

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Forelæsning, vejledning, censor og eksamination på Organisatorisk Læring (Bachelor) på alle semestre siden 2018. Vejledning på Loop (Master) siden 2019 Forelæsning på Management and Teknologi (MBA) siden 2013 Workshops om aktionsforskning på Cand.merc. i 2014 og 2015 Workshops om aktionsforskning på HA 3. semester 2013,2014 og 2015 Workshops om aktionsforskning på EBA 3. semester 2014 og 2015 Vejledning 2013, 2014 og 2015 på HD (O) Afgangsprojekter Vejledning 2013,2104 og 2015 på HA 2 semester, 3 semester, 5 semester og 6 semester ...

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Modulansvarlig for modul 12. på MMT-uddannelsen (MBA) i 2022. Semesteransvarlig for 5. semester på Organisatorisk Læring i 2022. Semesteransvarlig for 5. og 6. Semester på Organisatorisk Læring i 2021. Modulansvarlig for 4. semester, modul 8 og modul 10 på Organisatorisk Læring i 2022. Semesteransvarlig for 5. semester på Organisatorisk Læring i 2021, 2020, 2019 Medlem af uddannelsesrådet på OL siden 2020 Med til at revidere studieordningen på Organisatorisk læring i 2020

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

Certificate of University Teaching and Learning. Adjunkt pædagogikum ved Aalborg Universitet 2017 - 2018 Autorisation for NEO Personality Inventory Revised NEO-PI R siden 2009 Since 2014, I have been teaching on B.Sc., M.Sc. Masters and MBA courses. Some of these courses at all levels have been taught in English. As part of my academic career, I have followed and completed the following pedagogical courses: 1. Course Module 1. Teaching at a PBL University 8 Marts 2017 2. Course Module 2. Planning and Implementation of Group Instruction. 29 March 2017 3. Course Module 3. The Use of IT and Media for Learning and Teaching. 11 March 2017 4. Course Module 4. The PBL Group – Collaboration, Process and Supervision. 20 September 2017. 5. Course Module 5. Planning and Development and Quality Assurance of Study Programs. 8 November 2017 6. Accelerated Academic English. Jan 2017 – June 2017. 7. Understanding exam regulations. 12 April 2017 8. Copyright and plagiarism. 24 May 2017. 9. Working with institutions and companies in project work - an introduction to the case study method in project supervision and lectures. 31 May 2017 10. Portfolio methodology as a means to support and assess students' learning and professional competence development. 4 October 2017 11. PBL and Sustainability. 22 November 2017 her...

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegiasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

Bedst udgivne artikel på Organizational Development Journal 2020 Sparre, Mogens (Modtager), 31 mar. 2021 Maskinmestrene skal turde ikke at vide alt. Artikel i Uddannelse og Ledelse, Er andelstanken ved at blive aflivet? Artikel i Nordjyske Mogens Sparre 30/07/2022 Forbrugereje handler om, at man sammen løser et fælles problem. Artikel i Nordjyske Mogens Sparre 21/09/2020 Vand er ikke en ressource – det er et livsvilkår. Konferencebidrag 17/06/2020

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

Arbejder sammen med Landdistrikternes fællesråd. www.landdistrikterne.dk Arbejder sammen med Forskningsnetværk i Demokratisk Ejerskab

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger.

Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

Årets underviser på Organisatorisk Læring i 2019 Pedagogical opinion 1 I, Kenneth Mølbjerg Jørgensen, Department Business and Management, have guided Mogens Sparre. I have observed the following developments, which are related to the following areas: • Increased insight and application of pedagogical principles • Increased reflection on the choice of literature • Better organized teaching and guidance courses • Engagement in reflexive dialogue with colleagues or supervisors During the period, MS developed his theoretical, pedagogical, and didactic foundation through targeted work in both theory and practice in the fields of management, organization, and learning. He has worked on the principles of active involvement, where students must study and be engaged in their own learning. Students should not learn to listen and repeat the content of the teaching but should be inspired to seek knowledge themselves and learn something new. MS has gone through a long development from the practical world to the academic and has gained many experiences along the way. Today, he appears as an experienced teacher with a sensible application of pedagogical and critical principles, which are closely linked to a dedicated belief in problem-based learning. From my observations, there is no doubt that MS is passionate about his work and approaches teaching with both knowledge and skills but also heart and soul. He is passionate about the assignment and the students and manages to burn through. He lives for the dialogue and discussion with the students and also places demands on the students. MS appears committed and imaginative. He is undergoing positive development in terms of reflecting critically on his pedagogical practice, and he appears confident in his dealings with, and communication of, his subject areas of action research, culture and learning in relation to the organizational field. These are subject areas that he lives and not just communicates. Pedagogical opinion 2I, Mette Buchardt, AAU Learning Lab, have guided Mogens Sparre. I have observed the following developments: During the period, MS has expanded his theoretical foundations, including through self targeted reading in interaction with myself as a pedagogical supervisor and interlocutor, in order to consolidate and flesh out his approaches to teaching and the students whose learning process is to be facilitated. MS has thus linked his already well-developed competences in existential and phenomenological conversation to adult and university pedagogical professional teaching under the auspices of PBL. I have observed that MS appears as a confident, experienced, and inspiring teacher and supervisor who manages to both challenge and provide a safe environment for the students. MS has exemplarily integrated the reflection work with his own portfolio, development-oriented initiatives in teaching and guidance, discussing conversations with supervisors, assistant professor colleagues and other colleagues in the work to implement learning goals, as MS documents in his portfolio. Overall, MS emerges as a safe, experienced, reflexive, and development-oriented teacher who puts the students' learning process at the center of his didactic pedagogical choices

7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

Skriv dit svar her...

8. Andet.

Recommendation Letter for Mogens Sparre Mogens Sparre has been teaching at Master In Management of Technology (MMT) since 2014. MS's teaching has been centered on Change Management, Organizational Culture, Strategic Development and Management, and Scientific Philosophy and Methodology. The students and the MMT management recognize MS for his engaged and direct form of teaching. In all the years, the students have evaluated MS with the highest grades. MMT knows MS as an esteemed, professional, flexible, and well-prepared colleague. I can give Mogens Sparre my warmest recommendations. Please feel free to contact me if you have any questions. Sincerely yours
Professor John Johansen, Ph.D. (Program Director MMT) Department of Materials and Production, Center for Industrial Production Aalborg University Fibigerstræde 16 9220 Aalborg, Denmark Mobile +45 5120 4197 JJ@business.aau.dk