Institution: Glasgow Caledonian University

Unit of Assessment: 25 Education

a. Overview
Research in Education at Glasgow Caledonian University (GCU) is led by two centres: the *Caledonian Academy* (CA) and the *Centre for Research in Lifelong Learning* (CRLL). The UoA includes 6.4 research staff (including one Early Career Researcher) and 2 Emeritus Professors. Since RAE 2008 the research income has been £640,773 in total from a range of funders. Research focuses on two strategic academic areas: a) Professional learning; and b) Higher Education (HE) policy and practice.   *CA* research is led by Littlejohn, Margaryan, Falconer and Milligan with Lukic (ECR). Research is focused on professional, organisational and technology enhanced learning in increasingly open knowledge and learning environments. Contributions to the field include an improved conceptualisation and systematisation of knowledge (typologies and frameworks); novel, validated data collection instruments; and products used in workplace settings. *CRLL* focuses on collaborative research into HE policy and practice. Led by Smith, Jones and Gallacher (Professor Emeritus), CRLL's work examines HE policy reform including leadership, governance and management and changing academic practices. CRLL leads interdisciplinary institutional research in conjunction with research associates in the academic schools whose work supports the achievement of GCU's Outcome Agreement with the Scottish Funding Council (SFC) in relation to widening student participation. CRLL has Co-Directors at both GCU and the University of Stirling providing networks in a wider community of research and policy advice. This enhances the scope for engagement, knowledge exchange and impact with research users.

b. Research strategy
Evaluation
Building on the outcome of RAE2008, and guided by the GCU Strategy to 2015 and the GCU research strategy, the main objectives have been to: focus on policy and practice through understanding the ways organisations and their people work and learn, including through digital technologies; expand postgraduate activity; invest selectively in recruitment and retention of high quality researchers with track records in relevant areas; ongoing commitment to international collaboration; disseminate outputs through high-quality publication; ensure financial sustainability; extend the quality and quantity of funders. Annual planning evaluations have led to a deliberate switch during the census period towards a broader base of external financial support for research including the European Commission and industry sources to re-balance research outputs with the beneficiaries of research, particularly in wider organisational contexts beyond the HE sector. This re- balancing has supported GCU's strategic commitment to engagement with a range of organisations through its 'business academies'. These changes have been reinforced by the availability of external and internal University Peer Review procedures to support and critique the writing of applications for funding awards.

Research objectives
Researchers in both the CA and CRLL work within a shared strategic framework designed to shape and deepen understanding of the ways learning can be advanced as social, organisational and technological policies, practices and structures continue to evolve. A key strategic driver is the close correlation between the strength and focus of research in education and GCU's commitment to professional learning and social justice. The central objective is to build on and develop CA/CRLL research expertise and impact. Responsibility for developing and leading the research strategy in education is shared between the Directors of the CA and CRLL working directly with GCU's Pro-Vice-Chancellor (R) who is line manager to each Centre. In addition, both Centres benefit from external input into strategic direction and development from members of the CA Reference Group (based in academia and industry in the UK, Netherlands and Australia) and CRLL's Co-Directorship with the University of Stirling and two international academic advisors (based at the University of Melbourne and University of Western Sydney). Review of progress against milestones is through annual institutional planning and periodic performance review.

New and developing initiatives
Planning for future research in education is incorporated within the strategic research framework.

Extending collaborative partnerships is central to our work, with a view in particular to developing international research within higher educational and industry contexts. Current initiatives include research into simulation in medical education (funded by University of Surrey) linking with a developing pool of research in medical education being conducted at GCU. Collaborative projects are underway exploring historical pathways to mass higher education in a range of national contexts (Carnegie Trust) the leadership of teaching (SRHE); Erasums Mundus Intercultural Competencies (EC). Research in professional learning is being advanced through leadership of Interdisciplinary Perspectives on Learning from Incidents (ESRC), bringing together academic partners from four countries with a range of multinational companies and government organisations; Professional Learning in Massive Open Online Courses (Bill and Melinda Gates Foundation), with Harvard University; Work and Learning at the Boundaries of Knowledge (funded by GCU), a partnership with the Chartered Institute of Securities and Investments. Research is underway in GCU's Caledonian Club, a longitudinal intervention to raise the educational outcomes of children in some of the most deprived areas of Glasgow.

