborate throughout the training process and, at the end, they were asked to write a report, which was considered the data collection instrument. These individual reports include descriptions, analyses and reflections that were processed through content analysis, using categories, and adopting an exploratory approach. The results showed that the students considered that this methodology of teaching-learning allows them to acquire know-what, know-why and know-how competencies. Moreover, they admit that the articulation with external institutions contributes to a better acquisition and mobilisation of practical knowledge that they will be able to apply to different situations, spaces and times in their future professional lives.

Keywords: higher education, active teaching-learning methodologies, pedagogic innovation, community intervention, transdisciplinarity

Introduction

This article presents a partnership project that was developed in the academic year 2021/2022, with the students of the 1st and 2nd years of the Higher Professional Technical Course in Sociocultural and Sports Intervention of the School of Education and Social Sciences of the Polytechnic Institute of Leiria and the Santo André Hospital - District Hospital of Leiria, which are institutions located in the centre of mainland Portugal. During two semesters, the students (20 first-year students and 22 second-year students) were challenged to devise and develop a set of sociocultural and sports intervention strategies in the hospital. More specifically, they were required to plan and carry out sociocultural animation activities with the professionals and the patients from all the services, with the aim of enhancing new processes of humanisation and (re)building relationships within the hospital unit. It is important to clarify that this partnership has as its main interlocutor the Humanization Commission of the District Hospital of Leiria, which aims to make the hospital context more supportive and courteous through the development of activities related to the promotion of well-being for users, families and professionals.

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This work was integrated into the curricular units of Fundamentals of Animation (1st year) and Management of Community Intervention Projects (2nd year). Both curricular units took place in the 1st semester of the academic year, thus, during the same period. Their learning objectives are the theoretical acquisition of concepts related to sociocultural and sports intervention and their subsequent practical application, through the construction and implementation of actions and projects. In general terms, the purpose of the curricular unit that takes place in the 1st year is to bring the knowledge and practice of sociocultural and sports intervention closer to the community. In the 2nd year, the aim is to deepen the knowledge acquired concerning professional skills in the various types of institutions/organizations, contexts and equipment. This includes the use of techniques and tools that are most suitable for the planning, development and evaluation of sociocultural and sports intervention projects.

In operational terms, the work was developed as follows: students organized themselves into groups of three/four and chose the Care Unit (within the District Hospital of Leiria) in which they intended to work, but they could also choose to work in more than one Unit. In the work presented here, the following units were chosen: Outpatient Paediatrics, Paediatrics, Palliative Care, Day Hospital, Oncology, Child and Adolescent Psychiatry and Psychiatry and Mental Health. Students could also choose the recipients of their projects, that is, they could design and implement courses of action for the users of the services, for their relatives or for the professionals who worked in these services. They also had the possibility to develop projects which were more comprehensive and integrated various groups of recipients. By enabling students to choose the unit(s) and recipients of their projects, they got a motivational boost and became involved and responsible for their own learning process (Costa, 2016; Pelletier, et al., 2023; Kukulska-Hulme et al., 2022).

The process began in a classroom context: the teacher presented, analysed and discussed the concepts that constituted the theoretical and conceptual framework upon which the course of action to be developed was based. During this phase, some professionals of the hospital were invited to be present to provide real information "from the field", which complemented and illustrated the concepts that were being discussed. After this initial phase of acquiring the theoretical concepts and knowledge of the Units' main characteristics and their respective users and professionals, the students started making the diagnoses, even if at a distance. In the second phase, students went to the hospital and to the services they had chosen to develop their projects, seeking to gain a deeper understanding of the dynamics, the perceived needs and the potential of each of these contexts. This diagnostic interpretation involved organizing the necessary data to define intervention strategies, mobilizing knowledge, which linked theory to practice (OEDC, 2018; Esteban-Yago et al., 2023). After completing this phase of diagnosis and understanding the reality, students began the planning phase, establishing intervention priorities, work hypotheses and course of action strategies. This resulted in the design of sociocultural and sports activities that enhanced the humanization of interpersonal relationships. Also at this phase, the project's scheduling, method of implementation and evaluation were organized. The planning phase primarily took place in the classroom, where the teacher acted as a knowledge and learning mediator (Alam & Islam, 2022; Taye &

Alduais, 2022; Sousa et al., 2021), supporting students in mobilizing theoretical knowledge and applying the practical knowledge acquired in the hospital.

