

Dr Michael Gallagher
Moray House School of Education and Sport
College of Arts, Humanities, and Social Sciences

Career since graduation

Senior Lecturer 2022-Present Digital Education in Development, Centre for Research in Digital Education, University of Edinburgh Digital education research, teaching and consultancy. Responsibilities include: developing the portfolio in digital education for international development and teaching and supervising on the MSc in Digital Education. Projects include Mastercard Foundation work on digital education in sub-Saharan Africa, and refugee pathways into higher education. Current PI on several projects exploring digital education in Sub-Saharan Africa and South Asia.

Programme Director 2020 - Present, MSc in Digital Education, Moray House School of Education and Sport: Directing a long-standing research-led teaching programme in digital education. Course organiser for the Course Design for Digital Environments course, and teach on Digital Education in a Global Context and Introduction to Digital Environments for Learning courses. Developed a series of initiatives for the programme, including digital education hackathons, events, and programme specific podcasts.

Lecturer, Digital Education in Development 2018 - Present. Centre for Research in Digital Education, University of Edinburgh: Digital education research, teaching and consultancy. Responsibilities include: developing the portfolio in digital education for international development and teaching and supervising on the MSc in Digital Education. Projects include GCRF funded work on digital education in sub-Saharan Africa, and Mastercard Foundation funded project on refugee pathways into higher education. Current PI on Expanding the Teacher Function project designed to critically explore the role of automation in teaching.

Director and Co-Founder, Learning Design & Communications 2015 - Present, Panoply Digital: Panoply Digital is a development consultancy currently working in international education and mobile for development in Argentina, Bangladesh, Cambodia, Kenya, Lebanon, Nepal, Nigeria, Serbia, Venezuela, UK, USA, and Zambia. Client organisations include USAID, DfID, GSMA, GIZ, Higher Education for Development (HED), Praekelt Foundation, UNESCO, UN Habitat, and Center for International Private Enterprise (CIPE).

Advisory Council Member 2012 - Present, Beni American University, Nigeria: Provide expertise in an advisory capacity to the academic leadership group of BAU on pedagogy, learning design, technology, and academic policies, including developing mobile and online mentoring support applications for 'at-risk' or underrepresented students.

Research Associate, Near Futures Teaching Project 2017 - 2018, Centre for Research in Digital Education, University of Edinburgh: RA for the Near Future Teaching project which explored how digital education at The University of Edinburgh might unfold over the coming decades. Former RA on NERC GCRF Research for Emergency Aftershock Forecasting (REAR) project on effective, large-scale user engagement on developing public awareness at scale, designing effective co-learning across multiple stakeholder groups, and building a deep understanding of the social and gender issues in disaster response.

Assistant Professor 2013 - 2016, Hankuk University of Foreign Studies, Republic of Korea
Faculty in the Department of English Interpretation and Translation. Responsible for curriculum and course design, teacher training, pedagogy, and teaching with technology working groups. Faculty advisor to academic writing group. Academic advisor to twenty students per semester. Editor of International Journal of Foreign Studies.

Outreach & Education Manager, Research & Teaching Environments 2006 - 2012, JSTOR
Responsible for education programming for six thousand licensed educational institutions globally. Developed course content and conducted faculty training online and internationally including events in

Australia, China, Egypt, Ghana, Korea, Japan, South Africa, Tanzania, Tunisia, and Zambia. Extensive experience managing global network of environmental organisation and with the digitisation of cultural heritage throughout sub-Saharan Africa. Extensive experience in academic publishing.

Academic Supervisor 2001 - 2006, YBM SISA, Republic of Korea

Five years of management experience with international staff; developed educational materials and curriculum. Administered a staff of 50 and a student population of ~1500 students. Developed and administered training and orientation for incoming teachers.

TEACHING & EDUCATION PROVISION

Teaching experience: more than five years teaching experience (2017-2022) on the MSc in Digital Education and more than twenty five years of teaching overall. Fellow of the HEA.

Modules taught: Introduction to Digital Environments for Learning, Education and Digital Culture, Course Design for Digital Environments, Information Literacies in Digital Education, Digital Education in a Global Context, and Introduction to Social Science Research Methods.

