Anoush Margaryan
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Highlights of CV

Research profile

- Interdisciplinary research examining how digitalisation and AI technologies reshape work, learning, skill formation and capability development. Current work develops a human-capabilities perspective on AI through a Carlsberg Foundation-funded monograph
- 28-year research track record drawing on the learning sciences, educational technology, psychology, sociology, organisational studies, and technology-and-society research; research foci covered workplace and organisational learning, self-regulation and self-direction in professional learning, digital labour platforms, and the future of work
- Methodological expertise in mixed-method research, including interview-based research, survey research, design research, and participatory action research
- Over 140 scientific publications, including two books, with more than 55 co-authors worldwide
- Academic and professional appointments across Denmark, Scotland, England, Germany, the Netherlands, and Armenia, with sustained collaboration across universities (e.g. Oxford, UCL, Goethe University Frankfurt), industry (e.g. Shell, BP, Conoco, Phillips66, Centrica, Upwork), professional bodies (e.g. the Energy Institute, Chartered Institute for Securities & Investment, UK Higher Education Academy), and policy organisations (e.g. Cedefop, the European Centre for the Development of Vocational Training)
- Led 20 international, interdisciplinary, industry-academia collaborative projects funded by the UK Economic and Social Research Council, Shell, BP, the Energy Institute, the World Bank, Volkswagen Foundation, Carlsberg Foundation, Candys Foundation, and Alexander von Humboldt Foundation, among others, with total funding of approximately DKK 66 million

Research-environment leadership and capacity building

- Founding Research Lead and later Director of the Caledonian Academy Research Centre for Technology-enhanced Professional Learning, Glasgow Caledonian University (2006–2016); contributed to growing the centre from three to more than 20 faculty and staff within four years
- Director of Research of CBS's cross-institutional strategic initiative on research and development in blended learning (2019–2024), funded through a DKK 26 million endowment from the Candys Foundation and DKK 31 million in matched funding from CBS. Led and coordinated research across PhD researchers, postdoctoral fellows, research assistants, faculty associates, and educational developers from across CBS departments and central units; established and convened research seminars, reading groups, research-practice workshops, faculty development activities, industry-academia colloquia, and an international conference
- Convener of an international, interdisciplinary academia-industry seminar series on Organisational Learning from Incidents, funded by the UK Economic and Social Research Council (2013–2016). Organised and chaired six interdisciplinary seminars, each attracting 30-80 participants from academia, industry, professional bodies, and policy organisations, including engineers, psychologists, human-factors and risk specialists, sociologists, education and management scholars, the UK Health and Safety Executive, the Energy Institute, and organisations across the energy, healthcare, and nuclear sectors
- Mentored early career researchers and Assistant/Associate Professors

International standing

- h-index of 37, i10-index of 65, and 7,989 citations (Google Scholar, 29 October 2026)
- The 4th most cited scholar on digital skills and among top 25 most cited scholars on workplace learning, according to Google Scholar
- Competitively awarded international appointments include a Visiting Research Fellowship at the Oxford Internet Institute, an Alexander von Humboldt Senior Fellowship, and a Shell Research Fellowship
- International Expert, Main Panel C (Social Sciences), UK Research Excellence Framework 2029 (2025–2030), contributing to the development and calibration of research-quality assessment criteria across 13 social science sub-panels informing the allocation of approximately £2 billion in annual research funding
- Chair, Grant Assessment Committee, Digital Technology and Work Call, Dutch Research Council (2025)
- Extensive international research-assessment and advisory experience across UK ESRC, German DFG, Dutch NWO, Belgian FWO, EU Horizon programmes, and the European Science Foundation, alongside extensive interdisciplinary conference, seminar, and workshop convening and invited keynote and panel engagement

Employment

05/2019 – present	Full Professor, Department of Digitalization, CBS
05/2019 – 07/2024	Candys Foundation Endowed Chair of Blended Learning, Department of Digitalization, Copenhagen Business School
04/2018 – 04/2019	Full Professor and Director, Learning in the Platform Economy research centre (LeaP), University of West London, UK
10/2016 – 03/2018	Alexander von Humboldt Senior Fellow, Department of Work Sociology; Associate, Centre for Leadership and Behaviour in Organisations, Goethe University Frankfurt
07/2006 – 09/2016	Co-founder & Work, Technology and Learning Research Programme Lead (2006-2014) and Director (2015-2016), Caledonian Academy: Research Centre for Technology-enhanced Professional Learning, Glasgow Caledonian University, UK
08/2015 – 09/2016	Full Professor of Technology-enhanced Professional Learning, Glasgow Caledonian University, UK
01/2012 – 07/2015	Senior Lecturer in Technology-enhanced Professional Learning, Glasgow Caledonian University, UK
07/2006 – 12/2011	Lecturer in Technology-enhanced Professional Learning, Glasgow Caledonian University, UK
10/2005 – 06/2006	Founding Associate Director and Research Fellow, Centre for Research on Learning, University of Dundee, UK
03/2002 – 09/2005	Research Analyst, Learning and Leadership Development, Royal Dutch Shell, Netherlands
03/2002 – 09/2005	Research Assistant, Faculty of Behavioural Sciences, University of Twente, Netherlands
09/2000 – 02/2002	Research Assistant, Department of Organisational Studies and Human Resource Management, European Business School (ebs), Germany
09/1998 – 08/2000	Head of Personnel Department, American University of Armenia, Yerevan
08/1995 – 07/1997	Assistant Project Manager, Yerevan International Air Cargo Terminal Project Implementation Unit, Zvartnots International Airport, Armenia

Visiting positions

2024-2025	Visiting Research Fellow, University of Oxford Internet Institute (competitively awarded)
2012	Visiting Researcher, Centre for Educational Technology, Tallinn University, Estonia
2007–2010	Shell Research Fellow, Shell, The Netherlands (competitively awarded)
2002	Visiting Lecturer, Department of Organisational Studies and Human Resources Management, European Business School (ebs), Germany

Education

PhD in Educational Science and Technology, University of Twente, Netherlands, 2006
MSc in Educational and Training Systems Design, University of Twente, Netherlands, 1998
University diploma (pre-Bologna equivalent to a combined BA and MA) in Romance-Germanic Philology, Yerevan State University, Armenia, 1997

