

DEPARTMENT OF INFORMATION STUDIES

UCL CENTRE FOR DIGITAL HUMANITIES



# Digital Humanities Education and Pedagogy.

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# Outline

- Background
    - Positionality
    - Experience
  - Questions not answers
  - Pedagogy
  - Teaching
  - Education
  - DH programmes
- 
- Positionality statement:

This reflects my academic training and experience of working in UK and Chinese university contexts



[Source: MS Copilot 24-05-2025]

# Research interests

- Digital Humanities
- **Education**
- Information studies
- Equality, Diversity, Inclusion (EDI)
- Digital story-telling
- Open Agenda
  - Open Access
  - Open Publishing
  - Open Data
  - Open Education



# Background

- King's College London
  - Centre for Computing in the Humanities – now Department of Digital Humanities
  - **Teaching, research, staff and graduate training**
  - **Introduction to Digital Humanities (UK elective module)** (2004 - 2009)
- University College London
  - Department of Information Studies, UCL Centre for Digital Humanities (UCLDH)
  - **Programme Director MA/MSc Digital Humanities (2010-2017)**
  - Director UCL Centre for Digital Humanities (2017-2020)
  - Emeritus Professor of Digital Humanities (2020 to present)
- Beijing Normal University at Zhuhai (2020 – 2023)
  - Executive Director the Research Centre for Digital Publishing and Digital Humanities
  - College of Education for the Future
  - **Digital Humanities in a Global Context (UG elective module)**
- Peking University (PKU)
  - Department of Information Management
  - Visiting Professor (2020 to present)

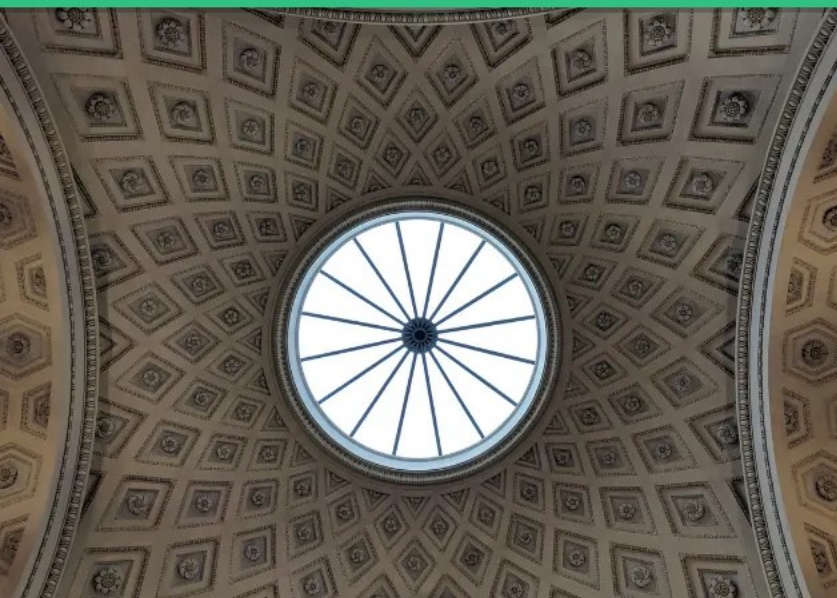




## Department of Classics

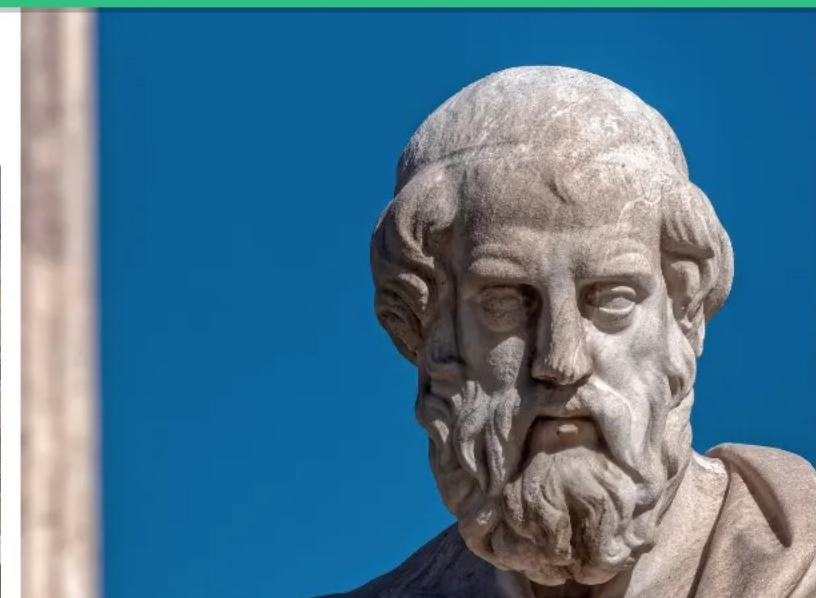
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## Welcome to the Department of Classics

