

# Professor Anoush Margaryan

Full Professor and Endowed Chair, Department of Digitalization, Copenhagen Business School, Denmark

Visiting Research Fellow, Oxford Internet Institute, University of Oxford

[anoush.margaryan@gmail.com](mailto:anoush.margaryan@gmail.com) | [ama.digi@cbs.dk](mailto:ama.digi@cbs.dk) | [anoush.margaryan@oii.ox.ac.uk](mailto:anoush.margaryan@oii.ox.ac.uk)

## Education

PhD in Educational Science and Technology, University of Twente, Netherlands, 2006

MSc in Educational and Training Systems Design, University of Twente, Netherlands, 1998

MA in Romance-Germanic Philology, Yerevan State University, Armenia, 1997

## Employment

05/2019 – present	Full Professor, Department of Digitalization, Copenhagen Business School
04/2018 – 04/2019	Full Professor of Learning Sciences, University of West London, UK
10/2016 – 03/2018	Alexander von Humboldt Senior Fellow, Work Sociology Department of; Associate, Centre for Leadership and Behaviour in Organisations, Goethe University Frankfurt
01/2015 – 09/2016	Acting Director, 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 (Associate Professor) of Technology-enhanced Professional Learning, Glasgow Caledonian University, UK
07/2006 – 12/2011	Lecturer (tenured Assistant Professor) of Technology-enhanced Professional Learning, Glasgow Caledonian University, UK
10/2005 – 06/2006	Associate Director, Centre for Research on Learning, University of Dundee, UK
10/2005 – 06/2006	Research Fellow, Centre for Research on Learning, University of Dundee, UK
03/2002 – 09/2005	Research Analyst, Learning and Leadership Development, 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 and honorary positions

10/2024-08/2025	Visiting Research Fellow, University of Oxford Internet Institute
07/2012	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

## Awards

- 2016-2018 Senior Fellowship, Alexander von Humboldt Foundation, Germany
- 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). Chesapeake, VA: AACE.
- 2005 Excellence in Research-to-Practice Award, American Society for Training and Development (ASTD)
- 1997 Netherlands Organisation for Cooperation in Higher Education (NUFFIC) University Scholarship for MSc study at the University of Twente

## Research grants

- 2024-2025 *Human capabilities in the age of artificial intelligence and learning machines*, monograph grant, approx. €167K from Carlsberg Foundation
- 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 Vili Lehdonvirta, University of Oxford)
- 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

**Anoush Margaryan, Curriculum Vitae, last updated 10 March 2025**

- 2012-2013 *Organisational and cultural factors in learning from incidents*, £20,000 from British Petroleum, Co-Investigator (with Allison Littlejohn)
- 2012-2013 *Engaging with Learning from Incidents initiatives in organisations*, £62,650 from Energy Institute, Shell and Centrica, Co-Investigator (with Allison Littlejohn)
- 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 (with Colin Milligan and Allison Littlejohn)
- 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 (with Allison Littlejohn)
- 2009-2012 *PhD studentship in Learning from incidents*, £82,000 from Energy Institute, Shell and ConocoPhillips, Co-Investigator (with Allison Littlejohn)
- 2008-2010 *Action research partnership on innovative approaches to professional learning in organisations*, £96,584 from Shell Learning, Co-Investigator (with Allison Littlejohn)
- 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 (with Colin Milligan and Allison Littlejohn)
- 2007-2016 *Technology-enhanced Professional Learning UK national special interest group*, £27,500 from the UK Higher Education Academy, Co-Director (with Allison Littlejohn)
- 2006-2007 *Learning from digital natives: Integrating formal and informal learning*, £29,508 from the UK Higher Education Academy, Co-Investigator (with Allison Littlejohn and David Nicol)
- 2002 *Networking for innovations in the use of digital technology in teacher training*, £2,000 from the World Bank, Principal Investigator

**Teaching**

- 2020- pr *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	<i>Capita Selecta in Technology and Learning</i> , MSc in Technology Applications for Education and Training, University of Twente
2002, 2001	<i>Organisational Development</i> , BA course, European Business School, Germany
1998	<i>Integrated Performance Support Systems</i> , MSc Programme in Training Systems Design, University of Twente, Netherlands