Course organiser for Education and Digital Culture (2021) and Course Design for Digital Environments (2019-2020). Nominated for EUSA Teaching Awards for teaching on the MSc in Digital Education as a result of my teaching on the Course Design for Digital Environments course.

Supervision

Current PhD students: 5

Current MSc and PGR students being supervised: 6

MSc students supervised unto completion: 14

External Examiner

Current (2021-2024) external examiner for the MSc Education (Digital and Social Change) at the University of Oxford.

Development in learning and teaching

Core member of the Digital Education strand of the Curriculum Transformation project ongoing at the university. Convener and academic lead for the Digital Strategy Advisory Committee at Moray House School of Education and Sport. I work routinely at the school and the university on hybrid approaches to teaching. I co-designed and taught several runs (x5) of the Edinburgh Model for Teaching Online course which ran for over 800 staff at the University of Edinburgh from 2019-2021. The course was central to the university's response to the pandemic and our transition into online teaching. Further, I taught the fundamentals of teaching online alongside the Information Services Group (ISG) to a further 800 staff between April and August 2020. I was the Academic Lead of Strand 2 of the hybrid workstream at Moray House and ran numerous design sessions with course organisers and programmes to redesign their courses and programmes for hybrid delivery. I acted as a 'digital buddy' for several programmes as a dedicated liaison for hybrid teaching guidance. Considerable impact from these efforts around university readiness for online teaching for AY 2020/21.

Developing student education at the University

Currently Programme Director of the MSc in Digital Education, one of the two oldest online programmes at the University of Edinburgh. During my tenure, I have overseen the development of two new courses (the first launched in 2021 and the second to be launched in 2022), have worked closely with the Course Organiser of our introductory course to radically redesign the blocks of activity to keep aligned with our research-led focus, and have course organised several courses myself. During this time enrolments have increased substantially for the programme overall (~20% increase in overall student body during this time).

I have acquired several scholarships for the programme, including the Mastercard Foundation African Scholar's Programme (with two students now on the programme with this scholarship and 12 to follow in September 2023), and have reacquired the IAD Staff Bursary scheme which allows up to five staff the opportunity to study on our programme. I have made considerable progress to further diversify our student cohort through active recruitment in underserved locales, including sub-Saharan Africa and South Asia with an increase of 20% in terms of overall representation. As much digital education is enacted globally and carries with it considerable potential for reinforcing colonial divides, I see this diversification as a pedagogical necessity to offset these trends.

Awards and nominations

Principal's Medal Winner (2020) largely for the Edinburgh Model for Teaching Online efforts of 2020-2021, a course I co-designed and taught to 600 staff from April to August 2020. I was nominated as Chancellor's Award for this same effort. I was nominated for EUSA Teaching Awards for teaching on the MSc in Digital Education. Nominated for the 2021 Global Advancing Academic Development Good Practice Awards.

RESEARCH

My research focus is on critical mobilities studies in digital education in development contexts, interrogating the boundaries between international development and the autonomy of local educational systems, and the impact of these boundaries particularly for refugees, internally displaced persons, and nomadic groups. Policy presents a particular touchstone in this process as a codification of actors in a larger educational mobilities systems. At the University of Edinburgh, I am PI on the GCRF-funded Digital Education Africa cluster, Co-I on the Mastercard Foundation-funded Foundations for All project, and co-I on the Universal Secondary Education in Asia Pacific project. I am a core team member of the Future University Lab at Una Europa. Previously, I was PI on the Expanding the Teacher Function project and have worked on the Near Futures Teaching project, the Distance Learning at Scale project, and was formerly part of the NERC Research for Emergency Aftershock Response project.

Research Impact

My research surfaces that process and provides participatory models to allow individuals, institutions, and sectors to chart their own trajectories of digital education development, ones responsive to local contexts. Without this, digital education in these contexts is largely serving to reinforce agential divides and accelerate the erosion of local knowledge practices and communities by normalising practice towards global compliance regimes. Impact of this research can be found in the increased capacity of sub-Saharan African universities such as Makerere University, the University of Dar es Salaam, and the State University of Zanzibar to articulate a values-driven digital education future and to design pedagogy around such a future. This research is critical to surfacing these perspectives in the published literature, which is currently dominated by Global North authors and institutions.

