Liza Blake (University of Toronto): Two different arrangements in Twine of Margaret Cavendish’s atom poems (with arrangements based on two early editions), allowing readers to choose their own path(s) through the poems.

Kurt Daw (San Francisco State University): Two editions for performers (distinguished from “for performance”) of Romeo and Juliet, 2.2, with an eye to the flexibility and ambiguity built into variants in early editions.

Jeremy Ehrlich (Internet Shakespeare Editions): Two editions for secondary school students of Romeo and Juliet, 3.5: one with different features for struggling and thriving students, and for teachers; one aimed at both student performers and stage designers/directors.

Elizabeth Zeman Kolkovich (Ohio State University): A modernization (for students) and a semi-diplomatic edition (for scholars) of a letter “To my dearly beloved husband” (1607) by Elizabeth Stanley Hastings, Countess of Huntingdon.

Melanie Catherine Lo (University of Colorado, Boulder): Two editions of Shakespeare’s sonnet 138 (1599 and 1609), differently treated in TEI-encoding to feature different interpretative strategies and categories built into the coding language.

Maria Teresa Prendergast (College of Wooster): Two editions (and translations) of a 1506 letter by Catherine of Aragon.

Danielle Rosvally (University at Buffalo, SUNY): Two differently cut performance editions of Julius Caesar, 3.2: one with a directorial emphasis on Mark Antony’s rhetorical prowess (vs. the “McGuffin” of Caesar’s will); one aimed at supporting an actor not quite able to exhibit Mark Antony’s rhetorical prowess.

Paul Salzman (La Trobe University): Two ways of editing the poems of Mary Wroth.

Olga L. Valbuena (Wake Forest University): Two ways of representing variants on Hamlet’s “To be or not to be” soliloquy in “stacked” digital formats.

Stephen Wittek (Carnegie Mellon University): Editing The Merchant of Venice, 3.5, in offline digital format using InDesign software.