NOTES ON CONTRIBUTORS

Arlene Archer

Arlene Archer is the co-ordinator of the Writing Centre at the University of Cape Town, South Africa. She teaches in Applied Language Studies, Higher Education Studies, Film and Media. Her research interests include drawing on popular culture and multimodal pedagogies to enable student access to Higher Education. She has published in journals such as *Language and* Education, *Teaching in Higher Education, English in Education, Social Dynamics, Visual Communication.*

Michael Atkinson

Michael Atkinson is a teacher with the Centre for Adult Education in Melbourne where he teaches adult literacy and ESL. He is also doing a PhD at Latrobe University's Centre for Dialogue which focuses on dialogical approaches to adult learning. Michael has an interest in Freirean perspectives to learning inclusive of issues of power, identity and aspiration.

Lesley Farrell

Lesley Farrell is Professor of Education at the University of Melbourne and previously Professor and Associate Dean Research in the Faculty of Arts and Social Sciences at the University of Technology, Sydney. Her research focusses on language, literacy and social change especially in relation to global workforce education.

Pamela Osmond

Pamela Osmond has worked in the field of Adult Basic Education in Australia since the 1970s. She has taught in a range of Adult Basic Education contexts and occupied a number of management roles in Technical and Further Education (TAFE) colleges in the state of New South Wales. She is the author of a wide range of teaching / learning resources, including *So You Want to Tech an Adult to Read…?* and *Literacy Face to Face*. Pamela's present role is as teacher educator at the University of Technology Sydney and at TAFE NSW.

Ana Pinto

Ana is a PhD candidate at the University of Sydney. Her research focuses on the design of networked learning environments in the context of adult literacy education. Ana˙s research interests also include lifelong learning, digital inclusion, and social justice. Her academic background encompasses literacy education, pedagogy, educational psychology, and information technology. Currently, she is part of a team working on the project 'Learning, technology and design: architectures for productive networked learning'.

Robert Prince

Robert Prince is the Director of the Alternative Admissions Research Project at the Centre for Higher Education Development, University of Cape Town, South Africa. He is interested in appropriate interventions to develop the academic practices of students, particularly from disadvantaged backgrounds, and various disciplines and at various levels across the tertiary curriculum.