## Research students and postdoctoral fellows supervised

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

Benedikt Burgmaier, Lennart Kilander, Leon Ruschemeier, Nils Runnberg, MSc T-Project '*Assessing Changing Skill Requirements with Generative AI in the Workplace*', Copenhagen Business School, 2023

Apostolia Maria and Ina Lundholm, MSc B-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*', Copenhagen Business School, 2020-2021

Nina Patariaia, 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

Kezia Arya, MSc thesis '*Designing culturally-sensitive problem-based learning in corporate settings*', University of Twente, 2003

Femi Ogunbase, MSc thesis '*Cultural diversity in blended learning in corporate settings in Nigeria*', 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

Anne Freund, Master's thesis '*The effects of national culture on employee motivation*', European Business School, Germany, 2002

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

*Higher School of Economics National Research University, Institute of Education, Moscow, Russia*, Ksenia Vilкова, Measurement of self-regulated learning (SRL) in Massive Open Online Courses (MOOCs): The relationship between SRL and successful completion of MOOCs, Jan 2022

*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 Organisations, 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

### **Professional development events for practitioners**

- 2007-2010 Convener, 'Learning Horizons' cross-institutional monthly reading group on contemporary learning theories and their application in teaching, learning and professional development, Glasgow Caledonian University
- 2005-2006 Co-convener, 'Learning for Life' cross-faculty seminar series, Faculty of Education and Social Work, University of Dundee
- 2002-2005 Convener, quarterly 'lunch and learn' sessions on research and development in work-based learning, Learning and Leadership Development, Shell, Netherlands

### **Peer-review and advisory activities**

- 2022-2024 Member of international expert working group for the European Training and Learning Survey (ETLS), European Centre for the Development of Vocational Education (Cedefop)
- 2018-pr Grant reviewer for EC Horizon2020 and 2021 Programmes
- 2019-pr Grant reviewer for German Research Council (DFG)
- 2019-pr Grant reviewer for Flemish Research Council (FWO)
- 2019-pr Grant reviewer for the UK Research Council (UKRI)
- 2018-2021 Member of European Science Foundation (ESF) College of Expert Reviewers
- 2015-2019 Member of peer-review college, UK Economic and Social Research Council (ESRC)
- 2021 Ad-hoc reviewer for Reshaping Work Foundation, Netherlands

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- 2017-2021 Advisory board member, European Research Council project 'Labour: The construction of labour markets, institutions and movements on the Internet', University of Oxford
- 2015 & 2016 Invited contributor to Times Higher Education World University Rankings Academic Reputation Surveys
- 2014- Stakeholder Review Board member, Energy Institute, Human Factors group
- 2011 Grant reviewer, UK Joint Information Systems Committee (JISC)
- 2010 PhD proposal reviewer, Open University Netherlands
- 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

### Editorship

- Action Editor, Frontline Learning Research journal (2020-present)
- Editorial Board Member, International Journal of Training and Development (2023-present)
- Guest Editor, Special issue on Learning from Incidents, Safety Science journal (2017, Vol 99 Part A)
- Guest Editor, Frontline Learning Research, Special issue on Learning through Networks (2014, Vol 2, No 2)
- Editorial Board Member, IGI Handbook 'Looking Towards the Future of Technology-Enhanced Education', 2009
- Associate Editor, 2021 International Conference on Information Systems (ICIS 2021) Digital Learning and IS Curricula track

### 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; Proceedings of the Computer-Supported Collaborative Learning (CSCL) 2005 Conference

## Academic administration and service

2024-present	Member of cross-institutional appointment committee (CWAC) at Copenhagen Business School
2023-present	Member of departmental promotions and recruitment committee at the Department of Digitalization, Copenhagen Business School
2022-present	Board member, Professors' Association, Copenhagen Business School [an elected position to represent CBS professoriate at senior management level to obtain standards for salaries, employment, and working conditions for senior professors at CBS]
2019-2024	Co-director (with Annemette Kjærgaard), Research 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-present	Mentor in CBS Mentorship Programme (mentoring Assistant and Associate Professors)
2019-	Programme lead, Learning in the Platform Economy (LeaP) research programme, CBS
2020-	Convener, Learning and Skills research theme, Department of Digitalisation, CBS
2019-	Member of cross-institutional committee on review of teaching evaluation at CBS
2006-2016	Leader of research strands 'Work-related learning' (2006-2012); 'Self-regulated learning at work' (2012-2016); and 'Learning from Incidents" (2010-2016), Caledonian Academy, Glasgow Caledonian University
2012-2013	Member of cross-departmental working group preparing REF2014 'Education' UoA 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
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' UoA submission at Glasgow Caledonian University
2007	Member of cross-institutional working group developing the Learning, Teaching and Assessment Strategy 2013
2006-2015	Co-founder and 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

## Organisation of conferences

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 Martin Krzywdzinski et al), 5<sup>th</sup> Weizenbaum Conference 'AI, Big Data, Social Media, and People on the Move', the Weizenbaum Institute for Networked Society, Berlin, 19-20 June 2023.

