

Research on the Pathways and Strategies for Cultivating Students' Digital Humanities Literacy in College Chinese Language Courses within the Context of Digital Humanities

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Abstract: With the development of digital humanities, teaching and research ideas in the humanities have changed, and new demands have also been placed on the literacy structure of students. College Chinese Language Courses are facing the problem of redefining their own functions in the era of digital cognition. The four components of digital humanities literacy in this paper are technology cognition, data interpretation, critical reflection and innovative expression, and it can be observed that the humanistic foundation of College Chinese Language courses, which focuses on meaning interpretation, is directly related to the generation of this literacy. Next, we will examine how course knowledge is transformed into other forms, how teaching discourse practices are reformed, and how evaluation systems affect all of the above. Based on the above, the three interdependent paths of classical interpretation, interdisciplinary intervention and meaning production are put forward to form a system with internal logical consistency and provide a theoretical basis for literacy education.

Keywords: Digital Humanities Literacy; College Chinese Language Course; Interpretive Pathways; Interdisciplinary Thinking; Meaning Production

Introduction

With the deep integration of digital technology in the research paradigm and knowledge dissemination of the humanities, it has become an urgent problem for curriculum and teaching research in humanities education to respond to changes in the cognitive environment. The College Chinese Language course is based on close reading of classical works and aims to develop students' linguistic sensitivity, logical thinking and cultural imagination. With the construction of the digital media environment, students' ways of obtaining information and their thinking habits have changed significantly, and the old mode of teaching has shown some deficiencies in responding to these changes. The knowledge gained in the field of digital humanities will provide a foundation for further development of the application of this course. Adding digital humanities literacy to the educational goals is not to add another item to the list of course objectives; rather, it is a response to the increasing demand for humanistic education in the digital age. The goal of the theoretical studies in this paper is to explore the relationship between the meaning of literacy and course resources, investigate how literacy can be developed through the functional structure of course operation, and put forward a reasonable cultivation path based on this study.

1. Theoretical Definition of Digital Humanities Literacy and Value Anchoring in the Curriculum

1.1 Deconstruction of the Connotation and Division of Dimensions of Digital Humanities Literacy

Given that digital humanities are multidisciplinary, we need to determine what to call digital humanities literacy. It is not expected that people should have information-technology literacy in the humanities; rather, it refers to the combination of abilities that enable individuals to use computational thinking and data analysis to solve problems in the humanities and interpret cultural phenomena in the digital age. At the foundation of this literacy is not only the ability to use technology but also a sense of morality in applying it for the benefit of humanity. First of all, we hope to extend the application of humanism in the digital age and gain new insights into texts and culture.

Therefore, the four links of digital humanities literacy can be divided into four types. The first is the technology cognition dimension, which refers to learning about the rules of digital tools and understanding how data is created; the second is the data interpretation dimension, that is, the ability to find patterns and extract knowledge from unstructured cultural data; the third is the critical reflection dimension, that is to say, forming one's own views on biases in knowledge creation during the process of digitalisation; finally, the fourth is the innovative expression dimension, that is to say, having all kinds of literacy in using multimedia to present culture and share opinions. The four factors do not need to be in a particular order; rather, they will be combined to form a system of mutual penetration and circular reinforcement for the overall analysis of people's abilities in the field of digital humanities^[1].

1.2 Functional Niche and Humanistic Endowment of the College Chinese Language Course

The purpose of the College Chinese Language course in higher education is different. It is not an application course that mainly trains students in language skills, nor is it a special course for teaching literary history; rather, it hopes to foster students' linguistic sensitivity, logical thinking and cultural imagination through deep reading of classical works. With this functional orientation, the main goal of the College Chinese Language course is always to understand; thus, attention is paid to empathetic appreciation and careful consideration of the inner world of the texts. The values, aesthetics and ethical awareness that will be communicated to the students in the course of teaching are the basic resources for humanistic education.

