

Pedagogies of E-literary Practice for (Un)continuous Times

In response to Debbie Chacra's charge to "celebrate and foster education, maintenance, analysis, critique, and, above all, caregiving" in maker cultures, this roundtable imagines pedagogies of e-literary practice that combine creation and caregiving in ways restorative to the ongoing tradition(s) of e-lit ("Beyond Making"). E-lit regularly confronts theoretical, cultural, and material challenges endemic to the field, as genres of previously accessible work are being lost to technological obsolescence and new developments are moving increasingly off the screen and out of practical reach. One way to counter such challenges of these "(un)continuous" times is through an integrated, applied, practice-based model of e-lit pedagogy. Participants discuss ways of teaching electronic literature that incorporates hands-on work like critical-creative making and procedural performance as pedagogical responses to rapid technological changes that blot out e-literature's past and blackbox its future.

Speaker 1 discusses the challenges of teaching videogames as e-lit. Videogames are code-complex, often commercially-driven artifacts that can support exclusionary systems for both students and e-lit scholars. Adam Le Doux's Bitsy, a free pixel grid-based editor requiring no coding, can offer students an accessible way to make their own e-literary games. Bitsy presents more reparative ways to explore literary games in the classroom while also challenging us to think of e-literary practice beyond language.

Speaker 2 addresses challenges of teaching e-poetry facing the loss of Flash. She proposes Erik Loyer's Stepworks as a tool students may use to create their own e-poetry, and in this critical-creative making, engage traditions and practices of the genre. Stepworks integrates with Google Sheets, so is relatively easy to learn, supportive of collaboration, and resistant to the idea that to work in digital environments, one "must code."

Speaker 3 shares examples from her graduate course on multimodal editing. Students created and edited e-lit works through collaborative workshops. Editing offers new ways of imagining e-lit pedagogies by challenging us to both develop e-lit ourselves and edit, sustain, and encourage others' work. She proposes e-lit editing pedagogies grounded in peer mentorship, which can foster students without coding experience to develop and edit e-lit in programs like Atom and Twine.

Speaker 4 shares her teaching of EDT 2.0/b.a.n.g. Lab's *Transborder Immigrant Tool* (TBT) as a performance. In this approach, students engage with TBT by enacting the survival strategies outlined in the work's poems. Performing the poems took students to open areas of campus and away from digital devices, thus underscoring the real-life experience TBT addresses. Following the poems' instructions intended for immigrants crossing the desert opens a reflexive space to rethink the "border crisis".