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Teaching Portfolio: Lykke Margot Ricard

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Teaching portfolio

Lykke Margot Ricard

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Introduction

I am Associate Professor at the Department of Technology and Innovation, Faculty of Engineering, University of Southern Denmark (SDU). I have worked in industry and in public sector consultancy before returning to academia in 2019.

Before joining SDU, I worked as Chief Innovation Officer for external innovation partnerships at the with companies in the health and medical industrial- and ICT sector at the University of Copenhagen (2016-2019). I was an Assistant Professor in Public Sector Innovation at Roskilde University from 2013-2016 at the Department of Social Science and Business, teaching and supervising at all academic levels: Bachelor, Master, and PhD (officially 1.890 hours during 6 semesters as part of the training programme). At Roskilde University I completed the mandatory Assistant Professor training programme, which centers on developing competences in university teaching and learning. The programme comprises teacher training courses as well as collegial observation and supervision and culminated in the award of a formal diploma.

I have been teaching for more than 20 years, starting when I was a master's student at Copenhagen Business School teaching Managerial Economics at the bachelor level (90 students). Following that, I taught during my PhD studies at DTU Management, Technical University of Denmark in Strategic Management, Technology Foresight, Scenario-Making and Roadmapping at the Executive programmes (DTU Business) for FL. Smith as well as many other courses at the PhD and Master levels. At DTU I also custom designed courses especially for DTU. .

Finally, I have experience in teaching industrial leaders in engineering as responsible for training and onboarding activities of new employees at DONG Energy Wind Power Academy (today called Ørsted). During my time as Business Improvement Consultant at DONG (2012-2013), I was responsible for the support of internal knowledge sharing processes across engineering disciplines. Prior to this, I was a special advisor in climate change technologies at the Technical University of Denmark (DTU) (2006-2009), where I also graduated with a PhD degree in Innovation and Technology Management Engineering (2009-2013).

My teaching vision

My teaching vision is to educate self-directed learners. I always practice participatory lecturing techniques, even with large classes - asking questions and engaging with responses, while encouraging the students to actively take part in my teaching. I enjoy experimenting with workshops and real-life case simulations. That is how I became a curious researcher myself, and in my experience, it is a very inspiring form of learning for the students which makes them responsible for their own learning process. I try to see the students for who they are - everybody has strengths and skills and I strive to help the students become aware of their own abilities and use them as a source of inspiration. This is because I want them to discover their inner curiosity and the values that drive them to wanting to learn more.

So, what makes students eager to learn more about a topic or acquire new skills? One positive effect of my teaching approach using real-life cases is that students always want to learn more and feel better equipped to apply their learning to other contexts afterwards.

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Teaching portfolio at University of Southern Denmark (SDU) (2019-2023)

Ph.D. Students to whom I am the main supervisor

PhD-project: Re-design for Circular Economies in Product Creation and Innovation

Sofie Bach Hybel, Department of Technology and Innovation, Innovation and Design Engineering, the research group Circular Economies and Innovation

Description:

This PhD-project is part of the Design4Disassembly innovation research project, where I am the principal investigator. The project is partly funded by the TRACE- partnership (Transition Towards Circular Economy partnership) (link to website) via a large national partnergrant from Innovation Fund Denmark.

The focus of the PhD project is on the disassembly and redesign aspect in "Design for Disassembly. The PhD will utilize disassembly maps and 3D modelling to prepare for increased recyclability of products" by bridging the knowledge between design and remanufacturing.

The company partners in the project are the LEGO® Group, Grundfos Holding A/S and Danfoss Drives A/S.

Co-supervisor: Henrik Gordon Petersen, Head of SDU Robotics

Years of enrollment: 01/03-2022 – 01/02-2025

PhD-project: Circular economy by enabling textile-to-textile recycling and new business model strategies.

Xenia Seierup Mikkelsen, Department of Technology and Innovation, Innovation and Design Engineering, the research group Circular Economies and Innovation

Years of enrollment: 15/08-2023 – 15/07-2026

Description: The PhD is part of the innovation research project READY funded by the Innovation Fund Denmark as a "Grand Solutions", where I am the leader of a large work package on innovation for circular economy business models strategies that includes social technical analysis and Life cycle assessment. I also play a key role in the design work

package that is in collaboration with the Royal Academy and VIA University college on a material drive design approach on textile-to-textile recycling and biomaterials. The link is necessary as to understand the value proposition of the materials that the new business models will integrate.

This PhD project focuses on the SDU wp-tasks related to the material driven design approach to the experimentation process of textile-to-textile recycling and the facilitation of new circular business model strategies moving from a linear to a circular economy. The process on the evaluation of sustainability will be based on life cycle assessment and sociotechnical analyses.

The partners in READY are VIA University College, Technological Institute, Lifestyle & Design Cluster, Royal Danish Academy, University of Southern Denmark (SDU) and Aarhus University

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together with Bestseller, Kvadrat, Nybo Workwear, Sontex Tekstil, Kjellerup Væveri, HAACK Recycling and Textile Change.

PhD Assessment Committee

PhD-title: Plastic Pollution, People and Policy

This defense took place 04/08 – 2023 at Roskilde University

PhD-title: Plastic pollution, people and policy – the threefold potential of citizen science for scientific knowledge generation, behavior change, and policy influence

Nikoline Garner Oturai, Postdoc, Department of Science and Environment, Roskilde University

Date of defense: 4th of August 2023

Ph.D. supervisor: Kristian Syberg, Associate Professor, Department of Science and Environment

Leadership in education at the University of Southern Denmark (SDU)

The Master of Science in Product Development and Innovation (MSc. in PDI)

When starting as Associate Professor 1st January 2019 at SDU Innovation and Design Engineering, I was asked to make a master plan on how to leverage the quality of the Master of Science in Engineering Product Development and Innovation. The programme with a potential uptake of 50 students was split into 11 curricular programmes with 3 profiles (instead of one) having separate courses in 'business and entrepreneurship' (aprox. 22 students in uptake), 'product value creation' (11 students in uptake), and the third in 'Sustainable product creation' (9 students in uptake) spread on different courses with a teaching running in parallel. The programme was not making any money, students was complaining and the industrial advisory board has been calling upon a reform – looking at the unemployment rate of the candidates (2016-2018).