Research grants

2024-2025	*Human capabilities in the age of artificial intelligence and learning machines*, monograph grant (full salary plus an operational budget of dkk 60,000)
2020	*Skills, artificial intelligence and labour (SKAIL)* planning grant, €122,600 from Volkswagen Foundation, Co-Investigator (with Martin Krzywdzynski (WZB Social Sciences Research Centre Berlin; David Guille and Miguel Rodrigues, University College London, and Christian Meske, Free University Berlin)
2019-2020	*Learning and skill development in online platform work: Comparing microworkers' and online freelancers' practices (CrowdLearnPlus)*, €15,000 from the European Centre for the Development of Vocational Training (Cedefop), Principal Investigator.
2018-2019	*Skills formation and skills matching in online platform work: Practices and policies for promoting crowdworkers' continuous learning (CrowdLearn),* €301,362 from the European Centre for the Development of Vocational Training (Cedefop), Co-Investigator (with Professor Vili Lehdonvirta, University of Oxford Internet Institute)
2016-2018	*Understanding learning practices in crowdwork*, £60,000 from Alexander von Humboldt Foundation, Principal Investigator
2013-2016	*Interdisciplinary Perspectives on Learning from Incidents Seminar Series*, £30,000 from the UK Economic and Social Research Council, Principal Investigator
2014-2015	*Becoming self-regulated: Personal and environmental antecedents*, £35,000 from Glasgow Caledonian University, Principal Investigator
2012-2013	*Organisational and cultural factors in learning from incidents*, £20,000 from BP (British Petroleum), Co-Investigator
2012-2013	*Engaging with Learning from Incidents initiatives in organisations*, £62,650 from Energy Institute, Shell and Centrica, Co-Investigator
2012-2013	*Assessing the instructional quality of massive open online courses*, £2,500 from Glasgow Caledonian University, Principal Investigator
2011-2012	*'Narrating Your Work' Experiment: Enhancing knowledge sharing in distributed teams*, £5,000 from Glasgow Caledonian University and Shell Learning, Principal Investigator
2011-2012	Self-regulated learning in massive open online courses (MOOCs), £5,000 from Glasgow Caledonian University, Co-Investigator
2010-2013	*PhD studentship 'Academics' use of networks for professional development and change in teaching practice'*, £53,000 from Glasgow Caledonian University, Director of Studies
2010	*Scoping study on sustainable approaches to technology-enhanced learning*, £2,500 from the UK Higher Education Academy, Co-Investigator
2009-2012	*PhD studentship in Learning from incidents*, £82,000 from Energy Institute, Shell and ConocoPhillips, Co-Investigator
2008-2010	*Action research partnership on innovative approaches to professional learning in organisations*, £96,584 from Shell Learning, Co-Investigator
2009-2012	*Development and evaluation of software to support articulation and sharing of learning goals in the workplace*, £10,000 from Glasgow Caledonian University, Co-Investigator
2007-2016	*Technology-enhanced Professional Learning UK national special interest group*, £27,500 from the UK Higher Education Academy, Co-Director
2006-2007	*Learning from digital natives: Integrating formal and informal learning*, £29,508 from the UK Higher Education Academy, Co-Investigator
2002	*Networking for innovations in the use of digital technology in teacher training*, £2,000 from the World Bank, Principal Investigator
1997	Netherlands Organisation for Cooperation in Higher Education (NUFFIC) Full Scholarship for MSc study at the University of Twente

Awards

2016 Senior Fellowship, Alexander von Humboldt Foundation, Germany, awarded for *"demonstrating outstanding achievements in research and for contributing significantly to international cooperation and understanding"*

2011 Commendation from the Confederation of British Industry (CBI) for the cross-institutional initiative on improving students' employability at Glasgow Caledonian University 'Realising Work-Related Learning Diffusion' (RealWORLD). I was a co-founder and steering group member of this strategic initiative.

2008 Highly Commended Award, Emerald Literati Network Award for Excellence for the paper Margaryan, A. (2008). Supporting instructors in innovation: A three-component approach. *Journal of Workplace Learning*, *20*(6), 400-415.

2007 Outstanding Paper Award, World Conference on Educational Multimedia, Hypermedia & Telecommunications (EDMEDIA), for the paper Margaryan, A. & Littlejohn, A. (2007). Community dimensions of learning object repositories. In C. Montgomerie & J. Seale (Eds.), *Proceedings of EDMEDIA 2007* (pp. 4335-4343). AACE.

2005 Excellence in Research-to-Practice Award, American Society for Training and Development (ASTD)

International research assessment and advisory roles

2025-2030	International Expert, Main Panel C (Social Sciences), UK Research Excellence Framework 2029 (REF 2029)
2025-2026	Chair of Grant Assessment Committee "Digital Technology and Work" Call, Netherlands Research Council (NWO)
2022-pr	Member of International Expert Working Group guiding the development of the European Training and Learning Survey (ETLS), European Centre for the Development of Vocational Education (Cedefop)
2019-2023	Member of Grant Assessment Committee, German Research Council (DFG) Priority Programme SPP2267 "The Digitalisation of Working Worlds" (Rounds 1 and 2)
2018-2019	Member of Grant Assessment Panel and Rapporteur, EU Horizon 2020 Transformations Programme
2015-pr	Member of Peer-review College of Experts, UK Economic and Social Research Council
2018-2021	Member of European Science Foundation (ESF) College of Expert Reviewers
2019-pr	Grant reviewer for German Research Council (DFG)
2019-pr	Grant reviewer for Flemish Research Council (FWO)
2021-2022	Annual report reviewer for Reshaping Work Foundation, Netherlands
2017-2021	Advisory board member, European Research Council Starting Grant at University of Oxford (PI: Professor Vili Lehdonvrita) 'iLabour: The construction of labour markets, institutions and movements on the Internet'
2015 & 2016	Invited contributor to the Times Higher Education World University Rankings Academic Reputation Surveys 2015 and 2016
2014-2016	Stakeholder Review Board member, Energy Institute, Human Factors group
2011	Grant reviewer, UK Joint Information Systems Committee (JISC)
2008	Advisory board member, UK JISC project 'Improving the evidence base in support of sharing learning objects'
2007	Member of international expert panel, Education 2015 Armenian Educational System reform initiative, United States Agency for International Development (USAID) and Ministry of Education of Armenia

Academic leadership, administration, and service

2024-2027	Member of cross-institutional appointments committee (CWAC), CBS
2022-2024	Board member, Professors' Association, CBS
2019-2024	Director of Research, Research and Development in Blended Learning (RiBL) cross-institutional strategic initiative on research-led implementation of technology-enhanced learning at Copenhagen Business School (CBS). Funded through a DKK 26mln endowment from the Danish Candys Foundation and DKK 31mln match-funding by CBS
2022-2024	Mentor in CBS Mentorship Programme (mentoring Assistant and Associate Professors)
2019-2020	Member of cross-institutional committee on review of teaching evaluation at CBS
2012-2013	Member of cross-departmental working group preparing REF2014 'Education' Unit of Assessment submission at Glasgow Caledonian University
2008-2011	Co-founder and Steering Group Member, 'Realising Work-Related Learning Diffusion' (RealWORLD) cross-institutional initiative on improving students' employability at Glasgow Caledonian University
2010	Member of cross-departmental Implementation Group for a Centre for Learning Innovation, Glasgow Caledonian University
2006-2007	Member of cross-departmental working group preparing RAE2008 'Education' Unit of Assessment submission at Glasgow Caledonian University
2007	Member of cross-institutional working group developing the Learning, Teaching and Assessment Strategy 2013 at Glasgow Caledonian University
2006-2014	Advisory Group Member, Caledonian Academy: Research centre for technology-enhanced professional learning, Glasgow Caledonian University
2002-2005	Member of Programme Board, MSc in Technology Applications in Education and Training, Faculty of Behavioural Sciences, University of Twente, Netherlands
2004-2005	Member of Doctoral Researchers' Committee, University of Twente, Netherlands