Co-organiser (with 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 Heather Hofmeister, University of Frankfurt)

Co-chair, 'Technology-enhanced Professional Learning' international special interest group, 2007-2015 (with Allison Littlejohn)

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 (EC-TEL), Cyprus

Member of Programme Committee, 2009 Conference 'Interactive Computer-Aided Learning', Villach, Austria

Member of Scientific Committee, International Association for Development of the Information Society 2009 Conference on e-Learning

## Publications

### Books

1. Littlejohn, A., & Margaryan, A. (2014) (Eds.). *Technology-enhanced professional learning: Processes, practices and tools*. London: Routledge.
2. Margaryan, A. (2008). *Work-based learning: A blend of pedagogy and technology*. VDM Verlag: Saarbruecken.

Peer-reviewed journal papers

3. 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.
4. Margaryan, A. (2023). Artificial Intelligence and skills in the workplace: An integrative research agenda. *Big Data and Society*, 10(2).
5. 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.
6. 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.
7. Margaryan, A. (2019). Workplace learning in crowdwork: Comparing microworkers' and online freelancers' practices. *Journal of Workplace Learning*, 31(4), 250-273.
8. Margaryan, A. (2019). Comparing crowdworkers' and conventional knowledge workers' self-regulated learning strategies in the workplace. *Human Computation*, 6(1), 83-97.
9. 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.
10. 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*.
11. 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.
12. Margaryan, A., Littlejohn, A., & Stanton, N. (2016). Research and development agenda for Learning from Incidents. *Safety Science*, 99(A), 5-13.
13. 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.
14. 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.
15. Littlejohn, A., Lukic, D., & Margaryan, A. (2015). Comparing learning culture and safety culture. *Risk Management*, 16, 272-293.
16. 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.
17. Pataraiia, 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.
18. Margaryan, A., Bianco, M., & Littlejohn, A. (2015). Instructional quality of Massive Open Online Courses (MOOCs). *Computers and Education*, 80, 77-83.

19. 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.
20. Patarraia, 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.
21. Milligan, C., Margaryan, A., & Littlejohn, A. (2014). Learning in networks. *Journal of Interactive Media in Education*.
22. Patarraia, 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.
23. Lukic, D., Margaryan, A., & Littlejohn, A. (2013). Individual agency in learning from incidents. *Human Resources Development International*, 16(4), 409-425.
24. Milligan, C., Littlejohn, A., & Margaryan, A. (2013). Patterns of engagement in connectivist MOOCs. *Journal of Online Learning and Teaching*, 9(2).
25. 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.
26. 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.
27. Sie, R., Patarraia, 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.
28. Milligan, C., Margaryan, A., & Littlejohn, A. (2013). Learning at transition for new and experienced staff. *Journal of Workplace Learning*, 25(4), 217-230.
29. Stepanyan, K., Littlejohn, A., & Margaryan, A. (2013). Sustainable e-learning: Toward a coherent body of knowledge. *Educational Technology and Society*, 16(2), 91-102.
30. 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.
31. Lukic, D., Littlejohn, A., & Margaryan, A. (2012). A framework for learning from incidents in the workplace. *Safety Science*, 50(4), 950-957.
32. Littlejohn, A., Milligan, C., & Margaryan, A. (2011). Collective learning in the workplace: Important knowledge sharing behaviours. *International Journal of Advanced Corporate Learning*, 4(4).
33. 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.
34. 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.
35. Lukic, D., Margaryan, A., & Littlejohn, A. (2010). How organisations learn from safety incidents: A multifaceted problem. *Journal of Workplace Learning*, 22(7), 428-450.
36. Littlejohn, A., & Margaryan, A. (2010). Sharing resources in educational communities. *International Journal of Emerging Technologies in Learning*, 5(2).
37. Littlejohn, A., Margaryan, A., & Vojt, G. (2010). Exploring students' use of ICT and expectations of learning methods. *Electronic Journal of E-Learning*, 8(1).

