

Reflection on Digital Humanities Teaching in a German University's Chinese Studies Classroom

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ABSTRACT

As Digital Humanities (DH) Teaching has increasing significance in the field of Chinese Studies, the three authors lectured in the course "Digital Humanities Methods of Literary and Cultural Research for Sinologists" at the University of Heidelberg. The course caters to students of both the Master in Transcultural Studies program of the Centre for Asian and Transcultural Studies (CATS) and the "Continuing Education Program 'Digital Humanities'" program of the Heidelberg Center for Digital Humanities (HCDH). The course aims at preparing students of Chinese Studies with DH concepts, methods, and paradigms for their current and future research on materials and sources of Chinese. With a focus on literary and cultural analysis, the course consists of six modules covering topics of DH concepts, data management, distant reading, DH infrastructure, Computer-assisted translation, and critical reflection. This paper documents the design, practice, and challenges of teaching, wishing to offer first-hand experience and reflection to peers endeavor to such practice in international universities. Upon the three lecturers' teaching experience in the 22/23 winter semester and feedback from students, this paper reflects on the specific issues in integrating DH into the Chinese studies curriculums for overseas students, wishing to provide a practical reference for DH teaching not only in the field Chinese Studies but also in area studies and transcultural studies with a global scope.

KEYWORDS

Digital Humanities, Chinese Studies, Literary and Cultural Research, DH methods, DH Teaching

1 Introduction

Teaching Digital Humanities (DH) in universities is no longer a novel endeavor as academia has continued to develop departments, institutes, and certificate programs for DH. For instance, King's College London, renowned in this field, established its "Digital Humanities" department over a decade ago, originally known as the Centre for Computing in the Humanities before 2011. This trend of disciplinary reorientation is gradually unfolding globally. Numerous prestigious universities have established digital humanities centers and offer a wide range of courses, from undergraduate studies to PhD programs, covering diverse areas such as academic writing, mapping, quantitative analysis, intercultural competence, and more (Digital Humanities Pedagogy 2012).

In recent years, Germany has witnessed a growing emergence of specialized Digital Humanities (DH) departments within its universities. These departments have been strategically placed in various faculties based on the unique strengths and focus of each university. Some are situated within humanities faculties, while others find their home in computer science departments. For instance, Trier University became the first German university to establish the subject of

Computational Linguistics and Digital Humanities within the Faculty of Language, Literature, and Media Studies. In 2014, they introduced a Master of Science program in Digital Humanities. In 2018, the University of Göttingen took a significant step by founding the Institute for Digital Humanities within the Faculty of Philosophy. This institute comprises two distinct sub-departments: "Text and Language" and "Image and Object." Moreover, the Free University of Berlin demonstrated a commitment to the field by inaugurating the Ada Lovelace Center for Digital Humanities (ADA) in 2022. This dedicated research center operates at the intersection of diverse disciplines, including history, culture, philosophy, and computer science studies. It serves as a hub for interdisciplinary collaboration and innovation in the realm of Digital Humanities.

The University of Heidelberg, Germany's oldest university, has taken a unique approach to Digital Humanities education in recent years. Rather than establishing a separate major, Heidelberg's approach involves coordinating the strengths of its various departments and supporting institutions, including the university library and computer center. This collaboration has resulted in an integrated program that encourages multi-departmental cooperation. At the end of November 2022, the Heidelberg Center for Digital Humanities was officially established as a result of the initiative of the Research Council of the Field of Focus 3 and the resulting "Heidelberg Forum Digital Humanities (HFDH)".¹ This center plays a pivotal role in bringing together a diverse range of courses originating from various specializations. The program benefits potential students by offering them diverse courses that align with their personal academic development and interests.