Not only, did I merge the three profiles into one class (of 50 students) – I also reformed the study plan into going back to a clearer profile in "Product Development and Innovation", and finally sustainability was integrated as a fundamental value when they work with product creation and innovation. The reform and competencies in sustainability was supported by industrial advisory board and the educational committee.

The process of reaching a reformed programme included collaboration and leadership direction with the teachers and course owners – from both the Faculty of Engineering and the Faculty of Social Science and Business as the plan was to preserve the 'entrepreneurship and business' competencies but in a much more integrated form.

So, from the 1st of February 2020, the engineering students in Product Development and Innovation at the Faculty of Engineering at The University of Southern Denmark (SDU) met a familiar but a new and high-profiled Master's degree programme.

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The reform was well received and profiles. Here's an example from an Interview in the local newspaper Fyns Stiftidende by Bolette Marie Kjær Jørgensen, bomk@sdu.dk, 12/20/2019 -

https://www.sdu.dk/en/nyheder/ingenioerer_skal_tænke_cirkulaert

The University of Southern Denmark is going down a completely new path to educate engineers in sustainable thinking. Materials like textiles, plastics and wind turbine blades are to be recycled into new products.

-Our ambition is to educate engineers in thinking about sustainability from the outset. This will take place in a circular process where students learn to design entire systems, not just specific products., i.e., the entire process from the selection of material to the retailing of the product to consumers and the subsequent recycling of material.

-Students will also learn to ensure proper disposal, when all the properties of the material have reached the end of their service life, says **Lykke Margot Ricard**, Associate Professor and Head of Programme for the Master's degree in Engineering Product Development and Innovation at SDU.

Collaboration with private companies

There is a pronounced need in various industries for graduates who have been educated in economic, environmental and societal creation of sustainable processes.

Students on the programme can already look forward to visiting three different companies in order to gain an insight into the engineering processes of upcycling future industrial waste materials for new products.

There will be a strong demand in the future for recycling wind turbine blades, separating chemicals and reusing composite materials like coal and fiberglass in a new circular process.

Circular material flow

-Our ambition is for the students to engage with companies in a number of innovative processes where they focus on recreating existing products and creating new products from upcycled materials.

The students will present their concepts, process and prototype to teachers and companies for feedback, **says Lykke Margot Ricard**.

-By rethinking our Master engineering programme, we will prepare our candidates for a future where they think beyond the traditional uses of materials and instead rethink circular material flow and develop new methods to make the best possible use of sustainable materials, **says Lykke Margot Ricard**.

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From a NEWS feature in Fyns Stiftidende (fyen.dk) in 2020 for the new reform of the programme

Description of the Master of Science in Engineering Product Development and Innovation (PDI)

The interdisciplinarity of the PDI MSc. programme aim to educate engineers in Master of Science, who can handle the diverse challenges they will face as graduates. As a student of the programme you gain fundamental knowledge about the development of products, service and system processes. The Master integrates scientific analytical skills in design engineering with technology, innovation management in product and service system development, innovation processes and sustainable product development. New technology may open to new opportunities, but it is people who change the world- and the students learn the importance of both technology push and demand/market need pull for innovation to happen.

Business & management development

As a MSc in Engineering (Product Development and Innovation) you learn business development across a company's different professional units. The students develop products, study the market and assess the product's potential. A creative approach is prioritized and combined with knowledge of sustainable innovation, business model development and traditional engineering skills such as 3D CAD drawing, statics, dynamics and mechanics.

Project and research-based learning environment

The learning environment is collaborative and study-based with students working in groups throughout the courses. The students are responsible for planning and carrying out the projects within the allotted time of a semester. These projects typically come from companies, and the importance of working with 'real life' challenges is emphasized throughout the entire Master programme.

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Teaching at the University of Southern Denmark (SDU)

Courses taught in the MSc. Engineering Product Development and Innovation

Product Development and Innovation Master Thesis (30 ECTS) (T080027101)

Description of the course: The thesis is a working process that documents the student's engineering-specific competencies attained during his/her work with a limited, course-relevant and engineering-specific subject. The Master thesis project builds on a topic defined by the student with the help of a supervisor. A project should contain the following three components:

- a) A clearly defined research component focusing on some of the key knowledge areas of the Product Development and Innovation programme.
- b) A problem-solving component focusing on a specific technological application or process related to a problem formulated on basis of the student's own business case or by an external client.
- c) A business component related to the development of a research paper or practical business insights, for instance on articulation of a value proposition, business development, value chain analysis, innovation management, marketing study or a new product concept in relation to specific customer needs.

Each project should contain all three components, although one area carries the main weight. The selected problem can be investigated from a theoretical, experimental or practical (hands-on) point of view.

Years as course responsible: 2019 – 2023

Learning objectives:

Knowledge

- is able to account for relevant engineering skills based on the highest level of international research within the subject

area of the programme

- has a good understanding of - and be able to reflect on - relevant knowledge within the subject area of the programme
- is able to identify relevant scientific problems within the subject area of the programme

Skills

- is able to assess, select and apply scientific methods, tools and competencies within the subject area of the course
- is able to present novel analysis and problem-solving models
- is able to explain and discuss relevant professional and scientific problems
- is able to communicate in writing in a clear and understandable manner

Competences

- is able to manage work and development situations that are complex and unforeseen and require new solution models
- is able to independently initiate and carry out discipline-specific and cross disciplinary cooperation and to assume professional responsibility

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- is able to independently take responsibility for his/her own professional development and specialisation.
- is able to disseminate research-based knowledge.

Table 1 Master thesis students supervised (2019-2023)

Student(s)

Title

Co-supervisor (if any)

Company

Spring semester 2023

Mads Ha Eun Danielsen & Thea Bundgaard

Going circular: How to integrate a takeback service for furniture and its logistic at the local warehouse level?