38. Margaryan, A. (2008). Supporting instructors in innovation: A three-component approach. *Journal of Workplace Learning*, 20(6), 400-415.
39. 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.
40. 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.
41. Collis, B., Margaryan, A., & Amory, M. (2005). Multiple perspectives on blended learning design. *Journal of Learning Design*, 1(1), 12-21.
42. Collis, B., & Margaryan, A. (2005). Merrill Plus: Blending corporate strategy and instructional design. *Educational Technology*, 45(3), 54-58 (invited paper).
43. 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.
44. 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.
45. Margaryan, A., Collis, B., & Cooke, A. (2004). Activity-based blended learning. *Human Resources Development International*, 7(2), 265-274.
46. 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.
47. Arya, K., Margaryan, A., & Collis, B. (2003). Culturally sensitive problem-solving activities for multi-national corporations. *Tech Trends*, 47(6), 40-49 (invited paper).
48. Margaryan, A., Collis, B., & Cooke, A. (2003). Activity-based blended learning bij Shell Open University. *Opleiding & Ontwikkeling*, 16 (4), 28-32 (invited paper).
49. 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).
50. 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.
51. Kacherian, A., Margaryan, A., Gabrielyan, R., & Mamyian, A. (2000). The Three Pomegranate Network (3PN): Connecting a society in diaspora. *TechKnowLogia International Journal of Technologies for the Advancement of Knowledge and Learning*, 2(6), 25-28.

#### Book chapters (all peer-reviewed)

52. 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.

53. Milligan, C., **Margaryan, A.**, & Littlejohn, A. (2014). Learning in networks. In Littlejohn, A., & Pegler, Ch. (Eds.), *Reusing open resources* (pp. 93-103). London: Routledge.
54. 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.
55. **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.
56. 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.
57. 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.
58. **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.
59. 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)

60. 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.
61. 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.
62. 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/>
63. 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.
64. 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.

65. 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.
66. Margaryan, A. (2018). Understanding the nature of tasks in crowdwork platforms. In *Proceedings of Reshaping Work 2018 Conference*, Amsterdam, Netherlands.
67. Margaryan, A. (2018). Self-regulated learning in the crowd workplace. In *Proceedings of the 2018 Conference of the Learning and Professional Development Special Interest Group (PDSIG 14) of the European Association for Research in Learning and Instruction (EARLI)*, Geneva, Switzerland.
68. Margaryan, A. (2017). Understanding crowdworkers' learning practices. In *Proceedings of 2017 Conference of the European Association for Research in Learning and Instruction (EARLI)*, Tampere, Finland.
69. **Margaryan, A.**, & Hofmeister, H. (2017). Using the life course perspective to understand learning practices in crowdwork. In *Proceedings of 'Research Methods for Digital Work: Innovative Methods for Studying Distributed and Multi-modal Working Practices'* conference, University of Surrey, UK, 25-26 May.
70. Margaryan, A. (2016). Understanding crowdworkers' learning practices. In *Proceedings of Internet, Policy and Politics 2016 Conference*, Oxford Internet Institute, University of Oxford, UK.
71. Margaryan, A. (2016). Understanding crowdworkers' learning practices. In *Proceedings of the International Labour Process Conference (ILPC)*, 4-7 April, Berlin, Germany.
72. Margaryan, A. (2016). How professionals become self-regulated learners: Personal and environmental factors. In *Proceedings of EARLI Learning and Professional Development SIG 2016 Conference*, 24-26 August, Regensburg, Germany.
73. Milligan, C., Fontana, P., Littlejohn, A., & **Margaryan, A.** (2014). Self-regulated learning in the financial services industry. In *Proceedings of EARLI Learning and Professional Development SIG 2014 Conference*, Oslo, Norway.
74. 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.
75. 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.
76. 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.
77. Pataraiia, N., **Margaryan, A.**, Falconer, I., & Littlejohn, A. (2013). Exploring academics' learning spaces: An ego-centric network approach to learning about teaching. In *Proceedings of the 2013 Conference of the European Association for Research in Learning and Instruction*, Munich, Germany.
78. Milligan, C., **Margaryan, A.**, & Littlejohn, A. (2012). Supporting goal formation, sharing and learning of knowledge workers. In Ravenscroft, A. et al. (Eds.), *Proceedings of the European Conference on Technology-Enhanced Learning (EC-TEL)*, LNCS 7563 (pp. 519-524). Heidelberg: Springer.
79. **Margaryan, A.**, Milligan, C., & Littlejohn, A. (2012). What is learned through work? A typology of professional learning in the workplace. In Gijbels, D., Donche, V., Van Den Bossche, P., Stets, A., Van

