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**CURRICULUM VITAE**  
**Dr. Anoush Margaryan**

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**WORK EXPERIENCE:**

- Aug 2011 – pr. time      **Senior Lecturer (Associate Professor)**, Caledonian Academy (CA), Glasgow Caledonian University (GCU), UK.
- Jul 2006 – Aug 2011      **Lecturer (Assistant Professor)**, Caledonian Academy (CA), Glasgow Caledonian University (GCU), UK.
- Oct 2005–Jun 2006      **Research Fellow and Associate Director**, International Centre for Research on Learning (ICRL), University of Dundee, UK.
- Mar 2002–Sept 2005      **Research Analyst**, Shell Exploration and Production Corporate University, Shell Learning and Leadership Development (LLD), The Hague, Netherlands
- Mar 2002–Sept 2005      **Research Assistant (Assistent in Opleiding)**, Faculty of Behavioural Sciences, Department of Technology for Strategy, Learning and Change (Chair of Prof. Dr. Betty Collis), University of Twente, Enschede, Netherlands.
- Sept 2000–Feb 2002      **Research Assistant (Wissenschaftliche Mitarbeiterin)**, Department of Organisation and Human Resources Management (Chair of Prof. Dr. Jean-Paul Thommen), European Business School, Oestrich-Winkel, Germany.
- Sept 1998– Aug 2000      **Head of Human Resources/Personnel Coordinator**, American University of Armenia (AUA), Yerevan, Armenia.
- Aug 1995–Jul 1997      **Assistant Project Manager**, Air Cargo Terminal Project Implementation Unit, Yerevan International Airport Zvartnots, Armenia.

**SUMMARY OF EDUCATION:**

- 2002-2006      **PhD in Educational Science and Technology** (PhD Supervisor: Prof. Dr. Betty Collis), Faculty of Behavioural Sciences, University of Twente, Netherlands
- 1997-1998      **MSc in Educational and Training Systems Design**, Faculty of Educational Science and Technology, University of Twente, Netherlands
- 1991–1997      **MA in Romance-Germanic Philology**, Faculty of Romance-Germanic Philology, Yerevan State University, Armenia

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## **TEACHING EXPERIENCE:**

### **Courses designed, developed and taught**

- Aug 2004–Jan 2005      **Research and Evaluation Methods for Learning and Performance Support**, MSc programme course, University of Twente, Netherlands.
- Mar 2005                **Cross-cultural Issues in Corporate Learning**, a module within an MSc programme course “International and Multicultural Aspects of Instructional Technology”, Utah State University, USA.
- Feb 2004                **Cross-cultural Issues in Corporate Learning**, a module within an MSc programme course “International and Multicultural Aspects of Instructional Technology”, Utah State University, USA.
- Jan–Feb 2003          **Capita Selecta in Technology and Learning**, MSc programme course, University of Twente, Netherlands,
- Summer Semester 2002 **Organisational Development**, Undergraduate course, European Business School (EBS), Germany.
- Summer Semester 2001 **Organisational Development**, Undergraduate course, European Business School (EBS), Germany.
- Jan–Jun 1998          **Integrated Performance Support Systems**, MSc course, University of Twente, Netherlands.

### **Postgraduate student supervision**

#### PhD students:

Nina Patarai (2010-2013). **Networked Innovation: The role of networks in the creation and diffusion of innovative teaching practices in universities.** Role: First supervisor (co-supervised with Dr. Isobel Falconer and Prof. Allison Littlejohn).

Dane Lukic (2009-2012). **Learning from incidents: A social learning approach to reducing health and safety incidents in the workplace.** Role: Second supervisor (with Prof. Allison Littlejohn).

Eleni Boursinou (2010-2013). **Learning through Networks: The role of social networks in enhancing transition from education to the workplace.** Role: Second supervisor (co-supervised with Dr. Isobel Falconer and Prof. Allison Littlejohn).

#### Masters students

Tina Tian (2003). **Knowledge sharing and collaboration in blended learning at the Shell Open University:** Implications of the Chinese experience. University of Twente, Netherlands.

Anoek Hendriks (2003). **Quick Start Sites: The development of support tools for TeleTOP blended-learning courses.** University of Twente, Netherlands.

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Femi Ogunbase (2003). **Cultural diversity in blended learning: Expectations of Nigerians** in the use of e-modules as study resources blended with activities involving reflection and discussion in corporate learning situations. University of Twente, Netherlands.

Kezia Arya (2003). **Cultural diversity in blended learning: The development of 14 culturally-sensitive problem solving supporting activities**. University of Twente, Netherlands.

Anne Freund (2002). **The effects of national culture on employee motivation**: Implications for successful international human resource management inside NAFTA. European Business School, Germany.