Scientific convening and conference organisation

- Organiser, Future of Work and Skills in the Digital Economy, international, cross-sectoral academia, industry, policy conference, Copenhagen Business School, Denmark, 16 May 2024
- Co-organiser (with Professor Martin Krzywdzinski et al), 5th Weizenbaum Conference 'AI, Big Data, Social Media, and People on the Move', Weizenbaum Institute for Networked Society, Berlin, June 2023
- Co-organiser (with Dr Ujwal Gadiraju, University of Hannover), International Workshop on Job Knowledge Discovery on the Web and Social Media, Hypertext 2019 Conference, Hof, Germany
- Co-chair, 'Sources of meaning in work' stream, Work 2017 'Work and Labour in the Digital Future' Conference, Turku, Finland (with Professor Heather Hofmeister, Goethe University of Frankfurt)
- Co-chair, 'Technology-enhanced Professional Learning' UK special interest group, 2007-2015 (with Professor Allison Littlejohn, UCL)
- Convener, 'Interdisciplinary Perspectives on Learning from Incidents' seminar series, 2013-2016
- Chair, Symposium 'Learning through Networks', 2013 Conference of the European Association for Research in Learning and Instruction (EARLI), Munich, Germany
- Chair of Workshops Programme, 2013 European Conference on Technology-Enhanced Learning, Cyprus
- Member of Programme Committee, 2009 Conference 'Interactive Computer-Aided Learning', Austria
- Member of Scientific Committee, International Association for Development of the Information Society 2009 Conference on e-Learning
- Convener, 'Learning Horizons' cross-institutional monthly reading group on contemporary learning theories and their application in teaching & professional development, Glasgow Caledonian, 2007-2010
- Co-convener, 'Learning for Life' cross-faculty seminar series, Faculty of Education and Social Work, University of Dundee, 2005-2006
- Convener, quarterly 'lunch and learn' sessions on research and development in work, learning and technology, Shell Learning and Leadership Development, Royal Dutch Shell, Netherlands, 2002-2005

Research students and postdoctoral fellows supervised (selected examples)

- Dr Lena Hercberga, postdoctoral fellow, *"Human Capabilities in the Age of AI"* (2025), and *"Research and development in blended learning"* cross-institutional strategic initiative (2023-2024), CBS
- Dr Kasper Munck, postdoctoral fellow, *"Research and development in blended learning"* cross-institutional strategic initiative at Copenhagen Business School (2019-2023)
- Cecilie Maria Bang, MSc project *'Integrating Generative AI in public administration: Emerging skills and learning processes at the Municipality of Egedal'*, Copenhagen Business School, 2024
- Leon Ruschemeier, MSc thesis *'Generative AI in the advertising sector: How professional skill development is impacted',* Copenhagen Business School, 2024
- Isabelle van Veen, MSc thesis '*Exploring the impact of GenAI adoption in the book publishing industry on skills and workplace learning: A case study of Saga Egmont',* Copenhagen Business School, 2024
- Apostolia Maria and Ina Lundholm, MSc Project '*Mastering the shift: Essential workforce skills in Generative AI-mediated Workplaces',* Copenhagen Business School, 2023
- Anna Onnea Aina Anttila, MSc thesis '*Employee learning and Generative AI: Start up employee experiences with learning and using Generative AI in their work*, Copenhagen Business School, 2023
- Timothy Charlton-Czaplicki, PhD thesis *'Social learning in the digital workplace'*, CBS, 2020-2022
- Nina Pataraia, PhD thesis *'The role of social networks in academics' learning and professional development'*, Glasgow Caledonian University, 2010-2014
- Dane Lukic, PhD thesis *'Learning from incidents in the workplace: A socio-cultural approach'*, Glasgow Caledonian University, 2009-2012
- Dr Manuela Bianco, postdoc *'Self-regulated learning in the workplace: Personal-psychological and environmental antecedents'*, Glasgow Caledonian University, 2014-2015
- Dr Pia Fontana, postdoc *'Self-regulated learning in the finance industry'*, Glasgow Caledonian University, 2012-2013
- Dr Karen Stepanyan, postdoc *'Sustainable e-learning'*, Glasgow Caledonian University, 2010-2011
- Dr Jane Guiller, postdoc *'Learning from 'digital natives': Integrating formal and informal learning'*, Glasgow Caledonian University, 2006-2007
- Anoek Hendriks, MSc thesis *'Web-based tools to support blended learning courses'*, University of Twente, 2003
- Tina Tian, MSc thesis *'Knowledge sharing and collaboration in blended learning at Shell Open University: Chinese students' experiences'*, University of Twente, 2003
- Nick Wagner, Master's thesis *'Knowledge management in business consulting companies: A case study of Ernst & Young'*, European Business School, Germany, 2001

External PhD examination

- *University College London Institute of Education,* Jay Derrick, Learning, innovation and 'tacit pedagogy' in workplace practice, 2018
- *University of Bristol Graduate School of Education,* Caspar Landolt, Work-based Learning in International Humanitarian Organizations, 2017
- *The University of Sydney*, Gilbert Importante, 'Learning through enactment in techno-human ecosystems', 2016
- *Oxford Brookes University*, Abigail Ball, 'An analysis of online postgraduate distance learning programmes at Oxford Brookes University', 2015
- *Tampere University of Technology*, Femi Ogunbase, 'Design and usability of web-based learning environments', 2015
- *Wollongong University*, Linda Corrin, 'University students' engagement with technology', 2013
- *Tallinn University*, Kairit Tammets, 'Learning and knowledge building model for supporting reflective practice in teachers' extended professional community', 2012
- *Tampere University of Technology*, Terje Valjataga, 'Learner control and responsibility: Expanding the concept of self-direction in higher education', 2011

Editorship

- Action Editor, Frontline Learning Research: an official journal of the European Association of Research on Learning and Instruction (2020-present)
- Editorial Board Member, International Journal of Training and Development (2023-present)
- Associate Editor, 2021 International Conference on Information Systems (ICIS 2021) Digital Learning and IS Curricula track
- Guest Editor, Special issue on Learning from Incidents, Safety Science journal (2017, 99(A))
- Guest Editor, Frontline Learning Research, Special issue on Learning through Networks (2014, 2(2))
- Editorial Board Member, IGI Handbook 'Towards the Future of Technology-Enhanced Education', 2009

Referee (ad hoc)

Research Policy; Big Data and Society; Computers and Education; Computers in Human Behaviour; Learning and Instruction; Vocations and Learning; Safety Science; Journal of Computer-Assisted Learning; Journal of Workplace Learning; International Journal of Training and Development; Journal of Vocational Education and Training; British Educational Research Journal; Routledge/Taylor and Francis Higher Education; EARLI Books series 'New Perspectives on Learning and Instruction'; International Journal of Learning Technology; Transactions on Learning Technologies; Proceedings of the Australasian Society for Computers in Learning in Tertiary Education (ASCLITE) 2006 and 2008 Conferences; Proceedings of the 2007 Hawaiian International Conference on System Sciences; Computer-Supported Collaborative Learning (CSCL) 2005 Conference

Teaching

2020- 2024	*Designing Transformational Blended Learning from First Principles*, faculty development course Copenhagen Business School
2010	*Collective Learning in the Workplace*, 'Social Networks and Learning' Doctoral Summer School, Technology-Enhanced Knowledge Research Institute (TEKRI), University of Athabasca, Canada
2004-2005	*Research Methods*, MSc Programme in Technology Applications for Education and Training, University of Twente, Netherlands
2005, 2004	*Multicultural Aspects of Learning*, MSc Programme in Instructional Technology, Utah State University, USA
2003	*Capita Selecta in Technology and Learning*, MSc in Technology Applications for Education and Training, University of Twente
2002, 2001	*Organisational Development,* BA course, European Business School, Germany
1998	*Integrated Performance Support Systems*, MSc Programme in Training Systems Design, University of Twente, Netherlands

Publications

Books

1. Margaryan, A. (in preparation). *Human Capabilities in the Age of AI.* [monograph]
2. Littlejohn, A., **& Margaryan, A.** (2014) (Eds.). *Technology-enhanced professional learning: Processes, practices and tools.* London: Routledge.
3. Margaryan, A. (2008). *Work-based learning: A blend of pedagogy and technology*. VDM Verlag: Saarbruecken.

