

Michael Osborne – CV

Michael Osborne is Professor Emeritus at the University of Glasgow where he was Professor of Adult and Lifelong Learning from 2008-2024. Until 2021, he was Director of Research in the School of Education, which was recently rated equal first in the UK in the Research Excellence Framework for the environment it has established to support research. He was also, from 2008-2024, 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 (1975), a PhD in Organic Chemistry (1979) and a Cert Ed in Further Education (1984).

Following his PhD, he embarked on a career in adult education, first in the Further Education section in London, working for the Inner London Education Authority at South Thames, City and East London and South London Colleges from 1979 to 1989. At City and East London College, he taught Mathematics to returning adult students, including within some of the UK's very first Access to HE courses targeted at Afro-Caribbean and Bangladeshi students. Later at South London College, he developed some of the UK's first Access programmes in Sciences (specifically Food Studies, and Health, Biology and the Environment (HBE)). The HBE course was the first Access programme to be accredited by the London Open College. He was also part of the team that developed the Postgraduate Diploma in Access Studies at South Bank Polytechnic, and also whilst there was involved in researching Access to Maths, Sciences and Technology programmes for the Department of Education and Science.

In 1989 he became a Lecturer in Educational Policy at the University of Stirling, rising to Senior Lecturer in 1995 and Professor of Lifelong Education in 1997. At Stirling he developed a range of Access programmes both delivered internally and in collaboration with a range of FE colleges in central Scotland. At its peak in the mid-1990s these programmes contributed some 13% of entry to the university. He was also involved in developing a comprehensive part-time degree programmes in collaboration with many departments of the university, which was the largest of its kind in Scotland outside the Open University. The work included the development of a degree pathway in Adult Education, the only undergraduate programme in this subject in the UK in the 1990s. He also with the late Professor Jim Gallacher of Glasgow Caledonian University developed the world's first online Masters in Lifelong Learning, and with the late Professor Glen Postle of the University of Southern Queensland, the world's first Masters in Technology Enhanced Learning. Given his background in the 1980s as a FE lecturer, he continued his interest in this area through the development of programmes of undergraduate and postgraduate degrees that incorporated the Teacher Qualification (Further Education) (TQFE), the professional qualification for FE lecturers in Scotland. The TQFE programme at Stirling developed as both a face-to-face and distance learning programme for lecturers in the Highlands and Islands in the early noughties, soon began the preferred option for the sector with some 50% of staff opting for this qualification over that of other providers.

Throughout his 17 years in Stirling, he was involved in a succession of externally-funded research awards in the fields of access to higher education, work-placed learning, environmental education, learning in SMEs and Learning Cities/Regions with funding from UK government departments and their agencies, the European Commission and the Economic and Social Research Council (ESRC). This research 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). This work became consolidated within the Centre for Research in Lifelong Learning, which he established with Professor Jim Gallacher of Glasgow Caledonian University, and which he co-directed for a decade until 1997. CRLL developed an international reputation as one of the world's leading research centres in the field of lifelong learning. Also whilst at Stirling in 2004, he became European Director of the PASCAL Observatory for Place, Social Capital and Learning Regions, in collaboration with RMIT Melbourne. PASCAL emerged from the world of the OECD in learning regions and became a highly significant player in the field of place-based learning.

In the early 1990s he began several service contributions to the discipline. He was secretary of the Scottish branch of the Universities Association for Continuing Education (UACE) for some 6 years, and has been editor of the *Journal of Adult and Continuing Education* from the early 1990s to the present day. He edits a series of books for Manchester University Press around the theme of higher education and lifelong learning to which many eminent scholars in the field have contributed, including Darlene Clover, Chris Duke, Budd Hall, Peter Mayo and Rajesh Tandon.

He moved to the University of Glasgow in 2008 as Professor of Adult and Lifelong Learning, and Director of CR&DALL. PASCAL transferred to Glasgow with him. Whilst there 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 also conducted a number of further projects funded by the EC, which included *Learning Communities of Practice* (DISCUSS) and *University Adult Learning in Mid-life* (LETAE), *Quality in Learning Regions* (R3L+), and the development of a reservoir of *Best Practice in Learning Regions* (Eurolocal). With the project *Innovation in HE*, commissioned by the EC, he developed case studies of internationalization of HE in China and Malaysia and of MOOC development internationally.

In recent years, his research focus has been on international development, and big data. He has been a PI of the recently completed, British Academy Global Challenges Research Fund (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 UKRI 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.