Research Grants

Total (in career): 7

Total £1,524,448

PI Number: 4

Total £: 1,128,457

Co-investigator Number: 3

Total £: 396397

Research Projects

Gallagher, M. (PI) (2023-2030). Practitioner Networks and Digital Inclusion. As one of the three work packages for the larger University of Edinburgh Mastercard Foundation project, this project will create practitioner networks and digital capacity building for universities in Sub-Saharan Africa particularly for greater inclusion of those traditionally underrepresented in higher education: women, forcibly displaced populations, and those with disabilities. Funded by the Mastercard Foundation for £1,047,895.

Gallagher, M. (PI) (2023-2025). This project looks to operationalise the salient findings from recent research on refugee students in higher education in Uganda. It looks to do so by drawing together a network of universities, civil society actors, and refugee students to begin to articulate a shared framework of support for these students particularly as it aligns with the Higher Education Certificate, an accredited body of study offered by five universities designed to widen participation for refugee students. Funded by the Royal Society of Edinburgh for £19,758.

Knox, J. & Gallagher, M (Co-I). (2022-2025). Digital Education for edtech policymakers from Ghana, Kenya, Nigeria, and South Africa. A three-year project to work with 16 policymakers from four African countries on the MSc in Digital Education. Funded by the British Council for £300,000.

Gallagher, M. (PI). Digital Education Research Cluster in Nigeria, Tanzania, and Uganda. GCRF Theme Development Fund. 1/03/19-Present. Core focus in this network is on four themes: integrating marginalised groups into tertiary education, digital pedagogy for faculty; digital education for improving access to tertiary education; and education for employability and entrepreneurship in Nigeria, Tanzania, and Uganda. £23,000.

Smith, W. (PI), Gallagher, M. (Co-I), Sabeti, S. (Co-I), & Grek, S. (Co-I). Universal Secondary Education in the Asia Pacific Region. 2020-2021. This cluster brings together academic and non-academic partners, including international organizations and civil society networks, to explore how countries and communities in the Asia Pacific region can best respond to the SDG4 monitoring agenda. £20,000.

Gallagher, M. (PI). Exploring the Teacher Function: Continuing Interventions in Automated Teaching. Internal university funding. 2019-2020. This project builds on the pioneering work of Teacherbot (Bayne 2015) and its model “assemblage of teacher-student-code (that) might be pedagogically generative” (2015), as well as indicative actions emerging from the Near Future Teaching project (2019), specifically for an instigation of “an academic-led programme to scope ways in which transparent, fair, context-sensitive artificial intelligence applications and services could assist and support human-driven teaching.” £18,500.

Falisse, J. (PI), Gallagher, M. (Co-I), Symons, K. (Co-I), and Cole, G. (Co-I). Foundations for All. The overall aim of this action-based research project is to provide insights to the Mastercard Foundation and other key stakeholders on how to effectively facilitate access to and future success in higher education for displaced and refugee young people in resource-poor environments through contextualised online distance learning bridging programs. 2019-2022. Mastercard Foundation fund, £81,000. CAHSS Recognition Awards 2022 Shortlist as a result of this work.

De Smedt, J. (PI) & Gallagher, M. (Co-I). A Learning Analytics Approach to MicroMasters. 1/09/19-1/09/20. Principal’s Teaching Award Scheme (PTAS) grant. £15,000.

Knox, J., Gallagher, M. & Lamb, J. Hacking the Distance Learning Experience: student-led technology development. 1/01/19-31/07/20

Conference Presentations since appointment (2017-2022)

Bayne, S. & Gallagher (2020). Anticipating the near future of teaching. Networked Learning Conference, Denmark.

Gallagher, M. & Breines, M. (2019). Expanding the Teacher Function. IT Futures Conference, Edinburgh, UK.