The next phase, the implementation and execution of the activities, followed the previously discussed and validated schedule with the hospital and the units where the projects took place. Each group of students had to develop at least three structured sessions of activities, each lasting a minimum of two hours. Thus, projects with different activities, involving different recipients, issues, needs and different age groups were developed, but all with the same premise: to foster humanization processes. Finally, there was the evaluation phase. Although the evaluation was carried out throughout the entire project, this phase had a special focus at this point, when students analysed and evaluated the entire process that had been developed and the results they had obtained, culminating in an individual evaluation report.

This was the basis for creating an exploratory study, which sought to understand the students' perceptions regarding the use of these types of participatory teaching-learning methodologies.

Regarding the structure of the work, and after reflecting on the importance of using active teaching-learning methodologies in the first part, the methodology used as well as the research question and the objectives were also contextualised in the next part. In the third section, the results were presented and discussed to reach the conclusions expressed in the last part of the article.

Literature Review

Innovative Teaching-learning Methods Involving the Community

Today's society is characterised by the progressive modification and expansion of the boundaries of education and educational systems (Esteban-Yago et al., 2023; Kukulska-Hulme et al., 2022; Morin, 2010). Amid the 21st century, teaching, particularly at the higher education level, requires another type of approach, which is more focused on understanding and acting in the complexity of modern times (Almeida et al., 2022; Taye & Alduais, 2022), since "contemporaneity is not compatible with teaching in which we work with abstract and decontextualized activities and in which mechanical, repetitive skills are developed, easily executed by machines" (Xavier, 2015, p. 33). Strictly speaking, today, the challenge goes beyond that: the aim is to have holistic-based teaching, in terms of experiences and knowledge, which integrates the contents and the curriculum in an interdisciplinary way (Jensen et al., 2019; Alam & Islam, 2022).

In this sense, the path to follow is one of using active teaching-learning methodologies, in an approach that proposes new challenges to students, enabling them to take on the role of subjects in the construction of knowledge (Kukulska-Hulme et al., 2022; Morin, 2010). Therefore, the structuring axis is the preparation of technicians and professionals, but at the same time, the training of citizens with the ability to interact with themselves, with others and with the world around them (Esteban-Yago et al., 2023; Gomez, 2010; Manikandakumar & Sridevi, 2023).

From this perspective, educational institutions work in a three-dimensional logic, that is, they are concerned with the development of methodologies that have repercussions on individual civic attitudes, interpersonal relationships and students' professional competencies (Kukulska-Hulme et al., 2022; Sousa et al., 2021).

In light of the above, the vast possibilities that can emerge from the connection between the educational institution and society are evident, with explicit effects that one has on the other. In this close relationship with society, Higher Education Institutions (HEIs) are able to develop students' competencies in terms of learning to know and learning to learn, enabling them to acquire technical skills and specific competencies in the professional area in which they are training, by integrating new knowledge, new research modalities, and establishing a connection between theory and practice (Manikandakumar & Sridevi, 2023; Santos et al., 2016). In this relationship, students are challenged to practice and test ideas, where the theoretical component emerges as a way to understand and improve the practice (Alves & Teo, 2020; Esteban-Yago et al., 2023; Kukulska-Hulme et al., 2022). However, the competencies in terms of learning to be and learning to live together are not neglected, in the logic of training democratic, participatory and humanistic citizens (Taye & Alduais, 2022; Frank, 2023), especially in a time of increasing social and cultural diversity: "students are expected to be able to act autonomously, in order to build their own criteria for feeling and acting, strengthening their individuality with freedom and responsibility" (Xavier, 2015, p. 31).

In this sense, the active teaching-learning methodologies developed in collaboration with institutions in the community surrounding the HEIs emerge as useful tools for training professionals (OECD, 2018). In the specific case of the study presented in this paper, active teaching-learning methodologies were based on community development and students were challenged to carry out community intervention projects. These projects were designed for and implemented in specific communities, seeking to address problems, promote positive change, and improve the quality of life of their members. These projects were usually developed in collaboration with community members, taking into account their needs, resources, and capabilities. The community intervention projects developed as part of this study involved the implementation of socio-educational and cultural activities and had the aim of empowering the community to solve its problems and promote a healthier, fairer and more sustainable environment for its members.