Nick Wagner (2001). **Knowledge management in business consulting companies**: A case study of Ernst & Young. European Business School, Germany.

## **RESEARCH GRANTS:**

**£62,650 from the UK Energy Institute and Shell International BV**: 2012-2013. Role: Co-PI (with Allison Littlejohn). Aim: The funding is for a project titled 'Engaging with Learning from Incidents initiatives in organisations' (LFI-Engage). The aim of the project is to improve the effectiveness of individual, team and organisational learning from incidents, through designing, developing and implementing mechanisms to enable frontline managers to effectively engage with frontline employees on learning from incidents and to embed sense-making and reflection in the organisational LFI processes.

**£10,000 from the UK Higher Education Academy**: 2010-2011. Role: Co-PI (with Allison Littlejohn). Aim: To lead a UK national special interest group in Technology-Enhanced Professional Learning (TEPL SIG); to conduct a series of inter-related seminars to stimulate debate and generation of ideas in the area of technology-enhanced professional learning, with a particular focus on application of contemporary research in the practices of professional learning in universities and in the industry. Further details at <http://uk-self.ning.com/>

**£ 53,175 from Glasgow Caledonian University**: 2010-2013. Role: Director of Studies (with Isobel Falconer and Allison Littlejohn). Aim: This funding is for a 3-year University PhD fellowship to investigate whether and how collaborations impact the development and diffusion of innovative teaching and learning practices in universities. The study has dual goals of contributing to the theory and practice of teaching and learning in higher education. It contributes to 3 literatures: sociology of knowledge, workplace learning, and diffusion of innovation. It contributes to practice by identifying conditions under which teaching and learning innovations can be enabled and enhanced in universities. Further details at <http://www.gcu.ac.uk/networkedinnovation/meettheteam/>

**\$150,000 from Shell International B.V.**: 2008-2009. Role: Co-PI (with Allison Littlejohn and Colin Milligan). Aim: Action research partnership with Shell Learning in the Netherlands to investigate the role of collective learning practices in expertise development in the workplace and to develop approaches to support knowledge workers in enhancing their self-regulated learning, including through using emergent social technologies. Further details at: <http://www.academy.gcal.ac.uk/calshell/>

**£75,000 from UK Energy Institute and Shell International B.V., in collaboration with ConocoPhillips**: 2009-2011. Role: Co-PI (with Allison Littlejohn). Aim: This funding is for a 3-year PhD fellowship to investigate how social approaches to learning can help reduce health and safety incidents in the workplace and lead to improved organisational learning. Using a mixed-method and participatory practice redesign approach (Change Laboratory) this project aims to develop and test new approaches to enhancing individual, team and organisational learning from health and safety incidents in the industrial workplace. Further details at <http://www.academy.gcal.ac.uk/lfi/>

**£29,508 from UK Higher Education Academy (HEA)**: 2006-2007. Role: Co-PI (with Allison Littlejohn). Aim: Research project "Learning from digital natives: Integrating formal and informal learning" (LDN). The goal of this mixed-method study was to investigate whether or not the widely publicised claims about "digital

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natives” or “net generation” have empirical foundation. University students’ use of digital technologies for formal and informal learning and socialising was studied to develop an in-depth understanding of their learning practices and their views on educational value of these technologies. Further details at: <http://www.academy.gcal.ac.uk/ldn/>

**£ 2,500 from UK Higher Education Academy (HEA), 2010:** Role: Co-PI (with Allison Littlejohn). Aim: To scope current models of sustainable technology-enhanced learning in a changing higher education landscape. This literature review study synthesises data from both peer-reviewed literature and white papers, examines evidence of impact of each model in universities, and develops recommendations on effective approaches to supporting sustainable technology-enhanced learning.

**£12,500 from UK Higher Education Academy (HEA), 2009-2010.** Role: Co-chair (with Allison Littlejohn). Aim: To re-launch the UK national forum on Supporting Sustainable e-Learning (SSELF) (see below) as an HEA Special Interest Group (SIG) and to conduct an annual seminar series for researchers and practitioners in the area of technology-enhanced learning. Further details at: [www.uk-sself.ning.com](http://www.uk-sself.ning.com)

**£5,000 from UK Higher Education Academy (HEA), 2007.** Role: Co-chair (with Allison Littlejohn). Aim: To establish and lead the UK national Supporting Sustainable e-Learning Forum (SSELF). This Forum provides a platform for exploration and debate in addressing the issues of sustainable e-learning practice, in particular on application of ideas arising from learning research in teaching practice. Key contributors to the Forum included scholars, practitioners and thought leaders in technology-enhanced learning from a range of countries including the Netherlands, New Zealand, Belgium, the US and the UK.

