Review of: "Project-Based Learning for Graduate Students in Digital Humanities"

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The article offers a critical reflection on an internship program that utilizes project-based learning to develop students' digital literacy skills. The program is meant for graduate students from diverse humanities disciplines and programs. Moreover, the projects of the students (with limited experience in the field of technology), offered familiar contexts in the form of projects for the development of these digital humanities skills, while peer learning also played an important role during this iterative process of project development. Students in the program were exposed to major technology topics, concepts and relevant terminology. Many examples are provided of the ways in which students experimented with a variety of tools to analyze, display and communicate the results of their research. In the process, students were exposed to many different digital platforms and tools, and they acquired research and professional skills, which will be extremely useful in future. I would have liked more feedback from the students' experience of the learning process. But, the article provides a valuable account of the internship and its learning outcomes.