IKEA A/S

Anders Korstgård Madsen

Investigation of opportunities within design for disassembly and circular developments, in hydraulic pump technologies

Grundfos Holding A/S

Malene Elisabeth Møller-Nielsen

From material process waste to acoustic interior product in the automotive industry

Yasser Ahmad Hannan, Engineer, SDU Mechanical Engineering

UComposites A/S

Fall semester 2022

Anna Emilie Bøgeholm Folkmann

Design for Circular Economy focusing on Disassembly

Henrik Gordon Petersen, Head of Unit, Professor, SDU Robotics

The LEGO® Group

Mads Peter Friislund

Opportunities within circular economy for electronics embedded in plastic

The LEGO® Group

Cecilie Stokholm & Mikkel Rolann Meincke Arentoft

Designing with Green Engineering Principles: How to Create a Common Guide in Product Creation that aligns with Bang & Olufsen's Sustainability Strategy?

Bang & Olufsen A/S

Nicolai Barnes

Drivers and Barriers for Integration of Additive Manufacturing Technologies in Product Development and Manufacturing

Knud Bjørnholt, Associate Professor, SDU Innovation and Design Engineering

AM Hub

Spring semester 2022

Andreas Stage Rasmussen

Design for longevity - Repairability and circular business models in Bang & Olufsen

Bang & Olufsen A/S

Esben Lindved Jepsen &

Philip Larsen Firouzian

Towards Circularity in the Danish Design Furniture Industry

Montana Furniture A/S

Cecilie Røes

Life-cycle assessment of Blue Ocean Robotics' GoBe Robot and framework for LCA within Blue Ocean Robotics

Birgitte Lilholt Sørensen, Associate Professor, SDU Life Cycle Engineering

Blue Ocean Robotics ApS

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Iris Maritta Nehring Madsen & Cecilie Twistmann Fisker Andersen

Towards Digitalization of Wetland Restoration: Repurposing Turbidity Sensor Technology for

Monitoring Wetland Restoration

Sara Egemose, Associate Professor, Department of biology, SDU Climate Center

SDU Natural science project

Mathias Bonde Spejlsgaard
A Circular Path for Obsolete Hydraulic Equipment
Hydac A/S
Frederik Veng Steffensen & Philip Mc Kay Boyle
Investigation of Circular Practices - Crediting Across Product Systems - A case study of The Upcycl (Digital Material Bank, e.g., Broker) and their partners
Ciprian Cimpan, Associate Professor, SDU Life Cycle Engineering
The Upcycl ApS
Rasmus Paulsen Holm
Organic solar cells for integration in urban farming
Morten Madsen, Professor, SDU Centre for advanced photovoltaics and energy
Arkaia ApS
Waldemar Corydon Hemdrup
Environmental improvement of the Danfoss Fire Safety water mist system
Ciprian Cimpan, Associate Professor, SDU Life Cycle Engineering
Danfoss Fire Safety A/S
Fall semester 2021
Xenia Seierup Mikkelsen
Green circular conversion project: new acoustic material for ceilings and wall panels
Søren Wiatr Borg, Associate Professor, SDU Innovation and Design Engineering
Dampa ApS
Spring semester 2021
Anna Moissejeva
The study of mechanical properties of recycled fibers in circular economy
Kvadrat – Really
Christin Særmark Andersen
Exploring the Role of Design in the Wind Energy Systems' Value Chain for End-of- Life Management
Gang Liu, Adjunct Professor, SDU Life Cycle Engineering & Burak Sen, SDU Life Cycle Engineering
Wind turbine blade industry
Ghalib Raza Ali Ashraf
Optimization of data identifying defects on wind turbines in cooperation with Vattenfall
Vattenfall A/S
Martin Diedrich
Improving garbage separation in Danish household with a new digital citizen's service app
Own start-up idea
Morten Hastrup Jensen & Mathias Kristian Bjerg
The End of Single-Use Hygiene Products: An analysis of reusable hygiene products, focusing on consumers behaviour with reusable hygiene products
Ian Stampe, Lecturer, Center for Integrated Innovation Management
LastObject ApS
Spring semester 2020
Tarek Meiz
Developing new toys for children with MODU - Focus on improving MODUs product development process
MODU ApS
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Julie Dalsgard
Sustainability readiness in LEGO System's retailer value chain and consumer's perspective
The LEGO® Group
Jonas Groth
A study into failure mode analysis of production and service waste for LMWIND Power
LMWind Power A/S
Fall semester 2019
Sofie Bach Hybel
Process optimization in LEGO® innovation
The LEGO® Group
Emma Vester
A home monitoring device for diabetic foot ulcers: A startup
Selfeet
Cecilie Høier Dalsgaard
Technology Denmark: a strategy for diversity into STEM
Technology Denmark
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In-company Project (15 ECTS) (T080026101)
Description of the course: The objective of the in-company project is to allow the student to apply knowledge, methods, models and other skills achieved during his/her studies as well as to demonstrate his/her skills in analyzing and

addressing issues within a real-life, course-relevant and engineering-specific subject. The in-company project will be completed on the third semester of the study programme simultaneously with courses on the master programme. The student must in average be present at the company no less than two days a week for fifteen weeks.

Years as course responsible: 2018 – 2023

Learning objectives:

Knowledge

The student is able to:

- account for and reflect on theories and methods within the subject area of the company project
- account for knowledge achieved during the in-company project
- account for and reflect on the engineering and scientific issues that have risen during the project work at the company, based on theoretical and practical academic knowledge

Skills

The student is able to:

- identify relevant engineering and scientific problems within the subject area of the company project
- assess, select and apply relevant scientific methods and tools within the subject area of the company project
- apply the theoretical key areas of the study programme in feasible projects at the company
- communicate in writing in a clear and understandable manner

Learning objectives - Competences

The student is able to:

- analyse and assess, on a scientific basis, the company's choice of method and tools to solve problems encountered in connection with the company project
- explain and discuss engineering and scientific issues relevant to the company project
- analyse and discuss the solution(s) presented in the report
- reflect on own achievements and personal development in terms of e.g., creativity, independence and interpersonal skills during the in-company project.

