

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 funded work on digital education in sub-Saharan Africa, British Council funded work on educational policy at Ministerial level with ICTs, and refugee pathways into higher education. Current PI on several projects exploring digital education in Sub-Saharan Africa and South Asia.

Member, 2023-Present, Operational & Advisory Group, Education Beyond Borders, University of Edinburgh. Research and development work on refugee access to higher education at the University of Edinburgh through a programme of funding, support, and collaborative and community-led initiatives to ensure continued access to education for displaced scholars.

Programme Director 2020 - 2024, 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. I was an EUSA Teaching Awards Nominee for 2020, 2021, 2022, 2023, and 2024 in both the Teacher of the Year and Supervisor of the Year categories. I was nominated for the People of CAHSS Award in the Inspiring Colleague Award category (2024).

Lecturer, Digital Education in Development 2018 - 2022. 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.

Co-Founder and Chief Digital Education Officer, 2015 - Present, Panoply Digital: Panoply Digital is a development consultancy currently working in international education and mobile for development in Argentina, Bangladesh, Cambodia, Ghana, 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 seven years teaching experience (2017-2024) on the MSc in Digital Education and more than twenty-five years of teaching overall. Fellow of the HEA.

Modules taught: Digital Education in the Majority World (Course Creator), Critical Issues in Digital Education, Education and Digital Culture, Course Design for Digital Environments, Information Literacies in Digital Education, and Introduction to Social Science Research Methods.

Course organiser for Digital Education in the Majority World (2023), Education and Digital Culture (2021), Course Design for Digital Environments (2019-2020) and Critical Issues in Digital Education (2024). Nominated several consecutive years (2018-2024) for EUSA Teaching Awards for teaching on the MSc in Digital Education and for Supervisor of the Year (2022-2024).

Supervision

Current PhD students: 6

Current MSc and PGR students being supervised: 6

MSc students supervised unto completion: 14

External Examiner

Current (2021-2025) external examiner for the MSc Education (Digital and Social Change) at the University of Oxford.

Development in learning and teaching

Former 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 have worked extensively at the school and the university on hybrid approaches to teaching. I 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 2019-2022. 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 mentor 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 three new courses (the first launched in 2021, the second in 2022, and the third in 2023), 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 numerous scholarships for the programme, including the Mastercard Foundation African Practitioner Networks for Digital Education scheme (DEPN). DEPN (2023-2030) is the only named programme on the larger University of Edinburgh funding from the Mastercard Foundation (2023-2030) and involves several cohorts of academic staff from African universities. A further 16 Ministry of Education officials from Ghana, Kenya, Nigeria, and South Africa are studying on the MSc in Digital Education with funding from the British Council in a project titled Digital Education for change makers in sub-Saharan Africa. Based on the initial results from this first MoE cohort, British Council has agreed to an additional £300,000 in scholarships.

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 700 staff from April to August 2020. I was nominated for a Chancellor's Award for this same effort. I was nominated for EUSA Teaching Awards for teaching on the MSc in Digital Education over several years (2018-2024). Nominated for People of CAHSS Award in the Inspiring Colleague Award (2024). 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 marginalised groups. Policy presents a particular touchstone in this process as a codification of actors in a larger educational mobilities systems, hence why the work with MoE officials is critical to research impact.

I am PI on the Mastercard Foundation-funded project Practitioner Networks and Digital Inclusion for Higher Education in Sub-Saharan Africa, PI on the Royal Society of Edinburgh (RSE) funded Connected Policy, Practice and Accreditation: Connected Refugee Education in Ugandan Higher Education project, PI on the GCRF-funded Digital Education Africa cluster, Co-I on the Digital Education for change makers in sub-Saharan Africa project, 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 member of the Education Beyond Borders Operational & Advisory Group. I was a core team member of the Future University Lab at Una Europa (2019-2023). I work with the Connected Learning in Crisis Consortium on forced displacement research throughout Sub-Saharan Africa. I am also Co-Founder and Chief Digital Education Officer of Panoply Digital, a consultancy dedicated to appropriate use of educational technologies in developing contexts. 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 broadly across the sector: MoE officials in four African countries exploring how best to codify equity into national level ICT in education policies; civil society actors and INGOs work towards digital education programming for refugees and those forcibly displaced in Uganda; indigenous approaches to digital education development for universities in Tanzania and Nigeria; and evidence reviews for 12 countries exploring their readiness for connected learning initiatives to support forcibly displaced populations in conjunction with UNHCR. All carry with them discrete research outputs alongside practical programming; all carry with them a realised or potential impact. 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. (Co-I) (2024-2026). Generative AI for Accelerated Competency-Based Teacher Training in Crisis Contexts (GAI-ACT). This initiative aims to build refugee teachers' capacity under AEP to leverage Generative AI for improved teaching and learning. Our goals include creating an Accelerated Competency-Based Teacher Training programme for curriculum instruction in AEP. This will increase the capacity for utilisation of Generative AI in curriculum delivery, prompt engineering for dynamic and equitable curriculum delivery, and robust digital literacy practices. £15,500.

Gallagher, M. (PI) (2023-2025). Connected Policy, Practice, and Accreditation: Connected refugee education in Ugandan higher education. 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; refugee 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.

Conference Presentations since appointment (2017-2024)

Breines, M. & Gallagher, M. (2024). Rethinking mobilities through the digital: signals, data and devices. Digital Geographies Research Group Annual Symposium – Mobilities and the Digital. Birmingham, UK.

