

## NOTES ON CONTRIBUTORS

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### **Linda Galligan**

Linda Galligan is a Lecturer in the Learning and Teaching Support Unit at the University of Southern Queensland in Australia. Linda's email address is: [galligan@usq.edu.au](mailto:galligan@usq.edu.au)

### **Kgomotso Getrude Garegae**

Dr Kgomotso Getrude Garegae is a Lecturer in the Department of Mathematics and Science Education at the University of Botswana. She holds a Doctor of Philosophy (PhD) from the University of Manitoba, Canada. Her publications and research interests include ethnomathematics and modernization of mathematics in the African context, information and technology, numeracy and literacy, gender, equity and equality, teachers' and students' beliefs about mathematics, its teaching and learning, as well as classroom dynamics with regard to HIV/AIDS and multiculturalism. Kgomotso's e-mail address is: [garegae@mopipi.ub.bw](mailto:garegae@mopipi.ub.bw)

### **Lynda Fownes**

Lynda Fownes is the Executive Director of BC Construction Industry Skills Improvement Council. Her experience includes project design, data collection, test item writing and applying the results of research. Lynda's email address is: [lfownes@skillplan.ca](mailto:lfownes@skillplan.ca)

### **Robyn Hartley**

Robyn Hartley has for many years been a freelance researcher. Her research interests span the tertiary and vocational education sectors and she has a long term interest in and commitment to adult and community education.

### **Jackie Horne**

Jackie Horne has over ten years experience of conducting economic and social research and analysis. She was employed as an economist within the UK Government Economic Service and as a researcher for the National Institute of Adult Continuing Education (NIACE). During a sabbatical to Australia in 2004/05, Jackie worked on a literature review on the social and economic benefits of improved adult literacy for the Australian Council for Adult Literacy (ACAL) and a systematic review for the New South Wales Department of Education and Training. Since returning to the UK, Jackie worked briefly for the Scottish Arts Council and is now a researcher within the Scottish Executive Education Department. Jackie's email address is: [jackiehuk@yahoo.co.uk](mailto:jackiehuk@yahoo.co.uk)

### **Lionel LaCroix**

Lionel LaCroix is a Lecturer in the Faculty of Education at Brock University. His research interests include: mathematics practice and learning both in school and the workplace, instructional design, and activity theory. His email address is [lionel.lacroix@brocku.ca](mailto:lionel.lacroix@brocku.ca)

### **Rebecca Nthogo Lekoko**

Dr Rebecca Nthogo Lekoko is a Senior Lecturer in the Department of Adult Education, Faculty of Education, University of Botswana. She holds a Doctor of Education (D. Ed.) from Pennsylvania State University, United State of America. Dr Lekoko's research and publication interests have been in the areas of program planning, implementation and evaluation of adult and extension education programs. Her recent journal articles and conference presentations have focused on specific areas of distance education such as policy frameworks, student support services and assessment strategies. Her email address is: [lekokorn@mopipi.ub.bw](mailto:lekokorn@mopipi.ub.bw)

### **Lyndon Martin**

Lyndon Martin is a Senior Lecturer in the School of Education and Lifelong Learning at the University of East Anglia and an Adjunct Professor at the University of British Columbia. His research interests are the nature of mathematical understanding, with a particular focus on workplace learning and collective understanding. Lyndon's email address is: [lyndon.martin@uea.ac.uk](mailto:lyndon.martin@uea.ac.uk)

### **Jennifer A Sandlin**

Jennifer A Sandlin is an Assistant Professor of Adult Education, in the Department of Educational Administration and Human Resource Development, MS 4226, Texas A&M University, College Station, TX, 77843-4226. Her research interests include the politics of curriculum in adult education, welfare-to-work education, adult literacy education, and consumer education for adults. Jennifer's email address is: [jsandlin@coe.tamu.edu](mailto:jsandlin@coe.tamu.edu)

### **Maria Simms**

Dr Maria Simms is Head of the Learning Assistance Unit at Southern Cross University (which supports students in their academic research and writing) and Manager of the enabling course, *Preparing for Success* at SCU. She is a published author and has been a lecturer and tutor in Creative Writing at SCU. Her interests are academic and creative writing, textual and cultural theory and Australian history and historicity with an emphasis on the place of women in history. Her email address is: [Maria.Simms@scu.edu.au](mailto:Maria.Simms@scu.edu.au)

## **Janet Taylor**

Janet Taylor is an Associate Professor in Learning and Teaching Enhancement at the University of Southern Queensland in Australia. Her research interests include transition to and retention in Higher Education, mathematics education and bridging mathematics. Her email is : [taylorja@usq.edu.au](mailto:taylorja@usq.edu.au)

## Editorial Policy and Notes for Contributors

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*Literacy and Numeracy Studies* is an international refereed journal which aims to promote research, scholarship and critical analysis of policy and practice concerning the many and complex ways that adult literacy and numeracy are implicated in adult life. One of the aims of the journal is to extend narrow functional and externally imposed definitions of literacy and numeracy to multiple, open definitions that focus on what people do with their skills, and how they use different texts and modalities in differing contexts.

The possibilities for adult literacy and numeracy learning occur in all environments and in many ways. This means that the editors are pleased to accept papers from a range of theoretical perspectives and research approaches, from researchers and practitioners emerging from differing epistemological positions. Articles published in previous issues reflect the diverse sites and orientations where literacy and numeracy practitioners work both with people with English-speaking language backgrounds and those with language backgrounds other than English. Research sites have included workplaces, prisons, communities, higher education, vocational and adult education, adult ESL, Indigenous populations and virtual environments.