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Table 2 In-company students supervised (2019-2023) – a selection for an overview of industrial engagement

Student(s)

Title

Co-supervisor (if any)

Company

Fall semester 2023

Andeas Wilhøft

Design for Disassembly: Circular opportunities for the Danfoss Drives frequency converters

Sofie Bach Hybel, SDU Innovation and Design Engineering

Danfoss Drives A/S

Julie Lykke Johansen

A study into the redesign and substitute materials of packaging for Montana

Montana Furniture A/S Stine Bro Lund Julius

Recirculation of plastic parts in Alfa Laval products and service systems

Alfa Laval Marius Sloth Poulsen Investigating circularity of a telepresence robot packaging using DesignfX

Blue Ocean Robotics ApS Lukasz Piotr Smolej Topology optimization to reduce environmental impact in material usage

Emilie Folkmann, SDU Innovation and Design Engineering and Joe Alexandersen, SDU Mechanical Engineering LEGO®

Group Martin Barron Mould proces optimazation focusing on the washing machines Emilie Folkmann, SDU Innovation and

Design Engineering LEGO® Group Aneeq Asim Choudhry Ikram Sustainability optimization and DfX

Danfoss Drives A/S

Fall semester 2022

Claire Croucher Petersen

Improved Care for Patients with Type 2 Diabetes and Schizophrenia

Mette Juel Rothmann, Associate Professor, KI, OUH, Research unit CIMT

University Hospital Odense (OUH)

Mads Ha Eun Danielsen

Charging box breakdown study

Clever A/S

Maria Roesen Lunau

Enhancing circularity through business model innovation

Kompan A/S

Thea Bundgaard

Developing a design proposal for a sustainable cladding system

Rexcon System ApS

Fall semester 2021

Andreas Stage Rasmussen

Design for Sustainability

Bang & Olufsen A/S

Philip Larsen Firouzian

Environmental Assessment of MDF and Priming Process at Montana Furniture A/S

Montana Furniture A/S
Thomas Stevne Elkjær Hansen
Product-service-system optimization of TimberNest furniture
TimberNest Furniture ApS
Celine Kalsås Valen
Sustainable Design in Furniture for Says Who
Says Who A/S
Spring semester 2021
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Xenia Seierup Mikkelsen
Creating front end innovation spaces in a large company
Grundfos Holding A/S
Courses that I developed at the University of Southern Denmark (SDU)
Sustainable Materials in Product Creation (10 ECTS) (T080029101)

Background: The strategic purpose of developing a new course in product creation

I developed this course in 2020 when reforming the MSc in Engineering, Product Development and Innovation in 2019. It was important to create a course, where the students develop competencies in working with innovation challenges of sustainability related to existing products, to discover the opportunities for redesign, and learn about material driven design (in contrast to classic design thinking) and to understand the value of system innovation i.e., the importance of product service system and the regulatory framework i.e. The EU Eco-design Directive. As part of the reform this course underlines sustainability as a core value in design engineering.

Description:

The course Sustainable Materials in Product Creation is a new course at the MSc Programme in Civil Engineering in Product Development and Innovation (started in 2020). The course focuses on how entrepreneurship can be taught through the ideas of circular economy and sustainable innovation. The course includes practical work with developing products from materials repurposed from other products. The main idea behind starting the course is that designers and product developers play a key part in developing more sustainable products, as the EU Ecodesign directive has recently pointed out that up to 80% of a product life cycle sustainability impact is determined at the design stage.

The students learn new methods such as material driven design approach to explore and understand the value of the material properties in a design and they work with the 12 principles of green engineering as to guide their process. The students work in small teams on companies' cases. In the course, the students study the properties of materials, including strength, application, availability, long term sustainability i.e., a focus on circular material flow. The students use a combination of material design exploitation software, CAD programs and disassembly maps to focus on solving the challenge presented by the company. Students present their idea, process and prototype concepts ongoingly to get feedback from teachers as well as the case owners (companies).

Years as course owner: 2020 – 2023

Developer, owner and main teacher: Lykke Margot Ricard, SDU Innovation and Design Engineering. The course was Co-teachers:

2023: Sofie Bach Hybel, PhD student, SDU Innovation and Design Engineering & Anne Emilie Bøgeholm Folkmann, Research Assistant, SDU Innovation and Design Engineering

2022: Sofie Bach Hybel, PhD student, Søren B. Storm, SDU Innovation and Design Engineering

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2021: Sofie Bach Hybel, Søren B. Storm, Diane Bastien, Research Assistant, SDU Civil and Architectural Engineering, Raphael Geiger, SDU Mechanical Engineering

2020: Raphael Geiger, Søren W. Borg, SDU Innovation and Design Engineering, Yasser Hassan, SDU Mechanical Engineering

The course was highlighted at the SDU TAL conference as a great pedagogical example of integrating the UN Sustainable Development Goals in teaching and learning.

See appendix C for the full article and interview with SDU Center for University Pedagogic or access it via this SDU link:

https://www.sdu.dk/en/om_sdu/institutter_centre/c_unipaedagogik/liste_nyheder/tema_tal2020_sustainable-materials

Learning objectives:

Knowledge

- This course will assist students to develop their understanding and knowledge of
- Recycled and sustainable materials in the product creation process
- The practical considerations of incorporating circular materials flows into the production process
- Methods of reflective practice in the field of Product Design

Skills

- Students will have multiple opportunities to apply and reflect upon their ability to
- Plan creative product design concepts and experiments as a strategic approach to understand the limitations and opportunities of sustainable materials
- Explore approaches to understanding material selection by gaining real life input from external companies
- Communicate effectively an understanding of value added via sustainable materials

Competences

- In this course students will work in teams to challenge themselves and so develop competencies in
- Identifying and initiate action on opportunities which emerge from real world research and practical experimentation

- Reflecting on the role of sustainable materials in the entire product lifecycle
- The ability to feedback test data into the product value creation process
- Applied collaborative project management tools for team planning processes i.e., use of Scrum master for product design, by following a stage-gate-model

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Health Tech Innovator (Summer school) (5 ECTS) (T900019101)

Background:

I developed this course in 2019 as part of a grant from the Danish Foundation of Entrepreneurship. It was developed as a ECTS elective courses during the Summer in collaboration between the Faculty of Engineering, the Faculty of Health and the University Hospital Odense (OUH).