## **OTHER RESEARCH PROJECTS**

In this section I outline research projects, in which I had a leading role but which had either been internally funded or the external funding for has been secured by other colleagues:

- 2011-2012:** **“Narrating Your Work” Experiment: Development of a methodology to enhance knowledge sharing and sense of connectedness in distributed teams.** Commissioned by Shell International BV in the Netherlands, this mixed-method study aims to develop a robust and replicable method for improving knowledge sharing and sense of connectedness in distributed teams, using social media and microblogging tools. In addition, this project will develop a practical toolkit to support the uptake and implementation of this methodology at Shell and in other organisations wishing to enhance knowledge sharing within their distributed teams. My role: Principal Investigator (with CA PhD Fellows Eleni Boursinou and Dane Lukic as Co-Investigators).
- 2011-2012:** **Self-regulated learning in massive online open courses (SRL-MOOC).** SRL-MOOC project will examine how learners in a MOOC plan, implement and reflect upon their learning goals, analysing similarities and differences in the use of SRL strategies between learners who are positioned on different points on the spectrum of SRL skills. In identifying the SRL activities and strategies used by the participants, we are specifically interested in finding out how individuals draw upon available resources, such as other people and artefacts, to plan and attain their learning goals, what tools they use to do so, and what environmental factors, in particular those related to the coherence of information space and structure of MOOC, constrain or enable SRL. My role: Co-Principal Investigator (with Prof. Allison Littlejohn and Dr. Colin Milligan).
- 2008-pr.time:** **Development of a charting tool to support collective learning in the workplace.** The aim of this project is to design, develop, instantiate and evaluate a digital web-based tool to

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support articulation and sharing of learning goals, and sourcing and mapping collective knowledge relevant to the achievement of the learning goals. My role: Co-Principal Investigator (with Prof. Allison Littlejohn and Dr. Colin Milligan).

- 2005-2007:** **Community dimensions of learning object repositories (CDLOR).** Project was funded by the UK Joint Information Systems Committee (JISC). The goal of this mixed-method study was to identify and analyse socio-cultural, organisational and pedagogic factors that influence practical uptake and implementation of learning object repositories within a range of different teaching and learning communities. Role: Research Fellow.
- 2004** **Comparative analysis of the design of Shell EP LLD blended learning courses.** Commissioned by Shell EP Corporate University, this quantitative study compared courses that combined online and classroom learning with 'online-only' courses in terms of the quality of pedagogic design. The results were fed back to the instructors, learning designers and managers at Shell EP LLD to support them in making longer-term decisions related to the learning strategy and design processes in the organisation. A University of Twente MSc thesis is associated with this project (Mannon Penning and Meredith Weiberg, see "Supervision of Students" section of this CV). Role: Researcher and MSc supervisor.
- 2002-2003** **Knowledge sharing and collaboration in blended learning at the Shell Open University: Implications of the Chinese experience.** This mixed-method study was commissioned by Shell to investigate the Chinese learners' cultural expectations and preferences related to collaboration and knowledge sharing. The outcomes of the study involved a set of templates for culturally-sensitive learning activities, as well as guidelines for instructors and learning designers on how to best address the Chinese participants' cultural preferences within courses. A University of Twente MSc thesis is associated with this project (Tina Tian). Role: Researcher and MSc supervisor.
- 2002-2003** **Cultural diversity in blended learning: The key expectations of Nigerians in the use of e-modules as study resources blended with activities involving reflection and discussion in corporate learning situations.** This mixed-method study was commissioned by Shell to investigate Nigerian course participants' cultural preferences in terms of blended learning. The outcomes of the study involved a set of templates for culturally-sensitive learning activities, as well as guidelines for instructors and learning designers on how to best address the Nigerian participants' cultural preferences within the courses. A University of Twente MSc thesis is associated with this project (Femi Ogunbase). Role: Researcher and MSc supervisor.
- 2002-2003** **Cultural diversity in blended learning: The development of 14 culturally-sensitive problem solving supporting activities.** Commissioned by Shell, this mixed-method study investigated cultural dimensions of problem-solving, particularly from the perspective of Indonesian-Malaysian learners. Within this study a number of culturally-sensitive problem-solving activities were designed and evaluated. The outcomes involved guidelines for instructors and learning designers on how to best address the Indonesian-Malaysian participants' cultural preferences within the courses. A University of Twente MSc thesis is associated with this project (Kezia Arya). Role: Researcher and MSc supervisor.
- 2002-2003** **Quick Start Sites: The development of support tools for TeleTOP blended-learning courses.** This mixed-method study aimed at developing tools to support course instructors at Shell EP LLD in designing consistent, usable and pedagogically-sound electronic learning environments. The outcomes included pedagogical templates with exemplars and recommendations for practitioners. A University of Twente MSc thesis is associated with this project (Anoek Hendriks). Role: Researcher and MSc supervisor.

