

## Teaching portfolio

**1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.**

Type your answer here...

**2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.**

Type your answer here...

**3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc**

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 af 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

**4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.**

Type your answer here...

**5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.**

Type your answer here...

**6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.**

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 21, 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. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)**

Type your answer here...

## **8. Any other information or comments.**

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  
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