One of the most prestigious centres for the study of antiquity



### Undergraduate

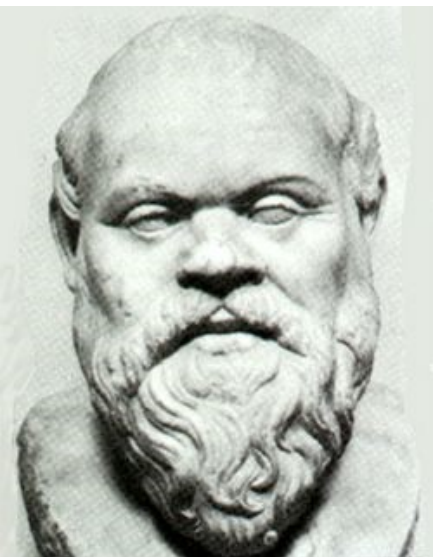


### Postgraduate



### People





# Questions rather than answers 提问而非回答



- Knowledge or Wisdom?
- What are our assumptions?
- What you already know – question this?
- Challenge and question ideas and pre-conceptions?
- Bring this into our teaching



# Scholarship starts with questions

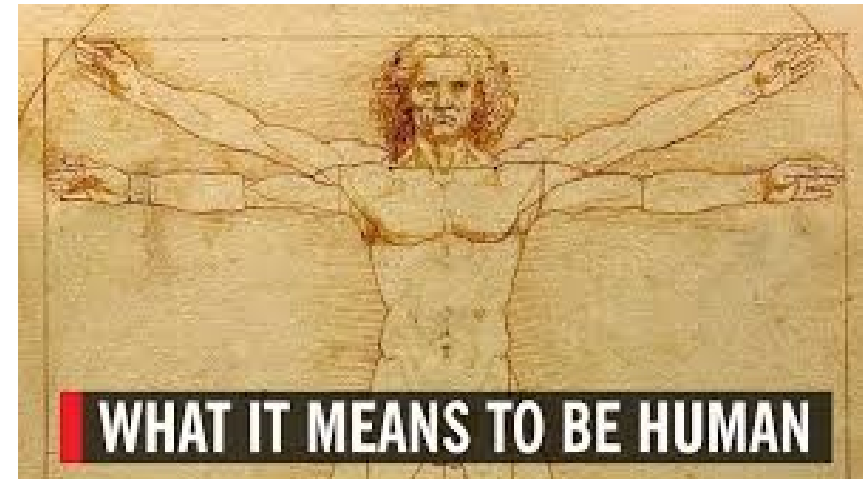
- Digital Humanities:
  - Address old questions using more data
  - Allows questions from multiple perspectives
  - New possibilities for use of sources
  - Ask new and better questions
  - New possibilities for questions not possible before
- 
- And be critical of everything
  - Question everything
  - Opportunities and challenges





# No single definition of DH works for everyone

- Digital Humanities understands its object of study as the entire human record, from prehistory to the present.
- What it is to be human
- **Necessarily varied: culture, language, location**
- Computational work in the humanities
- Partnership between humanities and technology
- Thinking with and against the machine