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## **AWARDS:**

**Shell Research Fellow**, March 2007-March 2010

**Highly Commended Award, Emerald Literati Network 2009 Award for Excellence**, February 2009, for the paper Margaryan, A. (2008). Supporting instructors in innovation: A three component approach. *Journal of Workplace Learning*, 20(6), 400-415. Further details at <http://info.emeraldinsight.com/authors/literati/index.htm>

**Outstanding Paper Award**, May 2007, 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 World Conference on Educational Multimedia, Hypermedia and Telecommunications 2007* (pp. 4335-4343). Chesapeake: AACE. [http://www.editlib.org/index.cfm?fuseaction=Reader.ViewAbstract&paper\\_id=26003](http://www.editlib.org/index.cfm?fuseaction=Reader.ViewAbstract&paper_id=26003)

**Excellence in Research-to-Practice Award, American Society for Training and Development (ASTD)** February 2005, I was awarded in the category "Researcher-Practitioner Partnership" as a member of the Shell EP LLD-University of Twente Research Team led by Prof. Dr. Betty Collis.

**UFP Fellowship, Netherlands Organization for Cooperation in Higher Education (NUFFIC)**, 1997-1998. I was awarded this competitive fellowship by the Dutch government to study for an MSc degree in the Netherlands.

## **CONSULTANCY**

March 2011-pr time: **Consultant on Learning, British Petroleum (BP) Operations Essentials Programme**, Sunbury-on-Thames, UK. I am advising the programme on the design and development of a new learning initiative titled "ToughTalk" aimed at improving the team and organisational learning from safety incidents in the workplace, as well as enhancing process safety culture at the BP.

2000: **Consultant to World Bank, Networking for Innovations in the Use of Technology for Teacher Training (InfoDev) programme**. I advised the programme on the use of information and communication technologies in enhancing learning and professional development of teachers in Armenia and Armenian Diaspora.

## **MEMBERSHIP OF PROFESSIONAL ASSOCIATIONS**

2009- pr. time: **European Association of Research in Learning and Instruction (EARLI)**.

## **SERVICES TO ACADEMIC COMMUNITY**

### **Reserch grant panels/Advisory activities**

2010: **Member of external expert grant evaluation panel**, Learning and Teaching Innovation Grants (LTIG) programme, UK Joint Information Systems Committee (JISC).

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- 2007: **Member of international expert panel**, Education 2015 Armenian Educational System reform initiative co-funded by the Armenian Ministry of Education and United States Agency for International Development.
- 2008: **Critical friend**, UK JISC-funded project Improving the evidence base in support of sharing learning objects  
<http://www.jisc.ac.uk/whatwedo/projects/evidencebasesharinglearningmaterials.aspx>

### Refereeing/Editorial Services

- 2010: **External reviewer**, PhD project proposal on Learning Networks, Centre for Learning Sciences and Technologies (CELSTEC), Open University of the Netherlands (OUNL).
- 2009-pr time: **Referee**, Computers & Education journal [impact factor: 2.190]
- 2009-pr. time: **Referee**, Journal of Computer-Assisted Learning [impact factor: 1.313]
- 2008-pr. time: **Referee**, Journal of Workplace Learning [impact factor: 0.620]
- 2007-pr time: **Editorial Board Member**, Electronic Journal of Knowledge Management  
<http://www.ejkm.com/>
- 2009: **Referee**, Routledge/Taylor and Francis, Higher Education
- 2009: **Editorial Advisory Board Member**, Handbook “Looking Toward the Future of Technology-Enhanced Education: Ubiquitous Learning and the Digital Native”, Publisher: IGI Global.
- 2007-2008: **Editorial Board Member**, Electronic Journal of e-Learning <http://www.ejel.org/>
- 2008: **Referee**, Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) 2008 Conference
- 2007: **Referee**, Special issue of International Journal of Learning Technology (IJLT)
- 2007: **Referee**, 42nd Hawaiian International Conference on System Sciences (HICSS-42)
- 2006: **Referee**, Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) 2006 Conference
- 2005: **Referee**, Computer-Supported Collaborative Learning (CSCL) 2005 Conference

### Organisation of Conferences and Special Interest Groups

- 2006-pr time: **Co-chair, UK HEA Special Interest Group “Technology-enhanced Professional Learning”** (TEPL, previously called ‘Supporting Sustainable eLearning Forum’, SSeLF SIG) <http://uk-sself.ning.com/>
- 2009: **Member of Programme Committee, 2009 International Conference on Interactive Computer Aided Learning” (ICL)**, Villach, Austria; special track “Mashups for Learning” (MASHL2009).  
[http://elearningblog.tugraz.at/wp-content/uploads/2009/03/cfp\\_mashi2009.pdf](http://elearningblog.tugraz.at/wp-content/uploads/2009/03/cfp_mashi2009.pdf)

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2009: **Member of Scientific Committee, IADIS, International Association for Development of the Information Society Conference on e-Learning 2009 (eL2009).** <http://www.elearning-conf.org/>

### **PhD Examination**

2011: **Opponent** at the public defence of PhD dissertation by Terje Valjataga, Tampere University of Technology, Finland. Dissertation title: "Learner control and responsibility: Expanding the concept of self-direction in higher education"

### **Services within university**

2007-pr. time: **Research Programme leader**, Work-related learning, Caledonian Academy, Glasgow Caledonian University, UK.