Aside from the conventional semester-long courses, there has been a surge in the popularity of diverse, time-flexible initiatives centered around specific subjects or topics. These initiatives present scholars and students in cognate fields with invaluable chances for collaborative learning. The 4-day program of the "European Summer School in Chinese Digital Humanities" held in 2022 at Aix-Marseille University serves as an excellent example of such initiatives, where the focus was specifically narrowed down to Chinese Studies. This summer school program successfully incorporated a wide range of talks and seminars covering diverse Digital Humanities subjects, creating a rich and immersive schedule. What's particularly noteworthy is the significant number of applications received, indicating a growing trend of integrating Digital Humanities into regional studies. According to the organizers' report, they received over 100 applications from around the world, which necessitated a challenging selection process to accommodate just thirty participants. This clearly demonstrates that intensive short-term DH workshops are highly sought after by scholars, all while preserving the interdisciplinary and collaborative nature of the Digital Humanities discipline.

In the realm of what is typically referred to as Digital Humanities (DH), a wide array of courses covering every facet of the field have been made available. For educators contemplating the creation of a DH course, a fundamental question revolves around determining the course content. Fortunately, there exists a wealth of precedents within this field that can serve as a source of inspiration. As highlighted by Simon Mahony and Elena Pierazzo, the emphasis should be on guiding students to explore methodological approaches rather than simply imparting technological skills (Mahony and Pierazzo 215-26). While this approach is undoubtedly sound and idealistic, it is essential to balance it with practical considerations and the needs of the students. For students in the Arts and Humanities who may have limited prior exposure to technology, it remains crucial to provide instruction in the fundamentals of technology. This foundation equips them with the ability to comprehend the principles and ramifications of specific tools and algorithms. In the context of Chinese Studies, a discipline within the humanities often associated with hermeneutics, we concur

¹ See <https://www.uni-heidelberg.de/en/research/research-profile/fields-of-focus/field-of-focus-iii/research-activities/heidelberg-center-for-digital-humanities-hcdh>. Accessed on 29 September, 2023.

with Daniel Allington's perspective, which suggests that hermeneutics should encompass empirical thinking, including quantitative methodologies, to a significant extent (Allington 373-84). Therefore, as creators of a DH course within the field of Chinese Studies, situated in the broader domain of East Asian studies, our overarching approach is to initially introduce a form of computational thinking. Subsequently, we present concrete examples that delve into the technical intricacies, a task that, in practice, proved to be more challenging than anticipated. Building upon our collectively agreed-upon framework and drawing from our individual areas of expertise, we embarked on the design of a comprehensive curriculum.

2 Implement

We are planning to launch a DH course tailored for the field of Chinese Studies, and we are fortunate to have received support from the Department of Chinese Studies. Open to students from across the university, this course is meticulously designed to cater to students within our specialized research domain, encompassing Chinese Studies and Transcultural Studies, in the Centre for Asian and Transcultural Studies (CATS). The intended audience for this program includes, but is not limited to, newly-enrolled undergraduate and master's students affiliated with CATS who demonstrate a strong interest in Digital Humanities (DH). Notably, prior to the introduction of this course, our faculty, and indeed the university as a whole, had not offered a DH program tailored specifically for students in this field. Therefore, we do not anticipate that students enrolling in this program will possess any prior background knowledge in DH; instruction begins from the first principles. Students can bring their laptops and willingness to experiment to the class. But basic knowledge of Chinese is required.

2.1 Schedule of Teaching & Learning Activities

Our program is structured into six sessions, each comprising a seminar, practicum, and coursework component, covering a comprehensive range of topics in the theory and practice of Digital Humanities (DH). Additionally, students are provided with relevant reading materials to support their learning journey. While the final session is dedicated to student reports and presentations, the initial five sessions are outlined as follows:

1) Introduction to DH in Chinese Studies: This session serves as an introduction to the fundamental concepts of DH within the context of Chinese Studies. It also explores the historical development of these concepts, offering students a foundational understanding.

2) Data and Digitization: Following the introductory session, we delve into the critical concept of data in DH. Students are introduced to the process of digitizing Chinese materials and gain insights into its significance and methodologies.

