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<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
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<tbody>
<tr>
<td>13:10-14:30</td>
<td>TWP College Program 2017</td>
<td>TWP College Program 2017</td>
<td>TWP College Program 2017</td>
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<tr>
<td>11:30-13:10</td>
<td>Lunch break</td>
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<tr>
<td>11:00-11:30</td>
<td>Coffee break</td>
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<tr>
<td>10:10-10:30</td>
<td>Session 5</td>
<td>Session 6</td>
<td>Session 7</td>
<td>Session 8</td>
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<td>09:30-10:10</td>
<td>Session 9</td>
<td>Session 10</td>
<td>Session 11</td>
<td>Session 12</td>
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<td>09:00-09:30</td>
<td>Session 13</td>
<td>Session 14</td>
<td>Session 15</td>
<td>Session 16</td>
</tr>
</tbody>
</table>

**Thursday, 1 June**

- **Session 1**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 1.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 2**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 2.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 3**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 3.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 4**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 4.1: A Tale of Two Cities
  - 09:30-10:10

**Wednesday, 31 May**

- **Session 5**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 5.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 6**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 6.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 7**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 7.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 8**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 8.1: A Tale of Two Cities
  - 09:30-10:10

**Tuesday, 29 May**

- **Session 9**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 9.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 10**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 10.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 11**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 11.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 12**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 12.1: A Tale of Two Cities
  - 09:30-10:10

**Monday, 28 May**

- **Session 13**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 13.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 14**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 14.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 15**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 15.1: A Tale of Two Cities
  - 09:30-10:10

- **Session 16**: The English Drama of the 1840s: New Directions in Shakespeare Studies
  - Chair: Peter Marx
  - Session 16.1: A Tale of Two Cities
  - 09:30-10:10
<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Performance Panel 1</th>
<th>Performance Panel 2</th>
<th>Session 3</th>
<th>Session 4</th>
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</thead>
<tbody>
<tr>
<td>10:30-11:00</td>
<td>Coffee break</td>
<td>Coffee break</td>
<td>Performance Panel 1</td>
<td>Performance Panel 2</td>
<td>Coffee break</td>
<td>Coffee break</td>
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<tr>
<td>11:15-12:00</td>
<td>Jamie Brown - “Crazy for You: The Jewish Shuffle”</td>
<td>Paranza Unmasked, “The Spanish Ladeis, Or, the English Dramatists”</td>
<td>Chair: Robert Heike</td>
<td>Chair: Melinda Coughlin</td>
<td>Jamie Brown - “Crazy for You: The Jewish Shuffle”</td>
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<tr>
<td>1:30-2:30</td>
<td>Harriete Greenfield - “The Hebrews”</td>
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<td>2:45-3:45</td>
<td>concentration on the theme &quot;Shakespeare and Beyond&quot;</td>
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<td>3:45-4:45</td>
<td>Coffee break</td>
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**Thursday, June 30**

- Session 12: 10:30-11:00
- Session 8: 10:30-11:00
- Session 4: 10:30-11:00
- Performance Panel 1: 10:30-11:00
- Performance Panel 2: 10:30-11:00
- Session 7: 10:30-11:00
- Session 3: 10:30-11:00

**Wednesday, May 31**

- Session 12: 10:30-11:00
- Session 8: 10:30-11:00
- Session 4: 10:30-11:00
- Performance Panel 1: 10:30-11:00
- Performance Panel 2: 10:30-11:00
- Session 7: 10:30-11:00
- Session 3: 10:30-11:00

**Tuesday, May 30**

- Session 12: 10:30-11:00
- Session 8: 10:30-11:00
- Session 4: 10:30-11:00
- Performance Panel 1: 10:30-11:00
- Performance Panel 2: 10:30-11:00
- Session 7: 10:30-11:00
- Session 3: 10:30-11:00

**Monday, May 29**

- Session 12: 10:30-11:00
- Session 8: 10:30-11:00
- Session 4: 10:30-11:00
- Performance Panel 1: 10:30-11:00
- Performance Panel 2: 10:30-11:00
- Session 7: 10:30-11:00
- Session 3: 10:30-11:00
THEATER WITHOUT BORDERS