Bayne, S. & Gallagher, M. (2019). Preferable and possible near futures for education. Scottish Educational Research Association (SERA) Conference, Edinburgh, UK.

Gallagher, M.; Breines, M. & Blaney, M. (2019). Expanding the “teacher function”: speculative work on virtual assistants (bots) in digital education. University of Edinburgh Teaching and Learning Conference.

Gallagher, M. (2018). Surfacing local educational and community practices amidst decisive models of universal educational systems. Society for Research in Higher Education (SRHE): Digital technologies 'on the ground': foregrounding local educational practices in an era of global technology, London.

Bayne, S. & Gallagher, M. (2018). The Near Future of Teaching at Edinburgh. University of Edinburgh Learning & Teaching Conference, Edinburgh.

Gallagher, M. (2018). Near Future Teaching and Shaping Education Futures: Social media as communication and data collection. RKE Making Research Visible, University of Edinburgh.

Lamb, J. & Gallagher, M. (2018). Exit the classroom: digital, mobile teaching and learning. University of Edinburgh Learning & Teaching Conference, Edinburgh.

Gallagher, M. (2018). Amira's complexity and cosmopolitanism: the role of disposition in mobilities and mobile learning. Networked Learning Conference 2018, Zagreb, Croatia.

Gallagher, M. & Lamb, J. (2018). The Mobile Campus: Imagining The Future of Distributed Education at the University of Edinburgh. Festival of Creative Learning, University of Edinburgh..

Gallagher, M. (2018). "No one should feel othered or alone": Near Future Teaching and the Future of Digital Education at the University of Edinburgh. Invited talk. Future of Learning Conference 2018: Pedagogy, Policy and Technology in a Digital World, January 15-17, 2018. Bangalore, India.

Gallagher, M. & Lamb, J. (2017). Multimodal pedagogy and mobile learning for refugees. When Education Becomes Possible. Scottish International Storytelling Festival, University Chaplaincy Centre, University of Edinburgh.

Ross, J. & Gallagher, M. (2017). Critical perspectives on mobilities, mobile technology, and digital futures. Heritage Studies: Critical Approaches and New Directions Conference, AHRC Heritage Priority Area team, in association with the UK Chapter of the Association of Critical Heritage Studies, British Academy, London.

Lamb, J. & Gallagher, M. (2017). Multimodality Mobile Learning in Bremen. BreMM17 Conference, Bremen, Germany.

Gallagher, M. (2017). REAR: Research Cluster Symposium: Digital Education. Interweaving: Multidisciplinary Research in an Educational and Sporting Context. Moray House School of Education. University of Edinburgh

Gallagher, M. (2017). REAR: Research in Emergency Action Response. University of Edinburgh.

Lamb, J. & Gallagher, M. (2017). Sonic Spaces on Online Distance Learners. ODL session at the University of Edinburgh.

Gallagher, M. (2017). South Asia Regional Network of Women's Business Associations: ICT in Monitoring & Evaluation (M&E). Center for International Private Enterprise (CIPE), Kathmandu, Nepal.

KNOWLEDGE EXCHANGE AND IMPACT

I sit as an Advisory Board Member for Beni American University in Nigeria and have worked closely with the University of Dar es Salaam, the State University of Zanzibar, and Makerere University on developing pandemic guidance and policy around digital education, alongside co-developing training materials for faculty new to teaching online and in hybrid formats.

I am the core University of Edinburgh representative on the Future University Lab (FUL) as part of the Una Europa consortia and co-authored the FUL position paper on the future of European universities: Bayne, S., Gallagher, M., Brozek, B., Capitant, D., Esposti, M. D., Piel, B., Rybowski, R., Salmi, A-M., Sintubin, M. & Villaverde Lopez, G., 4 Jun 2021, UNA Europa. The European University of the Future: Bold, Integrated, Open. 4 Jun 2021, Una Europa.

I routinely (2018-2022) work with the Council for At-Risk Academics (Cara) on developing online teaching capacity for displaced Syrian academics living in Turkey through workshops, seminars, and talks. Topics include using Moodle for teaching, how to find OER for online teaching, video and audio recording techniques, and how to build community online for student cohorts. Impact from these efforts include having several academics from this cohort commence online teaching using the methods presented therein.

