

# Professor Anoush Margaryan

Full Professor in the Department of Digitalization and Endowed Chair of Blended Learning

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## 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

## Work

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, Department of Work Sociology; Associate, Centre for Leadership and Behaviour in Organisations, Goethe University Frankfurt, Germany
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

07/2012	Visiting Researcher, Centre for Educational Technology, Tallinn University, Estonia
2007–2010	Shell Research Fellow, Shell, The Netherlands
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
- 2005 Excellence in Research-to-Practice Award, American Society for Training and Development (ASTD)
- 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.
- 1997 Netherlands Organisation for Cooperation in Higher Education (NUFFIC) University Scholarship for MSc study at the University of Twente

## Research grants

- 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
- 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 on Academics' use of networks for professional development and change in teaching practice*, £53,000 from Glasgow Caledonian University, UK, 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 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

## Research students and postdoctoral fellows supervised

Timothy Charlton-Czaplicki, PhD thesis 'Social learning in the digital workplace', Copenhagen Business School (2020-pr)

Nina Patarraia, 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, Masters thesis 'The effects of national culture on employee motivation', European Business School, Germany (2002). *Currently Senior Manager in Supply Chain Capability Development at BASF*

Nick Wagner, Masters 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*

*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 workshops 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

- 2018-pr Grant reviewer for EC Horizon2020 Programme
- 2019-pr Grant reviewer for German Research Council (DFG)
- 2019-pr Grant reviewer for Flemish Research Council (FWO), Belgium
- 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
- 2017-2020 Advisory board member, European Research Council project '[iLabour: 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

### Referee for:

Computers and Education

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

## Editorship

Editor, Frontline Learning Research journal

Associate Editor, 2021 International Conference on Information Systems (ICIS 2021)

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

## Academic service and administration

2019-2024	Co-director (with Annemette Kjærgaard), Research in Blended Learning (RiBL) cross-institutional strategic project on research-led implementation of blended learning at Copenhagen Business School (CBS)
2019-2020-	Research Lead, Learning in the Platform Economy (LeaP) programme, CBS
2020-	Convener, Learning and Skills research theme, Department of Digitalisation, CBS
2019-	Member of cross-institutional committee on review of the teaching evaluation framework, CBS
2007-2016	Leader of Caledonian Academy's research strands 'Self-regulated learning at work' and 'Learning from Incidents' (2010-2016) and 'Work-related learning' (2007-2012), 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

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. (2019). Workplace learning in crowdwork: Comparing microworkers' and online freelancers' practices. *Journal of Workplace Learning*, 31(4), 250-273.
4. Margaryan, A. (2019). Comparing crowdworkers' and conventional knowledge workers' self-regulated learning strategies in the workplace. *Human Computation*, 6(1), 83-97.



5. 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. [Online] <https://journals.ub.uni-heidelberg.de/index.php/josar/article/view/49364>
6. 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*.
7. 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.
8. Margaryan, A., Littlejohn, A., & Stanton, N. (2016). Research and development agenda for Learning from Incidents. *Safety Science*, 99(A), 5-13.
9. 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.
10. 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.
11. Littlejohn, A., Lukic, D., & Margaryan, A. (2015). Comparing learning culture and safety culture. *Risk Management*, 16, 272-293.
12. 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.
13. Patariaia, 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.
14. Margaryan, A., Bianco, M., & Littlejohn, A. (2015). Instructional quality of Massive Open Online Courses (MOOCs). *Computers and Education*, 80, 77-83.
15. 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.
16. Patariaia, 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.
17. Milligan, C., Margaryan, A., & Littlejohn, A. (2014). Learning in networks. *Journal of Interactive Media in Education*. [Online] <http://jime.open.ac.uk/articles/10.5334/2014-06/>
18. Patariaia, 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.
19. Lukic, D., Margaryan, A., & Littlejohn, A. (2013). Individual agency in learning from incidents. *Human Resources Development International*, 16(4), 409-425.
20. Milligan, C., Littlejohn, A., & Margaryan, A. (2013). Patterns of engagement in connectivist MOOCs. *Journal of Online Learning and Teaching*, 9(2). [Online] [http://jolt.merlot.org/vol9no2/milligan\\_0613.htm](http://jolt.merlot.org/vol9no2/milligan_0613.htm)
21. 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.

22. **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.
23. Sie, R., Pataraiia, 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.
24. Milligan, C., **Margaryan, A.**, & Littlejohn, A. (2013). Learning at transition for new and experienced staff. *Journal of Workplace Learning*, 25(4), 217-230.
25. Stepanyan, K., Littlejohn, A., & **Margaryan, A.** (2013). Sustainable e-learning: Toward a coherent body of knowledge. *Educational Technology and Society*, 16(2), 91-102.
26. 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.
27. Lukic, D., Littlejohn, A., & **Margaryan, A.** (2012). A framework for learning from incidents in the workplace. *Safety Science*, 50(4), 950-957.
28. Littlejohn, A., Milligan, C., & **Margaryan, A.** (2011). Collective learning in the workplace: Important knowledge sharing behaviours. *International Journal of Advanced Corporate Learning*, 4(4). [Online] <http://online-journals.org/i-jac/article/view/1801>
29. **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.
30. **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.
31. Lukic, D., **Margaryan, A.**, & Littlejohn, A. (2010). How organisations learn from safety incidents: A multifaceted problem. *Journal of Workplace Learning*, 22(7), 428-450.
32. Littlejohn, A., & **Margaryan, A.** (2010). Sharing resources in educational communities. *International Journal of Emerging Technologies in Learning*, 5(2).
33. Littlejohn, A., **Margaryan, A.**, & Vojt, G. (2010). Exploring students' use of ICT and expectations of learning methods. *Electronic Journal of E-Learning*, 8(1).
34. Margaryan, A. (2008). Supporting instructors in innovation: A three-component approach. *Journal of Workplace Learning*, 20(6), 400-415.
35. **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.
36. 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.
37. Collis, B., **Margaryan, A.**, & Amory, M. (2005). Multiple perspectives on blended learning design. *Journal of Learning Design*, 1(1), 12-21.
38. Collis, B., & **Margaryan, A.** (2005). Merrill Plus: Blending corporate strategy and instructional design. *Educational Technology*, 45(3), 54-58 (invited paper).
39. **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.