Peer-reviewed journal articles

4. Margaryan, A. (2026). Why 'machine learning' is a misnomer. *Technology in Society, 87.*
5. Margaryan, A. (2024). The duality of global online labour platforms as restrictive-expansive sites of workplace learning and skill development. *International Journal of Training and Development, 28*(3), 315-334.
6. Margaryan, A. (2023). Artificial Intelligence and skills in the workplace: An integrative research agenda. *Big Data and Society*, *10*(2).
7. **Margaryan, A.,** Albert, J., & Charlton-Czaplicki, T. (2022). Workplace learning in crowdwork questionnaire (WLCQ): Measuring self-regulated learning and skill development in online platform work. *International Journal of Training and Development, 26*(3), 495-515.
8. **Margaryan, A.,** & Hofmeister, H. (2021). The Life Course: An interdisciplinary framework for broadening the scope of research on crowdwork. *Human Computation, 8*(1), 43-75.
9. Margaryan, A. (2019). Workplace learning in crowdwork: Comparing microworkers' and online freelancers' practices. *Journal of Workplace Learning, 31*(4), 250-273.
10. Margaryan, A. (2019). Comparing crowdworkers' and conventional knowledge workers' self-regulated learning strategies in the workplace. *Human Computation, 6*(1), 83-97.
11. Tiniakou, E., Hirschler, T., Endedijk, M., & **Margaryan, A.** (2018). Becoming self-regulated: Patterns of parenting in the lives of professionals who are highly self-regulated learners. *Journal of Self-regulation and Regulation, 4*.
12. **Margaryan, A.,** Littlejohn, A., & Lukic, D. (accepted 12 April 2018). The development and evaluation of a Learning from Incidents Toolkit. *Policy and Practice in Health and Safety.*
13. Littlejohn, A., **Margaryan, A.,** Vojt, G., & Lukic, D. (2017). Learning from Incidents Questionnaire (LFIQ): The validation of an instrument designed to measure the quality of learning from incidents in organisations. *Safety Science, 99*(A), 80-93.
14. **Margaryan, A.**, Littlejohn, A., & Stanton, N. (2016). Research and development agenda for Learning from Incidents. *Safety Science, 99*(A), 5-13.
15. Littlejohn, A., & Milligan, C., Fontana, P., & **Margaryan, A.** (2016). Professional learning through everyday work: How finance professionals self-regulate their learning. *Vocations and Learning, 9*(2), 207-226.
16. **Margaryan, A.**, Boursinou, E., Lukic, D., & de Zwart, H. (2015). Narrating Your Work: An approach to supporting knowledge sharing in virtual teams. *Knowledge Management Research and Practice, 13(4), 391-400.*
17. Littlejohn, A., Lukic, D., & **Margaryan, A.** (2015). Comparing learning culture and safety culture. *Risk Management*, *16,* 272-293.
18. Milligan, C., Fontana, P., Littlejohn, A., & **Margaryan, A.** (2015). Self-regulated learning behaviour in the finance industry. *Journal of Workplace Learning, 27*(5), 387-402.
19. Pataraia, N., **Margaryan, A.,** Falconer, I., & Littlejohn, A. (2015). How and what do academics learn through their personal networks? *Journal of Higher and Further Education, 39*(3), 336-357.
20. **Margaryan, A.,** Bianco, M., & Littlejohn, A. (2015). Instructional quality of Massive Open Online Courses (MOOCs). *Computers and Education, 80,* 77-83.

21. Fontana, P., Milligan, C., Littlejohn, A., & **Margaryan, A.** (2015). Measuring self-regulated learning in the workplace: An instrument validation. *International Journal of Training and Development, 19*(1), 32-52.
22. Pataraia, N., Falconer, I., **Margaryan, A.**, Littlejohn, A., & Fincher, S. (2014). 'Who do you talk to about your teaching?' Networking activities among university teachers. *Frontline Learning Research, 2*(2), 4-14.
23. Milligan, C., **Margaryan, A.**, & Littlejohn, A. (2014). Learning in networks. *Journal of Interactive Media in Education*.
24. Pataraia, N., **Margaryan, A.**, Falconer, I., Littlejohn, A., & Falconer, J. (2014). Discovering academics' key learning connections: An ego-centric network approach to analysing learning about teaching. *Journal of Workplace Learning, 26*(1), 56-72.
25. Lukic, D., **Margaryan, A.**, & Littlejohn, A. (2013). Individual agency in learning from incidents. *Human Resources Development International, 16*(4), 409-425.
26. Milligan, C., Littlejohn, A., & **Margaryan, A.** (2013). Patterns of engagement in connectivist MOOCs. *Journal of Online Learning and Teaching, 9*(2).
27. **Margaryan, A**., Milligan, C., & Littlejohn, A. (2013). Managers as workplace learning facilitators. *International Journal of Human Resource Development and Management, 13*(2/3), 206-223.
28. **Margaryan, A.**, Littlejohn, A., & Milligan, C. (2013). Self-regulated learning in the workplace: Learning goal attainment strategies and factors. *International Journal of Training and Development, 17*(4). 245-259.
29. Sie, R., Pataraia, N., Boursinou, E., Rajagopal, K., **Margaryan, A.,** Falconer, I., Bitter, M., Littlejohn, A., & Sloep, P. (2013). Goals, motivation for, and outcomes of personal learning through networks. *Educational Technology and Society, 16*(3), 59-75.
30. Milligan, C., **Margaryan, A.**, & Littlejohn, A. (2013). Learning at transition for new and experienced staff. *Journal of Workplace Learning, 25*(4), 217-230.
31. Stepanyan, K., Littlejohn, A., & **Margaryan, A.** (2013). Sustainable e-learning: Toward a coherent body of knowledge. *Educational Technology and Society, 16*(2), 91-102.
32. Littlejohn, A., Milligan, C., & **Margaryan, A.** (2012). Charting collective knowledge: Supporting self-regulated learning in the workplace. *Journal of Workplace Learning, 24*(3), 226-238.
33. Lukic, D., Littlejohn, A., & **Margaryan, A.** (2012). A framework for learning from incidents in the workplace. *Safety Science, 50*(4), 950-957.
34. Littlejohn, A., Milligan, C., & **Margaryan, A.** (2011). Collective learning in the workplace: Important knowledge sharing behaviours. *International Journal of Advanced Corporate Learning, 4*(4).
35. **Margaryan, A.,** Milligan, C., & Littlejohn, A. (2011). Validation of Davenport's Classification Structure of Knowledge-intensive Processes. *Journal of Knowledge Management, 15*(4), 568-581.
36. **Margaryan, A.**, Littlejohn, A., & Vojt. G. (2011). Are digital natives a myth or reality? University students' use of digital technologies. *Computers and Education, 56*(2), 429-440.
37. Lukic, D., **Margaryan, A.**, & Littlejohn, A. (2010). How organisations learn from safety incidents: A multifaceted problem. *Journal of Workplace Learning, 22*(7), 428-450.
38. Littlejohn, A., & **Margaryan, A.** (2010). Sharing resources in educational communities. *International Journal of Emerging Technologies in Learning, 5*(2).
39. Littlejohn, A., **Margaryan, A.,** & Vojt, G. (2010). Exploring students' use of ICT and expectations of learning methods. *Electronic Journal of E-Learning, 8*(1).
40. Margaryan, A. (2008). Supporting instructors in innovation: A three-component approach. *Journal of Workplace Learning*, *20*(6), 400-415.
41. **Margaryan, A.**, & Littlejohn, A. (2008). Repositories and communities at cross-purposes: Issues in sharing and reuse of digital learning resources. *Journal of Computer Assisted Learning, 24*(4), 333-347.
42. Littlejohn, A., & **Margaryan, A**. (2006). Cultural issues in the sharing and reuse of resources for learning. *Research and Practice in Technology-Enhanced Learning, 1*(3), 269-284.
43. Collis, B., **Margaryan, A.**, & Amory, M. (2005). Multiple perspectives on blended learning design. *Journal of Learning Design*, *1*(1), 12-21.
44. Collis, B., & **Margaryan, A.** (2005). Merrill Plus: Blending corporate strategy and instructional design. *Educational Technology, 45*(3), 54-58 **(invited paper)**.

