

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

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This paper reports and interesting experience with project-based learning applied to the digital training of Humanities graduate students. The concept is interesting as PBL is a transfer from the software engineering field that, as a design/engineering field, is paired with an external goal provided by a “customer” along with requirements and other constraints. This adaptation follows and implicit reframing of PBL basic assumptions connecting the use of the project life-cycle (as a learning life-cycle) with a parallel Humanities enquiry: a learn by doing rather than “creating”. This aspect is not explored in the paper and this is a shame and missed opportunity. However, the paper is worth reading and informative. About the reported experience, the training on the digital humanities sounds like a synonymous for training on digital tools: I wish the authors would tell us more about the students' research projects, where they come from and what is the connection with their experience. In light of a DH training, the connection between questions and results is what should be used to assess the experience, as per SE project based on the commitment request.

The last critical point is how hard is to replicate this experience as presented. Indeed, the students had the great opportunity of spending three payed months of full immersion. SE students had to work on several projects and courses, and dealing with some of these constraints is an actual important part of the professionalisation: working on several tasks and with limited resources.

Overall, this is an interesting experiment with all the above mentioned caveats. I hope this report will be updated with insights about students' projects and, possibly, followup interviews with former students on how this training actually influenced their career.