Although there is a wide array of pedagogical innovation strategies (Kukulska-Hulme et al., 2022), this study essentially resorted to dual learning scenarios. This strategy advocated the creation of learning scenarios based on the link with the labour market. Thus, through the creation of hybrid learning scenarios, the classroom aligned itself with the labour market, adopting and implementing problem-solving pedagogies, cases, and real situations, which required the development of critical thinking and collaboration of various individuals, in different domains of knowledge.

Active pedagogies enable students to engage in a more meaningful way, providing them with the opportunity to intervene, reflect and take a stand on the contents that are being worked on, assuming a central role in the teaching-learning process (Almeida et al., 2022; Taye & Alduais, 2022). This pedagogical strategy favours more personalized learning, so students are more motivated and committed.

The use of the dual learning scenarios strategy allows for the active and dynamic application of knowledge where, together with the labour market entities, students develop critical analysis, the ability to question, and collaborative work. This strategy of pedagogical innovation is especially important in the courses that train the future professionals who will work in the area of sociocultural intervention, as they enable students to become immersed in real contexts and engage in personalized work that makes use of tools that best suit their characteristics (Costa, 2016; Manikandakumar & Sridevi, 2023). In fact, in courses where the job opportunities are very extensive concerning the areas, contexts and target audiences of intervention, the ability to develop activities and courses of action in various domains throughout the course, allows for a more informed choice in terms of professional practice and specialization.

In the work developed with external institutions, students are invited to draw upon different knowledge, both scientific and humanistic, using various methodologies and tools, with different audiences and in different fields of action. Given that they are offered opportunities to learn and experiment with different strategies in various areas, students are encouraged to develop new ideas and solutions, in an imaginative and innovative way, as a result of the interaction with others or personal reflection, and apply them to different contexts and learning areas, in a logic of non-abstract conception and experimentation (Pelletier, et al., 2023; Kukulska-Hulme et al., 2022).

By accomplishing this purpose, the teaching-learning methodologies that are put into practice in the work developed with community institutions provide for learning and acquisition of various competencies, where students express and use multiple skills in the development of essential tools for their future profession (Manikandakumar & Sridevi, 2023). Therefore, it is essential to systematically and intentionally promote activities, inside and outside the classroom, that allow students to make choices, confront different points of view, solve problems and make decisions, applying the contents covered in the Curricular Units (Sousa et al., 2021).

This paradigm, in contrast to the approaches of previous centuries, values the association between experience and knowledge, where knowledge is built through action and the reflection on action, through a logic in which "school learning must be related to living in society because the most meaningful and lasting learning is the one that acquires meaning in its relationship with the world" (Xavier, 2015, p. 34). From this point of view, education is not separate from community life, but rather it is a part of it, requiring collaborative work with civil society (Taye & Alduais, 2022). Thus, the promotion of solutions of complementarity and the creation of synergies with community institutions for social intervention are valued, enhancing real experiences of participation, as well as application and mobilisation of knowledge.

Therefore, it is a matter of encouraging "learning through practice", which is an aspect of paramount importance in an area that requires the acquisition of practical competencies and the concrete experience of social and political life, as is the case with social intervention (Kukulska-Hulme et al., 2022; Sousa et al., 2021). Thus, the training of professionals should start from the assumption that it is a global process, which cannot be limited to formal teaching in the classroom, but should rather prioritise collaborations with external groups or organisations, creating the

right partnerships and providing the best opportunities for students to deepen scientific and technical competencies (Manikandakumar & Sridevi, 2023).

Methodology

The methodology of a research study must be appropriate to the object of study and the objectives to be achieved. The researcher should choose the most suitable approach and tools, ensuring their feasibility and validity (Guerra, 2006). The main issue addressed in this study was the understanding of the students' social perceptions (Clark & Creswell, 2015) regarding the use of active teaching-learning methodologies, in a logic of pedagogical innovation associated with community intervention.

Given the above, a qualitative paradigm was chosen, since the aim was to gain a deeper understanding of an innovative pedagogical experience. It was considered appropriate to adopt an exploratory typology, as it could serve as the basis for future research of a similar nature. Hence, based on an inductive, holistic and ideographic approach (Serrano, 2004), the aim was to get to know the real dynamics of the existing processes, to then propose intervention strategies within the scope of community intervention.