45. **Margaryan, A.**, & Collis, B. (2005). Design criteria for work-based learning: Merrill's First Principles of Instruction expanded. *British Journal of Educational Technology*, *36*(5), 725-738.
46. Collis, B., Bianco, M., **Margaryan, A**., & Waring, B. (2005). Putting blended learning to work: A case study from Shell EP. *Education, Communication and Information, 5*(3), 233-250.
47. **Margaryan, A.**, Collis, B., & Cooke, A. (2004). Activity-based blended learning. *Human Resources Development International, 7(*2), 265-274.
48. Collis, B., & **Margaryan, A.** (2004). Applying Activity Theory to CSCL and work-based activities in corporate settings. *Educational Technology Research and Development, 52*(4), 37-51.
49. Arya, K., **Margaryan, A.**, & Collis, B. (2003). Culturally sensitive problem-solving activities for multi-national corporations. *Tech Trends, 47(*6), 40-49 **(invited paper)**.
50. **Margaryan, A.**, Collis, B., & Cooke, A. (2003). Activity-based blended learning bij Shell Open University. *Opleiding & Ontwikkeling*, *16* (4), 28-32 **(invited paper)**.
51. **Margaryan, A.,** Collis, B., & Cooke, A. (2003). Activity-based learning in a multicultural corporation. Reprinted in S. Reddy (Ed.), *HRD Trends,* Institute of Chartered Financial Analysts of India (ICFAI), ICFAI University, Hyderabad, India **(invited paper)**.
52. Bianco, M., Collis, B., Cooke, A., & **Margaryan, A.** (2002). Instructor Support for New Learning Approaches Involving Technology. *Staff and Educational Development International*, *6*(2), 129-148.
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Book chapters (all peer-reviewed)

54. Littlejohn, A., & **Margaryan. A.** (2014). Technology-enhanced professional learning. In Billett, S., Harteis, Ch., & Gruber, H. (Eds.), *International handbook of research in professional and practice-based learning*, *Part V* (pp. 1187-1212). Dordrecht: Springer.
55. Milligan, C., **Margaryan, A.,** & Littlejohn, A. (2014). Learning in networks. In Littlejohn, A., & Pegler, Ch. (Eds.), *Reusing open resources* (pp. 93-103). London: Routledge.
56. Littlejohn, A., & **Margaryan, A.** (2014). Technology-enhanced professional learning: Mapping out a new domain. In Littlejohn, A., & Margaryan, A. (2013) (Eds.). *Technology-enhanced professional learning: Processes, practices and tools (*pp. 1-13). London: Routledge.
57. **Margaryan, A.**, & Littlejohn, A. (2014). Technology-enhanced professional learning: Challenges and future directions. In Littlejohn, A., & Margaryan, A. (2014) (Eds.). *Technology-enhanced professional learning: Processes, practices and tools (*pp. 174-180). London: Routledge.
58. Lukosch, H., Littlejohn, A., & **Margaryan, A.** (2014). Simulation games for workplace learning. In Littlejohn, A., & Margaryan, A. (Eds.). *Technology-enhanced professional learning: Processes, practices and tools* (pp. 158-167). London: Routledge.
59. Berendt, B., Vuorikari, R., Littlejohn, A., & **Margaryan, A.** (2014). Learning analytics. In Littlejohn, A., & Margaryan, A. (Eds.). *Technology-enhanced professional learning: Processes, practices and tools* (pp. 144-157). London: Routledge.
60. **Margaryan, A.**, & Collis, B. (2008). Technology-enhanced work-based learning: Bridging formal and informal learning in the corporate context. In T. Hansson (Ed.), *Handbook of Digital Information Technologies: Innovations and Ethical Issues.* Hershey, PA: Idea Group Inc.
61. Collis, B., & **Margaryan, A.** (2007). Evaluating flexible learning in terms of course quality. In B. Khan (Ed.), *Flexible learning in an information society* (pp. 272-281). Hershey, PA: Idea Group Inc.

Conference papers (peer-reviewed)

62. Margaryan, A. (2023). *The duality of online labour platforms as restrictive-expansive sites of professional learning and development.* In Proceedings of the Conference of the European Association for Research in Learning and Instruction (EARLI), Thessaloniki, Greece.
63. Margaryan, A. (2022). The duality of online labour platforms as restrictive-expansive sites of professional learning and development. In *Proceedings of the Biannual Conference of the Learning and Professional Development Special Interest Group (PD SIG 14) of the European Association for Research in Learning and Instruction*, University of Paderborn, Germany.
64. Charlton-Czaplicki, T., & **Margaryan, A.** (2021). Exploring the role of social media support communities in online freelancers' learning and skill development. In *Proceedings of WORK 21 International Conference* [online], https://work2021.fi/
65. Margaryan, A. (2019). The relationship between the nature of tasks and workplace learning practices in crowdwork. In *Proceedings of the Researching Work and Learning 2019 Conference, University of Giessen*, Germany.
66. Guile, D., **Margaryan, A**., Krzywdzinski, M., & Meske, Ch. (2019). *New modes of digital production: Issues of autonomy, immaterial expertise and crowdwork.* International Symposium, Researching Work and Learning 2019 Conference, Giessen, Germany.
67. Pinkerton, L., Brooke, S., Davies, H., **Margaryan, A.**, & Lehdonvirta, V. (2019). Skills formation and skills matching in online platform work. In *Proceedings of the British Sociological Association Annual Conference 2019*, Glasgow, UK.
68. Margaryan, A. (2018). Understanding the nature of tasks in crowdwork platforms. In *Proceedings of Reshaping Work 2018 Conference,* Amsterdam, Netherlands.
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76. Margaryan, A. (2013). Narrating Your Work: A microblogging-based approach to supporting knowledge sharing in virtual teams. In *Book of Abstracts of Online Educa Berlin 2013 Conference*, Berlin, Germany.
77. Lukic, D., Littlejohn, A., & **Margaryan, A.** (2013). Measuring the quality of learning from incidents processes in the workplace. In *Proceedings of 2013 Researching Work and Learning (RWL) Conference*, Stirling, UK.
78. Milligan, C., **Margaryan, A.**, & Littlejohn, A. (2013). Goal-setting behaviour in Massive Open Online Courses (MOOCs). In *Proceedings of the 2013 Biannual Conference of the European Association for Research in Learning and Instruction (EARLI)*, Munich, Germany.