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Description

The Health-tech innovator summer school is in collaboration with companies, the University Hospital of Odense and Danish Standards. The course is relevant to students who want to learn about the innovation process in the healthcare industry. In a series of lectures, students are taught in the important parts of the innovation process in healthtech, from wicked problems, user-driven innovation, entrepreneurial foundational theories and innovation management tools for aligning entrepreneurial processes with solving real life problems to Intellectual property rights (IPR) and CE marking (health, safety and environmental standards) for products sold within the European Economic Area. Applying project work as a participant-driven framework, students will practice theoretical learnings in teams working with problems that need multidisciplinary knowledge, skills and competencies.

Years as course responsible: 2019 – 2021

Co-teachers: Knud Bonnet Yderstræde, Associate Professor, KI, OUH, Research unit of CIMT, Mette Juel Rothmann, Associate Professor, KI, OUH, Research unit of CIMT & Søren Jensen, Associate Professor, SDU Global Sustainable Production

Learning objectives:

Knowledge

- The healthcare ecosystem and innovation process
- User-driven innovation and other types of innovation processes; products, services and systems, in relation to health and healthcare
- IPR (Intellectual Property Rights) system and purpose in healthcare innovation
- CE marking (health, safety and environmental standards) for product sold within the European Economic Area
- Designing entrepreneurial and intrapreneurial activities
- Innovation management of multidisciplinary collaboration

Skills

- To identify relevant problems in the healthcare system, generate ideas and develop a research design for an innovation process for developing potential solutions
- To generate ideas (solutions to a specific problem) and create different prototypes for health and healthcare innovation using SDU maker labs
- Use technology roadmapping as a platform for developing visual communication for the team's innovation strategy
- Evaluate and critically reflect on processes and models used for prototyping healthtech innovation
- Evaluate and understand the innovation and entrepreneurial process in relation to healthcare and health technology
- Define own educational skills and competences that are valuable in a health innovation process
- Perform a short presentation of a healthcare innovation (pitch)

Competences

- Work with innovation processes for solving real life problems in healthcare systems

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- Design an innovation process for healthtech using roadmapping
- Draft a business proposal based on a healthcare innovation
- Cooperate in a multidisciplinary team, to design and conduct health innovation process and utilize available resources in the process
- Integrate own professional skills and competences in a multidisciplinary context
- Communicate with peers and collaborate with different scientific disciplines

Product Development and Innovation – PRO1 – Project 1 (5 ECTS) (T080022101)

Description of the course: For all three project courses below (PRO1, PRO2 and PRO3), my role is course owner and responsible for coordination of topics, supervision, introduction and midterm presentations. The students can choose to work on a specific part of a research project, with a business plan, or an innovation project.

OPTION A - Research project

- Submitting a research proposal with supervisor's approval before starting the research project
- Summarize key theory, empirical evidence (primary and/or secondary; quantitative and/or qualitative) material and its analysis relevant to the field together with a research poster for the mid-term presentation for receiving feedback
- Delivering a final research paper with a summary of the relevant literature, assess and challenge analyzes that have already been completed

OPTION B - Start of own Business

- Submitting the required document for participation in a business plan competition
- Delivering a business plan in a well-written document including an oral presentation

Years as course responsible: 2019 – 2023

Learning objectives:

Knowledge

Option A:

- Know how to conduct a systematic literature review for a specific Product Development and Innovation field
- Know how to apply advanced quantitative and qualitative research methods to investigate research questions in a specific Product Development and Innovation field
- Know how to present and document findings of advanced quantitative and qualitative data analysis in a scientific report
- Know how to assess validity and reliability of advanced quantitative and qualitative data analysis

Option B:

- Know the general rules for business plan development and the general content of a business plan
- Know the criteria of different relevant decision makers for assessing the quality of a business plan

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- Know how to receive support from different external business experts (e.g. business angels, SDU support units) for developing a valid business idea and shaping a professional business plan
- Know different possibilities to internally and externally finance the start-up phase of a new business.

Skills

Option A:

- Refine and finalize the research questions corresponding to the specific research area and topic
- Generate empirical material through involvement in the research project
- Analyze/synthesize empirical data by choosing appropriate research methods applicable to the material
- Integrate theoretical perspectives gained through research literature with the practice of research
- Communicate a research contribution
- Reflect on the process, the research work and the limitations of the study

Option B:

- Finalize his/her initial business idea based on an engineering or high-technology product or service to a detailed business plan formulation
- Apply theories and methods learned in the Product Development and Innovation program to the analysis of the engineering and marketing feasibility of the business idea
- Articulate and implement the insights from the above analysis in a final business plan document and presentation
- Communicate the finalized business plan to external business experts and investors by participating in venture cup or other events of relevance (to be agreed with supervisor)

Competences

Option A:

- Be able to identify relevant research gaps for a specific Product Development and Innovation field and contribute to reducing the identified research gap(s)
- Be able to develop and shape an overall meaningful and scientifically sound research report for a clearly defined research problem in a specific Product Development and Innovation field
- Be able to select, plan and apply an adequate qualitative and/or quantitative research method for investigating the chosen research problem
- Be able to present and document the findings of the chosen research project in a scientifically convincing report

Option B:

- Be able to select and formulate a valid business idea
- Be able to identify and mobilize relevant information, feedback and support from external business experts for his/her business plan project
- Be able to address and include feedback from external business experts in his/her business plan project