Gallagher, M.; Najjuma, R. & Nambi, R. (2023). Refugee inclusion in higher education: the nexus of barriers and the digital. SERA Conference 2023: Meeting global and local challenges through interdisciplinary partnerships and collaborations in education. Edinburgh, Scotland.

Bayne, S.; Ross, J. & Gallagher, M. (2023). Reimagining Universities: Speculative Scenarios for Higher Education. EFI Event Series.

Lamb, J. & Gallagher, M. (2023). The augmented reality of the postdigital city. Postdigital Conference, Braunschweig, Germany.

Boateng, S.; Cole, G.; Falisse, JB; Gallagher, M. & Miranda, JJ. (2022). Foundations for All: Lessons from piloting a higher education blended learning access programme for refugees in Uganda

Gallagher, M.; Nicol, S. & Breines, M. (2022). Ghost hunting in the broken archives: using the archival past to define educational futures. Sibinek, Croatia.

Gallagher, M. (2022). Foundations for all: lessons learned from a pilot designed to bridge access to higher education for refugee students in Uganda. Glasgow, UK.

Najjuma, R.; Nambi, R. & Gallagher, M. (2022). HEI and non-HEI partnerships for refugee students in Ugandan universities: formal and informal structures for participation in a university lifeworld. BAICE Conference, Edinburgh, UK.

Gallagher, M. (2022). Digital Education: digital pedagogies for equity and inclusion. Ahmadu Bello University, Nigeria, Nigeria.

Gallagher, M. (2022). If not this, then what? Alternative edtech in the face of commercial expansion into education. Privatisation in Education and Human Right Consortium (PEHRC), France.

Bayne, S. & Gallagher, M. (2022). What is digital pedagogy (not)? Danish Network for Educational Development in Higher Education, Denmark.

Boateng, S.; Cole, G.; Falisse, JB; Gallagher, M. & Miranda, JJ. (2022). A Bridge to Where? Determining the goals of bridging programmes for displaced learners. MIT Migration Summit 2022.

Gallagher, M. (2022). State of play for digital education in sub-Saharan Africa. Scottish Africa Recruitment Group (SCOTARG), United Kingdom.

Gallagher, M. (2022). 2023 GEM Report consultation on technology and education convened by NORRAG. NORRAG (Network for international policies and cooperation in education and training), France

Falisse, JB & Gallagher, M. (2022). A Bridge to where? Determining the goals of bridging programmes for displaced learners. British Association for International and Comparative Education (BAICE) Conference.

Yunus, S.; Ismail, M. & Gallagher, M. (2022). Prospects and Challenges of Using Open Educational Resources to Teach Kiswahili for Foreigners: The Case of E-Kiswahili 4 All Online Course. Howard University, Washington, D.C.

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 am on the Operational & Advisory Group, Education Beyond Borders at the University of Edinburgh, 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 work often with the Connected Learning in Crisis Consortium and UNHCR.

I was a core University of Edinburgh representative on the Future University Lab 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 (2018-2024) 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.

Member, Operational & Advisory Group, Education Beyond Borders, University of Edinburgh.

Moray House Representative, Responsible Research Metrics committee (2019-2023). I drafted the school's open research policy in keeping with the directives of Plan S.

Core Member, Digital Education strand of Curriculum Transformation group (2021-2023), 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 (2021-2024). 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

Charitonos, K., Najjuma, R. & Gallagher, M. (2024). Special issue on Connected Learning in contexts of forced displacement. *Journal of Interactive Media in Education (JIME)*.

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

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 many consultancies to further my research and development work in 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 contexts to inform regional responses to pressing development needs in the Global South. The second is the funds 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.

Consultant, Connected Learning in Crisis Consortium (2022-Present). Researching conditions for refugee education in 12 countries (Chad, Niger, Iraq, Mexico, Ecuador, Rwanda, Ethiopia, South Sudan, South Africa, Cameroon, Zambia, Lebanon, Pakistan) including policy contexts, infrastructure, initiatives, TVET programming, and pathways into higher education.

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 (2017-2024)

Gallagher, M. & Nanyunja, S. (2024). Refugee inclusion in higher education in Uganda: discourses, digital technologies, and complexity. Refugee Week 2024: Sanctuary Advisory Network at the Open University.

Gallagher, M. (2024). Regional responses to educational challenges in the wake of digital development. Open, Distance, and eLearning Association of Nigeria (ODELAN) Annual Conference. Keynote speaker. Zaria, Nigeria.

Gallagher, M. (2023). Digital Transformation in Higher Education in the Changing World. Keynote speaker. Reinventing Education Post-Pandemic Conference. Jakarta, Indonesia.

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

Akello, M.; Gallagher, M.; Nanyunja, S.; Mulondo, A.; Cole, G.; Falisse, JB; and Miranda, JJ. (2024 In Print). Minimal computing for the forcibly displaced in Uganda: economies of digital use and non-use, and bespoke alternatives. *Learning, Media and Technology*.

Reynolds, A.; Boateng, S.; Akello, M.; Atherton El-Amine, B.; Nanyunja, S.; Mulondo, A. & Gallagher, M. (2024 In Print.) Connected learning as collaboration and psychosocial support: a critical evaluation of a bridge programme for refugees in Uganda. *Journal of Interactive Media in Education (JIME)*.

Ruiz, N. and Gallagher, M. (2024 In Review). Digital imaginaries in educational governance and policy of rural schools in Colombia. *International Journal of Educational Development*.

Gallagher, M, Evans, P. and Sarpong-Duah, J. (2024 In Print). Radiating out, scaling up, human capital, and horizontalism: the digital tensions in educational governance in Ghana. *International Journal of Educational Development*.

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