Annual Conference, Universität zu Köln, Germany, 29 May to 1 June 2017

Early Modern Theater as Transnational and Transhistorical Nexus: Performance/Text/Acting/Embodiment

CONFERENCE PARTICIPANTS:

Sharon Aronson-Lehavi, Tel Aviv University
Robert Barker, Dalhousie University
Silvia Biglaiazzi, Università di Verona
Pamela Allen Brown, University of Connecticut
Peter Cockett, McMaster University
Aria Dal Molin, University of South Carolina
Tracy C. Davis, Northwestern University
Pavel Drábek, University of Hull
Barbara Fuchs, University of California, Los Angeles
Melinda Gough, McMaster University
Tom Harrison, University of Hull
Robert Henke, Washington University
Erith Jaffe-Berg, University of California, Riverside
M.A. Katritzky, Open University
Natasha Korda, Wesleyan University
François Lecercle, Université Paris-Sorbonne
Jacques Lezra, University of California, Riverside
Peter W. Marx, Universität zu Köln
Clare McManus, Roehampton University
Guillaume Navaud, Université Paris-Sorbonne
Noémie N'Daye, Carnegie Mellon University
Eric Nicholson, New York University Florence
Shormishtha Panja, University of Delhi
Natalia Pérez, University of Southern California
Nathalie Rivière de Carles, Université Toulouse II
Lisa Sampson, University College London
Jane Tylus, New York University
Melissa Walter, University of the Fraser Valley
William N. West, Northwestern University
Susanne L. Wofford, New York University
Enrica Zanin, Université de Strasbourg
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Introduction

The impact of the Information Age on society has been profound and far-reaching, with the rapid advancement of technology transforming the way we live, work, and communicate. This shift has necessitated a rethinking of education, with a focus on developing skills that can adapt to an ever-evolving technological landscape. This paper aims to explore how modern universities are responding to these changes, specifically focusing on the implementation of Information Technology (IT) in education.

Modern universities are increasingly adopting IT to enhance the learning experience. This approach, known as Blended Learning, combines traditional face-to-face classroom instruction with online learning through digital platforms. The integration of IT in education has several benefits, including increased accessibility, flexibility, and engagement.

The Importance of IT in Education

1. Accessibility: IT allows students from diverse backgrounds to access educational materials and resources, regardless of location or time. This is particularly important for distance learning and remote education.
2. Flexibility: Online courses can be accessed at any time, allowing students to learn at their own pace and fit education into their schedules.
3. Engagement: Interactive online platforms can make learning more engaging and interactive, as students can participate in discussions and activities that are not possible in traditional classroom settings.
4. Personalized Learning: IT tools can provide personalized learning experiences by adapting content to individual student needs.

Case Study: University XYZ

University XYZ has successfully implemented IT in its education system. The university has developed a comprehensive online learning platform that includes virtual classrooms, discussion forums, and interactive modules. This has not only increased student engagement but also improved accessibility for students who may not be able to attend traditional classes.

Conclusion

The integration of IT in education is crucial for preparing students for the future workforce. As technology continues to evolve, universities must adapt and innovate to ensure that their educational programs remain relevant and effective. This requires a strategic approach to technology integration, focusing on both the development of digital learning resources and the training of educators to effectively use these tools.

References


Appendix

Appendix A: IT in Education: A Global Perspective

Appendix B: Case Studies of IT-Enhanced Education

Appendix C: Glossary of Terms Related to IT in Education
Learning outcomes

When leaving this course, students will be able to:

1. Understand the principles of virology and their applications.
2. Analyze and interpret the genetic, structural, and functional characteristics of viruses.
3. Evaluate the impact of viral diseases on human health, animal health, and the environment.
4. Critically assess the role of virology in public health, disease prevention, and vaccine development.
5. Apply knowledge of virology to solve real-world problems and contribute to advancements in the field.
In the exhibition "The Unexpected," in honor of the launch of the book "The Unexpected," we present an exhibition of works by contemporary artists. The exhibition features a diverse range of mediums, including painting, sculpture, photography, and installation. The works on display explore themes of the unknown, the unexplainable, and the unexpected. The exhibition runs from July 1st to August 31st and is free to the public. For more information, please visit the museum website.