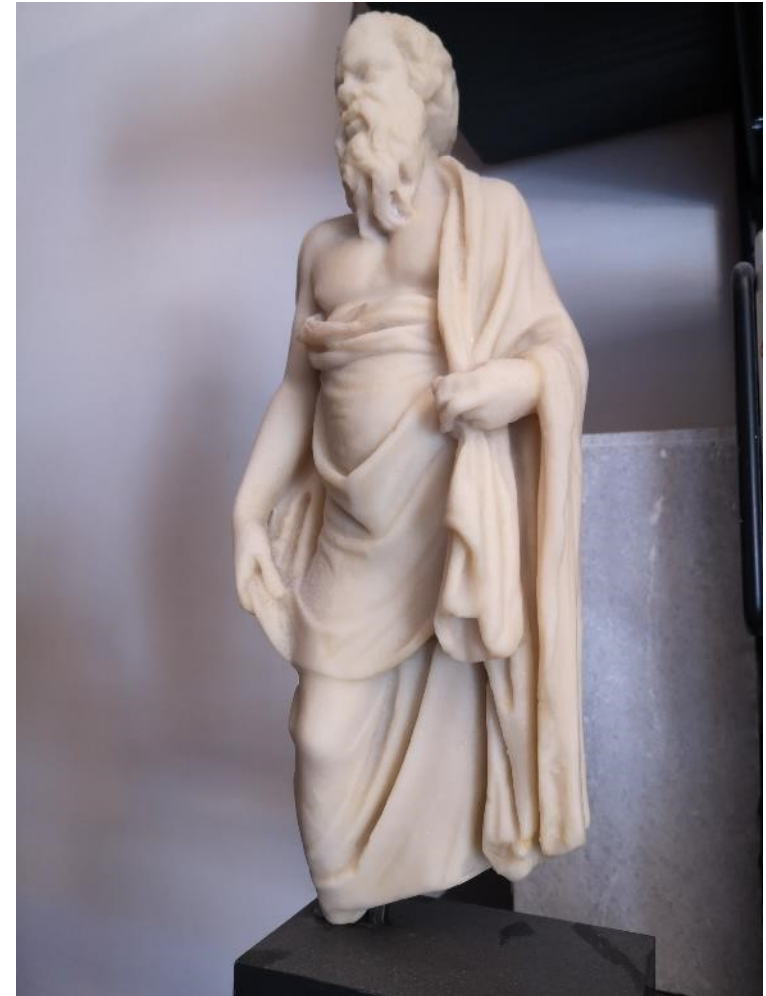


# DH pedagogy

- Variety of educational models, variety of pedagogy – no common curriculum  
(Walsh et al. (2021) 'Digital humanities in the iSchool'. *ASIS&T* <https://doi.org/10.1002/asi.24535>)
- Great diversity in types of models
  - PhD, Master, Bachelor minor/major, Diploma, Certificate etc
- School, Faculty, Department
- Many programmes offered in collaboration with other academic units
  - iSchools, Computer Science – Humanities, Social Sciences, Engineering students
- Wisdom vs knowledge
- Thinking skills, ability to learn, reflective practice, collaborative working
- Skills for the workplace/career – diversity
- Innovation as well as stewardship of the human record

# Research-led DH pedagogy

- Very well-worn phrase
- Something we read often and write in proposals
- We take what we learn from our research
- Feed that back into our teaching
- Often project work
- Use as class examples
- Rather than just teaching skills,  
Teach students how to learn
- Principles
- Methodology
- Use of software (appropriately)



# Some UK universities offering DH programmes (MS Copilot)

- **King's College London:** Their Digital Humanities MA combines digital theory and practice to study human culture. The programme includes hands-on, project-based exercises and covers various digital tools and frameworks, including Python
- **University College London (UCL):** UCL's Digital Humanities MA provides students with technical skills and critical understandings to address challenges in the cultural sector. The programme includes industry placements and engagement with leading thinkers and professionals
- **University of Sheffield:** Their MA in Digital Humanities focuses on the application of digital technologies in the humanities, including data analysis, digital archiving, and digital publishing
- **University of Glasgow:** The MSc in Information Management and Preservation (Digital Humanities) at Glasgow covers digital curation, digital preservation, and the use of digital tools in humanities research.
- **University of Edinburgh:** Edinburgh offers an MSc in Digital Media and Culture, which explores the impact of digital technologies on culture and society, including digital humanities methodologies
- **University of Sussex:** The MA in Digital Media at Sussex includes modules on digital humanities, focusing on the intersection of digital media and cultural studies.
- **University of Leicester:** Leicester's MA in Digital Humanities covers digital heritage, digital libraries, and the use of digital tools in historical research.

# Some universities in China that offer DH programmes (MS Copilot)

## Mainland China

- **Inner Mongolia Normal University:** first DH UG programme
- **Nanjing University:** Master's in Information Resources Management (DH track)
- **Tsinghua University:** Offers a range of humanities programmes, including those that integrate digital tools and methodologies
- **Shanghai Jiao Tong University:** Known for its strong humanities programmes, including DH
- **Zhejiang University:** Offers humanities programs and has been involved in digital scholarship initiatives
- **Fudan University:** Offers DH courses and research opportunities
- **Renmin University of China:** Offers DH-related courses in information management and history
- **Wuhan University:** strong LIS and archival science programs with DH components
- **Sun Yat-sen University:** Integrated into broader humanities curriculum
- **Beijing Normal University:** Offers programmes that combine digital technology with humanities research





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# Who will get the digital humanities undergraduate major newly approved by the Ministry of Education?