40. 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.
41. **Margaryan, A.**, Collis, B., & Cooke, A. (2004). Activity-based blended learning. *Human Resources Development International*, 7(2), 265-274.
42. 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.
43. Arya, K., **Margaryan, A.**, & Collis, B. (2003). Culturally sensitive problem solving activities for multi-national corporations. *Tech Trends*, 47(6), 40-49 (invited paper).
44. **Margaryan, A.**, Collis, B., & Cooke, A. (2003). Activity-based blended learning bij Shell Open University. *Opleiding & Ontwikkeling*, 16 (4), 28-32 (invited paper).
45. **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).
46. 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.
47. 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)

48. 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.
49. Milligan, C., **Margaryan, A.**, & Littlejohn, A. (2014). Learning in networks. In Littlejohn, A., & Pegler, Ch. (Eds.), *Reusing open resources* (pp. 93-103). London: Routledge.
50. 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.
51. **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.
52. 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.
53. 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.

54. **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.
55. 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)

56. 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*.
57. 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.
58. 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*.
59. Margaryan, A. (2018). Understanding the nature of tasks in crowdwork platforms. In *Proceedings of Reshaping Work 2018 Conference, Amsterdam, Netherlands*.
60. 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*.
61. 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*.
62. **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 Distribute and Multi-modal Working Practices'* conference, University of Surrey, UK, 25-26 May.
63. Margaryan, A. (2016). Understanding crowdworkers' learning practices. In *Proceedings of Internet, Policy and Politics 2016 Conference, Oxford Internet Institute, University of Oxford, UK*.
64. Margaryan, A. (2016). Understanding crowdworkers' learning practices. In *Proceedings of the International Labour Process Conference (ILPC), 4-7 April, Berlin, Germany*.
65. 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*.
66. 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*.

67. 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.
68. 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.
69. 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.
70. Patarraia, 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.
71. 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.
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#### Project reports, editorials, articles in professional magazines and white papers

96. 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).
97. 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.
98. 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.
99. 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.
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101. Stanton, N., Margaryan, A., & Littlejohn, A. (2017). Editorial: Learning from Incidents. *Safety Science*, 99(A), 1-14.
102. Margaryan, A. (2014). Introduction to the special issue 'Learning through Networks'. *Frontline Learning Research*, 2(2), 1-3.
103. Margaryan, A., Littlejohn, A., & King, S. (2014). Learning from incidents. *Petroleum Review*, 68(809), 42.

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105. Margaryan, A., Milligan, C., & Littlejohn, A. (2013). *Typology of what professionals learn through everyday work*. White paper, Glasgow Caledonian University, UK.
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108. Boursinou, E., Lukic, D., & Margaryan, A. (2012). *Narrating Your Work (NYW) Methodology Toolkit*. Glasgow Caledonian University, UK.
109. 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.
110. 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.
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112. 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.
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114. 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.
115. Falconer, I., & Margaryan, A (2007). Sustainable e-Learning: The Caledonian Academy Contribution. *Scottish Online Journal of e-Learning*, 1(1), 15-18. (invited paper).
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117. Margaryan, A., Milligan, C., & Douglas, P. (April, 2007). *Structured guidelines for setting up Learning Object Repositories*. CDLOR project deliverable 9. JISC, UK.
118. 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).
119. Margaryan, A., & Littlejohn, A. (2006). Community dimensions of learning object repositories. *D-Lib*.
120. Margaryan, A., Currier, S., Littlejohn, A., & Nicol, D. (2006). Learning communities and repositories. CDLOR project deliverable 1. JISC, UK.
121. Margaryan, A. (2006) Report on personal resource management strategies survey. CD-LOR project deliverable 7. JISC, UK.



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123. 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.
124. Margaryan, A. (2005). *Course scan results for the Surface faculty's blended courses*. Shell Learning and Leadership Development, Netherlands.
125. Margaryan, A. (2004). *Course Scan: Criteria for designing work-based learning*. Shell Learning and Leadership Development, Netherlands.
126. **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**).
127. **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.
128. Margaryan, A. (2001). Going online: The first e-Learning course at the European Business School. *ebsFacts* 2(3), 9 (**invited paper**).
129. **Margaryan, A.**, Rollink, C., & Nicholson, G. (2002). *Evaluation of Shell Open University courses*. Quarterly Business Review Q2 report, Shell Learning and Leadership Development, Netherlands.
130. **Margaryan, A.**, & Bianco, M. (2002). *An analysis of blended learning*. Benchmarking study. Shell Learning and Leadership Development, The Netherlands.

## Presentations

### Invited talks

*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'