Going forward we aim to mentor and develop education researchers across other disciplinary contexts in GCU, part of a broader strategy designed to provide baseline evidence to underpin professional practice and build a rich education research environment. This work is facilitated through the Caledonian Scholars and Associates initiative, established in 2008 bringing together staff from the CA, CRLL and GCU LEAD (Learning Enhancement and Academic Development) with colleagues from across the university to engage in scholarship of teaching. Since RAE2008 there have been 74 Caledonian Scholars/Associates and 294 staff have become HEA Fellows.

Priority developmental areas
Sustainability: All academics in the CA and CRLL are required to develop research that is externally funded through competitive grant applications, with income targets agreed through annual planning. Since RAE 2008 the average annual grant income has been increased by 79.5% to £128.2k per annum, raising £640,773 in total from a range of funders. These include UK Research Councils (ESRC), Scottish and English Government Funding Councils, industry funders (Shell International, Energy Institute), the European Commission, the Bill and Melinda Gates Foundation and various Research Charities and related organisations including the Leadership Foundation for Higher Education (LFHE), the Equality Challenge Unit, the Quality Assurance Agency (QAA) and the Society for Research in Higher Education (SRHE), the Higher Education Academy. This flow of funding supports the strategic aim of sustaining research infrastructure and its capacity to advance conceptual and empirical understanding in key areas of expertise.

Impact and contribution to policy and practice: strategic engagement with research users has been achieved through dissemination and knowledge transfer events to facilitate engagement with key research beneficiaries. Included in this are knowledge sharing events with the international research community through the organisation of symposia and conferences. Examples include the CRLL Conferences 2009; 2011 and 2013 (the latter a collaborative venture with the Standing Conference on Teaching and Research in the Education of Adults (SCUTREA); the CA Special Interest Group in Technology-enhanced Professional Learning (http://uk-sself.ning.com/); and strategic links with public sector organisations and multinational businesses.

c. People:
The strategic approach to staffing maintains and develops the intellectual vitality of the two research centres through investment in academic posts, career support, interdisciplinary and intersectoral PhD supervision, linking researchers with colleagues in other fields.

i. Staffing strategy and staff development
The University's Equality and Diversity and Dignity at Work policies are deployed across all aspects of the recruitment and career management of all of our researchers and PhD candidates. These policies ensure that each person is treated equitably and with respect and that decisions are transparent and sound. All university policy documents are available on the GCU website. The University continues to be an active member of the Athena SWAN Scottish Regional Network and we will submit our application for the Athena SWAN bronze in April 2014. Our REF2014 submission across all UoAs will be underpinned by our high percentage of female professors (33%) compared to a sector average of 19.8% and represents a 7% increase on 2011/12.

A key element in securing growth in output and quality of research is institutional investment in new appointments and promotions. These include: an early career research post in CRLL (Anderson, 2008); a new CRLL Co-Director/Professor of Lifelong Learning (Smith, 2008) and a Readership (Jones, 2010) in CRLL to develop research in higher education practice. In addition there have been three promotions: Margaryan was promoted to a Senior Lectureship and CRLL early career researcher (Brown) promoted to Researcher 1B. Lukic, who joined the CA in 2009 on an industry-funded PhD, continued through an industry funded Postdoctoral Research Fellowship (from Shell International 2011-12) promoted to Lecturer (ECR). These university funded and grant income investments are designed to secure a longer-term trajectory of building research leadership, capacity and quality in education research. There is provision of career development for early career researchers through higher degrees, bespoke training in research methodology provided by the Graduate School, opportunities for research conference presentation/attendance and collaboration with international research centres.

The strength of education's research culture is enhanced by the wider contributions of its extensive research network. Both the CA and CRLL benefit from on-going commitment and support from two Emeritus Professors. Professor Jim Gallacher, (CRLL Co-Director to 2009), has been a member of the Scottish Funding Council for Further and Higher Education, chair of the Access and Inclusion Committee and adviser to the Scottish Parliament's Enterprise and Lifelong Learning Committee for their Inquiry into Lifelong Learning; Professor Terry Mayes was a member of the MacFarlane committee, has been a member of the Teaching and Learning committee for the Scottish Funding Council, chaired two Scottish QAA enhancement themes, co-led the HEA Benchmarking programme and has worked within EU Framework programmes.