Original Beijing Lion Jingshi Humanities DH April 22, 2025 11:31



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信息索引: 360A08-07-2025-0002-1 生成日期: 2025-04-08 发文机构: 中华人民共和国教育部

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内容概述: 教育部关于公布2024年度普通高等学校本科专业备案和审批结果及《普通高等学校本科专业目录(2025年)》的通知

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Jingshi Humanities DH



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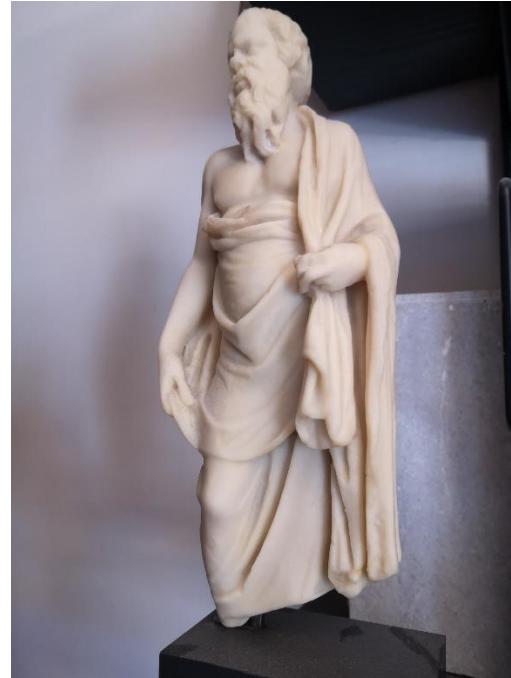
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# Cultural impact on pedagogy

- Different learning styles
  - Socratic vs Confusion
  - Teaching the teachers
- Collectivism vs individualism
- Expectations?
- Conservative nature
- University education largely arranged by disciplinary categories
- DH previously fell outside these
- Now within Government hierarchy – new home –
- Chinese Language and Literature