2010: **Member of the Implementation Group** for a Centre for Learning Innovation (CLI), Glasgow Caledonian University, UK.

2007-2010 **Convener, Horizons Reading Group on Learning Theory and Practice**, Glasgow Caledonian University, UK

2006-2007 **Co-Convener, Learning for Life seminar series**, Faculty of Education and Social Work, University of Dundee, UK

2003-2005: **Member of the Management Group**, Technology Applications in Education and Training (TAET) International Master of Science Programme, Faculty of Educational Science and Technology and Faculty of Behavioural Sciences, University of Twente, Netherlands.

2004-2005 **Member of PhD Researchers Committee**, University of Twente, Netherlands.

### **LANGUAGES:**

Armenian – native

Russian – fluent (at native level)

English – fluent

German – limited working proficiency

Dutch – limited working proficiency

Previous study of Italian and French

### **PUBLICATIONS**

#### **Papers in peer-reviewed journals**

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>

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**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.

**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.

Lukic, D., **Margaryan, A.**, & Littlejohn, A. (2010). How organisations learn from safety incidents: A multifaceted problem. *Journal of Workplace Learning*, 22(7), 428-450. **This paper was awarded a Highly Commended Award Winner at the Emerald Literati Network Awards for Excellence 2009** (see <http://www.emeraldinsight.com/authors/literati/index.htm> )

Littlejohn, A., & **Margaryan, A.** (2010). Sharing resources in educational communities. *International Journal of Emerging Technologies in Learning (iJET)*, 5(2). [Online] <http://online-journals.org/i-jet/article/view/857>

Littlejohn, A., **Margaryan, A.**, & Vojt, G. (2010). Exploring students' use of ICT and expectations of learning methods. *Electronic Journal of E-Learning (IJEL)*, 8(1). Online at <http://www.ejel.org/Volume-8/v8-i1/v8-i1-art-2.htm>

**Margaryan, A.** (2008). Supporting instructors in innovation: A three component approach. *Journal of Workplace Learning*, 20(6), 400-415.

**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 (JCAL)*, 24(4), 333-347.

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.

Collis, B., **Margaryan, A.**, & Amory, M. (2005). Multiple perspectives on blended learning design. *Journal of Learning Design*, 1(1), 12-21.

Collis, B., & **Margaryan, A.** (2005). Design criteria for work-based learning: Merrill's First Principles of Instruction expanded. *British Journal of Educational Technology*, 36(5), 725-738.

Collis, B., Bianco, M., **Margaryan, A.**, & Waring, B. (2005). Putting blended learning to work: A case study from Shell Exploration and Production. *Education, Communication and Information*, 5(3), 233-250.

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.

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.

### **Papers in peer-reviewed conference proceedings**

**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.

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.

**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 (EARLI)*, (pp.2048-2049), Exeter, UK. [Online] [http://www.earli2011.org/nqcontent.cfm?a\\_id=487](http://www.earli2011.org/nqcontent.cfm?a_id=487)

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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*, Exeter, UK.

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, 2011.

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 2011. Published by IATED.

**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.

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) 2009*.

**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.

**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*, Vienna, Austria, pp. 4257-4266.

**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) 2007 Conference* (pp. 624-635).

**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 2007* (pp. 4335-4343). Chesapeake, VA: AACE. **This paper won an "outstanding paper" award, for details see [http://www.editlib.org/index.cfm?fuseaction=Reader.ViewAbstract&paper\\_id=26003](http://www.editlib.org/index.cfm?fuseaction=Reader.ViewAbstract&paper_id=26003) ]**

**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 2006*. Lancaster, UK: Lancaster University. ISBN 1-86220-182-X.

Collis, B., & **Margaryan, A.** (2004). Criteria for evaluation of success of blended learning methodology. In J. Estival, & F. Kets (Eds.), *Proceedings of the Workshop "Blended Learning, a Learning Model for Geoscientists?"*, 66th Conference of the European Association of Engineers and Geoscientists (EAGE) (pp. 1-5). Paris, France.

