

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

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The article describes the adoption of a PBL approach in a five-year summer internship program. In their projects, humanities graduate students use technological tools and techniques, at some level, in a so called PBL with Computer Science pedagogy. The text is very well written and describes a long-term PBL essay in a large and traditional institution. The collaboration between Humanities and STEM departments is very interesting. Though I have some specific remarks, regarding mainly methodology and assessment, whose answers could help others interested in reproducing such approach.

The authors present the guidelines of PBL under the perspectives of Humanities pedagogy and Computer Science pedagogy. According to the Introduction, the essay follows the Computer Science pedagogy. However, when describing Humanities pedagogy, the authors present the "seven essential project design elements" and how they are addressed in the internship program. Therefore, I was confused about which pedagogy is really being followed. My suggestion is to write a separated section highlighting the adopted methodology, which seems to be a mix of both described pedagogies. It would help to find the answers, for example, to the following questions:

- How many graduate students per project? Is there a rule for that?
- Who played the role of project manager? The text mentions the existence of 'program coordinators', but it is not clear if it refers to the coordination of individual projects.
- When working in groups, who was responsible for task assignments and estimates?
- How were the conflicts handled? Missed deadlines, relationship problems, etc...

About Assessment:

From my point of view, one of the most expected outcomes of an article about the adoption of a PBL approach is the section regarding lessons learned. In this article, the discussions about this important topic are scattered throughout the text. I suggest a further discussion and summarisation, preferable in a separated section, about difficulties, challenges, lessons learned, threats, etc, that were identified during project activities.

Moreover, according to the authors, "the essay draws on the program coordinators' teaching experience and student commentary to assess learning outcomes". Although these commentaries represent important evidences of success, without grades, structured questionnaires, or any other criteria that allow quantification and/or comparison, the

assessment becomes subjective and superficial.

I hope this review can be helpful,

Thank you