

Teaching Portfolio

Lykke Margot Ricard
Lektor, Studieleder
Institut for Teknologi og Innovation
SDU Innovation and Design Engineering
E-mail: lmri@iti.sdu.dk



Pedagogical view: Educational practice - Basis / values

My teaching vision, principles and practice

My teaching vision is to educate self-directed learner. 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. My role is more that of a mediator, facilitator and a source of inspiration.

This is one of the core values underpinning my teaching style, which I practice by engaging the students in my teaching using a very direct and interactive approach. 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.

Another issue is whether one should aim to train students for a future in academia or in the public or private sector. Here, I am able to draw on my own background, having worked as a public sector consultant for many years and as a business improvement consultant in private industry, to show the students that it is important to show that they are employable candidates, for example by visualising points using graphs, charts, numbers or statistics. Actually, simply using descriptive statistics can make a point or puzzle much clearer. So, I practice this in the classroom too, usually by showing the students examples; and I am happy to devote time to showing them how to use features in SPSS, Excel or Ucinet, etc.

Applied theory

At the master level, I have focused more on applied theory and problem-oriented teaching, as well as on research methodology (which I also teach at the bachelor level). One of my core teaching values is to apply democratic teaching theory in practice, through discussions and motivating the students to ask curious, reflective and critical questions, and encouraging them to see that finding answers is an important undertaking.

In my sociology and methods classes, there is always a session on 'What makes a good problem for a project?' in which I encourage my students to find a puzzle in the literature, or between theory and practice, or between an empirical problem and a political vision e.g. a city vision for a healthy living city despite increasing pollution, or to explore changing societal needs relating to developments in demography or fiscal pressure. This is related to the process of translating a societally relevant problem into a knowledge gap in the literature or in practice.

At the master's level, I teach primarily in: leadership studies, theories of management, innovation, organisational studies and/or change processes. I also teach in 'public leadership and reform' and in the 'public innovation' course (in Danish), in which some of the slides are allowed to be prepared in English.

Every year, I teach classes in English in 'Culture, communication and comparative management and public administration'. This course is relating to topical issues like climate cities, social innovation or urban uplift projects in the international public administration and politics master program (IPAP). My oral English is fluent, and my written English is highly proficient (though a language check is usually carried out prior to publication). I have a diploma in English at the Proficiency level from Oxford, F.E. in 1995.

Teaching experience

I have been teaching for more than 14 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 and also many other courses at the PhD and Master levels. I have also custom designed courses especially for DTU Food Directors.

Besides, university teaching, I also have experience teaching in industry, namely at DONG Energy, Wind Power Engineering, where I was responsible for training and onboarding activities (new engineers) at DONG Energy Academy. At the Academy, we also develop and impart e-learning programmes. During my time as Business Improvement Consultant (2012-2013), I was responsible for the support of internal knowledge sharing processes across engineering disciplines. Because of this, I was invited by senior researcher, Kristian Borch, to teach as external lecturer on a course in 'Strategy Management'.

At DTU Management Engineering, I received excellent evaluation reports, which emphasised my ability to combine theory and practice with real-life cases. I am always eager to learn more and strive to improve my teaching skills continuously.

Overview of courses

Overview of courses taught at Roskilde University

Master level-approximately 200 hours/semester incl. hours of supervision and censorship:

2016: **Innovation and co-creation** (in Danish: Innovation i samspil)

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.

2015: **Public leadership – reforms and organisation** (in Danish)

In Danish: 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 text book, 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 (see recommendations). I also taught the leadership course last year, 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.

2015: **'Culture and Communication in International Public Administration'** (in English)

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 roadmapping for building governance and communication activities. – Master level – international students (in English).

2014: **Public leadership** (in Danish: Ledelse i offentlige organisationer). 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 – master's level
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).

2014: **International Public Administration and Politics in 'culture and communication'** (in English) I use a workshop and simulation games as teaching methods – master's level.

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.

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

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

(4 x 2 hours plus preparation and meetings prior to the workshop to organise 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).

2015: **'Science method' and 'sociology'**. 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 practises e.g. in using descriptive statistics. Overall evaluation (whole team): 4.0. In the undergraduate sociology course, I act as censor/assigning grades (written and oral exams), and I am also occasionally responsible for re-examinations.

Overview of courses taught at DONG Energy Academy/Course owner-Wind Power Engineering/Business Improvement Department

2012 – 2012 **Offshore Wind Basics** 1 week course with 30 new managers in Wind Power In collaboration with Danish University Wind Energy Training (DUWET)

2012 – 2012 **Introduction to Offshore Wind Engineering Disciplines** 2 days course, 4 times a year in 2012 with a total of 141 new engineers - In collaboration with in-house Chief Specialists

Overview of courses taught at Technical University of Denmark/DTU Management Engineering

2012: 42741 **Strategic Foresight in Engineering**, PhD course 2012: 42467 **Introduction to Strategic Management**, MSc course

2011: 42467 **Introduction to Strategic Management**, MSc course together with Kristian Borch (DTU) 2011: 42532 **Strategy and Planning Methods**, MSc course, discussant on student presentations

2010. **Mapping yourself into the future: Roadmapping and Scenarios, Executives from industry** Together with Kristian Borch (DTU) and DTU Business) 2010. 42741 **Strategic Foresight in Engineering**, PhD course together with Per Dannemand (DTU)

Overview of courses taught at Copenhagen Business School

2000-2001 Managerial Economics, Teaching Assistant (exercises class) Department of Production and business (PEØ) 90 BSc. Students

Formal pedagogical training

2016: Assistant Professor programme at The Centre for University Teaching and Learning (UniPæd) Roskilde University

Other activities related to teaching and teaching development

Teaching recognitions

2019-: Head of MSc Programme in Engineering Product Development and Innovation, SDU
Head of Health Tech Innovator Summerschool, SDU

2015: Nominee for the teaching award 'teacher of the year' by the student's panel, Roskilde University

Dissemination activities and other relevant teaching experience

Since August 2013, I have been the leader of a large work package in an EU project entitled LIPSE – Learning from Innovation in Public Sector Environments (June 16, 2016). As leader not only of the Roskilde University research component, but also a work package in collaboration with Professor Jenny M Lewis, University of Melbourne, Australia, I have acquired a great deal of experience in international dissemination activities, including acting as discussant on PhD projects, participating in conferences and expert panels, engaging in research communities and with international students, and taking part in public debates in the press (opinion articles, features, blogs, radio shows), as well as holding many public lectures for practitioners in Copenhagen municipality and internationally (in Brussels, at the University of Melbourne, and at Bocconi University to government practitioners and other public sector officials, as well as to students and practitioners at Dansic 2015 at Copenhagen University etc.)

I have assisted Professor Eva Sørensen with PhD student supervision, and I have acted as host supervisor for two visiting LIPSE project PhD fellows (from Erasmus University Rotterdam and Hertie School of Governance). I also supervise at master's level, i.e. projects on private and public partnerships – megaprojects like the Metro City ring – and other public

contracting initiatives. I am frequently in contact with Copenhagen municipality and consultancy companies regarding public service innovation in general.