ACADEMIC LEADERSHIP, MANAGEMENT AND CITIZENSHIP

Academic Leadership and Committee Membership

Programme Director, MSc in Digital Education, Moray House School of Education and Sport (2020 to present). I represent the programme through participation in routine programme director meetings at Moray House and on postgraduate open days.

Moray House Representative, Responsible Research Metrics committee (2019-present). I drafted the school's open research policy as a result of these efforts in keeping with the directives of Plan S.

Core Member, Digital Education strand of Curriculum Transformation group (2021-Present), which is tasked with curricular transformation at the university for the undergraduate and taught postgraduate curriculum and assessment, including the micro credentials and skill development agenda, across several themes of which digital education is one.

Convener, Digital Strategy Advisory Committee at Moray House School of Education and Sport (2021-Present). The remit of this committee is increasingly focused on translating the efforts of online teaching during the pandemic into tangible hybrid teaching practice.

Editorships and Guest Editor Roles

Editorial Board. *Postdigital Science and Education* (2019-Present).

Lamb, J.; Carvalho, L.; Gallagher, M. & Knox, J. (2021). Special issue on the postdigital learning spaces of higher education (2021). *Postdigital Science and Education*.

Gallagher, M. & Knox, J. (2019). Special Issue on Global technologies, Local Practices: redefining digital education with local, marginalised voices. *Learning, Media & Technology*, 44 (3).

Knox, J.; Wang, Y.; and Gallagher, M. (eds.) (2019). *Artificial Intelligence and Inclusive Education: Speculative Futures and Emerging Practices*. AICFE Future Schools 2030 book series. Springer Nature.

Editor, *Current Issues in Emerging eLearning (CIEE)*: Volume 2, Issue 1 (2015) MOOC Theoretical Perspectives and Pedagogical Applications.

Consultancies

I have performed a large number of consultancies to further my research and development work into non-academic spaces, mostly around digital education design and development. The impact of these efforts largely pertains to two core areas. The first is to embed the leading edge of research and pedagogy of digital education into non-academic spaces to inform regional responses to pressing development needs in the Global South. The second is the funds being gifted to the Centre for Research in Digital Education for

the development of research activities, such as writing retreats. My most recent consultancies are listed as follows.

Educational Consultant (2020-2021) End Violence Lab: Consulted and co-designed an online course for enacting the mandates of the National Action Plan of Colombia towards the prevention of violence towards children which was launched in 2021 to ~130 participants.

DigiEduHack, Academic Lead and Consultant (2019-2020): I have organised and executed a Digital Education Hackathon as part of a global series of events for two consecutive years (2019 and 2020) which was awarded a total of £8500.

Educational Consultant, UN Habitat (2019-2021): Further consultancies include work with UN Habitat, in developing digital education programming for municipal workers in sub-Saharan Africa for disaster preparedness.

Educational Consultant (2014-2019). Open Learning Campus, The World Bank Group: Advisor to the Open Learning Campus on online education for international development: risk management, climate change, citizen engagement, public private partnerships, development finance, and more. Responsibilities included research on pedagogical approaches and sociopolitical issues surrounding digital education, teacher training, communications, learning analytics, and overall course design. Designed courses have had over 10,000 enrolled students during this time.

Educational Consultant (2016-2017), mStar, USAID: Conducted extensive research on digital gender equity programmes and designed an online course on gender empowerment for USAID as part of the mStar project (Mobile Solutions Technical Assistance and Research). This online course is designed to allow development professions incorporate more gender programming into their work to offset the gender digital divide.

Educational Consultant (2015-2017), GSMA: Co-designed a series of online courses related to mobile regulatory practices specific to mobile operators working globally. To support the work of policymakers and regulators, the GSMA offers free training courses through their Capacity Building programme. Courses include mobile regulation, children & mobile technology, privacy, taxation, health, universal service funds, mobile spectrum, and more.