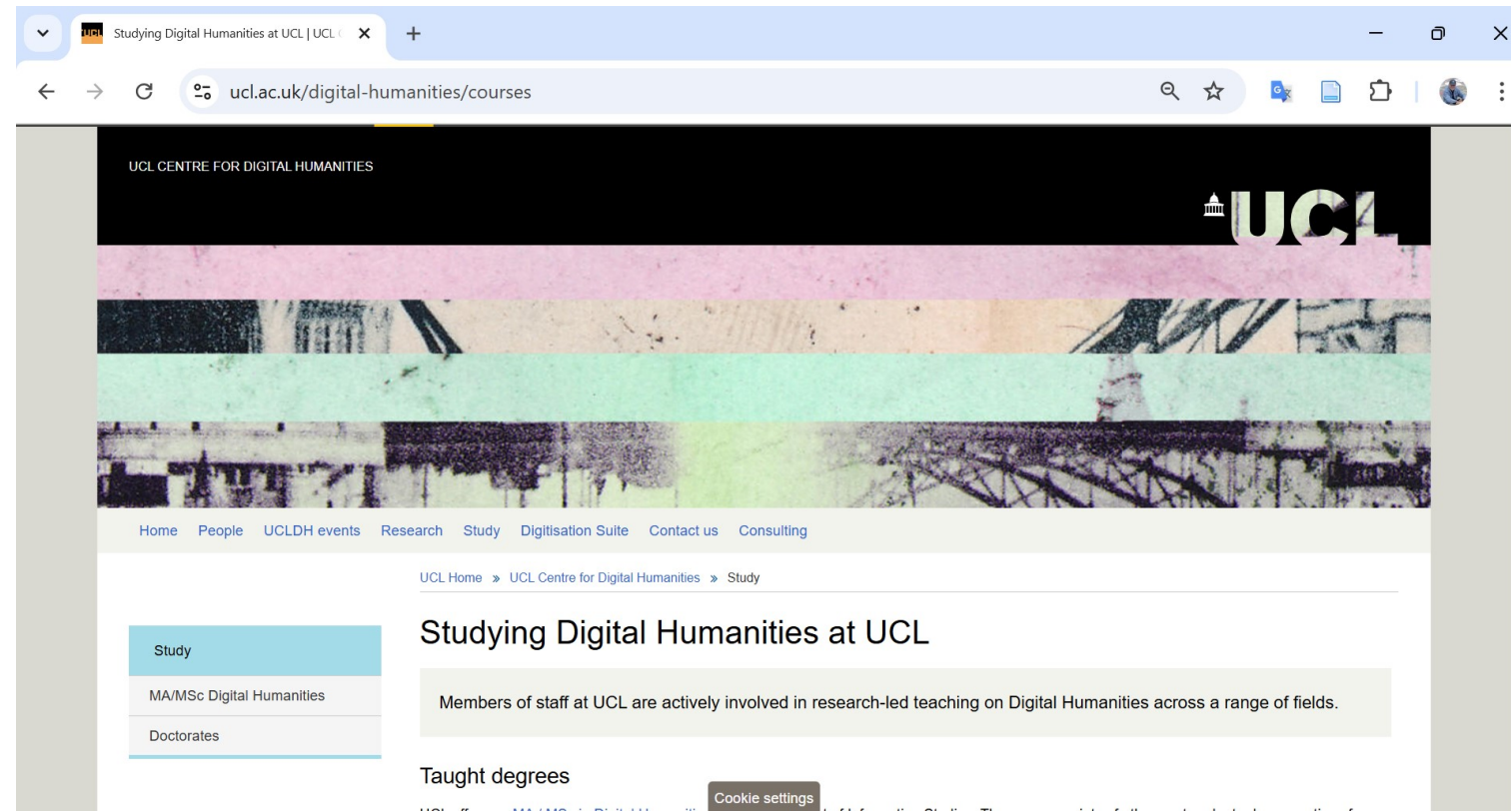
# DH teaching in China

- “Plan for Promoting the Construction of First-Class Universities and First-Rate Disciplines.” (Gov.cn, 2017)
- “China to further promote the Double First-Class Initiative” (Gov.cn, 2022)
- Need to fit into top-level disciplines
- Lack of incentive to plan new courses
- Tension with interdisciplinary working and rigid disciplinary structures
- Resulted initially in informal teaching of DH
  - Nanjing (2016) Digital Tools and World History (UG)
- Elective courses (Zhuhai: Introduction to DH in a Global Context)
  - New home: Chinese Language and Literature
- Inner Mongolia Normal University UG full programme
- Renmin: full master’s programme, UG minor, Certificate, and PhD.
  - School of Information Resources Management

See: Tsui, L. H., Zhu, B., & Chen, J. (2023). Finding Flexibility to Teach the “Next Big Thing”. *What We Teach When We Teach DH: Digital Humanities in the Classroom*.

# Programme Director: MA/MSc DH at UCL

- Setting up a new programme
- How does this happen?
- Staffing?
- Funding?
- Institutional support?



# Course/Module design

- Content
  - What are you going to teach?
  - What are your objectives?
- Delivery
  - How are you going to teach it?
  - Variety of pedagogical aims ?
  - Lectures, seminar, discussions, student presentations, group work
- Assessment
  - How put all this together?
  - How to vary the assessments?
- Construct full programme?
- Careers after graduation?



[Source: MS Copilot 24-05-2025]



# Programme Design

- Funding?
- Administrative support?
- Faculty support?
- Staff
  - Recruitment?
  - Retention?
- Institutional policy?
- Institutional requirements?
- Documentation?
- Institutional memory?



[Source: MS Copilot 24-05-2025]

# iSchools Consortium committee for Digital Humanities Curriculum Design

- Prepare a report to be delivered at the iConference 2021 (Renmin)
- Peking University (first iSchool in China), Renmin, Shanghai, Wuhan iSchools
- Many others





# iSchools Consortium committee for Digital Humanities Curriculum Design

- Report at iConference 2021 (Renmin)
- *JASIST* special issue on digital humanities (DH):
- *Journal of the Association for Information Science and Technology*: Volume 73, Issue 2. SPECIAL ISSUE ON DIGITAL HUMANITIES (DH)

<https://asistdl.onlinelibrary.wiley.com/toc/23301643/2022/73/2>

- Multiple authors from all iSchool regions

Walsh, J. A., Cobb, P. J., de Fremery, W., Golub, K., Keah, H., Kim, J., Kiplang'at, J., Liu, Y.-H., Mahony, S., Oh, S. G., Sula, C. A., Underwood, T., & Wang, X. (2021). '**Digital humanities in the iSchool.**' *Journal of the Association for Information Science and Technology*, 1– 16. <https://doi.org/10.1002/asi.24535>

# Report outline

- Global iSchools survey
- The History, Members, and Activities
- **Education Models**
- **Courses and Curricula**
- Collaborative disciplines
- **Careers**
- **iSchools and Digital Humanities**
- Discussion and Questions



[Source: MS Copilot 24-05-2025]



# Major Activities

- Preliminary fact-checking on **the global DH education landscape**
  - Data collected (from websites, across countries, disciplines, and educational programs).
  - Reported findings at the 2021 iConference
- Survey of DH programmes in iSchools
- Prepared research paper based on work of iDHCC sub-committees on:
  - **education models**
  - **courses and curricula**
  - collaborative disciplines
  - **careers**
  - management and administrative issues
- Prepared final report for iSchools community

# Material and publication

- Education models: Data collection
  - **CLARIN-DARIAH DH Course Registry**
  - **Self-reported data from online questionnaire – iSchools**
- **Courses and Curricula – data collection**
  - **Manually inspecting online programme websites**
- Structural Topic Modelling
- **Course descriptions**
- Careers
- Management and administrative issues
- Research opportunities
- Collaborative opportunities
- Recommendations



[Source: MS Copilot 24-05-2025]

Watch this [video tutorial](#) to learn how to browse or filter the courses in the registry.