In teaching he redeveloped the Masters in Adult and Continuing Education, and the Masters in Teaching Adults, creating the foundation for the International Masters in Adult Education for Social Change (IMAESC), funded within the EC's Erasmus Mundus programme. IMAESC is one of the world's most prestigious programmes in adult 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 its International Institute for Educational Planning (IIEP) and the Asia Europe Meeting Forum for Lifelong Learning (ASEM LLL Hub). He has been a 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 and has also produced

one of the three Briefing Papers for its 5th conference in Korea in 2021 on Education, Health and Resilience in cites post-COVID-19. With IIEP he is working within a project that considers how lifelong learning contributes to urban planning. With ASEM LLL Hub he is a convenor of its research networks on Lifelong Learning policies. He is collaborating partner in a Jean Monnet Network on the role of Education to the SDGs in the Asia-Pacific, and another on Smart Specialisation in regions, both led by RMIT University in Melbourne. As Director of PASCAL he has been part of a network of networks concerned with universities and their community engagement role, which includes the UNESCO Chair in Community-engaged Research and Responsibility in HE (Delhi/Victoria) and the Global Universities Network in Innovation (Barcelona). He now chairs the Strategic Planning Committee of PASCAL.

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 was a co-author of the UK's contribution to CONFITEA VI.

He was in 2020 an expert advisor to a review by London Economics of Access to Higher Education in Ireland, and a member of an Expert Group on Lifelong Learning Provision by Institutes of Higher Education in Singapore undertaken by the Institute of Lifelong Learning in Singapore in 2021. He has also been appointed as a member of the Singapore Workforce Development Applied Research Fund (WDARF) Expert Review Panel (ERP) launched by SkillsFuture Singapore (SSG), a statutory body of the state. He is an Expert Adviser to the Asia Pacific Network of Learning Cities in the Republic of Korea.

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.

He is also a visiting professor at RMIT Melbourne, the University of Tampere, the University of Johannesburg, the University of Philippines and Beijing Foreign Studies University.

Selected Publications in the last 20 years

Osborne, M (2024) The Benefits of University Adult Learning, *International Review of Applied Economics* 38(4): 395-409

Slowey, M., Hinzen, H., Omolewa, M. and **Osborne, M.** (2023) (Eds.) *Adult Education and Social Justice: International Perspectives*. Florence: Florence University Press

Scott, P., **Osborne, M.** and Parry, G. (Eds.) (2023) *Access, Lifelong Learning and Education for All*. Series: Palgrave studies in adult education and lifelong learning. Palgrave Macmillan: Cham. ISBN 9783031123412

Chang, Y.-Y., Kao, C.-P., Lin, K.-Y. and **Osborne, M.** (2023) Factors driving volunteers' interest in science careers: self-efficacy, social support and satisfaction. *Current Psychology*. (Early Online Publication)

Mou, T.-Y., Kao, C.-P., Lin, K.-Y. and **Osborne, M.** (2022) Exploring the mediator in science service learning: analysis of university students' behavioural intention to use digital platforms. *Asia-Pacific Education Researcher*. (Early Online Publication)

Osborne, M. and Sim, S. K. (2022) Lifelong learning in Asia: a brief tour. In: Evans, K., Lee, W. O., Markowitsch, J. and Zukas, M. (eds.) *Third International Handbook of Lifelong Learning*. Series: Springer international handbooks of education. Springer: Cham

Osborne, M. (2022) Localizing SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Local and Regional Governments' Report to the 2022 UN High Level Political Forum. In: *Global Taskforce of Local and Regional Governments: Towards the Localization of the SDGs - Local and Regional Governments Breaking through for a Just and Sustainable*

Recovery. Series: Local and Regional Governments' Report to the 2022 UN High Level Political Forum. United Cities and Local Governments: Barcelona, pp. 86-98.

Osborne, M. (2022) The barriers to access in higher education and their alleviation. In: Côté, J. E. and Pickard, S. (eds.) *Routledge Handbook of the Sociology of Higher Education [2nd Edition]*. Routledge: London, pp. 160-173. ISBN 9781032201474 (doi: 10.4324/9781003262497-15)

Osborne, M., Maitra, S. and Uflewski, A. (2022) Smart learning cities promoting lifelong learning through working lives. In: Malloch, M., Cairns, L., Evans, K. and O'Connor, B. N. (eds.) *The SAGE Handbook of Learning and Work*. SAGE Publications: London, pp. 376-389.

Osborne, M. and Hernandez, S. (2021) *Learning Cities and Social Inclusion*. Hamburg: UIL

Panos, G. A., Kromydas, T., **Osborne, M.**, and Wright, R. E. (2021) Is literacy a multi-dimensional concept? Some empirical evidence. In: Robinson, P. A., Williams, K. V. and Stojanovic, M. (eds.) *Global Citizenship for Adult Education: Advancing Critical Literacies for Equity and Social Justice*. Routledge: New York.