EXTERNAL RECOGNITION / ESTEEM

Keynotes, invited talks, and invited seminars since appointment (2017-2022)

Gallagher, M. (2021). Anticipating the near future of education. Keynote at UWC Atlantic College as part of the EU Conference on the Future of Europe Series, Wales.

Gallagher, M. (2021). Revisiting the future with criticality and creativity: making sense of teaching. Keynote at Dublin City University Learning and Teaching Conference. Dublin, Ireland.

Gallagher, M. (2021). Digital education and secondary access in the Asia Pacific region. Universal Secondary School Access in the Asia Pacific Seminar Series, the University of Edinburgh.

Gallagher, M. (2021). The Future of Digital Education: Imaginaries and Narratives. Invited talk. Vrije Universiteit Brussels. Brussels, Belgium.

Gallagher, M., Breines, M. & Blaney, M. (2020). Reconceptualising the teacher function through automation. Invited talk. Centre for Research in Digital Education Seminar Series, University of Edinburgh.

Gallagher, M. (2020). Revisiting the near future of digital education: anticipation and acceleration. Invited talk. Centre for Research in Digital Education Research Symposium: Digital Transformation of Higher Education, Leeds University. Leeds, UK.

Gallagher, M. (2020). Foundations for All (FFA): Bridging Programmes for Refugees into HE in Lebanon and Uganda. Invited talk. Senatus Academicus, University of Edinburgh.

Gallagher, M. (2019). The Near Future of Digital Education. Invited talk. University of Stockholm, Sweden.

Gallagher, M. (2019). Digital Education Theme Development. Invited talk. University of Dar es Salaam, Tanzania.

Gallagher, M. (2019). Digital Education in a Postdigital World. Keynote. University of Derby Teaching and Learning Conference. Derby, UK.

Gallagher, M. (2019). The Near Future of Digital Education in a Postdigital World. Keynote. University of Exeter Teaching and Learning Conference. Exeter, UK.

Gallagher, M. (2019). Course Design in Low Resource Environments. Invited talk. UN Habitat. Nairobi, Kenya.

Gallagher, M. (2019). Teaching flows and technology. Workshop with visiting Marshall Islands Teaching Delegation. University of Edinburgh.

Gallagher, M. (2018). OER and Creative Commons Licenses. Invited talk. Council for At-Risk Academics (Cara) Online Seminar. Istanbul, Turkey.

Gallagher, M. (2018). Teaching, technology, and scale. Workshop with visiting Ukrainian Teaching Delegation. University of Edinburgh.

Gallagher, M.; Ross, J. & Macleod, H. (2018). Digital Education Workshop. Invited talk and workshop for Council for At-Risk Academics (Cara). Istanbul, Turkey.

Gallagher, M. (2018). Disconnects and Scale: Digital Education in Development Contexts. Invited seminar at the Centre for Research in Digital Education, University of Edinburgh, Edinburgh.

Gallagher, M. (2018). Thinking about the Future of Digital Education at the University of Edinburgh: Speculative Design. Invited talk. Institute for Academic Development (IAD); Seminar for the Postgraduate Certificate in Academic Practice (PgCAP). University of Edinburgh.

Gallagher, M. (2018). Equity not Equality: How ICT4D Might Inspire Digital Education at the University of Edinburgh. Invited talk. Oxford University Department of Education Seminar Series, Oxford, UK.

Gallagher, M. (2017). Equity & Equality: SMS, MMS, and Digital Education. Invited talk. EngTalks, University of Edinburgh.

Gallagher, M. & Lamb, J. (2017). Multimodal pedagogy and mobile learning for refugees. When Education Becomes Possible. Scottish International Storytelling Festival, University Chaplaincy Centre, University of Edinburgh.

Gallagher, M. (2017). South Asia Regional Network of Women's Business Associations: ICT in Monitoring & Evaluation (M&E). Center for International Private Enterprise (CIPE), Kathmandu, Nepal

List of Publications (in reverse chronological order)

Books Edited

Knox, J.; Wang, Y. & Gallagher, M. (2019). AI, Inclusion, and 'Everyone Learning Everything'. In *Artificial Intelligence and Inclusive Education*, London: Springer.