The research presented here was based on the community intervention projects developed by the students in the 1st and 2nd years of the Higher Professional Technical Course in Sociocultural and Sports Intervention of the School of Education and Social Sciences of the Polytechnic of Leiria (Portugal), in the various services of the District Hospital of Leiria. These projects were integrated into several curricular units of the course and their objective was to work on specific contents of conception, implementation and evaluation of strategies and activities in sociocultural and sports intervention, within the community. Against the backdrop of initiatives linked to *World Physical Activity Day* and *International Family Day*, the students, organized into groups, carried out activities in places such as the outpatient clinic, the paediatric ward, the diabetes clinic, and staff offices, among others. As an example of these activities, coordination and concentration games were played with the children waiting in the paediatric ward; videos were made using 3D animation, which were shown in the paediatric ward so that the children could learn about the benefits of physical activity; physical activity challenges were organized for employees and calendars with daily exercise cycles were distributed so that they could do physical activity even in the workplace.

As for *International Family Day*, various sociocultural and sporting activities were promoted specifically for the hospital's employees, who were allowed to bring their children to work on this day. These activities, which were mainly intended to promote the relationship between parents and children, were organized in the form of a gymkhana/walk and were held on a playing field created for the purpose. Among the activities, we can highlight family sports: the Family Fun Trail, where there were various obstacles to overcome together; Competition games; Mime games and Guess what I drew?; Colourful bowling; Twister; Family Memories, in which stories were shared, and in some way, there was an attempt to eternalize these through a drawing. We reiterate that all the sociocultural and sporting activities aimed to strengthen family relationships.

Cognitive, sensory and motor development activities were also carried out in the Psychiatry Unit - Inpatient Unit for Diseases and Prolonged Evolution (UIDEP), namely for users with psychic, mental or cognitive disorders, with determined or undetermined causes. These activities included sharing emotions, real-life stories, and a games circuit with a creative recreation of existing games, among others. By applying these projects in a real context, the idea was to give a motivational impulse to students, getting them involved and making them responsible for their own learning process.

Therefore, and in light of the above, the objective was to understand the students' perceptions regarding the use of this type of methodology, as reflected in the following research question: what are the contributions of active teaching-learning methodologies in the training process, according to the students? In order to address this question, the following research objectives were set out: a) To identify the competencies that the use of this methodology allows students to develop; b) To understand the importance given by the students to the collaboration with the community within their training process.

The participants in this study were 42 students, consisting of 20 female and 22 male students, aged between 18 and 23. All students participated in the intervention projects which were developed at the partner institution - the District Hospital of Leiria, and in the end, they completed individual reflective reports, which served as the data collection tool for this research.

The reports had pre-defined structures and contents, which were developed around topics related to the process developed throughout the semester, directing the students' reflections according to the objectives identified above. In these reports, the participants described, analysed, and reflected upon the entire process they experienced. The topics contained in the reports served as the basis for further analysis, leading to themes and categories. So, the data were processed and analysed through content analysis, using categories and subcategories (Bardin, 2013; Kuckartz & Rädiker, 2023), which are presented in Table 1, in order of frequency.

Table 1. Thematic Analysis Table

Theme	**Category**	**Subcategory**
Acquired competencies	Learning to do	Apply theoretical concepts
		Create appropriate intervention strategies
		Operate in the training area
		Deal with the unexpected
	Learning to be	Autonomy
		Self-esteem
	Learning to live together	Work with peers
		Relate to the target audience
Collaboration with the community	Immersion in a real context	Non-abstract content conception
		Collaborative work
		Multi-referential learning spaces
		Differentiated models
		Mutual gains

Source: own authorship.

Based on the data systematised in the table above, in the next phase we address the set objectives by incorporating the recorded units of the subjects' speeches, which are presented in a coded form (with an "S." for student and a number) in order to maintain the anonymity of the participants.

Results and Discussion

By combining the scientific literature with the results of the content analysis of the participants' individual reflective reports, we were able to address the first objective of the research: to identify the competencies that the use of the methodology enabled students to develop.

