Finalizing the Multiple-Text Electronic *King Lear* for Use in the Classroom

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Summary

As the teaching of Renaissance texts becomes more and more technologically enabled, it is even more significant that these technological enhancements are developed appropriately. Working with both lecturers and students, the Active Reading project has developed a number of different interfaces and tools for analyzing variants in multiple-text editions. The quarto and folio texts of *King Lear* are imposing in length alone, and for students to aptly demonstrate their understanding of the texts, it is important to create an appropriate learning environment. The most interesting element of the work appears to be how these interfaces or tools are being used actively in the classroom. By studying students' interactions with the online texts and recording their feedback, I have been able to form my own conclusions about the most useful ways of presenting a multiple-text electronic edition and adequately incorporating its textual variants. This paper will present the findings of these studies.

Introduction

The Active Reading project is involved in developing an electronic scholarly edition of a Renaissance text illustrating the textual variants between published editions of that work. Two quartos and the folio text of *King Lear* have been selected for development in this way, allowing the editorial processes to be unravelled, and the Active Reading process to be encouraged through interactive involvement. In examining several paper-based editions of a work for textual variants, readers may become disoriented between the editions, and find comparisons difficult to make. In developing an electronic edition that combines all the versions of a text, it is possible to form an interactive resource for comparison of variants, and indeed for composing new editions of a text and taking on the role of editor.

Conclusions

This edition and the related research presents novel ways of comparing textual variants in editions of a Shakespearean text, and offers support for actively reading and understanding these texts. The edition has been used in teaching and as a learning tool, but is also intended to act as a template for the creation of future electronic editions. In designing and developing a new edition it has been helpful to be able to employ methods from the sphere of HCI (Human-Computer Interaction), and to understand the pedagogical requirements of the application, enhancing the experience for the reader.

In developing an electronic edition of this kind it is possible for the reader to compose new editions of a text, effectively taking on the role of editor. This paper aims to demonstrate the issues associated with developing the *King Lear* scholarly edition. The
findings presented will illustrate the advantage of using interactive technologies and text encoding tools to: a) provide a facility to examine textual variants independent of the text; b) allow active involvement in students' understanding of the text, and; c) offer greater insight into students' requirements when set the task of editing a multiple-edition text.