**What do we want from the workshop? What are the workshop’s strong points?**

To hear from other presenters, both in terms of content and process

Exchange opinions with other fields (contact unfamiliar methods, themes)

To develop one’s own argument

Professional development

APEA Strengths – comparatively high attendance, faculty attendance

“Practicing performance” – learning how to present, do job talks, etc

Early on in one’s career, learning the way to ask questions, how others read papers

APEA Strength – learning language/discourse of “public life,” different from classroom context

More productive feedback than a regular paper presentation (talk/feedback time balance)

“Mining the archive of student experience”

**General Ideas**

Ask presenter about what kind of feedback they want before talk

Encourage ‘private’ workshops (ie grad student reading circles) to come present here

Workshops should be used work on ideas not yet set in stone, not polished

**Ideas for different kinds of workshops:**

(Question: do these have to be part of the workshops? Is there another venue?)

Dissertation proposal

Preparing lists

Journal publication (was helpful for advanced students…but, different fields need different information, so maybe passing around info beforehand, such as region/discipline-specific lists of publications, instead of just talking)

Preparing for fieldwork/how to navigate university systems (in your target area) (list of people advanced students have talked to, what databases they’ve used)

Conducting interviews

Working abroad, setting up connections

Invite faculty/staff from University to supplement the ‘archive’?

Collaborating with 1/28 TAPS’s “dissertation proposal workshop”