Visiting Academics bring strong expertise and experience to Education. They demonstrate an active commitment to strengthening our external research partnerships, linking GCU to national and international research networks. They include Professor Dr Peter Sloep, Open University of the Netherlands (technology-enhanced learning); Professor Dr Betty Collis, University of Twente, Netherlands (technology-enhanced learning); Dr Simon Lygo-Baker, University of Surrey (academic practice), Dr Gabriel Reedy, King's College London (medical education), Professor Jean-Marie Dujardin, University of Liège (attributes and employability). There have been visits from academics based in, for example, the USA (Harvard, University of Georgia), Canada (University of Athabasca), Estonia (University of Tallinn), Austria (Technical University of Graz), Australia (University of Sydney, University of Wollongong).

Research standards are set via institution-wide mechanisms. These include the GCU Performance Development and Annual Review cycle designed to set and monitor individual career development and objectives; staff training opportunities (typically in research methods and leadership); internal peer review for proposals for funding awards as well as publication of research papers; funding to present research papers for at least one international research conference per annum; a research ethics committee designed to warrant against university and sector standards the ethical conduct of all internal and externally funded research projects, including by PhD students.

Education's research culture is characterised by a commitment to externally focused, high calibre research, as demonstrated though the generation of proposals for externally funded research commensurate with the research strategy, research outputs at appropriate levels of international quality and engagement with research users. External partnerships have been formed through Invitations To Tender (ITT) for Industry Research Partnerships and research funded by the European Commission, Research Council (ESRC) and Funding Bodies (HEFCE, Jisc, Leadership Foundation, HEA, Bill & Melinda Gates Foundation). Our external collaborations, impact and knowledge exchange through policy advice, professional learning and conceptual research demonstrates a vibrant research environment.

ii. Research students

One outcome of the 2008 RAE was the strategic aim of expanding postgraduate activity. The objective was to establish a base of Doctoral study in higher and professional education. Doctoral studies are enhanced by the development of cross-institutional and disciplinary educational research, with the GCU's *Research Institute for Society and Social Justice* providing a multi-

disciplinary hub supporting collaborative research activities between education, history, business and management. Since RAE2008 has been an increase in PhD/Prof D completions from 1 to 3:

Year	2008-09	2009-10	2010-11	2011-12	2012-13
PhD	0	0	0	0	2
Professional Doctorate	0	0	0	0	1

Currently a further 3 PhD candidates in Education are supported by GCU studentships in medical education, digital education and networked learning. There is also 1 Prof D in technology-enhanced professional learning. PhD Education is interdisciplinary, inter-sectoral and international. A key focus of the PhD is working with other doctoral students from partner institutions across Europe and cross-national PhD activities have been organised with students from the Open University of The Netherlands and the University of Tallinn. Each student is supervised by at least one of the education research team together with colleagues from other disciplines or industry. Seminars for research students include those provided by CRLL and CA plus seminars linked to the Research Institute for Society and Social Justice, the Graduate School, the Technology-enhanced Professional Learning SIG (GCU), and the University of Stirling. PhD students have access to annual funds to enable conference participation and presentation. Supervisory arrangements conform to University-wide standards such that all supervisory teams include at least one member with prior successful experience of research supervision. New supervisors are supported by a programme provided by the Graduate School, an area of enhanced institutional support since 2008. All doctoral students must complete a formal research skills programme with focus on research methods and skills. Training utilises both internal and external facilitators and includes academic writing. The Graduate School acts as a hub to support the academic and cultural life of research students. It operates in a dedicated facility to create a sense of community in which postgraduate students can mix across disciplinary boundaries, leading to an enriched research experience. PhD progress mechanisms include regular, timely hurdle processes, including formal presentation of a research proposal in the first year.

d. Income, infrastructure and facilities

Education at GCU has been successful in attracting external grant funding, totalling £640,773 for the REF2014 cycle (£83,558 in 2008/09, £205,842 in 2009/10, £ 88,692 in 2010/11, £108,207 in 2011/12 and £154,474 to March 2013). This comes from a range of funders – industry, research council, research charities and higher education organisations including the European Commission (Littlejohn & Falconer), the Economic & Social Research Council (Margaryan & Littlejohn; Littlejohn), Shell BPV (Littlejohn, Margaryan & Milligan), the Energy Institute & Shell International (Littlejohn & Margaryan), the Bill and Melinda Gates Foundation (Littlejohn & Milligan), Jisc and the Higher Education Academy (Littlejohn, Falconer & McGill), Jisc (Littlejohn, McGill & Beetham), the Leadership Foundation for Higher Education (Smith, Smith & Jones), Society for Research in Higher Education (Jones & Smith), Carnegie Trust for Universities of Scotland (Jones & Smith), Evidence-Thomson Reuters (Smith). An industry sponsored PhD was funded by the Energy Institute & Shell International (Littlejohn). GCU has funded 4 PhD studentships and the CA 1 PhD.