As it is humane in nature and focuses on the interpretation of meaning, the College Chinese Language course has been used to cultivate digital humanities literacy. Given that digitalisation has resulted in a problem of information fragmentation and cognitive flattening, the skills of holistic reading, contextualised understanding and critical dialogue taught in the College Chinese Language course can be used to prevent cognitive superficialisation. At the same time, there are many rich cultural resources and a long history of classical performance in this course that are suitable for application of digital tools. Based on the above, it can be seen that the College Chinese Language course does not need to be passively adapted to the digital age; instead, its original humanistic quality has the potential for rich interaction with digital technology, and this potential can provide strong support for the development of literacy.

1.3 Inherent Logical Connection Between Course Objectives and Literacy Generation

In terms of pedagogy, there is a clear logical link between the goal system of the College Chinese Language course and the cultivation of digital humanities literacy. Generally speaking, the teaching goals of the College Chinese Language course can be divided into three parts: application of language, appreciation of aesthetics and inheritance of culture, and all three have been reinterpreted in the digital era. Students need to be able to learn how to use language effectively in a large amount of information for language application; they also need to be able to make value judgments about all kinds of media for aesthetic appreciation, and now there is a problem of how to spread classics through new digital carriers in terms of cultural inheritance. The demands for the ability of the above objective system are in line with the dimensions mentioned in the digital humanities literacy, such as critical thinking and creative expression^[2].

Literacy generation should not be added as another objective of the course; instead, in the current era of digital development, it can be seen as a way to achieve all the teaching goals of College Chinese Language. When the classical texts are reopened with the help of tools such as databases and text analysis, the depth of understanding and the breadth of perspective students can obtain are far greater than what could be achieved through close reading alone in the past. Changing the way students think in class can help them develop a sense of reading readiness. Digital Humanities literacy is not a new cultivation task that needs to be added to the College Chinese Language course; rather, it should be seen as a new way to achieve the original goals of the course in the current media environment. The two are in an organic relationship as the object and the produced material, and it is not an external addition.

2. Functional Structure of the College Chinese Language Course and Mechanisms of Literacy Cultivation

2.1 Knowledge Forms of Course Content and the Tension of Media Transformation

The content of knowledge in the College Chinese Language course is mainly based on classical texts, and in terms of the form of knowledge, it is a highly contextualised, meaning-intensive crystallisation of linguistic art. Such knowledge has its own cultural logic, emotional system and values, and its spread and understanding are often limited by linear reading, deep study and personal experience. All sorts of modifications have been made to the form of these classical works that were originally written on paper by means of digital media. Text has been converted into data and then analysed and visualised; the original way of obtaining knowledge is now under new cognitive tools, such as algorithmic retrieval and distant reading, and knowledge has moved from an underlying structure that needs to be discovered to an organised and manageable pool of information. However, they do not fully agree, and there are some differences among them; for instance, the scope of all-encompassing values in classical texts differs from the fragmented nature of digital analysis, and the need for diachronic immersion in close reading is not the same as synchronic jumps in digital browsing—these are inherent contradictions that the course content must face in the digital age^[3].

After examining the origin of this conflict more closely, it can be seen that it is fundamentally caused by the clash of two different knowledge systems. Firstly, there is the paradigm of textual meaning based on hermeneutics for the method of interpretation; it needs subjective participation in understanding and consideration of context. The second is the data paradigm based on computational science for the method of investigation; it is quantifiable, operable and pattern-recognising. For the content of College Chinese Language courses, the convergence of the two paradigms offers a new way to study classical texts, and through digital tools, one can find new connections and distribution patterns that are difficult to observe in traditional reading; at the same time, there is also a risk that the depth of interpretation will be lost due to technical procedures. To address and deal with this contradiction is not to ignore either side; rather, the course designer needs to find a dynamic balance between the two types of knowledge so that technical operation serves the deep pursuit of meaning and does not replace it.