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- Be able to develop, shape and communicate an overall convincing business plan document

Product Development and Innovation – PRO2 – Project 2 (10 ECTS) (T080024101)

Description of the course:

OPTION A - Research project

- The project course consists of the following deliverables:
- Submitting the student's own research proposal with supervisor's approval
- Summarize key theory, empirical evidence (primary and/or secondary; quantitative and/or qualitative) material and its analysis relevant to the field together with a research poster for the mid-term presentation for receiving feedback
- Delivering a final single authored research paper with a summary of the relevant literature, assess and challenge analyzes that have already been completed

OPTION B - Start of own Business

- The portfolio consists of the following deliverables:
- Submitting the required document for participation in a business plan competition
- Delivering a business plan in a well-written document including an oral presentation at the mid-term presentation (may include a business developer from Cortex)

Years as course responsible: 2019 – 2023

Learning objectives: Same as in the course Product Development and Innovation Project 1

Product Development and Innovation – PRO3 – Project 3 (5 ECTS) (T080025101)

Brief description: This project is for students at the 3rd semester of the MSc. Choosing between an in-company project, a PRO2 project (10 ECTS) or the PRO-project 3 (5 ECTS) and then more room for elective courses or enrollment in a summer course.

OPTION A - Research project

- Submitting a research proposal with supervisor's approval before starting the research project
- Summarize key theory, empirical evidence (primary and/or secondary; quantitative and/or qualitative) material and its analysis relevant to the field together with a research poster for the mid-term presentation for receiving feedback
- Delivering a final research paper with a summary of the relevant literature, assess and challenge analyzes that have already been completed

OPTION B - Start of own Business

- Submitting the required document for participation in a business plan competition
- Delivering a business plan in a well-written document including an oral presentation

Years as course responsible: 2019 – 2023

Learning objectives:

Option A:

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- Refine and finalize the research questions corresponding to the specific research area and topic
- Generate empirical material through involvement in the research project
- Analyze/synthesize empirical data by choosing appropriate research methods applicable to the material
- Integrate theoretical perspectives gained through research literature with the practice of research
- Communicate a research contribution
- Reflect on the process, the research work and the limitations of the study

Option B:

- Finalize his/her initial business idea based on an engineering or high-technology product or service to a detailed business plan formulation
- Apply theories and methods learned in the Product Development and Innovation program to the analysis of the engineering and marketing feasibility of the business idea
- Articulate and implement the insights from the above analysis in a final business plan document and presentation
- Communicate the finalised business plan to external business experts and investors by participating in venture cup or other events of relevance (to be agreed with supervisor)

Company collaborations that I have brought into the programme

Some recent and current company collaboration with either a case or a project:

Bang & Olufsen, LEGO® Group, LEGO® Merchandise, Montana, Fredericia Furniture, Dampa, Grundfos, Danfoss, Stena Recycling, LM Wind Power, Siemens Wind Power, Vattenfall, The Clean-cluster, Odense Municipality, Says Who, Odense Marcipan, Timbernest, Lifeline Robotics, ROPCA, Universal Robots, Nödik Coffee, Last Object, DFDS, Royal Brewery, and many more.

Photography from the graduation ceremony of the MSc. in Engineering Product Development and Innovation 2022.

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Teaching at Copenhagen Business School (CBS)

I was external lecturer at CBS, the Department of Organisation

Organisational analysis (15 ECTS)

Co-teacher: Christian Franckel (course owner)

Years as teacher on the course: 2018 – 2020

Teaching at Roskilde University (RUC)

I have been teaching at Roskilde University (RUC) for three years as Assistant Professor in Social Innovation/Public Innovation in; leadership studies, innovation, organisational studies and change management. Later, I also had a module teaching responsibility for the master's in public administration programme in 'Culture, communication and comparative management'. It included topical issues like climate cities, social innovation or urban uplift projects in the international public administration and politics master program (IPAP).

Courses taught on Master level at Roskilde University

(Approximately 200 hours/semester incl. hours of supervision and censorship)

Innovation and co-creation (in Danish: Innovation i samspil)

Description of the course: I teach methods for studying leadership styles for innovation, and assessment of these. It focuses on how leadership tasks differ from one context to another. The course literature list features three different texts pertaining to three different contexts.

Year teaching the course: 2016

Public leadership – reforms and organisation (in Danish)

Description of the course: Leadership, innovation management and governance 'Ledelse i reformstaten' - grundbog: Er offentlige ledere dukker eller dirigenter? We use a textbook as well as academic articles. I teach critical perspectives on methods as well as statistical methods for assessing leadership styles, scale development and particular governance styles. My teaching materials are mainly based on appendices in the student's textbook, which describe the methods used, notably surveys and interviews. Secondly, I use my own material from the LIPSE research project, and from

seminars with practitioners in Copenhagen municipality, in the course 'Assessing public leadership styles for innovation'. As a result, I achieved very high teaching evaluation scores for two 2-lecture sessions – the course coordinator is Associate Professor Peter Aagaard, who has provided me with a recommendation.

I also taught the leadership course in 2014-2015, which resulted in a systematically high evaluation by the course coordinator that was partly based on oral and written student evaluations. I have been appointed as censor for the students' oral exam based on a written assignment (RUC chose to appoint an internal censor) for this exam.

Year teaching the course: 2015

Culture and Communication in International Public Administration' (in English)

Description of the course: I combine hands-on exercises with theories of public leadership, governance, legitimacy, public reforms and network governance. I have designed a case study on planning for a 'sustainable township. I use workshops, strategy making, scenarios and

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roadmapping for building governance and communication activities. See case example from the course in appendix 1.

Year teaching the course: 2015

Public leadership (in Danish: Ledelse i offentlige organisationer)

Description of the course: The course topic was 'Leadership in public organizations', and the focus is on modern governance and the roles and functions of leaders. The aim of the course is to introduce students to types of leadership through case studies of modern governance.