## DIGITAL HUMANITIES COURSE REGISTRY

[FILTER](#) [SORTING](#)

NAME	UNIVERSITY	PLACE	DATE	TYPE
Skills in Transnational History MO5161	University of St Andrews	St Andrews, United Kingdom	10 Sept ↻ 1 semester	Module
MA in Digital Humanities	Lancaster University	Lancaster, United Kingdom	4 Oct ↻ 12 months	Master Programme
MSc Digital Heritage	University of York	York, United Kingdom	1 Oct ↻ 1 years	Master Programme
MSc Digital Archaeology	University of York	York, United Kingdom	1 Oct ↻ 1 years	Master Programme
MA in Digital Humanities	King's College London	London, United Kingdom	24 Sept ↻ 1 years	Master Programme
Introduction to Computational Linguistics (DHS)	University of Latvia	Riga, Latvia	7 Feb 2023 1 semester	Course
Introduction to Computational Linguistics	University of Latvia	Riga, Latvia	9 Feb ↻ 4 months	Master Programme
Media and Information	Universiteit van Amsterdam	Amsterdam, Netherlands	1 Sept ↻ 3 years	Bachelor Programme

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### Table of Contents

- [How to View the Courses](#)
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## How to Contribute

Lecturers and programme administrators who want to add their DH-related activities to the registry need



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PUBLICATIONS TOPICS



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# Digital humanities in the iSchool

John A. Walsh, Peter J. Cobb, Wayne de Fremery, Koraljka Golub, Humphrey Keah, Jeonghyun Kim, Joseph Kiplang'at, Ying-Hsang Liu, Simon Mahony ... See all authors

First published: 21 June 2021 | <https://doi.org/10.1002/asi.24535> | Citations: 3

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## Abstract



Volume 73, Issue 2  
SPECIAL ISSUE ON  
DIGITAL HUMANITIES  
(DH)  
February 2022  
Pages 188-203



Figures References Related Information

### Recommended

[/ASIST special issue on digital humanities \(DH\)](#)

# DH China and Library

- *First DH Forum* hosted at Peking University (PKU) Library 2016 and every year until and including 2019
- *International Conference on Library and Digital Humanities (2017)* explore the role that libraries played in the development of DH' China and beyond. The University Town Library of Shenzhen
- 9<sup>th</sup> Shanghai International Library Forum (SILF 2018), at Shanghai Library, which has a well-established DH research group. DH keynote and DH track.



In China there is a clear connection with DH research developed from the libraries [1], with the main participants being those at Peking University and Shanghai Library [2].

[1] (Xia & Bao, 2020). [2] (Wang *et al*, 2020).



# New challenges to pedagogy

- Why is this needed? What had changed?
- Misinformation on a new scale
- Outdated and incorrect information
- Student assessment abuse
- Social media
- AI driven algorithms
  - Targeted recommendations
- Automated journalism
  - AI harvested
- Information manipulation
  - Facilitated by AI
- Technology is never neutral
  - unconscious bias may be introduced either in the way the algorithms are engineered or in the way that they are implemented

# AI and DH Education

- Teach students to be critical of AI tools
- Include digital literacy in all programmes
- Enhance critical thinking rather than replace it
- Consider bias, data
- Encourage creativity and scholarship
- Equip students with ability to critically assess the use of AI and other tools
- Educate students about limits and use substandard generated text as examples
- Integrate AI tools into teaching
- Enhance student engagement
- Supporting learning needs
  - Special needs / Summary of Reasonable Adjustments (SORA)
  - Assisted technology / students with disabilities
- Understand the implications in their own work
- Education and communication are key to this process.