Based on the results obtained, according to the students' opinions, this teaching-learning methodology allowed students to acquire competencies in learning to do, learning to be and learning to live together. In terms of learning to do, the participants in this study first highlighted the possibility of applying theoretical concepts covered in various curricular units of the course's study plan (Esteban-Yago et al., 2023; Santos et al., 2016). In fact, according to the subjects, this type of methodology offered a stronger connection to the real world as it allowed them to practice (Almeida et al., 2022; Alves & Teo, 2020; Kukulska-Hulme et al., 2022) and, therefore, acquire deeper knowledge: "I found it very interesting to be able to do activities in the field that I had only known theoretically and thus learn much more" (Student - S.- 10).

Another aspect highlighted by the participants was the possibility of being able to create intervention strategies which were appropriate to the situations and audiences. The students learned to apply their competencies in a variety of situations (Costa, 2016; Manikandakumar & Sridevi, 2023), meeting the needs and potentialities that they perceived to be truly important and significant: "devising and implementing intervention strategies is a very complex process because we have to consider many variables. Many of these would not have even crossed our minds if we had not gone out into the field" (S. 20).

The students also valued the fact that this type of methodology provided them with the opportunity to experience the profession they were training for (Alves & Teo, 2020; Kukulska-Hulme et al., 2022). In essence, these methodologies enabled students to be in contact with tasks similar to those they will have to perform in their future profession, allowing them to experience what the reality will be like after their training years: "Carrying out this project allowed me to experience what I will be doing as a professional and that was very good" (S. 21).

Finally, in the learning to do category, students mentioned the ability to deal with the unexpected. According to the participants, this type of methodology helped them to develop improvisational skills (Costa, 2016; Esteban-Yago et al., 2023; Sousa et al., 2021), which meant being able to observe and analyse the social reality, adjust actions based on that analysis and adapt them to practice as much as possible: "I believe that the most significant learning outcome is the ability to improvise, which means being in the context where something does not go as planned and having to quickly adapt activities or strategies" (S.19).

Regarding the category of learning to be, the participants first highlighted the autonomy that methodologies of this nature provided (Gomez, 2010; Manikandakumar & Sridevi, 2023; Xavier, 2015). In fact, throughout the process, the students' ability to take on an active role in the construction, implementation and evaluation of the entire process was emphasised: "I realized that the process was moving at our own pace, that is, the more we participated and got involved, the more issues were resolved" (S. 7).

Another subcategory that stood out was personal appreciation. In fact, the study subjects mentioned that, throughout the process, they felt increasingly valued and that their insecurities decreased as they progressed with the implementation of the activities and received feedback from professionals of the institution as well as teachers (Costa, 2016; Kukulska-Hulme et al., 2022; Morin, 2010). This recognition led to an increase in self-esteem and well-being, both within themselves and towards others: "Engaging in these activities made me set aside my insecurities and learn to value myself more. After all, I can do it too" (S. 19).

The last category within the theme of acquired competencies was related to learning to live together. In this category, participants highlighted the development of the ability to work with peers (Gomez, 2010; Manikandakumar & Sridevi, 2023; Sousa et al., 2021). Since the students' projects had to be done in groups, it promoted collaborative work and the management of shared knowledge, competencies and emotions: "Working with other members of the group was a highly enriching challenge, where each one gave their best and we tried to overcome each other's shortcomings" (S.17).

The development of competencies related to interpersonal relationships, namely with the beneficiaries of the projects, was an area that was highly valued by students. According to the results obtained, participants recognized the importance of these types of methodologies in fostering productive relationships with the target audience of the institutions (Gomez, 2010; Kukulska-Hulme et al., 2022), overcoming insecurities and fears, and strengthening communication and empathy skills: "When I started doing the activities, I was very insecure, but I developed the ability to communicate with people" (S.11).

Regarding the second objective – understanding the importance attributed by students to community collaboration within the scope of their educational process – the data revealed that the participants valued the opportunity for immersion in a real context.

According to the participants, carrying out projects in external institutions allowed for a non-abstract understanding of the content, which represented a different and more fruitful approach to how educational content is addressed (Alves & Teo, 2020; Manikandakumar & Sridevi, 2023; Xavier, 2015). This was because the content was tested and analysed regarding the experiences in a real context: "Like this, we learned the various subjects in a way that made more sense to us because we applied the theory and then reflected on the practice" (S. 12).