- Waes, S., and Aerts, A. (Eds.), *Book of Abstracts of the 6<sup>th</sup> EARLI SIG 14 Learning and Professional Development Conference 'Learning in Transition'* (p. 130), University of Antwerp, 22-24 August 2012.
80. 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.
81. 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.
82. McKinnon, S., & Margaryan, A. (2011). Closing the gap: The benefits and challenges of embedding work-related learning in the university curriculum. In *Proceedings of Employability of Graduates & Higher Education Management Systems International Conference*. WU Vienna University of Economics and Business, 22-23 September.
83. 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.
84. Margaryan, A., Milligan, C., & Littlejohn, A. (2011). A typology of informal learning in the workplace. In *Proceedings of the 2011 Conference of the European Association of Research in Learning and Instruction* (pp. 2048-2049), Exeter, UK.
85. 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.
86. 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.
87. Lukic, D., Littlejohn, A., & Margaryan, A. (2011). University and industry interaction in learning from incidents. In *Proceedings of the 5th International Technology, Education and Development Conference (INTED2011)*, Valencia, Spain, 7-9 March.
88. Margaryan, A., Milligan, C., Littlejohn, A., Hendrix, D., & Graeb-Koenneker, S. (2009). Self-regulated learning and knowledge sharing in the workplace. In *Proceedings of 2009 International Conference on Organisational Learning, Knowledge and Capabilities (OLKC)*, Amsterdam, Netherlands.
89. Littlejohn, A., Margaryan, A., & Milligan, C. (2009). Charting collective knowledge: Supporting self-regulated learning in the workplace. In *Proceedings of the 9<sup>th</sup> IEEE International Conference on Advanced Learning Technologies (ICALT)*.
90. 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*.
91. 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.
92. 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*.

93. **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).
94. **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.
95. Littlejohn, A., & **Margaryan, A.** (2006). Communities of exchange: Issues in sharing digital learning resources for art, and design education. In *Proceedings of the Learning and Teaching with Technology in Art Design and Communication* online conference, 27-30 March. (invited paper).
96. **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.
97. **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).
98. Collis, B., **Margaryan, A.**, & Kennedy, M. W. (2004). *Blending formal and informal learning offers new competence development opportunities*. In *Proceedings of the 11<sup>th</sup> Abu Dhabi International Petroleum Exhibition and Conference (ADIPEC)*, Abu Dhabi, United Arab Emirates (invited paper).
99. 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?"*, 66<sup>th</sup> Conference of the European Association of Engineers and Geoscientists (pp. 1-5). Paris, France.
100. 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.
101. **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).
102. 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 2<sup>nd</sup> Research Workshop of European Distance Education Network (EDEN)*. Hildesheim, Germany: University of Hildesheim.

#### Project reports, editorials, articles in professional magazines and white papers

103. **Margaryan, A.**, Kjaergaard, A., & Hercberga, L. (2024). *Research in Blended Learning (RiBL) Final report*. Copenhagen Business School.