3) Textual Analysis and "Distant Reading": In this session, students are equipped with "distant reading" techniques for textual analysis. They learn methods that enable the analysis of large-scale textual data from a distance, enhancing their analytical skills.

4) Digital Infrastructure and Tools: Here, students are exposed to concrete examples of digital infrastructure, databases, and digital research tools. This practical exposure deepens their understanding of the utility of these resources in DH research.

5) Computer-aided Translation: Recognizing the diverse linguistic backgrounds of our students, this session addresses the practical need for AI-based translation. It caters to non-native Chinese speakers and students who utilize languages other than Chinese for academic writing but regularly engage with Chinese textual material. This segment offers practical utility while also bolstering theoretical insights.

By structuring the program in this manner, we aim to provide students with a well-rounded education in DH, encompassing both theoretical foundations and hands-on practical experience.

2.2 Course Learning Outcomes

Within our schedule, we hold several expectations for our students:

1) Comprehensive Understanding: We expect our students to gain a profound understanding of fundamental concepts, terminology, and ongoing discussions pertaining to Digital Humanities within the realm of East Asian Studies.

2) Data Proficiency: Students are anticipated to develop proficiency in managing literary data. This encompasses tasks such as acquiring, reformatting, tabulating, visualizing, and translating various types of data.

3) Integration of Digital Methods: Our students are encouraged to seamlessly integrate digital methods into their literary research endeavors. This entails employing these methods as tools to address research inquiries effectively.

4) Critical Engagement: We expect our students to actively participate in critical discussions concerning computational methods in literary studies, particularly within the field of Chinese Studies.

Through our program, we aim to equip students with the knowledge, skills, and critical thinking abilities necessary to excel in the multifaceted domain of Digital Humanities within East Asian Studies.

2.3 Assessment

In accordance with the course grading structure, active participation constitutes 10% of the overall evaluation. The Practicum session serves as the cornerstone of this course, necessitating students' proactive, enthusiastic, and attentive engagement. To ensure the smooth conduct of the course, students are expected to communicate with the instructors in advance regarding any anticipated absence or tardiness.

The majority of the assessment, accounting for 60% of the total grade, is allocated to coursework. Coursework takes the form of in-class practical exercises, during which students are required to apply their knowledge and skills. Within two weeks following each seminar, students are expected to submit their practice outcomes to the course repository using their GitHub accounts. This category comprises four in-class assignments, each contributing 15% to the course grade.

The remaining 30% of the evaluation is attributed to the Final Project. This culminating assignment entails the creation of a concise report based on the literary data extracted from the materials explored throughout the course. Students are tasked with employing digital methods to reformat, tabulate, and visualize this data. These visual representations should serve to substantiate their critical arguments or facilitate a reflection on the data's credibility.

2.4 Teaching Media

To fulfill these educational objectives, our curriculum goes beyond a mere historical overview of Digital Humanities (DH) research in the realm of Chinese studies and among Chinese-speaking communities. We offer in-depth explanations of numerous digital projects and tools integral to the field. Additionally, we have established a dedicated repository for our course materials and assignments on GitHub, thereby familiarizing students with data storage and hosting platforms.

Our course delves into the intricate details of cutting-edge digital practices, exemplified by a meticulous analysis of noteworthy projects such as DocuSky, the comprehensive DH platform at the

National Taiwan University, the renowned CText initiative², and the Early Chinese Periodicals Online (ECPO) database hosted by the University of Heidelberg³. We aim to enhance students' proficiency in working with Chinese texts by providing comprehensive instruction on Optical Character Recognition (OCR) concepts and operational principles, along with insights into Chinese character encoding, Unicode, and Text Encoding Initiative (TEI) standards. Additionally, we introduce Digital Humanities tools derived from linguistic disciplines, such as N-metric grammar and word frequency statistics, enabling students to engage in quantitative research.

