

Jonathan Bate is professor of Shakespeare and Renaissance literature at the University of Warwick and editor of *The RSC Shakespeare: Complete Works*. He was the first director of the CAPITAL Centre, which is administered by **Susan Brock**, who was previously librarian at the Shakespeare Institute of the University of Birmingham (where she is an honorary fellow), executive secretary of the International Shakespeare Association, and, most recently, head of library and information resources at the Shakespeare Birthplace Trust in Stratford-upon-Avon.

Susan Bruce is a senior lecturer at Keele University. She is the editor of *Three Early Modern Utopias* (1999) and of *Shakespeare: King Lear* (1997) and the coeditor, with Valeria Wagner, of *Fiction and Economy* (2007), as well as the author of articles on various subjects, from Thomas More through teaching Shakespeare's comedies to contemporary film.

Zoe Carson is an undergraduate student of English language and literature at the University of Sheffield. In her dissertation, she combines these disciplines. After completing her degree, Zoe hopes to become a primary school teacher.

Lesley Coote is a lecturer/professor in English and film studies at the University of Hull, United Kingdom. Her main subject research is in the field of medieval studies and film. A former teaching fellow of the university, she is an associate of the university's Institute for Learning, where she is a tutor on both the Postgraduate Certificate in Higher Education and the Postgraduate Training Scheme. She has coauthored a pedagogically based Web resource, *Key Skills with Chaucer*, produced pedagogical articles for *Studies in Medieval and Renaissance Teaching*, and written "Teaching Chaucer with the Visual Image" (in *Teaching Chaucer*, ed. G. Ashton and L. Sylvester [2007]). Her current work is on furthering the use of images and IT in teaching and the creative use of images and technology in assessment. She is a fellow of the U.K. Higher Education Academy.

Helen Day is the research fellow for the Centre for Employability through Humanities (CETH), a national CETL at the University of Central Lancashire. Her work on learning on the language-literature border is part of an English Subject Centre project based on her teaching in the Department of Humanities. This is her first piece of published pedagogic research. Her doctorate focuses on Mrs. Beeton and Victorian dining, and she regularly publishes in this area. She also bakes exceedingly good cakes.

Greg Garrard is a National Teaching Fellow and chair of the Association for the Study of Literature and the Environment (U.K.). He is a senior teaching fellow at Bath Spa University, where he manages the Publishing Lab as part of the university's Artwork Centre for Excellence in Teaching and Learning. His research interests include ecocriticism, literary theory, poetry, and Canadian literature. He is the author of *Ecocriticism* (2004) and environmentally oriented articles on Romanticism, biogeography, Irish literature, and German philosophy. He lives on a canal boat on the River Avon.

Andrew Green lectures in English education at Brunel University, West London. His research interests include the teaching of English post-sixteen and transition between the study of English post-sixteen and at university. He is author of a set of A-level study guides and academic papers on pedagogy in higher education English. He has also written an English Subject Centre report, *Four Perspectives on Transition: English Literature from Sixth Form to University* (2005).

John Hardcastle lectures in English at the Institute of Education, London University. He taught in a London comprehensive school for fifteen years and worked as an advisory teacher in the inner city. He has written about urban classrooms, culture, and diversity as well as sociocultural theory. The history of ideas behind Vygotsky's picture of semiotically mediated consciousness has been a particular focus. He is currently researching in the history of English teaching in London, 1945–63.

Lee Horsley is a senior lecturer at Lancaster University, where she teaches twentieth-century British and American literature and two specialist crime literature courses. The focus of her research is literature and politics, most recently in relation to genre fiction. Her books include *Political Fiction and the Historical Imagination* (1990), *Fictions of Power* (1995), *The Noir Thriller* (2001), and *Twentieth-Century Crime Fiction* (2006). She also specializes in e-learning and received an ESC grant for e-learning advocacy in 2006–7.

Alice Jenkins is a senior lecturer in the Department of English Literature at the University of Glasgow, where she teaches mainly Victorian literature. Her research is chiefly in interdisciplinary nineteenth-century topics. Her book *Space and the "March of Mind": Literature and the Physical Sciences in Britain, 1815–1850* was published by Oxford University Press in 2007, and she is currently working on a monograph called "Disciplinary Cultures: Negotiating the Boundaries of Literature and Science." She is chair of the British Society for Literature and Science.