The interdisciplinary Institute for Society and Social Justice Research Institute provides a forum for cross-disciplinary collaboration, bringing together research groups from across GCU. Research Innovation and Enterprise (RIE) supports GCU's knowledge transfer activities, providing expert and technical support on research funding and finance, research grant applications (from costing to submission) and supports dissemination and impact strategies to ensure knowledge transfer beyond GCU. IT and maintenance of all equipment is available centrally as required. Staff and postgraduate students have dedicated office space and library access. The University invested in research information systems (PURE) £ 66K (installation cost) plus annual licence of £4 K and PURE Advanced Portal repository replacement £26k.The system is used to manage research group activity and monitor progress by capturing research activities in relation to publications, impact, esteem funding applications, projects. GCU invested in the Digital commons repository £25k per annum for 2009-10, 2010-11, 2011-12 and Research Professional (research funding desktop search tool) £10.5k per annum since RAE2008. GCU Library subscribes to key academic content in over 30k full-text journals, giving access to 35m peer reviewed journal articles from

publishers and services including APA, BMJ, CUP, Elsevier, Emerald, IEEE, Jstor, OUP, Sage, Taylor & Francis and Wiley. We spend 47% (£1.6m) of our library budget on information provision, 84% on access to electronic content (SCONUL mean for 2012/13 is 77%). We were early adopters of EThOS (Electronic Theses Online Service) and have more than 300 PhD theses digitized and freely available for download. Since 2007/08 users have downloaded over a million articles annually, and over a million ebook chapters (2012/13). GCU was recently awarded the HR Excellence in Research Award by the European Commission in recognition of adherance to the principles of the European Charter for Researchers and the Code of Conduct for their Recruitment.

e. Collaboration or contribution to the discipline or research base

Progress in building the capacity and quality of GCU's educational research has been significant since 2008. The aim has been to build a critical mass of researchers working in multi-disciplinary and collaborative teams across organizational and sectoral boundaries on research of international significance. The research environment has been enriched by collaborations with influential research groups and industry partners from around the world.

The CA's research in Technology-enhanced Professional Learning, investigates learning in knowledge-intensive domains. Unique aspects of this work are: exploration of self-regulated learning at work; integration of learning and knowledge sharing; and linking personal and organisational learning. Research principally has been through grants totalling £542,570.

Professional learning research has drawn on industry collaboration. In 2008, Littlejohn, Margaryan and Milligan were awarded Shell International's first Industry-Academia research partnership grant to interrogate learning and knowledge sharing practices in the workplace (2008-10, £87746). Investigation of the challenges faced by professionals in knowledge-intensive domains during transition from education to work identified and systematised learning practices and knowledge sharing behaviours (Littlejohn, Milligan, & Margaryan, 2011; Margaryan, Littlejohn, Milligan, 2013) The study argued for a re-examination of conceptions of self-regulated learning in the workplace (Littlejohn, Milligan & Margaryan, 2012; Margaryan, Milligan and Littlejohn, 2011). Related work by Margaryan (2008) on a model and tools for capturing, sharing and reusing knowledge to support professional learning received a Highly Commended Award from Emerald Literati Network for Excellence (2009). Further research on professional learning through knowledge sharing: Narrating Your Work (partnership with Shell); Self-Regulated Learning in Massive Open Online Courses (funded by GCU); Learning in Networks (PhD study funded by the CA), Academics' Networking Practices (PhD study funded by GCU); Work and Learning at the Boundaries of Knowledge (partnership with the Chartered Institute of Securities and Investments).

Professional Learning research funded by the Energy Institute and Shell International (LFI £83,834, 2009-12; LFI-Engage £55513, 2012-13) examined how individual and group learning can be translated into organisational learning, applied in the domain of learning from incidents within the energy sector (Shell International, BP International, Conoco Phillips and Centrica). A unique aspect of this work is the integration of adult learning theories with concepts from safety science, (Lukic, Margaryan & Littlejohn, 2010; Lukic, Littlejohn & Margaryan, 2012; Lukic, Margaryan & Littlejohn, 2013). An interdisciplinary, intersectoral seminar series led by the CA and funded by ESRC (£29K, 2013-2015) builds on this initial research, advancing the theory, methodology, policy and practice of learning from incidents. This work brings together researchers from a range of disciplines, with practitioners from industry and professional bodies, and policy makers in government and third sector organisations across Europe.

