

Literature Pedagogy in the Digitalized Classroom: Observations from Hong Kong

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This paper examines the behavioural changes and pedagogical challenges related to the use of digital aids in literature classrooms in the post-COVID period. The digital revolution this century has brought about the widespread replacement of classroom materials, such as books and handwritten notes, into electronic forms in the world. In the context of humanities classroom, which primarily employs the mode of lecture and discussion, digital advancement manifests in the shift from papers to screens, pens to keyboards (or touch screens). The pandemic in the last few years has accelerated the digitalizing process as lessons were made to be deliverable online. As the pandemic recedes and schools resume face-to-face delivery, it is high time to consider the implication of digital aids over the study of literature in college and university setting.

This paper describes the actual experience of a literature class from the perspective of educators as well as students during ZOOM sessions in Hong Kong and analyzes their implication on the cultivation of a healthy learning community that consistently confers positive value to the act of reading literary works. It raises questions like, how does the online mode affect the reception of literature classes? Given the availability of e-books and open access texts, is it still necessary to place emphasis on the materiality of literary texts? What pedagogical shifts are implied in recent classroom changes, such as the diminished status of a single text version, for the discipline of literature? What are the classroom practices, widely adopted for its convenience and environmental-friendliness, that literature teachers may need to reconsider in order to prevent the depreciation of the study experience of literature? In other words, how should literature pedagogy stay competitive in face of the digital revolution in education?