Evaluation – the course scored around 3.5 on average – some elements scored up to 4 out of 5. The course involved various teachers, possibly too many (including 3 PhD students) so this issue was addressed by reducing the number of teachers involved (see the revised 2015 course outline, above).

Year teaching the course: 2014

International Public Administration and Politics in 'culture and communication' (in English)

Description of the course: I use a workshop and simulation games as teaching methods. My personal evaluations lie between 3.8 and 4.2 (on a scale from 1-5, where 1 is the lowest and 5 is the highest). Students like the workshop and request more practical activities like it. In this year's course I have therefore added simulation games and allowed more time for the workshop in order to apply a learning-by-doing approach, with reflections at the end in relation to theory and methods.

Year teaching the course: 2014

Courses taught on Bachelor level at Roskilde University

(200 hours incl. hours for supervision and censorship excl. hours for meetings)

Workshop with 40 students volunteering for 'Power, Interest and Lobbyism'. (4 x 2 hours plus preparation and meetings prior to the workshop to organize it. See a detailed description of the workshop in Appendix 2.

Description of the course: Students choose topics relating to their 5-months group projects. In consultation with me (faculty member), they select readings consisting of research articles or excerpts from academic texts or book chapters. Student groups prepare a short PowerPoint presentation of no more than 10 mins using a maximum of 8 slides, and then we discuss the topic in class (setting: large horseshoe table layout). Together with the students, we arrange an excursion (3rd session) to the Confederation of Danish Industry (Dansk Industri), with presentation and discussion at their premises in Copenhagen and discussion with their senior consultants. Evaluation: 4.8 (out of max 5 points).

Year teaching the course: 2015

Science methods

Description of the course: I teach methods (qualitative and quantitative methods/mixed methods) at the bachelor level (Sambach) (110-130 students in the class). I use film clips, research articles, cases, and examples of best and worst practices e.g., in using descriptive statistics. Overall evaluation (whole team): 4.0. In the undergraduate sociology course.

Year teaching the course: 2015

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Student projects supervised at Roskilde University

Years: 2013-2016

Table 3 Projects supervised at Roskilde University (incl. exams)

2015

Mostly in Danish

Master level

master thesis and integrated projects

- Smart city – en indsats i de danske kommuner: Aarhus, Aalborg, København og Vejle
- Centrale aktørers oplevelse af barrierer og drivkræfter i helhedsplansnetværk i henholdsvis København og Høje-Taastrup Kommune
- Gymnasiet i en reformtid - Ledelse, netværk og gymnasielærere's nye virkelighed efter OK 13
- Hvordan får vi også Mehmet med i Folkeskolens fællesskab? - Et speciale om social og samarbejdsdrevet innovation i udskolingen
- Medialisering af politik - En undersøgelse af politisk interessevaretagelse gennem sociale medier

Student internships

in public/private organizations

- Organisationsforandring og ledelse af tværgående innovationssamarbejder
- Resultatmålingsudvikling i Fredensborg Kommune og de involverede aktørers indflydelse herpå
- Netværksstyring i Høje Taastrup Kommune

Bachelor level

- Nyttejobs i Danmark
- Hjemvendte soldater
- Opråb fra provinsen? - valget 2015: politiske og socioøkonomiske faktorer

2014

- Offentlig innovation og strategisk samarbejde

Master level (master thesis and integrated projects 3. semester)

- Kvalitet i offentlig planlægning af megaprojekter: en undersøgelse af den politiske styring af Metro Cityringen
 - Beskæftigelse gennem netværk i Odense Kommune
 - Hvorfor måling af offentlig innovation - en undersøgelse af interessenters forventninger til Center for Offentlig Innovations Innovationsbarometer
 - OK13 - Ledelse i gymnasiet - Rektoren som forandringsleder
 - OPI i sundhedssektoren (offentlig-privat innovationspartnerskaber i sundhedssektoren)
 - Tillidsbaseret ledelse i Socialforvaltningen i Københavns kommune
 - Innovationsstrategier i forhold til de ældre indvandreres udfordringer på sundhed - og inklusionsområdet
- Internships
- Dansk-amerikansk netværkssamarbejde - Dansk innovationscenter i Silicon Valley
 - Modstand på Metropol (Professionsskolen i København og innovationsprojekter)

Bachelor level

- Refhaleøen – det sidste Klondike sted i Københavns kommune
- Forbrugerisme og sociale kapitalformer

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- Forbrugslån – og unges vaner
- Forbrugerisme og ny teknologi
- Den kommunale embedsmand anno 2014 - en undersøgelse af en kommunaldirektørs indflydelsesmuligheder på kommunalpolitiske beslutninger
- Det tværfaglige, tværsektorielle samarbejde i SSP+ København

2013

•

Master level

- Frivilligt arbejde og kernevelfærd i Holbæk Kommune
- Udfordringer i anvendelsen af Forandringskompasset på københavnske krisecentre - Et casestudie af frontlinjepraktis
- Brugercentreret innovation i den offentlige sektor

Internships

- Skal Danmark sende grise til Månen? Et studie af innovationspartnerskabet Månegrissen
- (Forsknings- og innovationsstyrelsen)

At Roskilde University, I was teaching approximately 365 hours every semester, this includes supervisions but excl. my training courses (The Assistant professor program w. teaching and training). During my Assistant Professor position at Roskilde I have supervised, approximately 30 integrated projects at master and bachelor level including internship reports, when the student has been working in an organization. All of my supervised student project groups have passed their exams. Only two students have received the grade 02 (at bachelor level project, oral exam), 10 of my supervised students have received the grade 12 in their projects (master student projects) – all other are either a 10 or a 7 on the scale ranging from 00-12 (where the grade 02 is passed, 7 is good and 12 is the best). I have been nominated by master thesis students at Roskilde University to the award of teaching of the year in 2015 – being among the nominees is a great honor.