Technology-Enhanced Learning research, with its focus on practice, change and innovation through technology, complements the broad theme of Professional Learning. This theme investigates the learning landscape from the perspective of the learner, organisations and professionals. Following an earlier investigation of the extent and nature of university students' use of digital technologies for learning (Margaryan, Littlejohn and Vojt, 2010), Littlejohn examined professional practice around digital literacy support across the UK HE sector (Learning Literacies in a Digital Age (LLiDA), JISC,2008-09, £38,249). A unique aspect of this research is the alignment of digital literacies with knowledge curation practices (Littlejohn, Beetham and McGill, 2012). Littlejohn was invited as a collaborator within an ESRC seminar series focused on Literacies in the

Digital University (ESRC, 2010-11) led by the Open University. Related research by Littlejohn and Margaryan examined the socio-cultural, organisational, pedagogic and technological factors impacting the adoption of learning object repositories by learners and teachers (Community Dimensions of Learning Object Repositories, JISC, £32317 (Margaryan and Littlejohn 2008)) and their sustainability (Stepanyan, Littlejohn & Margaryan, 2013). Findings and outputs from this work have been used internationally, as illustrated in the impact case study. Falconer and Littlejohn explored emerging sustainable practice models (Mod4L, JISC, £13,771), concluding that generic models are effective for sharing teaching practice. Falconer was invited to join the Pattern Language Network (Planet, JISC 2008-9, Leeds Metropolitan University), and SHARE (National Teaching Fellowship Scheme, 2008-12, University of Kent). Falconer, Finlay, Fincher (2011) draws together the work of Mod4L, Planet and Share, comparing practice models.

Additional research in this domain has led to further impact, changing practices with regard to the open release, sharing educational resources (JISC UKOER phases 1, 2 and 3, £133321, 2009-12). This work led to an invitation from the Higher Education Funding Council for England (HEFCE) to lead a review of all HEFCE funded initiatives on Open Educational Practice (HEFCE OER Review, £44,492k, 2012-13) and a parallel invitation from the EC to review OER initiatives across Europe (EC, OER4Adults, £21,711, 2012-13) providing the EC with a knowledge base to open up adult learning across Europe.

Research within CRLL is focused primarily on HE policy and practice. The Centre works collaboratively with a range of GCU and external groups. The work focuses on the interlinking of policy and practice, led by the Centre's senior researchers. **Smith's** research focuses on the leadership and governance of universities, the management of the higher education research base and the relationship between institutional diversity and widening access to higher education. Several of these strands have been explored in historical settings including the rise of the new universities of the 1960s and the role of academics and universities in the 'cultural third mission'. Funded projects including studies for the UK Leadership Foundation for Higher Education exploring institutional leadership (with Adams and Mount), governance and academic risk (with Schofield and Middlehurst) and the changing profile of research into HE LGM (with Anderson and Brown). Earlier collaborative research (with Bathmaker, Brooks and Parry) was funded by the ESRC TLRP and focused on the organisational implications for widening participation arising from the attachment in English policy to maintaining dual regimes of further and higher education. Work with Adams, funded by Universities UK, examined *The Future of Research* (Universities UK, 2010). A related project funded by the AHRC (with Taylor and Comunian) explored the relationship between research and knowledge transfer in the context of higher education's engagement with the cultural and creative industries. A spin-off of this work included research investigating the historical dimensions of the 'cultural third mission' exemplified in the connections between academics and radio broadcasting by the British Broadcasting Corporation (BBC). Policy research by **Gallacher**, co-founder and former director of CRLL (since 2009 Professor Emeritus), has a strong orientation to the evolution of mass HE developed through a series of seminars funded by the SFC, HEFCE, Scottish Government and DIUS (now BIS). This funding brought together researchers from across the world, providing a basis for the work by Gallacher and Raffe (University of Edinburgh) on the impact of devolution on HE within the UK. Gallacher's policy-focused research has examined short cycle higher education and its role in providing progression routes into degree level study. This compares experiences of students on HNC/Ds in Scotland and Foundation Degrees (FDs) in England (funded by SFC, HEFCE, SQA, and CIHE) and provides research based evidence of the nature of articulation, qualifications frameworks and student experiences of the transition between colleges and universities (Scottish Funding Council, GGAP; Gallacher et al 2012). Further detail is provided as an impact case study.

