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M.Sc. in Interactive Digital Media

**Exploring an Alternative Pedagogy of Digital Know-how and Know-why:
New Media Art Curation as a Solution**

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Abstract

The significance of computational thinking and/or digital literacy is attracting more and more scrutiny from researchers, educators and practitioners in all fields, from the discipline of science to psychology, and from computer science to art. Yet, unfortunately, there is still a lack of profound methodologies of education and assessments for the development of digital know-how and know-why. (Ekstrom et al., 2017; Malinverni, 2014; Knochel and Patton, 2015; Good, Keenan and Mishra, 2016) That said, increasing interdisciplinary research as well as practices is expanding the possibilities in HCI and CSI education. It is important to create an environment that supports and facilitates the development of digital know-how and know-why publicly, and encourage critical thinking and lifelong learning in this hypermediated era.

The research is based on reviewing materials including articles, journals, research papers, reports and books related to Computer Science Educations and the power dynamic of Human-Computer Interactions (HCI). Hence, the corresponding pedagogies are compared to the reception of New Media Art.

Through closely examining the diverse current pedagogical practices and educational theories for computer science, the prevailing beliefs and design aspects are found to be aligned with the interactions with New Media Art. Hence, by presenting new media art as a tool for deep-understanding of digital technology, assisted by appropriate curatorial practices, the exhibition space is turned into a co-learning environment to inform and inspire the public with regard to the subject matter in focus.