Literacy and numeracy are thus understood here as socio-cultural phenomena, the successful acquisition of which moves beyond test and survey results or conventional education and training settings. Relevant terms that may help potential contributors determine if this is the journal for them include adult basic education, adult and community education, workplace language, literacy and numeracy, academic language, literacy and numeracy, online literacies and critical literacy and numeracy.

Because adult literacy and numeracy are emerging as a relatively new focus for research and academic interest internationally, the editors actively encourage submissions from post-graduate research students in the kinds of areas indicated above. Finally, in recognition that adult literacy and numeracy are controversial and are engaged with the politics of equity, participation and social justice, the editors offer the opportunity, through the Refractions section of the journal, for contributors to publish more rhetorical and controversial pieces likely to interest our readers. Refractions papers are not normally submitted to external review. Responses to Refractions pieces are also welcomed.

*Literacy and Numeracy Studies* is published twice a year. Manuscripts should be between three and five thousand words and can be emailed to: [Hermine.Scheeres@uts.edu.au](mailto:Hermine.Scheeres@uts.edu.au) or [rwickert@scu.edu.au](mailto:rwickert@scu.edu.au). They should be double spaced, with ample margins, and bear the title of the contribution. Paper title, name(s) of author(s) and address for correspondence should be

placed on a separate page. An abstract of no more than one hundred and fifty words is required.

Each manuscript is blind reviewed by at least two reviewers. Proofs will not normally be sent to authors unless there are substantial changes and/or figures and diagrams. They should be corrected and returned within seven days. Major alterations to the text will not be accepted.

### **General guidelines and style conventions**

Please note the referencing conventions used by *Literacy and Numeracy Studies* and the requirement for non-discriminatory language. Note also that, while *Literacy and Numeracy Studies* is published in Australia, it has a diverse and international audience. Please clarify any terms that are likely to be unfamiliar to readers outside the country of origin of the paper, and to those outside the disciplinary fields of adult literacy and numeracy.

Please observe the following conventions:

- do not use ‘ibid.’ (and the like) when repeating references
- multiple references within parentheses should be divided by a comma, not a semicolon, and there should be no use of ‘and’ within such multiple references
- single quotation marks (‘ ... ’) should be used rather than double (“ ... ”) except for quotes within quotes and please use ‘smart quotes’
- only direct quotes (ie. data) should be in italics
- books, reports or other major works named in the article should be in italics
- numbers from one to ten should be written as words unless in brackets, dot points, figure/table headings or endnotes.

### **References in the text**

References in the text should give the author’s name and year of publication (with page numbers if necessary) in the following style: ‘Co-production can be defined as the “degree of overlap between two sets of participants – regular producers and consumers”. The resultant overlap represents a joint production of outcomes’ (Brudney and England 1983, cited in Wirth 1991:79).

If the quote is more than thirty words it should be indented in the following style:

Discourse contributes first of all to the construction of what are variously referred to as ‘social identities’ and ‘subject positions’. Secondly, discourse helps construct social relationships between people. And thirdly, discourse contributes to the construction of systems of knowledge and belief. (Fairclough 1992:64)

### Footnotes

Footnotes should be avoided. If necessary (as in some forms of historical referencing), numbered end notes can be used to elaborate matters which may be difficult to present in the journal's reference style. These should be kept to a minimum.

### Tables, figures, diagrams and illustrations

Authors must supply camera-ready copy of complex tables, figures, diagrams, illustrations and photographs.

### Reference lists

Please use full names whenever possible. Multiple references for one author should be in order of publication. Second and subsequent authors should be referenced surname, followed by first name. Page numbers must be included for all journal articles and book and report chapters. Only references cited in the text should be listed and these should be in full at the end of the manuscript as follows:

- Australian Committee for Training Curriculum (ACTRAC) (1993) *The National Framework of Adult English Language, Literacy and Numeracy Competence*, ACTRAC Productions Ltd, Frankston, Victoria.
- Freebody, Peter, Gee, James, Luke, Allan and Street, Brian (1997) *Literacy as Critical Social Practice: An introduction*, The Falmer Press, Brighton.
- Hammond, Jennifer and Wickert, Rosie (1993) Pedagogical Relations Between Adult ESL and Adult Literacy: Directions for research, *Open Letter*, vol 3, no 2, pp 16-31.
- Humphries, B (1997) From Critical Thought to Emancipatory Action: Contradictory research goals? *Sociological Research Online*, vol 2, no 1, retrieved 1 Feb 2004 from <http://www.socresonline.org.uk/socresonline/2/1/3.html>.
- Johnston, Betty (1993/unpublished paper) Report on UNESCO Adult Numeracy Seminar, Marly-le-Roi, France, March.
- Kirkpatrick, Andy (1993) Chinese Composition Structure: Ancient or modern? in *Conference Proceedings of the Ninth National Languages Conference, Northern Territory Department of Education*, Darwin, pp 189-205.
- Lee, Alison and Wickert, Rosie (1995) Reading the Discourses of Adult Basic Education Teaching, in Foley, Griff, ed, *Understanding Adult Education and Training*, Allen and Unwin, Sydney, pp 134-146.
- Willis, Sue, ed, (1990) *Being Numerate: What counts?*, Australian Council for Educational Research, Hawthorn, Victoria.

### Author's bio-note

This note should be brief (two or three sentences at most) and include (i) author's institutional positions or affiliations and (ii) a full address for correspondence. A very brief note of author's special interests may follow.

### **Acknowledgments**

Any acknowledgments authors wish to make should be included in a separate headed section at the end of the manuscript. Please do not incorporate these into the bio-note.