Teaching recognition from Roskilde University

Nominee for the teaching award 'teacher of the year' by the student's panel, Roskilde University

Year: 2015

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Course owner at DONG Energy Academy (Ørsted A/S)

- Wind Power Engineering/Business Improvement Department (today they are called Ørsted A/S)

Offshore Wind Basics

Description of the course: 1 week course with 30 new managers in Wind Power In collaboration with Danish University
Wind Energy Training (DUWET)

Year teaching the course: 2012

Introduction to Offshore Wind Engineering Disciplines

Description of the course: 2 days course, 4 times a year in 2012 with a total of 141 new engineers - In collaboration with in-house Chief Specialists

Year teaching the course: 2012

Teaching at the Technical University of Denmark (DTU)

- Management Engineering

Courses taught at the Technical University of Denmark

Mapping yourself into the future: Roadmapping and Scenarios, Executives from industry

Co-teacher: Kristian Borch (DTU) and DTU Business Year teaching the course: 2010

42741 Strategic Foresight in Engineering, PhD course

Co-teacher: Per Dannemand (DTU) Year teaching the course: 2010

42467 Introduction to Strategic Management, MSc course

Co-teacher: Kristian Borch (DTU) Year teaching the course: 2011

42532 Strategy and Planning Methods, MSc course, discussant on student presentations

Year teaching the course: 2011

42741 Strategic Foresight in Engineering, PhD course

Year teaching the course: 2012

42467 Introduction to Strategic Management, MSc course

Year teaching the course: 2012

Supervision of MSc thesis DTU (pharmaceutical industry)

Thesis title: In Silico Immunogenicity Evaluation and Commercialisation of a Protein Drug 10

A collaboration between the DTU Management Engineering and DTU Bio Systems in co-supervision

Thesis student: Julie Serritslev

Year: 2010 – 2011

Graded: 12

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Appendix 1: Example of a case in Culture and Communication

– Public Administration and Politics – building a strategy and communication plan for a new sustainable township.

Case: Civil servant information (500 words) – input from Eurocities 2015 conference – input for scenario making on 9.

November 2015 workshop

EUROCITIES conference 2015 identified 4 main topics

The EUROCITIES annual conference is an important milestone in the year of work that our forums and working groups, our politicians and officers deliver. The conference will also be a key part of our ongoing work on the EU urban agenda, which needs to empower cities to drive smart, sustainable and inclusive growth for Europe.

Case fact sheet: Sustainable growth and quality of life

In Europe, 72% of the population lives in cities – that's 359 million people. It is people that give cities the creativity and dynamism that makes them centers of learning, technical and cultural development, and research and innovation. But the density of cities and growing populations put pressure on resources and public services and threaten our European model of well managed urban concentration. To confront future challenges, we need to change the way we approach economic growth, create jobs and ensure quality of life.

The EUROCITIES annual conference is an important milestone in the year of work that our forums and working groups, our politicians and officers deliver. The conference will also be a key part of our ongoing work on the EU urban agenda, which needs to empower cities to drive smart, sustainable and inclusive growth for Europe.

4 main topics identified

Four parallel roundtable debates have replaced the usual mayors' debate and the workshops.

We introduced a new format for the politicians' debates this year. Four parallel roundtable debates replaced the usual mayors' debate and the workshops. They allowed us to give a wider platform for political debate on key areas of our work.

Air Quality

How we can ensure better air quality in our cities. Air pollution has a serious impact on health, can contribute to climate change and damages ecosystems. How can cities work together, what are good solutions, and how can we reduce transboundary air pollution? What will be the effects of the revision of the National Emissions Ceilings (NEC) Directive?

Employment

How cities face one of the most important current challenges: creating jobs and supporting job creation for their citizens. How do cities work in cooperation with local stakeholders (education, businesses, communities) to generate new jobs and strengthen Europe's economy? How do cities support people who want to set up their own business? How can cities help people to get skills matching the jobs available on the labor market?

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Securing investment and local economic development

How cities can become attractive for investment to ensure growth, employment and prosperity. How can a city work strategically to create an attractive environment for investment? Can cities work with business clusters to attract investment? And how can cities ensure that these businesses stay long-term and create sustainable employment and growth?

Urban mobility

Urban mobility. Can cities use urban mobility to improve quality of life for all citizens? Is it possible to increase growth, control congestion and improve quality of life in our cities without huge investments in infrastructure and technology? Can urban mobility contribute to increased social inclusion?

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Appendix 2: Example of teaching form: Interactive learning

(In Danish) from my workshop (bachelor level) – 5 weeks (class every Wednesday for 4 weeks)

2015: Workshop with 40 students volunteering for 'Power, Interest and Lobbyism'

4 x 2 hours plus preparation and meetings prior to the workshop to organize it. Students choose topics relating to their 5-month group projects. In consultation with me (faculty member), they select readings consisting of research articles or excerpts from academic texts or book chapters. Student groups prepare a short PowerPoint presentation of no more than 10 mins using a maximum of 8 slides, and then we discuss the topic in class (setting: large horseshoe table layout).

Together with the students, we arrange an excursion (3rd session) to the Confederation of Danish Industry (Dansk

Industri), with presentation and discussion at their premises in Copenhagen and discussion with their senior consultants.
Evaluation: 4.8 (out of max 5 points).

We use a logbook for the workshop to keep track of course. The logbook is shared by me and with the students by the use of e-learning tools (Moodle) during and between meeting/session:

Photos: Confederation of Danish Industry: Me and my students

30 workshop-student from the bachelor level (Sambach 3. semester).

We know a lot from the literature about why firms or whole industries lobby, but we little about how they do it. That's why we went to talk to chief negotiators from the Confederation of Danish Industry. We learned about their work in EU lobbying Danish industry's interest and more about green standards and their impact on technology development and competition. Collaboration with Jesper Madsen, Head of BSC Metal and Machine in the Confederation of Danish Industry (DI) and Senior Chief Consultant Ulla Lyk-Jensen, who talked about DI's work in ensuring that Danish companies' interests are safeguarded in EU policy, i.e., the 'green' standards are highly topical and an area where Denmark helps to set the standard.