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82. Lukic, D., Littlejohn, A., & **Margaryan, A.** (2012). Transferability of learning from incidents. In *Proceedings of International Conference on Organisational Learning, Knowledge and Capabilities,* Valencia, Spain.
83. **Margaryan, A.**, Milligan, C., & Littlejohn, A. (2011). Managers' roles in facilitation of workplace learning. In *Proceedings of 2011 Researching Work and Learning (RWL) Conference*, Shanghai, China.
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85. Lukic, D., Littlejohn, A., & **Margaryan, A.** (2011). Feedback loop in learning from incidents at the workplace: Individual input and organisational response. In *Proceedings of 2011 Researching Work and Learning (RWL) Conference*, Shanghai, China.
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87. Lukic, D., **Margaryan, A.**, & Littlejohn, A. (2011). Learning from incidents in organisations. In *Proceedings of European Association of Research in Learning and Instruction (EARLI) 2011 Conference* (pp. 702-704), Exeter.
88. Lukic, D., **Margaryan, A.**, & Littlejohn, A. (2011). Key factors in effective approaches to learning from safety incidents in the workplace. In *Proceedings of IChemE "Hazards XXII"* Symposium (pp. 481-488), Liverpool, UK, April 11-14.
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92. **Margaryan, A**., Milligan, C., & Littlejohn, A. (2009). Self-regulated learning and knowledge sharing in the workplace: Differences and similarities between experts and novices. In *Proceedings of 2009 Researching Work and Learning (RWL) Conference, Roskilde, Denmark*.
93. **Margaryan, A.,** Nicol, D., Littlejohn, A., & Trinder, K. (2008). Students' use of technologies to support formal and informal learning. In Luca, J., & Weippl, E. (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA) 2008* (pp. 4257-4266), Vienna, Austria.
94. Margaryan, A. (2007). Repositories and communities at cross-purposes: Issues in sharing and reuse of digital learning resources. In *Proceedings of the Online Educa Berlin Conference*.
95. **Margaryan, A,** & Littlejohn, A. (2007). Communities at cross-purposes: Contradictions in the views of stakeholders of learning object repository systems. In *Proceedings of Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) Conference* (pp. 624-635).

96. **Margaryan, A.** & Littlejohn, A. (2007). Community dimensions of learning object repositories. In C. Montgomerie & J. Seale (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications* (pp. 4335-4343). Chesapeake, VA: AACE.
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98. **Margaryan, A.**, Littlejohn, A., & Nicol, D. (2006). Community dimensions of learning object repositories. In Banks, S., Hodgson, V., Jones, C., Kemp, B., McConnell, D., & Smith, Ch. (Eds.), *Proceedings of the Fifth International Conference on Networked Learning*. Lancaster, UK: Lancaster University.
99. **Margaryan, A.**, & Collis, B. (2004). Designing technology-supported work-based learning for professional competence development. In *Proceedings of the European Human Resources Development (EHRD) Network Conference "Professional Learning in Changing Society"*, Oslo, Norway **(invited paper)**.
100. Collis, B., **Margaryan, A.**, & Kennedy. M. W. (2004). *Blending formal and informal learning offers new competence development opportunities.* In *Proceedings of the 11th Abu Dhabi International Petroleum Exhibition and Conference (ADIPEC)*, Abu Dhabi, United Arab Emirates **(invited paper).**
101. Collis, B., & **Margaryan, A.** (2004). Criteria for evaluation of success of blended learning methodology. In J. Estival, & F. Kets (Eds.), *Proceedings of the Workshop "Blended Learning, a Learning Model for Geoscientists?", 66th Conference of the European Association of Engineers and Geoscientists* (pp. 1-5). Paris, France.
102. Collis, B., & **Margaryan, A.** (2003). CSCL and work-based activities in multicultural corporate settings. In M. Simons (Ed.), *Proceedings of the Association of Educational Communications and Technology (AECT) Annual Convention*, HI, volume 2 (pp. 120-129). Ames, Iowa: Iowa State University, Technology Research and Evaluation Group.
103. **Margaryan, A.**, Collis, B., & Cooke, A. (2003). Activity-based blended learning in a multicultural corporation. In *Proceedings of the eLearn 2003 international conference*, February 9-12, Edinburgh, UK **(invited paper)**.
104. Margaryan, A. (2002). Collaborative learning in business education: Experience with a web-based course at the European Business School (ebs) in Germany. In *Proceedings of the 2nd Research Workshop of European Distance Education Network (EDEN)*. Hildesheim, Germany: University of Hildesheim.

Project reports, editorials, magazine articles, blogs, and white papers

105. Margaryan, A. (2025). *AI is not an agent – AI is a tool.* Oxford Internet Institute Blog.
106. **Margaryan, A.**, Kjaergaard, A., & Hercberga, L. (2024). *Research in Blended Learning (RiBL) Final report*. Copenhagen Business School.
107. **Margaryan, A.,** Gadiraju, U., & Charlton-Czaplicki, T. (2020). Learning and skill development in online platform work: Comparing microworkers' and online freelancers' practices. Final project report, European Centre for the Development of Vocational Training (Cedefop).
108. Lehdonvirta, V., **Margaryan, A.**, Davies, H., Larke, L., & Albert, J. (November, 2019). Skill formation and skill matching in online platform work: Practices and policies to support crowdworkers' continuous learning. Final report, CrowdLearn project, Cedefop.
109. Lehdonvirta, V., **Margaryan, A**., Davies, H., Larke, L., Brooke, S., & Albert, J. (May, 2019). Report on crowdworker interview: Typology and Case studies. Skill formation and skill matching in online platform work: Policies and practices for promoting crowdworkers' continuous learning (CrowdLearn) project, Deliverable II.2, Cedefop European Centre for the Development of Vocational Training.
110. Lehdonvirta, V., **Margaryan, A.,** Hjorth, I., & Davies, H. (30 September 2018). *Literature review: Skill formation and skill matching in online platform work. CrowdLearn Project, Deliverable I.2.* Universities of Oxford and West London.

