Workshop – Workshops model hands-on learning and are intensive discussions led by a moderator. They emphasize participation by all session attendees and aim to develop professional skills or examine professional interests, responsibilities, and proficiencies. Workshop organizers will receive free registration and membership.

Workshop 5: Re-Placing Literary Research in the Undergraduate Classroom (Pedagogy and Professional), 12:00 - 2:00 PM, James

A discussion of this group's experience working together on an experimental undergraduate course that forged innovative connections between a faculty member in the English department, a specialist librarian who assists with more traditional research, and a digital scholarship librarian.

Putting research at the conceptual center of the literature classroom renews literature students' place in the university. Students develop independent projects that make original contributions to scholarship, reinvigorate literary study, and make them competitive candidates for research fellowships. The leaders of this workshop will share their experience working on an experimental course that both redrew the relationship between the classroom and the library and offered students a new approach to research and literary study. They will discuss how the collaboration led to innovations in literary pedagogy and facilitated undergraduates' use of contemporary digital research methods. Drawing on this experience, they will invite participants to imagine other models and offer approaches that are adaptable to various institutional and pedagogical circumstances.

Pre-Work or Bring to Workshop:
Participants learning from one another; how they could adapt a lesson, lecture, course module (small piece of course) to re-imagine; goal or questions for a class plan. Here are things to think about (template).

Here's what I already do

Pedagogy:
- Not the same literary research; expanding ideas of what literary research is; pulling in other kinds of library/information research – possible reflective exercise to share out during session, visual diagramming,
- Better job than traditional classroom structure of teaching literary criticism
- Ecology of scholarship support (professor, subject librarian, digital scholarship librarian)
- Transforming the way students see what they are doing in lit, research, and university

Place:
- Importance of moving to different physical spaces; walking the class to different spaces (library or commons or archive) to break up the physical boundary of the class
- Photos of technology spaces

Shift to Inquiry Based Learning:

- Project-based not paper-based evaluation of close reading and writing
- Reassuring students that they may or may not find the perfect item
- Iterative process; related to the research process/cycle; investigate, create, ask, change; put student examples in the cycle; quotes from students from the class; map ourselves into the process
- Can become more deliberate for professor to apply in different contexts
- Digital research methods

Technology:

- Weebly (our institutional challenge) http://twyningvictorianlit.weebly.com
- Using technology can make sense in inquiry stage, question stage, analysis stage, research tools

Outline of Workshop

Warm-Up: Start with active: Mapping the elements of a literary classroom; you might include methods, resources, people, technology, participation, discussion; network map; quadrant map; visual blocking; show a few examples and let them create it

- Participants present maps and we discuss

Presentation: Digitally and visually interesting space for participants; set of images to talk through of inquiry cycle; each pick up sections; light but provocative

- Exercises at points in presentation
    - Use an Inquiry Cycle: where do you fit? where does the librarian fit in? where does the technology fit?
    - What are obstacles? Participants bring an institutional boundary/issue or situation and we discuss how this could be overcome/adapted.

Wrap-up: How would they edit their map based on our presentation/style of class?

Take-aways:
Replace 1 assignment in classroom? What kind of work would you turn into a digital assignment? Where might you bring others in (librarian, archivist)?
How would I change my map?
Working with librarians - tips; collaboration roles; identity