From a transcultural perspective, our curriculum underscores the significance of non-Latin scripts (NLS) in digital research while acknowledging the challenges they currently confront. Moreover, we equip students with practical skills related to Computer-Assisted Translation (CAT-Tools) and translation memories. A closer examination of these instructional components reveals the comprehensive and substantive nature of our curriculum, transcending a mere theoretical foundation to provide students with practical, hands-on expertise.

2.5 Language Medium

While our courses are conducted in English, our primary resources consist of Chinese materials. In spite of being a Chinese Studies program offered at a university in Germany, neither German nor Chinese is employed as the medium of instruction. The primary considerations for this choice are twofold: firstly, English serves as the globally accepted language of international academia, and secondly, the diverse composition of our student body. Utilizing English as the medium of instruction enables the lectures to introduce frontier discussions within the DH field, along with accommodating a culturally diverse student body.

Our course materials encompass a wide spectrum, including historical and contemporary resources employing both traditional and simplified Chinese characters. This approach serves as our response to the prevailing linguistic dominance of the English language within the DH field (Spence and Brandao 2021). Nevertheless, we maintain a dedicated focus on the integration of multilingual practices into our course design. Whether we are delving into the practical utilization of DH tools or formulating intricate database architectures, we consistently emphasize a rigorous examination and evaluation process from a multilingual standpoint. This multilingual perspective stands as an essential pillar of our curriculum, underscoring our unwavering commitment to fostering a comprehensive and inclusive approach within the realm of Digital Humanities.

2.6 Differentiating from Library Instructions

It's noteworthy that our course schedule deviates significantly from traditional academic foundation tutorials or orientation courses typically offered by university libraries across various academic programs. While some overlap exists between our program and these tutorials, such as the introduction to various databases and digital tools, there are distinct characteristics that set our program apart.

First and foremost, our program is a comprehensive course that consistently revolves around the central theme of Digital Humanities (DH). We engage with and evaluate data and databases from a DH perspective, going beyond surface-level usage to situate them within the academic context of DH. This approach distinguishes our program as a holistic educational experience.

Secondly, we prioritize not only the practical use of digital tools but also a profound

2 Chinese Text Project, <https://ctext.org/>

3 Early Chinese Periodicals Online, <https://uni-heidelberg.de/ecpo/>

understanding of their underlying mechanisms. This approach aligns with Johanna Drucker's structural discourse on DH programs (Drucker 2021), emphasizing that our students should view themselves not merely as users but as contributors to digital projects. To facilitate this, we have structured coursework for each class, offering a sequential, step-by-step experience that guides students in participating in and completing DH research (mini)projects.

3 Discussions in Class

The course provides an open forum for dialogue between students and instructors. With each class featuring a seminar session, there were abundant opportunities for constructive interactions among all participants. These discussions not only offer valuable insights into our creative thinking but also serve as a platform for students to express their thoughts and concerns regarding DH and their personal engagement with the field.

3.1 Is DH the end or the means?

Within our program, a significant emphasis was placed on the quantitative analysis of textual materials, a topic that prompted numerous questions and uncertainties among students. One notable area of discussion revolved around the concept of "distant reading" as a text analysis technique, which, similar to its reception in academia, generated debate within the classroom. "Distant reading" is a technique taught in many DH text analysis courses (Moretti 2013), distinct from the traditional close reading approach. It involves the use of data analysis to examine extensive volumes of text, raising questions and stimulating discussions about its practical application and implications.