104. **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).
105. 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.
106. 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.
107. 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.
108. 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.
109. Stanton, N., **Margaryan, A.**, & Littlejohn, A. (2017). Editorial: Learning from Incidents. *Safety Science*, 99(A), 1-14.
110. Margaryan, A. (2014). Introduction to the special issue 'Learning through Networks'. *Frontline Learning Research*, 2(2), 1-3.
111. **Margaryan, A.**, Littlejohn, A., & King, S. (2014). Learning from incidents. *Petroleum Review*, 68(809), 42.
112. **Margaryan, A.**, & Littlejohn, A. (2013, October 30). Learning from Incidents: Mapping the problem space. Green Paper. Glasgow Caledonian University, UK.
113. **Margaryan, A.**, Milligan, C., & Littlejohn, A. (2013). Typology of what professionals learn through everyday work. White paper, Glasgow Caledonian University, UK.
114. Lukic, D., Littlejohn, A., & **Margaryan, A.** (2012). Learning from incidents. *Petroleum Review*, 66(790), 36-37 (invited paper).
115. Littlejohn, A., Milligan, C., & **Margaryan, A.** (2012). Charting collective knowledge: Technology-enhanced professional learning. *Innovation Review*, 11, 26-33. (invited paper)
116. Boursinou, E., Lukic., D., & **Margaryan, A.** (2012). Narrating Your Work (NYW) Methodology Toolkit. Glasgow Caledonian University, UK.
117. 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.
118. 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.
119. Littlejohn, A., **Margaryan, A.**, & Milligan, C. (2010). Collective learning, connected knowledge: Towards new approaches to learning for work. Final report. Glasgow Caledonian University.

120. **Margaryan, A.**, Milligan, C., & Littlejohn, A. (2009). *Self-regulated learning and knowledge sharing practices of novices and experts in the Shell KSGN and CP communities*. Project report. Glasgow Caledonian University.
121. **Margaryan, A.**, Milligan, C., & Littlejohn, A. (2008). *Knowledge sharing and learning practices in Shell PecNET community*. CalShell project report (internal). Glasgow Caledonian University.
122. 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.
123. Falconer, I., & **Margaryan, A** (2007). Sustainable e-Learning: The Caledonian Academy Contribution. *Scottish Online Journal of e-Learning*, 1(1), 15-18. (invited paper).
124. **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.
125. **Margaryan, A.**, Milligan, C., & Douglas, P. (April, 2007). *Structured guidelines for setting up Learning Object Repositories*. CDLOR project deliverable 9. JISC, UK.
126. 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).
127. **Margaryan, A.**, & Littlejohn, A. (2006). Community dimensions of learning object repositories. *D-Lib*.
128. **Margaryan, A.**, Currier, S., Littlejohn, A., & Nicol, D. (2006). Learning communities and repositories. CDLOR project deliverable 1. JISC, UK.
129. **Margaryan, A.** (2006) Report on personal resource management strategies survey. CD-LOR project deliverable 7. JISC, UK.
130. **Margaryan, A.** & Currier, S. (2006). Report on interviews with LO repository users. CDLOR project deliverable on Work Package 3.1. JISC, UK.
131. 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.
132. Margaryan, A. (2005). *Course scan results for the Surface faculty's blended courses*. Shell Learning and Leadership Development, Netherlands.
133. Margaryan, A. (2004). *Course Scan: Criteria for designing work-based learning*. Shell Learning and Leadership Development, Netherlands.
134. **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).
135. **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.
136. Margaryan, A. (2001). Going online: The first e-Learning course at the European Business School. *ebsFacts* 2(3), 9 (invited paper).
137. **Margaryan, A.**, Rollink, C., & Nicholson, G. (2002). *Evaluation of Shell Open University courses*. Quarterly Business Review Q2 report, Shell Learning and Leadership Development, Netherlands.

138. Margaryan, A., & Bianco, M. (2002). *An analysis of blended learning*. Benchmarking study. Shell Learning and Leadership Development, The Netherlands.

## Presentations

### Keynotes and Invited seminars

*Why '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, Belgium, 7 June 2022.

*The Life Course: An interdisciplinary framework for broadening the scope of research on crowdwork.* Invited presentation at the 3<sup>rd</sup> 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*, 10/2018, invited seminar '*Learning in the crowd workplace*'

*European Centre for the Development of Vocational Training (CEDEFOP)*, Greece, 02/2018, invited presentation 'Workplace learning practices in crowdwork'

*People Per Hour*, 10<sup>th</sup> 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, UK, 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**

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 Distributed 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'

Symposium 'Would you care to share? Sharing resources, collaborating and community-building with next generation repositories in a wild web world', Association of Learning Technology Conference, Edinburgh, UK, 2006: 'Learning communities and repositories: Underpinning the vision'

'Repositories for teaching materials & learning objects: Enablers and barriers to use', Networked Learning Conference, Lancaster, 2006: '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'

Workshop 'Blended learning, a learning model for geoscientists?' at 66th Conference of the European Association of Engineers and Geoscientists (EAGE), 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'