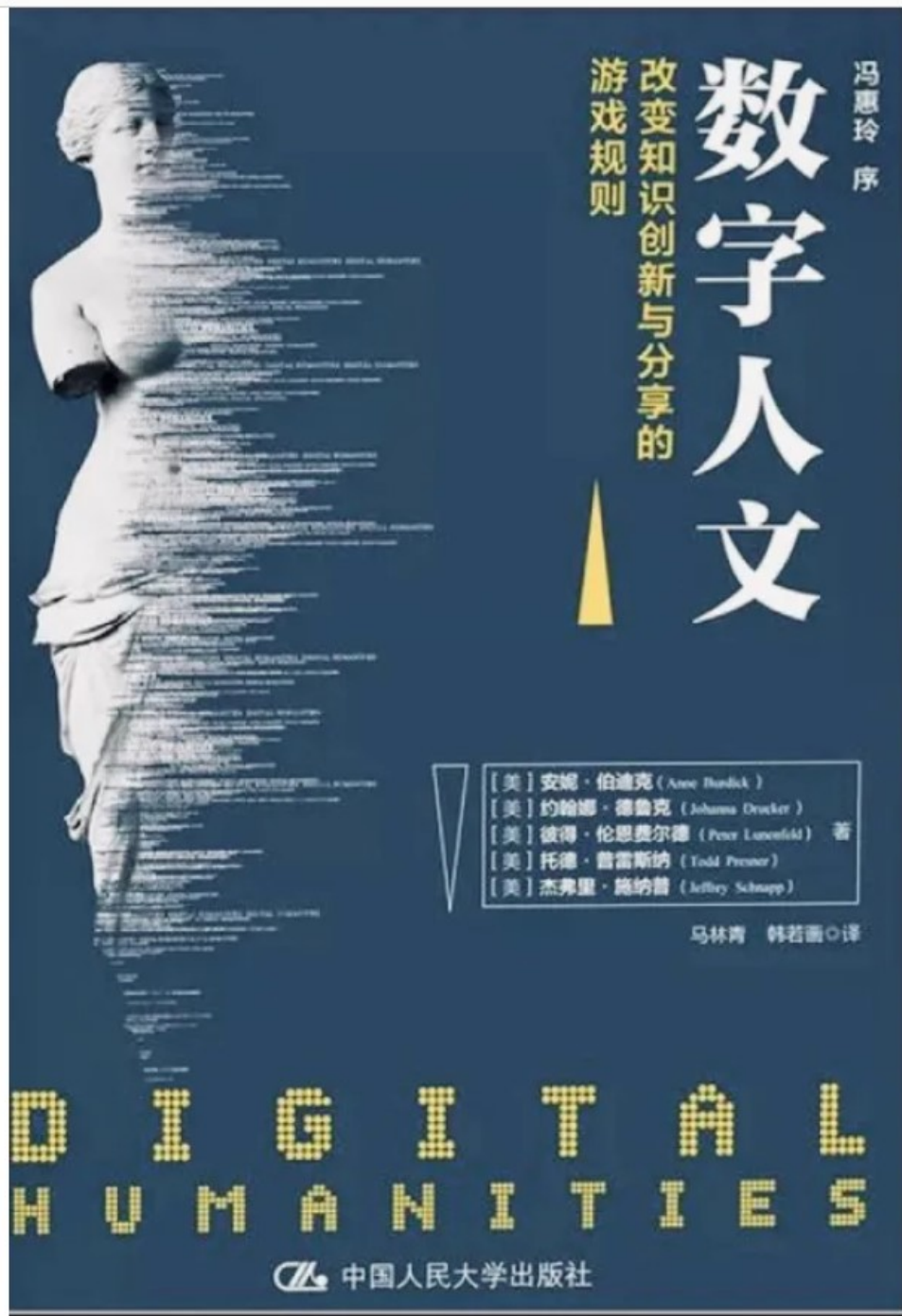
# The implications for DH pedagogy

- Generative AI is still evolving
  - Very limited
- Consider output from a sceptical perspective
- Need to address challenges
- Introduce innovative assessments as learning
- Metacognitive reflection
- Engage students in the shaping of AI tools
- AIEd: teaching and learning with AI
  - Nothing new but now a significant change in the technology
- Opportunity to develop new tools and applications
- Build course specific GPTs
- Personalised and adaptive tutoring systems
- Be mindful of differences

# Conclusions

- Overall
  - New opportunities and challenges
  - Build on existing strengths
- Staff training
- Different institutions / different models
  - No one-size fits all
- Global DH
- Cultural diversity
- Create a unique position within the global DH community
- What is the story that China can relate?
- What is the unique flavour of Chinese DH?