111. Lehdonvirta, V., **Margaryan, A.,** Hjorth, I., & Davies, H. (February 2018). *Inception report: Skill formation and skill matching in online platform work. CrowdLearn Project, Deliverable I.1.* Universities of Oxford and West London.
112. Stanton, N., **Margaryan, A**., & Littlejohn, A. (2017). Editorial: Learning from Incidents. *Safety Science, 99*(A), 1-14.
113. Margaryan, A. (2014). Introduction to the special issue 'Learning through Networks'. *Frontline Learning Research, 2*(2), 1-3.
114. **Margaryan, A**., Littlejohn, A., & King, S. (2014). Learning from incidents. *Petroleum Review*, *68*(809), 42.
115. **Margaryan, A.**, & Littlejohn, A. (2013, October 30). *Learning from Incidents: Mapping the problem space.* Green Paper. Glasgow Caledonian University, UK.
116. **Margaryan, A.,** Milligan, C., & Littlejohn, A. (2013). *Typology of what professionals learn through everyday work*. White paper, Glasgow Caledonian University, UK.
117. Lukic, D., Littlejohn, A., & **Margaryan, A.** (2012). Learning from incidents. *Petroleum Review, 66*(790), 36-37 **(invited paper).**
118. Littlejohn, A., Milligan, C., & **Margaryan, A.** (2012). Charting collective knowledge: Technology-enhanced professional learning. *Innovation Review, 11*, 26-33. **(invited paper)**
119. Boursinou, E., Lukic., D., & **Margaryan, A.** (2012). *Narrating Your Work (NYW) Methodology Toolkit*. Glasgow Caledonian University, UK.
120. Boursinou, E., Lukic., D., & **Margaryan, A.** (2012). *Narrating Your Work: Developing a replicable methodology for improving knowledge sharing in virtual teams.* Final report. Caledonian Academy, Glasgow Caledonian University, UK.
121. Stepanyan, K., Littlejohn, A., & **Margaryan, A.** (2010, 23 December). *Sustainable e-learning in a changing landscape: A scoping study.* Final report. Higher Education Academy, UK.
122. Littlejohn, A., **Margaryan, A.**, & Milligan, C. (2010). *Collective learning, connected knowledge: Towards new approaches to learning for work.* Final report. Glasgow Caledonian University.
123. **Margaryan, A.**, Milligan, C., & Littlejohn, A. (2009). Self-regulated learning and k*nowledge sharing practices of novices and experts in the Shell KSGN and CP communities*. Project report. Glasgow Caledonian University.
124. **Margaryan, A.**, Milligan, C., & Littlejohn, A. (2008). *Knowledge sharing and learning practices in Shell PecNET community*. CalShell project report (internal). Glasgow Caledonian University.
125. Trinder, K., Guiller, J., **Margaryan, A.**, Littlejohn, A., and Nicol, D. (2008). *Learning from digital natives: Integrating formal and informal learning.* Final report. Higher Education Academy, UK.
126. Falconer, I., & **Margaryan, A** (2007). Sustainable e-Learning: The Caledonian Academy Contribution. *Scottish Online Journal of e-Learning, 1*(1)*,* 15-18. **(invited paper)**.
127. **Margaryan, A.**, Milligan, C., Douglas, P., Littlejohn, A., & Nicol, D. (2007). *Recommendations to JISC for future research and development in the area of Learning Object Repositories.* CDLOR project deliverable. JISC, UK.
128. **Margaryan, A.**, Milligan, C., & Douglas, P. (April, 2007). *Structured guidelines for setting up Learning Object Repositories*. CDLOR project deliverable 9. JISC, UK.
129. Margaryan, A. (2006). A model for effective and flexible work-based learning. *International Network for the Availability of Scientific Publications (INASP) Newsletter, 33,* 6-7 **(invited paper)**.
130. **Margaryan, A.**, & Littlejohn, A. (2006). Community dimensions of learning object repositories. *D-Lib*.
131. **Margaryan, A.**, Currier, S., Littlejohn, A., & Nicol, D. (2006). Learning communities and repositories. CDLOR project deliverable 1. JISC, UK.
132. **Margaryan, A.** (2006) Report on personal resource management strategies survey. CD-LOR project deliverable 7. JISC, UK.
133. **Margaryan, A,** & Currier, S. (2006). Report on interviews with LO repository users. CDLOR project deliverable on Work Package 3.1. JISC, UK.
134. Amory, M., Collis, B., & **Margaryan, A.** (2005). *Surface faculty's experience with blended learning: Report on after action review.* Shell Learning and Leadership Development, Netherlands.
135. Margaryan, A. (2005). *Course scan results for the Surface faculty's blended courses*. Shell Learning and Leadership Development, Netherlands.

136. Margaryan, A. (2004). *Course Scan: Criteria for designing work-based learning*. Shell Learning and Leadership Development, Netherlands.
137. **Margaryan, A.**, & Collis, B. (2003). *Work-based activities and the technologies that support them: A bridge between formal and informal learning in the corporate context*. Paper presented at Learn IT 2003 seminar, September 8-10, Gothenburg, Sweden **(invited paper)**.
138. **Margaryan, A.**, Ogunbase, F., & Collis, B. (2003). *Key expectations of Nigerian learners with respect to corporate learning situations, particularly blended learning*. Shell Learning and Leadership Development, NL.
139. Margaryan, A. (2001). Going online: The first e-Learning course at the European Business School. *ebsFacts 2*(3), 9 **(invited paper)**.
140. **Margaryan, A.**, Rollink, C., & Nicholson, G. (2002). *Evaluation of Shell Open University courses*. Quarterly Business Review Q2 report, Shell Learning and Leadership Development, Netherlands.
141. **Margaryan, A.**, & Bianco, M. (2002). *An analysis of blended learning*. Benchmarking study. Shell Learning and Leadership Development, The Netherlands.

Presentations

Invited keynotes, panels and seminars

- *Invited Panellist, "The Great Rewiring: AI, Jobs and Skills",* Oxford Generative AI Summit, University of Oxford, UK, 13 October 2025
- *AI and Human Agentic Capabilities,* Invited panel presentation at Academy of Management Professional Development Workshop "The Human Competitive Advantage in the Age of AI", 25 July 2025, Copenhagen, Denmark
- *'Machine learning' is a misnomer.* Invited seminar at ESADE Institute of Innovation and Knowledge Management Seminar Series, 19 February 2025
- *Human capabilities in the age of AI.* Invited seminar at the University of Oxford Internet Institute Seminar Series, Oxford, UK, 1 November 2024
- *Human capabilities in the age of AI and learning machines.* Keynote address at 'Learning for an AI workplace' 16th Brussels Seminar, Cedefop (European Agency for the Development of Vocational Training and Skills) and the Belgian Presidency of the EU Council, Brussels, Belgium, 24 June 2024
- *Human capabilities in the age of AI and learning machines.* Keynote presentation at the 'Future of Work and Skills in the Digital Economy' international, inter-sectoral conference, Copenhagen Business School, Denmark 16 May 2024
- *Crowdwork platforms as restrictive-expansive learning sites.* Invited presentation at '2030 on the horizon: Skills in the online platform economy' webinar, European Centre for the Development of Vocational Education (Cedefop), Thessaloniki, Greece, 30 June 2022
- *How data science and online data can help close digital skills gap.* Invited panel presentation at the 'Future of Work and Inclusive Growth' Annual Conference, Bruegel, Brussels, 7 June 2022
- *The Life Course: An interdisciplinary framework for broadening the scope of research on crowdwork.* Invited presentation at the 3rd International Symposium on Biases in Human Computation and Crowdsourcing, 10-12 November 2021, Delft, Netherlands
- *Platform Economy Interest Group (PEIG), University of Oxford Internet Institute*, invited presentation 'Learning and skills in online labour platforms', Oxford, UK, 10/2020
- *Invited panel speaker, European Conference* 'Platform Economy - Decent Work in Times of Digital Transformation', Berlin's Senate Department for Integration, Labour and Social Services, Germany, 09/2020
- *Ministry of Education and Science of Denmark*, invited presentation 'Learning Practices in the Platform Economy', Copenhagen, Denmark, 01/2020
- *Policy seminar on Skill Development of Workers in the Platform Economy, Finnish Presidency of the EU and Cedefop,* Brussels, Belgium, 12/2019

