

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

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In the article, Augst and Engel (2022) discussed the integration of project-based learning into an interdisciplinary internship program. This teaching approach as claimed was able to provide graduate students with authentic learning opportunities to improve their computer science skills while conducting digital humanities projects. Computational thinking has been regarded as one of the most important skills for the 21st century. To prepare students from the field of humanities for future research and career paths, the article introduced an interdisciplinary internship project that combined computer science pedagogy with humanities. Based on the "seven essential project design elements," the authors described the considerations of the internship program and the effectiveness of the program in increasing students' computer science skills, including challenging problems, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, public product, and success skills. One of the major take-aways from this article is that the program highlighted the use of an iterative process in the development of humanities projects, in which students could learn from their mistakes through the support of effective mentoring and tutoring. Therefore, instead of exclusively focusing on the final results or grades, students were able to appreciate and enjoy the learning opportunity to develop their capability and confidence in technical skills, including programming, data analysis and visualization, and web development. The idea of integration could be beneficial in other formal and informal learning contexts. As the authors stated, "students did not expect to master a skill in this short time-frame but rather were encouraged to explore the topics" (p. 7). In a safe and supportive learning environment, students were empowered and encouraged to explore in an open-ended manner.

As mentioned in the article, computer science and humanities are two distinctive fields that represent huge cultural differences. Thus, the project-based learning approach used in the program "especially serves students in the humanities and others facing cultural and disciplinary barriers to learning about technology" (p. 8). With the increasing demand for computational skills in many fields, the information shared in the article was valuable and transferable to other interdisciplinary programs, especially the disciplines which are facing similar cultural barriers. On the one hand, we have noticed the popularity of computer science-related courses and programs at many postsecondary institutions. On the other hand, we heard that computer science faculty at these institutions are facing burnout and stress because of the increase in student enrollment. Therefore, further research is needed to understand the current situation to better inform policy and procedure in promoting academic collaborations between computer science and other disciplines. It is also worthwhile to understand the challenges faced by both students and faculty in this kind of program and the limitations or

barriers to developing students' technical skills in the interdisciplinary program. The findings from the research could be beneficial to inform future tactics to advance teaching and learning excellence.