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Title: Digital Humanities Pedagogy and Information Literacy.

This talk draws on two decades of experience in UK Russell Group universities and a decade of extensive networking with digital humanities centres and researchers in China, including teaching and running student workshops there which focus on different world views. I have recently completed a three-year teaching and research contract at a top-ranking Chinese university. During my decade at UCL, I was Programme Director for the MA/MSc in Digital Humanities (2010-2017) and Director of UCL Centre for Digital Humanities (2017-2020). My primary focus during those years was on pedagogy and the delivery of our digital humanities programme which has a strong emphasis on cultural heritage and the application of innovative digital methods to the study of the humanities more widely. A growing issue nowadays is the use of generative AI and the issues that come along with that. This, however, is part of a longer continuum stretching back many decades known as information literacy (now often referred to as digital literacy). This is nothing new and has been part of the purview of university libraries since they first developed training programmes. What is different now is the impact that AI has on pedagogy and course development particularly in field such as DH where we focus on the digital. What are the implications and how might we progress to accommodate these changes?