Articles Published as Sole Author

Gallagher, M. (2019). Educational unsustainability in sub-Saharan Africa: in search of counter-narratives to policy pressures and exponential tech growth. *Visions for Sustainability* (12), 40-51.

Gallagher, M. S. (2017). Mobile learning in an age of surveillance: the urban subversive as pedagogical position. *Continuum*, 31(2): 177-188.

Gallagher, M. (2015). Artfully Converting Open (Urban) Space to Learning Space: Mobile Learning and Korean Literature. *Media Education: Studi, Ricerche, Buone Pratiche* 6(2), 294-307.

Joint Articles Published

Gallagher, M.; Najjuma, R. & Nambi, R. (2023 In Press). Bidi Bidi kind of creativity: the liminality of digital inclusion for displaced populations in Uganda. *Social Inclusion*.

Nambi, R.; Gallagher, M.; & Najjuma, R. (2023 In Press). Integrating refugee students into Ugandan higher education: communicative action, othering, everyday enactments of participation.

Gallagher, M. & Breines, M. (2022). Unpacking the hidden curriculum in educational automation: a methodology for ethical praxis. *Postdigital Science and Education*.

Gallagher, M.; Nicol, S. & Breines, M. (2022). Ghost hunting in the broken archives: re-historicizing digital education. *Postdigital Science and Education*.

Najjuma, R.; Gallagher, M. & Nambi, R. (2022). Institutional practice and the role of non-educational actors in shaping refugee student lifeworlds in Ugandan higher education. *Transformation in Higher Education*.

Mtebe, J. & Gallagher, M. (2022). Continued usage intentions of digital technologies post-pandemic through the Expectation-Confirmation Model: the case of a Tanzanian university. *International Journal of Education and Development using Information and Communication Technology* (IJEDICT) 18(1).

Lamb, J., Carvalho, L., Gallagher, M., & Knox, J. (2021). The Postdigital Learning Spaces of Higher Education. *Postdigital Science and Education*, 1-12.

Bayne, S., & Gallagher, M. (2021). Near Future Teaching: Practice, policy and digital education futures. *Policy Futures in Education*, 19(5), 607-625.

Mtebe, J.; Fulgence, K. & Gallagher, M. (2021). COVID-19 and technology enhanced teaching in higher education in sub-Saharan Africa: A Case of the university of Dar es Salaam, Tanzania. *Journal of Learning for Development*, 8(2).

Gallagher, M., & Breines, M. (2021). Surfacing knowledge mobilities in higher education: Reconfiguring the teacher function through automation. *Learning, Media and Technology*, 46(1), 78-90.

Breines, M. & Gallagher, M. (2020). A return to Teacherbot: Rethinking the Development of Educational Technology at the University of Edinburgh. *Teaching in Higher Education*, 1-15.

Gallagher, M., Breines, M. & Blaney, M. (2021). Ontological Transparency, (In)visibility, and Hidden Curricula: Critical Pedagogy Amidst Contentious Edtech. *Postdigital Science and Education*, 3, 425–443.

Gallagher, M. & Knox, J. (2019). Global technologies, local practices. *Learning, Media and Technology*, 44(3), 225-234.

Lamb, J., Gallagher, M. S., & Knox, J. (2019). On an excursion through EC1: multimodality, ethnography and urban walking. *Qualitative Research*, 19(1), 55-70.

Gallagher, M. & Ihanainen, P. (2015). Aesthetic literacy: observable phenomena and pedagogical applications for (mobile) lifelong learning. *European Journal of Open, Distance, and E-Learning*, 2014(1).

Ihanainen, P. & Gallagher, M. (2015). Learning in the Open. *Futura, Finnish Society for Future Studies*, 2015 (1).

Bayne, S.; Gallagher, M.S. & Lamb, J. (2014). Being 'at' university: the social topologies of distance students. *Higher Education*, 67(5), 569-583.

Ross, J.; Gallagher, M.; Macleod, H. (2013). Making distance visible: assembling nearness in an online distance learning programme. *The International Review of Research in Open and Distance Education (IRRODL)*, 14(4).

