Re-Performing Performance: **Shakespeare Archives in Teaching and Learning**

As Research Associate to the The CAPITAL Centre, Jonathan has been developing an open space pedagogy using performance-based approaches to Shakespeare and emerging methodologies from e-learning. Using two specific examples, I will showcase CAPITAL's digital project, *Re-Performing Performance,* which aims to offer a practical model for using theatre records in the classroom.

Case-study One: Staging the Dream
This case study recounts the extraordinary collision of Footsbarn Theatre Company's revival of *A Midsummer Night's Dream* (2008), an undergraduate research programme supported by Warwick University's Centres for Excellence in Teaching and Learning, and the use of this material to enrich postgraduate Shakespeare Performance Studies. Framed by Footsbarn's London performances last year (their *Shakespeare Party* at the Globe in June and the arrival of their tent in Victoria Park in November), this practice-based work questions the division between student learning and academic research.

Case-study Two: Staging the Witches

Documenting our performance-based textual study, this example disseminates our classroom work through digital technology. This workshop focused entirely on the challenges of imagining Shakespeare's witches in *Macbeth* 1.1. Using a selection of archival records from the Shakespeare Birthplace Trust, students used both production photographs and folio text as creative stimuli. Responding to the 'history of possibilities' available to students of Shakespeare, this practical research represents both a record and a challenge for scholars and practitioners.