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) 2003 Annual Convention*, HI, volume 2 (pp. 120-129). Ames, Iowa: Iowa State University, Technology Research and Evaluation Group.

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**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.

### Monographs, book chapters, edited volumes

**Margaryan, A.** (2008). *Work-based learning: A blend of pedagogy and technology*. VDM Verlag: Saarbruecken.

**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. ISBN: 978-1-59904-970-0

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.

### Papers in non-peer reviewed journals, non-peer reviewed conference proceedings and magazines:

Littlejohn, A., Milligan, C., & **Margaryan, A.** (in press). Collective knowledge: Supporting self-regulated learning in the workplace. *Journal of Workplace Learning* (Professional Practice Papers section).

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, Vienna, Austria, 22 & 23 September 2011.

Falconer, I., & **Margaryan, A.** (2007). Sustainable e-Learning: The Caledonian Academy Contribution. *Scottish Online Journal of e-Learning*, 1(1), 15-18. Available from [www.sojel.co.uk](http://www.sojel.co.uk) (**invited paper**).

**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 2007 Conference.

**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**).

**Margaryan, A., & Littlejohn, A.** (2006). Community dimensions of learning object repositories. *D-Lib, March* (**invited paper**).

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, 2006 (**invited paper**).

Collis, B., & **Margaryan, A.** (2005). Merrill Plus: Blending corporate strategy and instructional design. *Educational Technology*, 45(3), 54-58 (**invited paper**).

**Margaryan, A., Collis, B., & Cooke, A.** (2004). Activity-based blended learning. *Human Resources Development International (Professional Practice Papers section)*, 7(2), 265-274 (**invited paper**).

**Margaryan, A., & Collis, B.** (2004). Designing technology-supported work-based learning for professional competence development. In *Proceedings of the European Human Resources*

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*Development (EHRD) Network 2004 Conference "Professional Learning in Changing Society"*, Oslo, Norway (**invited paper**).

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**).

Arya, K., **Margaryan, A.**, & Collis, B. (2003). Culturally sensitive problem solving activities for multi-national corporations. *Tech Trends*, 47(6), 40-49 (**invited paper**).

**Margaryan, A.**, Collis, B., & Cooke, A. (2003). Activity-based blended learning bij Shell Open University. *Opleiding & Ontwikkeling*, 16 (4), 28-32 (**invited paper**).

**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**).

**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, 2003, Edinburgh, UK (**invited paper**).

**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**).

**Margaryan, A.** (2001). Going online: The first e-Learning course at the European Business School. *ebsFacts* 2(3), 9 (**invited paper**).

Kacherian, A., **Margaryan, A.**, Gabrielyan, R., & Mamyran, 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.

## **Project reports**

Stepanyan, K., Littlejohn, A., & **Margaryan, A.** (2010, 23 December). *Sustainable elearning in a changing landscape: A scoping study*. Project final report. Higher Education Academy, UK (55 pp.). [Online] [http://www.heacademy.ac.uk/assets/EvidenceNet/SELScope\\_Stepanyan\\_Littlejohn\\_Margaryan\\_FINAL\\_2010.doc](http://www.heacademy.ac.uk/assets/EvidenceNet/SELScope_Stepanyan_Littlejohn_Margaryan_FINAL_2010.doc)

Littlejohn, A., **Margaryan, A.**, & Milligan, C. (2010). *Collective learning, connected knowledge: Towards new approaches to learning for work*. Final project report (internal). Caledonian Academy, Glasgow Caledonian University.

**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*. CalShell project report (internal). Caledonian Academy, Glasgow Caledonian University.

**Margaryan, A.**, Milligan, C., & Littlejohn, A. (2008). *Knowledge sharing and learning practices in Shell PecNET community*. CalShell Project report (internal). Caledonian Academy, Glasgow Caledonian University.

Trinder, K., Guiller, J., **Margaryan, A.**, Littlejohn, A., and Nicol, D. (2008). *Learning from Digital Natives: Integrating formal and informal learning*. Final project report. Higher Education Academy, UK. Available from <http://www.heacademy.ac.uk/projects/detail/projectfinder/projects/pf2969lr>

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**Margaryan, A.**, Milligan, C., Douglas, P., Littlejohn, A., & Nicol, D. (2007, June 01). *Recommendations to JISC for future research and development in the area of Learning Object Repositories*. CDLOR Deliverable. JISC, UK (8 pp). [http://www.academy.gcal.ac.uk/cd-lor/documents/CDLOR\\_Final\\_Recommendations\\_v1p0\\_001.pdf](http://www.academy.gcal.ac.uk/cd-lor/documents/CDLOR_Final_Recommendations_v1p0_001.pdf)

