

1. Record Nr.	UNINA9910350278703321
Titolo	Digital Humanities and New Ways of Teaching [[electronic resource] /] / edited by Anna Wing-bo Tso
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2019
ISBN	981-13-1277-X
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (254 pages)
Collana	Digital Culture and Humanities, Challenges and Developments in a Globalized Asia, , 2520-8640 ; ; 1
Disciplina	001.30285
Soggetti	Digital media Educational technology Humanities-Digital libraries Digital/New Media Technology and Digital Education Digital Humanities
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Part 1: Digital Archiving and Cultural Heritage Preservation -- Chapter 1: "Digital Humanities in the German speaking world" by Monika Gänßbauer -- Chapter 2:"Digital Humanities Projects on Chinese Canadian Studies" by Jack Hang-tat Leong -- Chapter 3: "The Philippine Performance Archive on Cultural Performances: Archive as Performative Cultural Memory and Pedagogy" by Sir Anril Pineda Tiatco, Bryan Levina Viray, and Jem Roque Javier -- Part 2: Current Research on Digital Humanities -- Chapter 4: "Digitalization and Literature: The Approach of a Poet-Critic to Digital Influences on Poetry and Fiction with Special Reference to My Own Experience as a Writer" by Andrew Parkin -- Chapter 5: "Initiatives of Digital Humanities in Cantonese Studies: A Corpus of Mid-20th Century Hong Kong Cantonese" by Andy Chi-on Chin -- Chapter 6: "Building Cantonese Dictionaries Using Crowdsourcing Strategies: The words.hk Project" by Chaak-ming Lau -- Part 3: Teaching on Digital Humanities -- Chapter 7: "An Exploration of Design Principles to Enhance Students' L2 Acquisition in a Flipped Class" by Helena Hing-wa Sit and Sijia Guo -- Chapter 8: "Gaming

Literacy and Its Pedagogical Implications” by Noble Po-kan Lo and Billy Cheuk-yuen Mok -- Chapter 9: “Locating Digital Humanities: Teaching E-Literature in the Pacific” by John Paolo Sarce -- Part 4: Future Directions in Digital Humanities -- Chapter 10: “Visitors’ Perception of a Multimodal Exhibition: A Case Study at the Hong Kong Heritage Museum” by Anna Wing-bo Tso and Janet Man-ying Lau -- Chapter 11: “Digital Storytelling Using Both Keyboard and Pen” by Dora Wong -- Chapter 12: “Adult Learners’ Digital Literacies on an Online Social Networking Site – Facebook” by Winnie Siu-yee Ho.

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### Sommario/riassunto

This volume includes a variety of first-hand case studies, critical analyses, action research and reflective practice in the digital humanities which ranges from digital literature, library science, online games, museum studies, information literacy to corpus linguistics in the 21st century. It informs readers of the latest developments in the digital humanities and their influence on learning and teaching. With the growing advancement of digital technology, humanistic inquiries have expanded and transformed in unfathomable complexity as new content is being rapidly created. The emergence of electronic archiving, digital scholarship, digitized pedagogy, textual digitization and software creation has brought about huge impacts on both humanities subjects and the university curricula in terms of nature, scope and design. This volume provides insights into what these technological changes mean for all the stakeholders involved and for the ways in which humanities subjects are understood. Part 1 of this volume begins with a broad perspective on digital humanities and discusses the current status of the field in Asia, Canada and Europe. Then, with a special focus on new literacies, educational implications, and innovative research in the digital humanities, Parts 2-4 explore how digital technology revolutionizes art forms, curricula, and pedagogy, revealing the current practices and latest trends in the digital humanities. Written by experts and researchers across Asia, Australia, Canada and Europe, this volume brings global insights into the digital humanities, particularly in the education aspect. It is of interest to researchers and students of cultural studies, literature, education, and technology studies. The strongest point of this collection of work is that, it brings important concepts to the study of digital literacies, for example, looking at it from the perspective of new literacies, languages and education. Daniel Churchill, Associate Professor, Faculty of Education, The University of Hong Kong With a rapidly growing advancement in digital tools, this book has made a relevant contribution by informing readers what the latest development of these tools are, and discusses how they can aid research, libraries, education and even poets across different continents. Samuel Kai-wah Chu, Associate Professor, Faculty of Education, The University of Hong Kong.

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