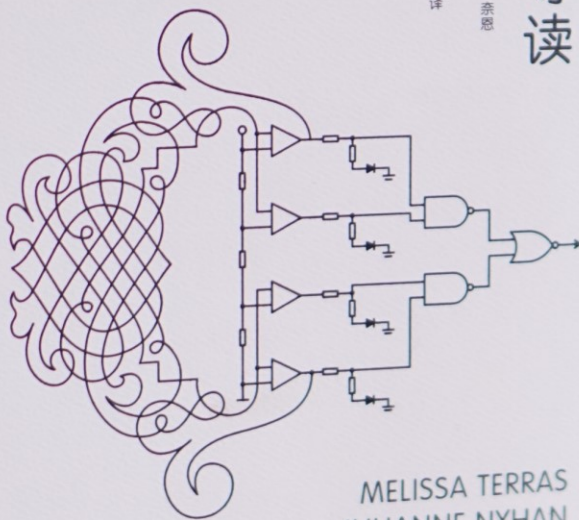


# 数字人文导读

(英) 梅丽莎·特拉斯 (爱尔兰) 朱莉安·奈恩  
(比利时) 爱德华·凡浩特 高瑾 等 编  
陈静 王晓光 王涛 高瑾 徐力恒 顾佳惠 译

数字人文研究丛书  
丛书主编 陈静 王涛 陈刚

## DEFINING DIGITAL HUMANITIES A READER



MELISSA TERRAS  
JULIANNE NYHAN  
EDWARD VANHOUTTE  
GAO JIN

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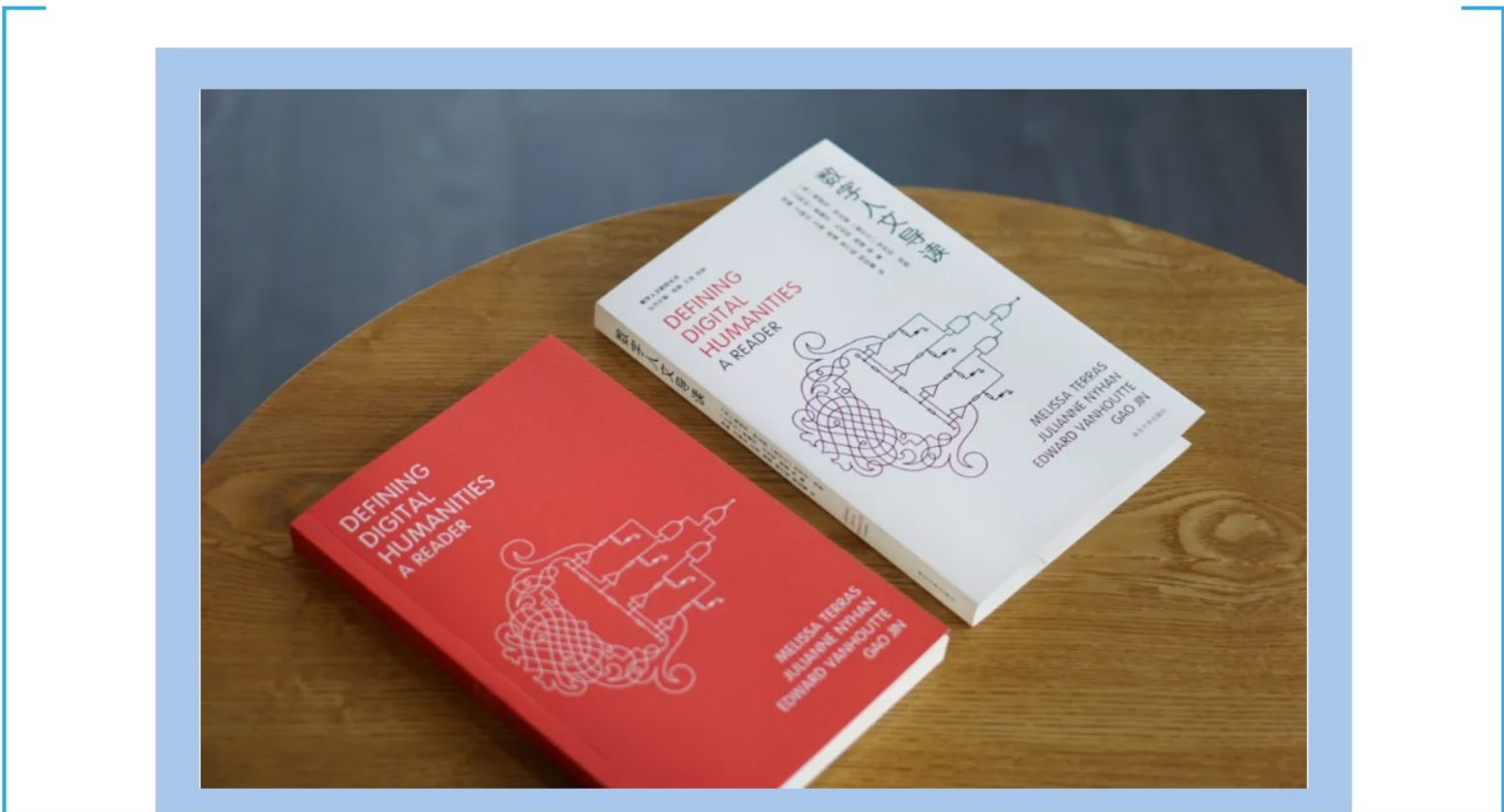
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# Publications

Croxall, B., & Jakacki, D. K. (Eds.). (2023). *What We Teach When We Teach DH: Digital Humanities in the Classroom*. University of Minnesota Press.

<http://www.jstor.org/stable/10.5749/jj.1410591>

TSUI, L. H., ZHU, B., & CHEN, J. (2023). Finding Flexibility to Teach the “Next Big Thing”: *Digital Humanities Pedagogy in China*. In B. Croxall, & D. K. Jakacki (Eds.), *What We Teach When We Teach DH: Digital Humanities in the Classroom* (pp. 274-291). (Debates in the Digital Humanities). University of Minnesota Press.

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