2.2 Discursive Practice and Cognitive Restructuring in the Pedagogical Field

In fact, the field of pedagogy is a particular kind of discursive practice, and its main forms of knowledge transmission and ability cultivation are teacher-student interaction, textual dialogue and meaning negotiation. In the traditional classroom of College Chinese Language, discursive practice mainly takes the form of teachers' oral instruction and students' textual responses, and its cognitive purpose is to cultivate students' linguistic sensitivity and general comprehension of literary works. With the development of digital humanities, the scope of this discourse practice has also been expanded. With the development of digital media, classroom teaching has moved away from a single-language system and is now a multimodal network of information; pictures, data visualisation, audio-visual materials and text work together to create meaning in the learning process. As a result of the above changes, the distribution of students' attention, their means of obtaining information and how they organise their thoughts have all been affected to some extent. Classroom discursive practice is no longer limited to speech; now, many other kinds of signs have also been included^[4].

Changes in Discursive Practices have started to affect the basic organisation of students' cognition. When students need to handle both the meaning of the text and the structure of the data at the same time, their thinking will constantly switch between interpretive and computational modes. In this way, there will be cognitive expansion; the students will gradually learn to view the same cultural phenomenon from all sides, be emotionally moved by the text, and observe patterns by moving away from them. Training in the two types of cognition is required to promote the development of digital humanities literacy. The aim of reconstructing discursive practice in education is to create an environment that arouses students' interest in learning, and at the same time, we will not lose the traditional humanistic ability for interpretation but will gain a sense of self-awareness through comparison and discussion with digital tools.

2.3 Moderating Effect of the Evaluation Mechanism on Learning Orientation and Ability Shaping

The first goal of an evaluation system is to provide feedback and motivate behaviour modification;

therefore, it will also have some impact on students' study habits and all-round development. At present, the assessment in the evaluation system for the College Chinese Language course has mainly focused on students' ability to recall knowledge and how well they can write about their literary appreciation; summative assessment has taken the form of standardised test papers. The purpose of this evaluation is to help achieve the goals of teaching knowledge and cultivating aesthetic literacy. With the addition of digital humanities literacy, new demands have arisen for the evaluation system, and thus the old method of paper-and-pencil tests can no longer effectively assess the dimensions of technological cognition, data interpretation and innovative expression in this literacy. Simplification of the evaluation content and methods may result in a gap between the goals of literacy cultivation and the actual learning efforts of students; thus, students will focus their energy on the parts covered in assessments, and components of literacy that require more practical exercise are likely to be overlooked.

In terms of the direction of moderation, the evaluation of reform should be in accordance with the basic laws of literacy generation. The addition of the process-oriented evaluation idea will help to make some improvements in the shortcomings of summative tests. Based on continuous observation of how the students perform in project-based learning, how they learn to use digital tools, and what kind of interpretation they make of cultural data, the purpose of assessment is to guide their learning rather than to grade their scores. At the same time, in setting the evaluation standards, one should consider both the depth of humanistic exploration and the suitability of technological application so as not to hinder the development of students' critical thinking and innovative thinking by focusing too much on measurable data. A good evaluation system can be introduced to motivate students to study actively and build their own knowledge rather than merely memorising it. At this time, assessment will no longer be carried out at the end of the teaching process but will be conducted all the time during learning. Therefore, continuous calibration of the learning orientation will have different effects on all aspects of digital humanities literacy^[5].

3. Theoretical Construction and Multidimensional Design of Cultivation Pathways and Strategies

3.1 Interpretation Pathway for Deep Integration of Exploration of Classics and Digital Tools

In recent years, some scholars have started to use digital technology to expand the research scope of classical literature and explore textual connotations in new ways. Database retrieval functions can help learners achieve cross-textual tracking of vocabulary distribution and image association in a short time; textual analysis tools can show quantitative maps of character relationship networks and emotional trends; Geographic Information Systems can be used to get a visual overlay of literary space and physical space. The analysis results obtained in the above technical operations should not be regarded as the final answer; rather, they serve to lead students in further exploration of the text for verification, revision or questioning, and thus the technical operations should support in-depth pursuit of meaning rather than replace it.

The general plan of this way will need to be revised according to the tradition of classical studies. At suitable times in classical reading, one can also use digital tools in practice; for example, after finishing a whole work, text analysis tools can be used to reflect on one's reading experience, or visualisation tools can be employed to organise the structure of a long and complicated story. The Design above will help the students be independent in their reading; it will not be done for them. First, we need to teach students how to learn traditional culture effectively in the digital age so that they can understand it better and find it interesting.