- *Centre for Higher Education Futures, Aarhus University, Denmark,* Invited seminar on 'Workplace learning practices in crowdwork: Implications for policy and practice of higher education', 09/2019
- *France Strategie and International Network on Digital Labour (INDL) Conference* on 'Microwork platforms: A challenge for artificial intelligence, a challenge for employment?', invited panel member at the main conference and invited speaker at the doctoral colloquium associated with the main conference, Paris, France, 06/2019
- *Oslo Metropolitan University*, Digital Innovation and Strategic Competence in Organizations (DISCO) Group, invited seminar *'Learning in the crowd workplace'* , 10/2018
- *European Centre for the Development of Vocational Training (CEDEFOP),* Greece, 02/2018, invited presentation 'Workplace learning practices in crowdwork'
- *People Per Hour,* 10th Anniversary, London, UK, 10/2017, invited presentation: 'The future of work and skills'
- *University of Frankfurt Faculty of Social Sciences Empirical Research Colloquium*, Germany, 2017, invited colloquium 'Understanding crowdworkers' learning practices'
- *Mannheim Business School*, Germany, 2016, invited seminar 'Self-regulated learning in the workplace'
- *Aberdeen Business School, Robert Gordon University*, keynote at "Corporate Learning" colloquium, 2010: 'Work-based blended learning'
- *Nottingham University* Learning Sciences Research Institute Seminar Series, 2015, 'Do Massive Open Online Courses offer quality instruction?'
- *Technical University of Munich* School of Education, Germany, 2014: 'Instructional quality of Massive Open Online Courses'
- *Symposium of the Learning and Professional Development Special Interest Group of the European Association for Research in Learning and Instruction,* Oslo, Norway, invited discussant, 2014: 'Social network perspective in learning and professional development'
- *University of Heidelberg, Germany* Research Cluster on Self-regulation and Regulation: Individuals and Organisations, 2014: 'Self-regulated learning at work'
- *ESRC Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES) conference, Institute of Education*, University of London, 2012: 'Learning at transition for new and experienced staff'
- *Bournemouth University*, UK, 2008: Invited seminar 'Digital natives: Is there evidence?'
- *World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA)*, Vienna, Austria, invited speaker at a symposium "How Social is my Personal Learning Environment (PLE)?", 2008: 'Horses for courses: How personal a PLE should be?'
- *Hong Kong Institute of Education*, *Centre for Learning, Teaching and Technology,* China, 2005: 'Socio-cultural factors in the adoption of learning object repositories in teaching and learning'
- *Higher Education Academy Supporting Sustainable e-Learning Forum* (SSeLF) workshop "Planning for blended learning", Manchester, 2005: 'Blended learning in a corporate context: Merging work and learning'
- *eLearn International conference*, Edinburgh, UK, 2003: 'Activity-based blended learning at Shell Open University'

Conference and seminar presentations by application

- *Researching Work and Learning 2019 International Conference*, University of Giessen, Germany, 07/2019: Paper on 'The relationship between work tasks and workplace learning activities in crowdwork'
- *Researching Work and Learning 2019 International Conference*, University of Giessen, Germany, 07/2019: Symposium on New Modes of Digital Production: Issues of Autonomy, Immaterial Expertise and Crowdwork', presentation on 'Workplace Learning Practices in Crowdwork'.
- *Reshaping Work 2018 International Conference,* University of Amsterdam, Netherlands, 10/2018: 'Understanding the nature of crowdwork tasks'

- *European Association of Research in Learning and Instruction (EARLI) Professional Learning and Development Special Interest Group 2018 Conference,* University of Geneva, Switzerland, 09/2018: 'Self-regulated learning in the crowd workplace'
- *European Association of Research in Learning and Instruction (EARLI) 2017 conference,* University of Tampere, Finland, 08/2017: 'Understanding crowdworkers' learning practices'
- *Research Methods for Digital Work: Innovative Methods for Studying Distribute and Multi-modal Working Practices conference,* University of Surrey, UK, 05/2017: 'Using the life course perspective to understand learning practices within crowdwork'
- *Association of Internet Researchers (AoIR) 2016 conference*, Humboldt University Berlin and Humboldt Institute of Internet and Society, Germany, 10/2016: 'Understanding crowdworkers' learning practices'
- *The Internet, Policy and Politics 2016 Conference*, Oxford Institute of Internet, University of Oxford, UK, 09/2016: 'Understanding crowdworkers' learning practices'
- *Research seminar 'Ubiquitous Working: Challenges and Prospects of the Interconnected Working Environment', Centre for European Economic Research (ZEW),* Mannheim, Germany, 05/2016: 'Understanding crowdworkers' learning practices'
- *International Labour Process Conference (ILPC)*, Berlin, Germany, 04/2016: 'Understanding crowdworkers' learning practices'
- *Digital Working Life seminar, Inter-University Centre Dubrovnik,* Croatia, 04/2016: 'Understanding crowdworkers' learning practices'
- *Symposium on Ambient Play and Labour, Dynamics of Virtual Work EU COST Action and RMIT Europe,* Barcelona, Spain, 2015, 'Reconceptualising professional learning within digitally-mediated work practices'
- *Online Educa Berlin Conference*, Germany, 2013: 'Narrating Your Work: A microblogging-based approach to supporting knowledge sharing in virtual teams'
- *European Association for Research in Learning and Instruction Special Interest Group on Professional Development and Learning Conference,* University of Antwerp, Belgium, 2012: 'What is learned through work? A typology of professional learning in the workplace'
- *Researching Work and Learning Conference,* East China Normal University, Shanghai, 2011: 'Managers' role in the facilitation of workplace learning'
- *European Association of Research in Learning and Instruction Conference,* Exeter, UK, 2011: 'Typology of informal learning in the workplace'
- *European Association of Research in Learning and Instruction Conference,* Amsterdam, Netherlands, 2009: 'Self-regulated learning in the workplace: Enhancing knowledge flow between novices and experts'
- *IEEE International Conference on Advanced Learning Technologies (ICALT),* Riga, Latvia, 2009: 'Charting collective knowledge: Supporting self-regulated learning in the workplace'
- *Researching Work and Learning Conference,* Roskilde, Denmark, 2009: 'Learning and knowledge sharing in the workplace: Differences and similarities between novices and experts'
- *Organisational Learning, Knowledge and Capabilities Conference,* Amsterdam, Netherlands, 2009: 'Self-regulated learning and knowledge sharing in the workplace'
- *World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA),* Vienna, Austria, 2008: 'Students' use of technology in formal and informal learning'
- *Online Educa Berlin Conference*, Germany, 2007: 'Repositories and communities at cross-purposes: Issues in sharing and reuse of digital learning resources'
- *World Conference on Educational Multimedia, Hypermedia and Telecommunications,* Vancouver, Canada, 2007: 'Cultural issues in the sharing and reuse of resources for learning'
- *Association of Learning Technology Conference* Symposium 'Would you care to share? Sharing resources, collaborating and community-building with next generation repositories in a wild web world', Edinburgh, UK, 2006: 'Learning communities and repositories: Underpinning the vision'
- *Networked Learning Conference*, Lancaster, 2006: 'Repositories for teaching materials & learning objects: Enablers and barriers to use", & 'Community dimensions of learning object repositories'
- *European Human Resources Development and Professional Learning in Changing Society Conference*, Oslo, 2004: 'Designing technology-supported work-based learning for professional competence development'

- *66th Conference of the European Association of Engineers and Geoscientists (EAGE)Workshop 'Blended learning, a learning model for geoscientists?*' Paris, 2004: 'Criteria for evaluation of success of blended learning methodology'
- *Association of Educational Communications and Technology Conference,* Anaheim, CA, USA, 2003: 'Computer-supported collaborative learning and work-based activities in multicultural corporations'
- *Seminar 'LearnIT', University of Gothenburg,* Sweden, 2003: 'Work-based activities and the technologies that support them: A bridge between formal and informal learning in a corporate context'
- *Research Workshop of European Distance Education Network,* University of Hildesheim, Germany, 2002: 'Collaborative learning in business education: Experience with a web-based course at the European Business School in Germany'