Ken Jones is professor of education at Keele University, England. He is the author of *Education in Britain* (2003) and coauthor (with Gunther Kress and others) of *English in Urban Classrooms: Multimodal Perspectives on Teaching and Learning* (2005).

Nicole King works at the English Subject Centre in the UK Higher Education Academy, at Royal Holloway, University of London. Previously she was associate professor of literature at the University of California, San Diego, and assistant professor of English at the University of Maryland. She is the author of *C. L. R. James and Creolization: Circles of Influence* (2001) and articles on Caribbean and black American literatures. She is currently researching American representations of black authenticity at the turn of the twenty-first century.

Ros King is professor of English studies at the University of Southampton and a dramaturge, performer, editor, and critic of early modern drama. Her books include *The Works of Richard Edwards: Politics, Poetry, and Performance in Sixteenth-Century England* (2001) and *Cymbeline: Constructions of Britain* (2005) and the revised edition of *The Comedy of Errors* for the New Cambridge Shakespeare series (2004).

Ben Knights is director of the English Subject Centre in the UK Higher Education Academy. His research interests include the pedagogy and history of English studies, and masculinities in narrative and culture. His books include *Active Reading: Transformative Writing in Literary Studies* (with Chris Thurgar-Dawson) (2006) and *Writing Masculinities: Male Narratives in Twentieth-Century Fiction* (1999).

Monica McLean is associate professor in higher education at the University of Nottingham (UK), and she has led programs for university teachers at Keele University (UK) and the University of Oxford (UK). Her research is in the sociocultural aspects of learning and teaching at universities, and she has recently published *Pedagogy and the University: Critical Theory and Practice* (2006), a book that considers Jürgen Habermas's contribution to thinking about the purposes and practice of higher education pedagogy.

Graham Mort is a senior lecturer in creative writing at the University of Lancaster, United Kingdom. He has published six books of poems and also writes on pedagogy and transcultural e-learning. He was project leader for the Lancaster University/British Council African writing project, *Crossing Borders*, active in eight African countries, and is working on a new joint initiative, *Radiophonics*, to develop radio writing in Africa. His volume of new and selected poems, *Visibility*, is forthcoming from Seren.

Duco van Oostrum is a senior lecturer in American literature and a CILASS Fellow for 2006–7 at the University of Sheffield. As part of the CILASS fellowship, he is actively involved in the Scholarship of Teaching at a Research-Led Institution, examining different modes of student writing as part of the learning process. He is the author of *Male Authors, Female Subjects* (1995) and was awarded a National Teaching Fellowship in 2007.

Rebecca O'Rourke is a senior lecturer at the University of Leeds, where she manages a part-time creative writing degree. She researches the relationship between creative and academic writing, the pedagogic identity of writing tutors, and writing as situated social practice. A long-standing cultural activist, she has worked in diverse educational and community settings and served as chair and executive member of the Federation of Worker Writers and Community Publishers. Her latest publication is *Creative Writing: Education, Culture, Community* (2006).

Richard Steadman-Jones is a senior lecturer in language and literature at the University of Sheffield. Among many other things, Richard researches applications of technology in student learning. Richard holds a Senate Award for Teaching Excellence at the University of Sheffield. He is the author of *Colonialism and Grammatical Representation* (2007).

Gina Wisker is head of the Centre for Learning and Teaching at the University of Brighton, where she also teaches English and supervises doctoral students. She worked for many years in a similar role at Anglia Ruskin University and has also taught creative writing to adult students. Her published works have been in the areas of learning and teaching (e.g., *The Postgraduate Student Handbook* [2001]), postcolonial writing (e.g., *Postcolonial and African American Women's Writing* [2000]), and horror (e.g., *Horror* [2005]). She is a National Teaching Fellow and chair of the Heads of Educational Development Group.

Fiona Wright has taught in the history, English, and film studies departments at the University of Hull for the past seven years and spent the last year working with Lesley Coote on the Higher Education Academy project "Towards Criteria for Creative Assessment." She recently submitted her PhD thesis, "Sympathy for the Devil: Visions of Deviance in Weimar Culture." Her main area of research is the interwar period, and she is currently working on two articles: one on the male homosexual community in Weimar Berlin, and one on the expectation of war in British and American culture in 1937–39.