Quantitative methods do not guarantee new research conclusions. From our case of elaborating on the use of topic modeling, *Tianyi Bao*⁴ was used as the example material.⁵ We have performed keyword clustering by using the algorithm of Latent Dirichlet Allocation (LDA). Among them, a series of geographic information words related to countries or continents are clustered together, which seems to reflect one of the mother themes of this publication, i.e., in the context of late Qing China, in order to reform China as well as to spread the ideas of the rest of the world, more introductions of foreign situations were written and published. While *Tianyi Bao* is not an extensive text, it remains possible to meticulously read it in its entirety, comprehending its intricate details. However, interestingly, when subjected to close reading, we often arrive at conclusions similar to those derived from "distant reading." This observation initiated discussions among students regarding the purpose of employing quantitative methods when they do not yield novel discoveries. We can certainly rationalize their utility by considering the inherent computational properties, their applicability to vast texts beyond human capacity for thorough reading, or their ability to provide statistically correlated keywords to support close reading conclusions.

However, a deeper issue emerged – a predisposition among students to perceive quantitative methods as the definitive means of generating entirely new conclusions distinct from hermeneutic interpretations. This inclination warrants the attention of humanities scholars, as quantitative methods can easily be misapplied and serve as extensions of our preconceptions if we assume that their application should invariably yield divergent conclusions from previous studies. Students,

⁴ Also known as *Journal of Natural Justice*, published in late Qing.

⁵ The slides see Jia Xie. "Distant Reading Methods for Historical Chinese Newspaper: The Case of Reading Tianyi Bao with Topic Modeling", teaching resources. <http://www.ub.uni-heidelberg.de/archiv/33857>

particularly those in the early stages of their academic and DH studies, should be encouraged to approach these methods with an open mind.

As Megan Brett suggests, we should view DH methods like topic modeling as discovery tools (Megan 2012), recognizing that even if they do not produce groundbreaking arguments, there is no harm in their exploration.

3.2 Is DH accessible and affordable?

The course introduced a variety of practical DH tools and databases for Chinese Studies; however, it is important to note that not all are free or open-source, for the reasons of licensing, embargos, and sometimes technical issues (Arnold et al. 147-170). Some can be quite high-expense due to the high cost of development by various companies, as DH tools and data development also operates within the realm of commerce. For example, in the field of translation, most Computer Assisted Translation (CAT) tools can cost over thousand euros per year, and the translation dictionary databases from many institutes require a purchase for usage.

A Computer-Assisted Translation (CAT) tool is a software that assists human translators by storing and reusing previously translated content, improving translation consistency, efficiency, and collaboration among translators. The cloud function can enable collaborative work on a single platform with real-time data, which ensures consistency in terms of both format and content. The cost of CAT tools is influenced by factors such as development expenses, specialized functionalities, customer support, licensing models, target user base, market demand, and the need for ongoing updates and maintenance. In our course, we used the free online tool, "MateCat" to translate an official political document released by the Chinese Government, failing to deliver the recurrent and highly contextualized terms, such as *san jia mache* (三驾马车) and *zuo wenming ren* (做文明人), because its terminology database for the Chinese-English language pair is inadequate. While we could import our own termbank, access to the official one for Chinese government documents is restricted to internal users. A potential solution involves collecting official English translations from media sources to create our terminology bank and subsequently making it publicly accessible. Through hands-on experiences and discussions, students gained insights into the intricate dynamics of the Digital Humanities field, including issues related to copyright, development costs, and institutional dominance.

3.3 Is programming a must or a need?

In addition to addressing questions about the applications and effects of digital humanities in research, the class discussion also delved into the inquiry of whether digital humanities would benefit students in their future careers. When asked about their reasons for choosing this digital humanities course, one student expressed concerns about future job prospects and a desire to acquire programming skills through their participation in a digital humanities course. The uncertain employment landscape in the humanities has prompted many students to consider changing their majors, and digital humanities appears to serve as a bridge from the humanities to the technological sciences. This phenomenon is not only occurring in our classrooms but is also widespread in the humanities (Ramsay 2012). The student's concern received an enthusiastic response from other students, one of whom had successfully transitioned from a major in Language Teaching to Programming. This raises a pivotal question that digital humanities educators cannot ignore when designing their syllabi: is it essential to incorporate programming techniques into digital humanities courses, and what are their pedagogical objectives?