De Waard, I., Koutropoulos, A., Hogue, R. J., Abajian, S. C., Keskin, N. Ö., Rodriguez, C. O., & Gallagher, M. S. (2012). Merging MOOC and mLearning for increased learner interactions. *International Journal of Mobile and Blended Learning (IJMBL)*, 4(4), 34-46.

Edited Book Chapters

Ismail, M.; Yunus, S.; and Gallagher, M. (2023). Digital Pedagogies, Sites of Transformation, and Sites of Resistance: The Case of the State University of Zanzibar (SUZA). In Hannah Moscovitz, Michele Martini and Susan Robertson (eds.) *Building the Post-Pandemic University*.

Fawns, T; Gallagher, M.; and Bayne, S. (2021). Institutional contexts in supporting quality online postgraduate education: lessons learned from two initiatives at the University of Edinburgh. In T. Fawns, G. Aitken, and D. Ford (eds.) *Online Postgraduate Education in a Postdigital World: Beyond Technology*. London: Springer.

Gallagher, M. (2020). Distilling complexity through metastability and mobility: the networked learning spaces of Amara. In N. Bonderup Dohn, P. Jandric, M. de Laat & T. Ryberg Politics (Eds.), *Mobility, Agency and Data in Networked Learning*. London: Springer.

Gallagher, M. (2019). Artificial intelligence and the mobilities of inclusion: the accumulated advantages of 5G networks, machine learning, and surfacing outliers. In J. Knox, Y. Wang, M. Gallagher (Eds.) *Inclusive Education, ICT, and Artificial Intelligence*, London: Springer.

Knox, J.; Wang, Y. & Gallagher, M. (2019). AI, Inclusion, and 'Everyone Learning Everything'. In *Artificial Intelligence and Inclusive Education*, London: Springer.

Gallagher, M. (2019). Moving Beyond Microwork: Rebundling Digital Education and Reterritorialising Digital Labour. In Peters, M. A.; Jandrić, P.; & Means, A. J. (Eds.). *Education and Technological Unemployment*. London: Springer.

Knox, J.; Wang, Y. & Gallagher, M. (2019). *Artificial Intelligence and Inclusive Education: Speculative Futures and Emerging Practices*. London: Springer.

Gallagher, M. (2019). AI, Chatbots, and Disconnects with Neo-Confucianism in South Korea. In M. Pegrum (Ed.) *Mobile Lenses on Learning: Languages and Literacies on the Move*. London: Springer.

Churchill, D.; Pegrum, M.; Churchill, N.; Gallagher, M... (2018). The Implementation of Mobile Learning in Asia: Key Trends in Practices and Research. In J. Voogt et al. (eds.), *Second Handbook of Information Technology in Primary and Secondary Education*, Springer International Handbooks of Education.

Gallagher, M. (2017). KakaoTalk meets the Ministry of Education: Mobile Learning in South Korean Higher Education. In J. Traxler & H. Crompton (Eds.) *Mobile Learning and Higher Education: Case Studies in Practice*. London: Routledge.

Keskin, N.; Koutropoulos, A.; Metcalf, D., de Waard, I., Gallagher, M.; Y. Anzai, & Büyük, K. (2017). National Strategies for OER and MOOC from 2010 to 2020: USA, UK, Canada, China, South Korea, Turkey. In K. Buyuk, S. Kocdar & A. Bozkurt (Eds.) *Handbook of Research on Administrative Leadership in Open and Distance Learning Programs*. Hershey: IGI Global

Gallagher, M.; Lamb, J. & Bayne, S. (2017). The sound spaces of online, distance learners. In L. Carvalho, P. Goodyear & M. de Laat (Eds.) *Place-based Spaces for Networked Learning*. Sydney: Routledge.

Gallagher, M., Lamb, J., & Bayne, S. (2016). The sonic spaces of online distance learners. *Place-based Spaces for Networked Learning*. Sydney: Routledge.

Gallagher, M. & Ihanainen, P. (2016). *Towards an Auditory Pedagogy*. SeOppi, The Association of the Finnish eLearning Centre.

Conference Papers

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