

Michael Osborne – CV

Michael Osborne is Professor of Adult and Lifelong Learning at the University of Glasgow, and Director of Research in the School of Education. He is also Director of the Centre for Research and Development in Adult and Lifelong Learning within the School of Education and Co-director of the PASCAL Observatory on Place Management, Social Capital and Lifelong Learning. He was founding convenor of the research and teaching group on Social Justice, Place and Lifelong Learning within the School. His main interests in research are: the role of education in international development, urban big data, universities' engagement with communities, widening participation to higher education, teaching and learning in higher education, the VET/HE interface and the development of learning cities and regions. He holds a BSc in Chemistry with Mathematics, a PhD in Organic Chemistry and a Cert Ed in Further Education.

He is closely linked internationally to specialist groups concerned with lifelong learning within Universitas 21 network of research-intensive universities, and to organisations with strong connections in Africa and Asia including UNESCO's Institute for Lifelong Learning (UIL) and the Asia Europe Meeting Forum for Lifelong Learning (ASEM LLL Hub). He is co-convenor of a collaborative group within the Universitas 21 group on research universities and their regions. With UIL he has been an adviser in the development of their Global Learning Cities Network, and continues to work closely with UIL in this field through the Learning Cities Network developed within the PASCAL Observatory, which brings cities from all continents together to develop urban learning strategies. He produced the main Briefing Paper for the 2019 4th International Conference on Learning Cities in Medellin. With ASEM LLL Hub he is a co-convenor of its research networks on Lifelong Learning policies with Dr Han Min of the Ministry of Education in China. He is collaborating partner in a Jean Monnet Network on the role of Education to the SDGs in the Asia-Pacific.

He has been a PI of the recently completed, British Academy GCRF-funded project, Strengthening Urban Engagement of Universities in Asia and Africa with three Asian and three African partners. He is also Co-I within the RCUK GCRF funded Global Centre for Sustainable, Healthy Learning Cities and Neighbourhoods, which has three African and four Asian partner countries and in this centre he has a responsibility of capacity strengthening in the global south and for links with the University of Rwanda. He is a Co-I within the ESRC funded Urban Big Data Centre within which he has co-ordinated projects on education, place and disadvantage and on learning city metrics.

He has been PI of many large-scale international collaborative projects. Most notable from 2008-13 was a study of universities and regional engagement in 19 cities and regions around the world (the PURE project), which included Gaborone in Botswana and the country of Lesotho. He has conducted many projects funded by the EC, most recently two projects respectively concerned with *Learning Communities of Practice* (DISCUSS) and *University Adult Learning in Mid-life* (LETAE). Previous relevant research includes projects concerned with *Quality in Learning Regions* (R3L+), developing a reservoir of *Best Practice in Learning Regions* (Eurolocal) and on *Innovation in HE*, which included case studies of internationalization of HE in China and Malaysia and of MOOC development internationally. Earlier projects have included the development of *Audit Tools for Stakeholders within Learning Regions* (Indicators project under the Network of Learning Regions (R3L) programme) and projects that develop related *Learning Audits for Regions* (Lilara), and a *Sustainable Network of Learning regions/cities* (PENR3L); a major ESRC TLRP project on the *Social and Organisation Mediation of University Learning* (SOMUL).

He has carried out a number of consultancies for national and international agencies including UNESCO, Council of Europe, Universities UK, the Higher Education Academy, and Learndirect Scotland. He has been an adviser and evaluator of programmes at a number of universities around the world,

and a keynote speaker at many international events. He has been the supervisor of some 20 PhD students in Education, many undertaking inter-disciplinary studies in the fields of health and urban studies.

Recent Publications

- Osborne, M.** and Hernandez, S. (2019) *Learning Cities and Social Inclusion*. Hamburg: UIL (in press)
- Thakuria, P. (V.), Sila-Nowicka, K., Hong, J., Boididou, C., **Osborne, M.**, Lido, C. and McHugh, A. (2019) Integrated Multimedia City Data (iMCD): a composite survey and sensing approach to understanding urban living and mobility. *Computers, Environment and Urban Systems*, (in press)
- Lido, C., Reid, K. and **Osborne, M.** (2019) Lifewide learning in the city: novel big data approaches to exploring learning with large-scale surveys, GPS, and social media. *Oxford Review of Education*, 45(2), pp. 279-295.
- Neary, J. and **Osborne, M.** (2018) University engagement in achieving sustainable development goals: a synthesis of case studies from the SUEUAA study. *Australian Journal of Adult Learning*, 58(3),
- Borkowska, K.** and **Osborne, M.** (2018) Locating the fourth helix: rethinking the role of civil society in developing smart learning cities. *International Review of Education*, 64(3), pp. 355-372.
- Osborne, M.** and **Borkowska, K.** (2017) A European lens upon adult and lifelong learning in Asia. *Asia Pacific Education Review*, 18(2), pp. 269-280.
- Lido, C., **Osborne, M.**, Livingston, M., Thakuria, P., and Sila-Nowicka, K. (2016) Older learning engagement in the modern city. *International Journal of Lifelong Education*, 35(5), pp. 490-508.
- Osborne, M.**, Laitinen, I. and Stenvall, J. (2016) Complex regional innovation networks and HEI engagement the case of Chicago. *International Journal of Knowledge-Based Development*, 7(2), pp. 184-201
- Benneworth, P., and **Osborne, M.** (2014) *Knowledge, engagement and higher education in Europe*. In: Escrigas, C., Granados, J., Hall, B.L. and Tandon, R. (eds.) Higher Education in the World 5 Knowledge, Engagement and Higher Education: Contributing to Social Change. Series: GUNI Series on the Social Commitment of Universities. Palgrave Macmillan, London. pp. 204-217.
- Jordan, L., Longworth, N., and **Osborne, M.** (2014) *The rise and fall and rise again of learning cities*. In: Zarifis, G.K. and Gravani, M. (eds.) Challenging the 'European Area of Lifelong Learning': A Critical Response. pp. 273-284. Springer, Dordrecht.
- Duke, C., **Osborne, M.**, and Wilson, B. (2013) *A New Imperative: Regions and Higher Education in Difficult Times*. Manchester University Press, Manchester.
- Osborne, M.**, Kearns, P., and Yang, J. (2013) Learning cities: developing inclusive, prosperous and sustainable urban communities. *International Review of Education*, 59 (4). pp. 409-423.
- Hamilton, R., **Osborne, M.**, and Tibbitt, J. (2013) Profiling regional engagement and lifelong learning in higher education: closing the engagement gap. *Bildung und Erziehung*, 66 (4). pp. 437-452.
- Preece, J., Ntseane, P.G., Modise, O.M., and **Osborne, M.** (2012) *Engagement in African Universities: Perspectives, Prospects and Challenges*. NIACE, Leicester.
- Longworth, N. and **Osborne, M.**, (Eds.) (2010) *Perspectives on Learning Cities and Regions: Policies, Practice and Participation*. NIACE, Leicester.