Another aspect highlighted by the data was collaborative work. According to the students, working in teams, both with their peers and with professionals from the hospital, allowed them to acquire essential knowledge and competencies (Costa, 2016; Kukulska-Hulme et al., 2022), especially in the field of social intervention: "I

learned a lot from my colleagues and the hospital professionals. There was always a lot of sharing and joint learning" (S.16).

The data also revealed that another benefit that the students attributed to the collaboration with the community was the existence of diverse multi-referential learning spaces, materialising in the opportunity to develop competencies and knowledge in different situations, spaces, and times (Gomez, 2010; Xavier, 2015): "It was great to work on the educational content in different places and with various people" (S.2).

Within this category, the subjects also admitted that immersion in a real context allowed them to use differentiated pedagogical models in various curricular units, resulting in a more robust and consolidated acquisition and mobilization of content (Alves & Teo, 2020; Manikandakumar & Sridevi, 2023; Morin, 2010): "In this partnership with the hospital, the teacher was able to work on the content in conjunction with practice, and for us, it was very enriching" (S.17).

Lastly, the students emphasized the importance of their work in the institution. In essence, the participants perceived the existence of mutual benefits for both themselves and the institution that hosted their projects, as the focus was placed on creating common developmental processes (Santos et al., 2016), where the application of theoretical and scientific knowledge contributed to social innovation and to the empowerment of the institution. This promoted the enrichment of students, technicians and professionals, as well as the hospital's patients: "I realized that the professionals were not familiar with the activities we did. We have already left a kind of kit there so that in the future, they can develop these types of activities autonomously" (S.11).

The results of this study show that the use of active teaching-learning methodologies, when anchored in a joint effort with entities from the community to which the higher education institutions belong, enables students to learn a wide variety of things, both at a technical and professional level and at a human level. In fact, one of the great results of this project was the possibility of turning practices outside the classroom into more meaningful and empowering learning experiences for the participating students, with wide repercussions in terms of promoting their social and emotional skills. This widening of educational spaces has also contributed to the construction of diversified forms of interaction, enriching the educogeny in various contexts.

Conclusions

To think about education today implies taking into account the diverse contexts in which it is developed and consolidated. This concern becomes even more relevant when focusing on Higher Education and the training of professionals capable of mobilizing specific competencies in the scope of social relations and applying knowledge of intervention in different community action contexts. Starting from a pedagogical approach based on active teaching-learning methodologies, the students were challenged to implement sociocultural and sports intervention projects at the District Hospital of Leiria. This work of pedagogical innovation, which took place

in two main spaces – the classroom and the hospital – was based on a relationship of mutual enrichment and a logic of applying theoretical components outside the classroom and analysing practical aspects in an academic context (Alves & Teo, 2020; Costa, 2016; Gomez, 2010; Kukulska-Hulme et al., 2022).

Therefore, and considering the results obtained, we can state that the use of this type of methodology was perceived by the students as being an enriching experience when consolidating the educational contents and developing a wide range of competencies, both in terms of academic and professional training both at the level of personal and social development (Esteban-Yago et al., 2023; Manikandakumar & Sridevi, 2023; Sousa et al., 2021). Along the same line, students considered that the methodologies that promote immersion in real contexts were very important because they allowed for more robust and fruitful training, while also addressing the needs of partner institutions through the development of new techniques and different community intervention activities (Costa, 2016; Kukulska-Hulme et al., 2022). This social relevance of educational projects, in the search for pedagogical innovation solutions, contributes to a better education and academic training that is more in line with the new profiles of citizens and professionals (Xavier, 2015).

Despite the results achieved, it is possible to identify some limitations, such as the fact that the intervention was implemented with a restricted group of participants over a relatively short period. The continuity of the actions could have contributed to more consistent and lasting results. It is therefore felt that, in the future, it is important to create a working group specifically dedicated to developing community intervention projects that bring health professionals and academics together. On the one hand, science would be richer with the opportunity to get to know the real contexts and needs of the hospital environments in depth, which would boost studies and dynamics within the community. On the other hand, spaces dedicated to health promotion would also be fortified by including actions in their offer that would contribute, on a regular and systematic basis, to promoting the well-being of the people who use them.

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