**Margaryan, A.**, Milligan, C., & Douglas, P. (April, 2007). *Structured Guidelines for Setting up Learning Object Repositories*. CDLOR Deliverable 9. JISC, UK (17 pp.). [http://www.academy.gcal.ac.uk/cd-lor/documents/CD-LOR\\_Structured\\_Guidelines\\_v1p0.pdf](http://www.academy.gcal.ac.uk/cd-lor/documents/CD-LOR_Structured_Guidelines_v1p0.pdf)

**Margaryan, A.**, Currier, S., Littlejohn, A., & Nicol, D. (2006). *Learning communities and repositories*. CDLOR Deliverable 1. JISC, UK (52 pp.). <http://www.academy.gcal.ac.uk/cd-lor/learningcommunitiesreport.pdf>

**Margaryan, A.** (2006) Report on personal resource management strategies survey. CD-LOR Deliverable 7. JISC, UK. [http://www.academy.gcal.ac.uk/cd-lor/CDLORdeliverable7\\_PRMSreport.pdf](http://www.academy.gcal.ac.uk/cd-lor/CDLORdeliverable7_PRMSreport.pdf)

**Margaryan, A.** & Currier, S. (2006). Report on interviews with LO repository users. CDLOR project deliverable on Workpackage 3.1, public version. JISC, UK. [http://www.academy.gcal.ac.uk/cd-lor/CDLORdeliverable\\_UserInterviewsReport.pdf](http://www.academy.gcal.ac.uk/cd-lor/CDLORdeliverable_UserInterviewsReport.pdf)

Amory, M., Collis., B., & **Margaryan, A.** (2005, 29 June). *Surface faculty's experience with blended learning: Report on after action review and reflection*. Shell EP Learning and Leadership Development, The Netherlands.

**Margaryan, A.** (2005, February 17). *Course scan results of the Surface Faculty's blended courses*. Shell EP Learning and Leadership Development, The Netherlands (13 pp.).

**Margaryan, A.** (2004, 05 July). *Course Scan: Criteria for designing work-based learning*. Shell EP Learning and Leadership Development, The Netherlands (13 pp.).

**Margaryan, A.**, Ogunbase, F., & Collis, B. (2003, 30 September). *Key expectations of Nigerian learners with respect to corporate learning situations, particularly blended learning*. Shell EP Learning and Leadership Development, The Netherlands (18 pp.).

**Margaryan, A.**, Rollink, C., & Nicholson, G. (2002). *Evaluation of Shell Open University courses*. Report for 2nd Quarterly Business Review 2002, Shell Open University, The Netherlands (50 pp.).

**Margaryan, A.**, & Bianco, M. (2002). *An analysis of blended learning*. Benchmarking study. Shell Open University, The Netherlands.

## **CONFERENCE AND SEMINAR TALKS**

### **Invited keynotes and presentations**

**Margaryan, A.** (24 June, 2010). *Learning in the modern workplace*. Presentation given as part of the "Collective Learning in the Workplace" invited seminar within "Social Networks and Learning" Doctoral Summer School organised by Technology-Enhanced Knowledge Research Institute (TEKRI), University of Athabasca, Canada. Details of the seminar are at [https://tekri.athabascau.ca/dr\\_seminar/](https://tekri.athabascau.ca/dr_seminar/). My presentation slides are at <http://www.slideshare.net/anoush/learning-in-the-modern-workplace-4615539>

**Margaryan, A.** (3 June, 2010). *Work-based blended learning*. Keynote talk at "Corporate Learning" colloquium, Aberdeen Business School, Robert Gordon University, UK. <http://www.slideshare.net/anoush/workbased-blebde>

**Margaryan, A.** (9 October, 2008). *Digital natives: Is there evidence?* Seminar given at Bournemouth University, UK. <http://www.slideshare.net/anoush/digital-natives-is-there-evidence-presentation>

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Milligan, C., **Margaryan, A.**, & Littlejohn, A. (2008, July 1). *Horses for courses: How personal a PLE should be?* Invited presentation at Symposium "How Social is my Personal Learning Environment (PLE)?", World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA), 30 June-04 July, Vienna, Austria. <http://www.slideshare.net/anoush/personal-learning-environments-495967>

**Margaryan, A.**, & Littlejohn, A. (2005, 13 December). *Community dimensions of learning object repositories.* Invited presentation at the Centre for Learning, Teaching and Technology, Hong Kong Institute of Education, Hong Kong, China. <http://www.academy.gcal.ac.uk/anoush/slides/margaryan-littlejohn-HKIE-2005.ppt>

**Margaryan, A.** (2005, 5 September). *Blended learning in the corporate context: Merging work and learning.* Invited presentation at the Supporting Sustainable e-Learning Forum 2005 (SSeLF) workshop "Planning for Blended Learning", ALT-C 2005 Conference "Exploring the frontiers of e-learning: Borders, outposts and migration", Manchester, UK. [www.academy.gcal.ac.uk/anoush/.../margaryan-blended-learning-corporate.ppt](http://www.academy.gcal.ac.uk/anoush/.../margaryan-blended-learning-corporate.ppt)