3.2 Intervention Pathway of Interdisciplinary Thinking in a Problem-Oriented Approach

To solve the problem of a single-discipline view in the study of complex cultural phenomena, new interdisciplinary ways of thinking will be proposed based on specific problems. Most of the works and cultural problems in the College Chinese Language course usually have several levels of interpretation. As there are many cross-cutting problems in the process of spatial transformation, new media or changes in the social structure may need to integrate cognitive frameworks from other areas in a purely literary-linguistic way. Start with topics that have multidisciplinary characteristics, and in the process of interpreting the text, introduce concepts from all fields, such as periodization theory in history, the concept of a field in sociology, or visual analysis methods in art studies; thus, students can study the same cultural phenomenon from various perspectives and build a rich, three-dimensional cognitive system.

The construction of this path should consider how to reasonably combine and integrate all kinds of knowledge. The introduction of methods should be related to the analysis of specific problems and not just a list of disciplinary terms. At the level of strategy, one can design study units in line with specific cultural motivations; for example, one may select the multimedia evolution of a certain literary image as the research object and have learners use all kinds of tools in their investigation, such as textual research, spatial analysis and image interpretation. In the information age, it is relatively easy to obtain and integrate all kinds of resources for learners from various places, and many databases and analysis tools can be accessed via digital platforms to provide technological support for cultivating interdisciplinary thinking^[6].

3.3 The Creative Transformation Path from Text Consumption to Meaning Production

The Design of the path for learning from text is to have students actively build knowledge rather than passively receive it. In traditional teaching, the activities of learners are mainly at the level of reading, understanding and appreciation; their cognitive effort is directed towards receiving and absorbing the existing meanings in the text. However, the innovative expression ability required by digital humanities literacy also shows that learners have the capacity to reproduce and re-express cultural meanings in various media; that is to say, they can take their own deep understandings of classical texts and create concrete results that others can see and talk about, such as digital narrative works, visualizations of cultural resources, interactive textual reconstructions, etc.

The Design of the Strategy for Creative Transformation should provide more opportunities for creativity and resources for learners. Set some productive tasks that are not too far from schoolwork and not too far from art as homework. Learners need to select, organise and re-code the original materials, and in doing so, they will have to choose which meanings are relatively important and urgent. Cultivating a Sense of Judgement can also help to improve the quality of literature. The results of meaning production can be put forward for public discussion and criticism; through this form of communication, learners can reflect on and adjust the expressive effects of their own works to deepen their understanding of the internal structure of classical texts in the process of forming personal meaning and achieve a leap from external observation to internal participation.

Conclusion

The system for understanding the cultivation of digital humanities literacy in the College Chinese Language course that this paper has built consists of three parts: theoretical definition, mechanism analysis and pathway construction. The four parts of the theoretical system for digital humanities literacy are technology cognition, data interpretation, critical thinking and creative expression. The humanistic foundation of the College Chinese Language course is meaning interpretation, and it provides a deep basis for literacy construction; the connection between the course objectives and literacy construction can be considered an organically unified extensional relationship. At the level of mechanisms, there is a clear conflict between the traditional form of course content knowledge and digital media; the teaching of discursive practice has moved away from a single system of linguistic symbols to a multimodal interactive network, and thus has caused a restructuring of cognitive structures; and the evaluation mechanism has gradually given different weights to all parts of literacy through continuous adjustments in the direction of learning. At the level of the path, the interpretation path for the deep integration of the exploration of classics and digital tools is that technology serves the pursuit of meaning; the multidisciplinary intervention path aims to expand the cognitive horizon; and the meaning production path focuses on the leap in ability from external observation to internal participation. The three ways have strengths and weaknesses, but they can be combined. At present, this paper is still in the process of building a theoretical framework, and the following studies will elaborate on the implementation conditions and effects of each path in specific course contexts to promote the effective construction of the theoretical framework at the operational level.

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