It was only through a dialogue exchange with the students that their previously hidden needs

became apparent: some students in the humanities seek to advance their technical studies and aspire to careers as technicians. The balance between digital technology and humanities research remains an enduring and significant theme in discussions related to digital humanities. Two topics stand out, including the necessity for humanities scholars to possess certain programming skills and the collaboration between technologists and humanities scholars. Our syllabus design is centered on humanistic research, with the goal of preparing future Chinese research scholars to embrace digital humanities thinking, master essential DH tools, and enhance the efficiency of their research while facilitating effective communication with technicians. And for students with technical growth needs, we recommend that they take the certificate programme set up by the Heidelberg Center for Digital Humanities, which provides courses that include advanced learning of programming languages, front-end web design, and a range of technical courses that are highly integrated with area studies. Such a comprehensive program effectively equips technical personnel with relevant humanities knowledge for area studies and also helps students broaden their career prospects.

4 Challenges

Although the first semester of classes has concluded, our task remains far from complete. Through our practical experience, we, as DH educators in the traditional humanities, have encountered substantial and multifaceted challenges.

4.1 Balancing Theory and Practice

Our courses consistently strike a balance between explaining algorithms and instructing their practical application, both in course design and during hands-on exercises. Considering the background of most humanities students, it is easy for them to feel the temptation of pseudo-science by only showing how tools are used, but excessive explanation of technology makes it easy for us to become a computer or math course, which is difficult to achieve in terms of course length and professional context. We are well aware of the respective importance of these two aspects and therefore try to adopt a compromise approach without jeopardizing either one of them, however, with a basic starting point. The way we presently adopt it is just as Andrew Goldstone said, “[c]ultivating technical facility with computer tools – including programming languages – should receive less attention [in Digital Humanities pedagogy] than methodologies for analyzing quantitative or aggregative evidence” (Goldstone 2018). Our focus remains on the thinking of “methodology”, as clearly reflected in the title of the course. That is not to say that specific technical details of the algorithms are not explained. Since each student has a highly varied level of computer and arithmetic proficiency, it is hard to teach our topic from a shared foundation. However, we are able to impart it to all students by visualizing them and including pertinent facts.

4.2 Diverse Student Needs

The students’ learning goals are very broad, in addition to their foundational math knowledge, which comes from a variety of professional backgrounds. The class consisted of master and bachelor students with different academic backgrounds and DH experience. Students come from Chinese Studies, Transcultural Studies, Cultural Heritage, Computer Linguistics and Translation Studies. Though this course is named after literary studies, different individuals may have their own expectations, and that is also the reason why it appeals to students from various fields. It also has to do with how much the students know about DH, or one could say that a particular expectation of our class is exactly what they would expect from a DH discipline that are not yet familiar with. Thus,

while our program has a fairly specific orientation, it also has the responsibility of being a basic introductory DH class. For many of our students in class, this was their first comprehensive exposure to DH. Hence the question of how to set up course content that satisfies the tastes of the major students is something we always think deeply about. What we have done so far still falls short of successful compatibility to some extent (as mentioned, our course is very specific), which is also partly due to the breadth of the DH discipline itself. What we are trying to do is to encompass as many student needs as we can within the broadness, and because of this, our program touches on multiple aspects of the history of the discipline, the use of tools, and translation, which is a concern for many students, in the hope of enhancing the diversity of the pedagogic practice.

4.3 Design and Implementation Mismatch

Several manipulative questions and hands-on assignments had been designed for each session in our program, though, they were not really well finished as planned. More specifically, short demonstrations and simple visualizations were not enough to equip students with sufficient ability to reproduce our operations, let alone conduct innovative research based on them. That is, many of the designs were still overly difficult for students. As a case in point, we had planned to do assignment submissions and information exchanges in our repository on GitHub, but the very logic and interface of GitHub became a difficulty that took a long time to understand and adapt to, especially for several humanities students who were rarely involved in the web. As I have just discussed, it is necessary for our course to be designed as an introductory course, taking into account the perceptions of novices. Therefore, I think it would be beneficial to cover more of the basics. However, beyond that, we should also provide space for advanced students if we have them wanting to go further. My proposal is to divide the courses into basic and advanced, as envisioned by the DH certificate program at the University of Heidelberg, and then students at all levels can enjoy their time in the classroom.