Lido, C., Mason, P., Hong, J., Gorash, N., Anejionu, O. C.D. and **Osborne, M.** (2020) Integrated multimedia city data: exploring learning engagement and greenspace in Glasgow. *Built Environment*, 46(4), pp. 574-598.

Rowell, C. and **Osborne, M.** (2020) Beyond schooling: learning cities and adult education in the Global South. In: London, M. (ed.) *Oxford Handbook of Lifelong Learning. Second Edition*. Oxford University Press: Oxford.

Thakuriah, P. (V.), Sila-Nowicka, K., Hong, J., Boididou, C., **Osborne, M.**, Lido, C. and McHugh, A. (2020) Integrated Multimedia City Data (iMCD): a composite survey and sensing approach to understanding urban living and mobility. *Computers, Environment and Urban Systems*, 80, 101427.

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., Thakuriah, 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

Houston, M., Krüger, K., Molas, A., **Osborne, M.** and Jiménez, L. (2016) Cooperation in work-oriented learning in higher education. *PEOPLE: International Journal of Social Sciences*, 2(1), pp. 685-705

Benneworth, P. and **Osborne, M.** (2016) Institutional approaches to supporting university entrepreneurship education: fitting entrepreneurship within university institutional architectures. *Journal of the European Higher Education Area*, 2-2016, pp. 1-26.

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.

Brennan, J., Edmunds, R., Houston, M., Jary, D., Lebeau, Y., **Osborne, M.** and Richardson, J. (2010) *Improving What Is Learned At University: An Exploration Of The Social And Organisational Diversity Of University Education*. Series: Improving learning TLRP. Routledge: London, UK. ISBN 9780415480154

McNair, S., Quintero-Re, L., Clarke, A., Eldred, J., Hallam, A., Lavender, P., O'Hagan, J., Pearce, R., Thomson, A., Tuckett, A., Watters, K., **Osborne, M.**, Tibbitt, J. and Tett, L. (2008) *CONFINTEA VI : United Kingdom National Report: National Report on the Development and State of the Art Adult Learning and Education (ALE)*. National Institute of Adult Continuing Education: Leicester.

Morgan-Klein, B. and **Osborne, M.** (2007) *The Concepts and Practices of Lifelong Learning*. Routledge: London. ISBN 9780415428606

Osborne, M., Sankey, K. and Wilson, B. (2007) *Social Capital, Lifelong Learning and the Management of Place: An International Perspective*. Routledge: London. ISBN 9780415427951

Duke, C., **Osborne, M.** and Wilson, B. (2005) *Rebalancing the Social and Economic: Learning Partnership and Place*. National Institute of Adult Continuing Education: Leicester. ISBN 9781862012707

Osborne, M., Gallacher, J. and Crossan, B. (2004) *Researching Widening Access to Lifelong Learning: Issues and Approaches in International Research*. RoutledgeFalmer: London. ISBN 9780415322362

Osborne, M. and Thomas, E. (2003) *Lifelong Learning in a Changing Continent: Continuing Education in the Universities of Europe*. National Institute of Adult Continuing Education: Leicester. ISBN 9781862011571

Selected Recent Projects

Social and Scientific Innovation to Achieve the Sustainable Development Goals (2021-24) – Jean Monnet Network

The EU's Role in the Implementation of the SDGs in Asia Pacific (2018-2021) – Jean Monnet Network
Strengthening Urban Engagement of universities in Asia and Africa (2017-2019) – Project funded by British Academy with 6 partners in global south as part of Global Challenges Research Fund

Centre for Sustainable Healthy, Learning Cities and Neighborhoods (2017 -2023) Large scale ESRC-funded centre (over £7m) with 7 developing country partners – part of Global Challenges Research Fund

Urban Big Data Centre (2014 – ongoing) Large scale ESRC-funded centre (over €12m) within which there is a significant education component focusing on educational disadvantage and place, and learning cities.

Pascal Universities Regional Engagement (PURE) (2008-2013) is a completed major international study in 4 continents, which has extended and developed previous work of the OECD on universities and regional engagement to a series of new regions, and develops PASCAL International themes through applied consultancy. Nineteen regions were involved in the first cohort from 2009 to 2011. The central purpose of PURE is to improve what happens in regions, continuing and sustaining good practices.

LETAE - Reinforce the Labour Efficiency of Tertiary Adult Education at Universities (2013 – 2016), a project funded under the EC's LLP, Erasmus Multilateral Partnerships aims to study the TLL strategies

of higher education institutes to improve the quality of work of learners and the quality of their work performance.

DISCUSS - European Platform for Communities of Practice in Lifelong Learning (2013-2016) is a project funded within the EC's LLP KA4 programme. DISCUSS brings together stakeholders, experts and practitioners in lifelong learning in order to jointly find answers and identify solutions to the most urging issues and to improve the problem solving capacities of local networks for lifelong learning.