Changing contexts of HE practice are represented in **Jones**' research into graduate attributes, disciplinary cultures, academic identity, curriculum change and the role of higher education. Her work considers academic practice from a socio-cultural angle, exploring the contextual nature of teaching and new ways to conceptualise academic practice such as through narrative and poetry. It examines what it means to be an academic and how this shapes teaching. Other work examines ways of conceptualising curriculum change that take account of a multiple range of influences.

She is also engaged in a project originally funded by King's College London that explores the use of techniques from clinical practice to enhance teaching. Anna is a consultant for the University of Surrey as the evaluator of the impact of the postgraduate certificate in teaching and learning. She is also engaged in a project funded by the University of Surrey and King's College London examining the role of teaching clinicians in a high fidelity simulation environment at St Thomas' Hospital. Ongoing projects by **Smith and Jones** explore the place of mass higher education in the UK, funded by the *Carnegie Trust for the Universities of Scotland*, the role of teaching in higher education, funded by the *Leadership Foundation for Higher Education* and the role of research evidence in the leadership of teaching funded by the *Society for Research in Higher Education*. These projects draw together the two key CRLL research perspectives by exploring teaching and learning from both a practice and a policy perspective.

One key strand of work in the area of profession and practice is that of graduate attributes. Particularly influential research outputs from **Jones** have examined the relationship between disciplinary cultures and graduate attributes. This work has been well cited and has influenced the ways graduate attributes are conceptualised. It challenges the assumption that attributes are super-disciplinary and instead argues that there is a valuable relationship between graduate attributes and discipline knowledge. She has been invited to present this work at keynotes at the University of Glasgow and the University of Greenwich. She has also given a number of invited presentations around Europe, including University of Oxford, University of Reykjavik and the Swiss Academic Development Network.

Journal editorships, professional associations, learned societies
Smith is an Academic Advisor to the LFHE, and was until 2013 Research Associate of Thomson Reuters IP & Science. He is also a member of the UK Quality Assurance Agency Research Advisory Group and has acted as external reviewer for several projects and institutions in Australia and Hong Kong. He is Book Reviews Editor of *Higher Education Quarterly* and member of the Executive Councils of UALL and SCUTREA. Jones is a member of SRHE and SEDA and a member of the SEDA research committee. She is on the editorial board of *Innovations in Education and Teaching International*. Littlejohn is a member of the European Association for Research in Learning and Instruction (EARLI), ALT, the Emerald Literati Network, co-Chair of the Technology-Enhanced Professional Learning SIG and a Fellow of the HEA. She has been a Series Editor for *Routledge* since 2004. She has been a member of the external expert grant evaluation panel for the *ESRC-TLTP programme*. She was an invited expert on the *EC- funded STELLAR Network of Excellence* (2010-2012) and was Shell Senior Researcher (2008-2010). Margaryan is a member of EARLI; a Convenor of an ESRC-funded Seminar Series (LFI-IP); co-Chair of the Technology-enhanced Professional Learning SIG; was Chair of the Workshops Programme at the European Conference on Technology-Enhanced Learning (ECTEL, 2013); and Member of the Scientific Committees of the International Conference on Interactive Computer Aided Learning (2009) and International Association for Development of Information Society Conference on e-Learning (2009). Milligan is a member of EARLI, on the programme committee for Networked Learning (2010 & 2012), expert advisor for the ESRC Open Research Area research programme (2012). Falconer was a member of the ALT Conference programme Committee (2008).

The CA leads a Special Interest Group in Technology-enhanced Professional Learning, sponsored by the Higher Education Academy and established in 2003. The 181 members include international researchers and industry practitioners, extending opportunities for networking and knowledge transfer. An output of the SIG is an edited volume on Technology-enhanced Professional Learning published by Routledge in Oct 2013. In partnership with SCUTREA, in June 2013 CRLL ran the international conference 'Mobilities and Transitions' at Glasgow Caledonian University. This conference attracted many international delegates. CRLL runs a seminar series that draws on expertise both within the institution and externally. The aim is to showcase and disseminate research and build collaborative research partnerships. Members of the research team are active in presenting their work at conferences and have presented at the Society for Research in Higher Education; Function Form and Funding in Higher Education, St Andrews; International Annual International Meeting on Simulation in Healthcare (IMSH), Orlando Florida.