4.4 Positioning the Course in the Institute

Chinese Studies encompass interdisciplinary fields of research and scholarship related to China, and our course has a distinct focus on textual analysis. Until this semester, we were the only course within the entire center with a clear emphasis on Digital Humanities (DH), and as a result, we have covered a wide array of topics in this field. The integration of DH courses into institutional curricula remains an ongoing process, even though certain aspects of some courses closely relate to digital studies, such as a multilingual counterpoint reading system for Buddhist texts or the online database of modern Chinese periodicals. With that comes the question of funding. From our practice, we have found that the financial support invested in DH education is far from adequate.

It's evident that digital research has long been a crucial skill for humanities students. The Centre for Asian and Transcultural Studies is actively working to advance DH education in the field of Area Studies. However, this endeavor requires consideration of various factors. For example, undergraduate education in this domain traditionally emphasizes language instruction and cultural understanding. Many undergraduates may not possess the advanced language and research skills necessary for research-oriented digital humanities courses. This challenge is not unique to the Department of Asian and Transcultural Studies at the University of Heidelberg but extends to programs at universities in many other countries.

5 Conclusion

Our course paved the way for specialized digital humanities courses at the Centre for Asian and Transcultural Studies at the University of Heidelberg, and it became an integral part of the University of Heidelberg's Certificate Program in Digital Humanities. Both students and instructors have reaped the rewards of this concise and enlightening journey. Classroom feedback from students indicates that the program has achieved some level of success.

We implemented an intensive modular teaching approach, which proved to be highly effective in enabling students with diverse backgrounds and disciplines to quickly and comprehensively grasp the Digital Humanities methods relevant to Chinese studies. Additionally, our practicum sessions were thoughtfully designed to align with students' specific expectations and were tailored to their individual research topics. This approach ensured that the assignments from these sessions could seamlessly integrate into their ongoing research projects.

We designed our course with the interlingual and transcultural character, aligning with ongoing academic endeavors. While we selected English as the instructional language for the convenience of all students, we did not exclude other languages. For instance, a majority of the corpus used in our classroom originated from Chinese texts. We also deliberately avoided adopting a Latin-centric approach when explaining Optical Character Recognition (OCR) techniques and simultaneously examined the development of non-Latin script (NLS) texts in various regions. When evaluating data infrastructure development, we used multilingual interfaces and support as a benchmark. Our course plans and teaching resources are structured to offer valuable insights into non-English digital humanities pedagogy.

This course successfully piqued the interest and deepened the understanding of undergraduate and master's students in the Department of Chinese Studies regarding digital humanities. While initially designed to focus on historical and literary text analysis, the introductory course exposed students to the breadth and diversity of the field. Subsequently, during an international conference on digital humanities in Heidelberg, organized with the participation of three of the course's instructors, nearly all the students voluntarily attended. The conference featured six panels covering various topics, including historical and literary analysis, museum practices, art restoration, and digitization. Students who completed this course primarily engaged in the panels on the digitization of museum practices and historical texts. We were delighted to witness the active involvement of our students in a roundtable discussion at the conference's conclusion. They shared their knowledge and aspirations in the realm of digital humanities with esteemed scholars, contributing significantly to cross-level communication and academic exchanges. In the event of an opportunity to organize the next international DH conference, we will consider incorporating modules on teaching DH and encourage student participation to express their educational needs.

This endeavor spanned a single semester, but moving forward, we aspire to see more DH educators contribute their experiences and insights, collectively advancing the field of digital humanities education.

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