**Margaryan, A.** (2003, 10 February). *Activity-based blended learning in Shell Open University.* Invited presentation at eLearn 2003 International conference, Edinburgh, UK. <http://www.academy.gcal.ac.uk/anoush/slides/blended%20learning%20sou.ppt>

### **Regular conference and seminar presentations**

**Margaryan, A.** (7 Dec 2011). *Managers' role in the facilitation of workplace learning.* Presentation at Researching Work and Learning (RWL) Conference, East China Normal University, Shanghai, People's Republic of China. <http://www.slideshare.net/anoush/managers-roles-in-facilitating-workplace-learning>

**Margaryan, A.**, Milligan, C., & Littlejohn, A. (2011). *A typology of informal learning in the workplace.* Round table presentation at the 2011 Conference of the European Association of Research in Learning and Instruction (EARLI), Exeter, UK.

**Margaryan, A.** (2009). *Self-regulated learning in the workplace: Enhancing knowledge flow between novices and experts.* Round table presentation at the 2009 Conference of the European Association of Research in Learning and Instruction (EARLI), Amsterdam, Netherlands.

**Margaryan, A.** (2009). *Charting collective knowledge: Supporting self-regulated learning in the workplace.* Presentation at the 2009 IEEE International Conference on Advanced Learning Technologies (ICALT), Riga, Latvia. <http://www.slideshare.net/anoush/charting-collective-knowledge-supporting-learning-in-the-workplace>

**Margaryan, A.** (2009). *Learning and knowledge sharing in the workplace: Differences and similarities between novices and experts.* Presentation at the 2009 Researching Work and Learning Conference, June 28-July 1, Roskilde, Denmark. <http://www.slideshare.net/anoush/learning-and-knowledge-sharing-in-the-workplace-1660422>

**Margaryan, A.** (2009). *Self-regulated learning and knowledge sharing in the workplace.* Presentation at the 2009 Organisational Learning, Knowledge and Capabilities Conference, 26-28 April, Amsterdam, Netherlands. <http://www.slideshare.net/anoush/selfregulated-learning-and-knowledge-sharing-in-the-workplace-1362306>

**Margaryan, A.** (2008, July 1). *Students' use of technology in formal and informal learning.* Presentation at World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA), 30 June-04 July, Vienna, Austria.

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**Margaryan, A.** (November 29, 2007). *Repositories and communities at cross-purposes: Issues in sharing and reuse of digital learning resources*. Presentation at 2007 Online Educa Berlin Conference, Germany.

**Margaryan, A.** (27 June, 2007). *Cultural issues in the sharing and reuse of resources for learning*. Presentation at the World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA), 25-29 June, Vancouver, Canada.

**Margaryan, A.** (6 September, 2006). *Learning communities and repositories: Underpinning the vision*. Presentation at the symposium "Would You Care to Share? Sharing Resources, Collaborating and Community-Building with Next Generation Repositories in a Wild Web World", ALT-C 2006 Conference, September 5-7, 2006, Edinburgh, UK.

**Margaryan, A.** (12 April, 2006). *Community dimensions of learning object repositories*. Presentation at the Symposium "Repositories for Teaching Materials & Learning Objects: Enablers And Barriers To Use", Networked Learning 2006 Conference, April 11-13, Lancaster, UK.

**Margaryan, A.** (2004, 25 November). *Designing technology-supported work-based learning for professional competence development*. Presentation at EHRD 2004 Professional Learning in Changing Society Conference, Oslo, Norway.

Collis, B., & **Margaryan, A.** (2004, 7 June). *Criteria for evaluation of success of blended learning methodology*. Presentation at the Workshop "Blended Learning, a Learning Model for Geoscientists?", 66th Conference of the European Association of Engineers and Geoscientists (EAGE), Paris, France.

**Margaryan, A.** (2003, 27 October). *Computer-supported collaborative learning (CSCL) and work-based activities in multicultural corporate settings*. Presentation at the 2003 Annual Conference of the Association of Educational Communications and Technology (AECT), Anaheim, CA, USA.

**Margaryan, A.** (2003, 10 September). *Work-based activities and the technologies that support them: A bridge between formal and informal learning in the corporate context*. Presentation at the Learn IT 2003 seminar, University of Gothenburg, Sweden.

**Margaryan, A.** (2002, 22 March). *Collaborative learning in business education: Experience with a web-based course at the European Business School (ebs) in Germany*. Presentation at the Research Workshop of European Distance Education Network (EDEN), University of Hildesheim, Germany.