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

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The article describes a five-year summer internship sponsored by the Graduate School of Arts and Sciences at New York University that apply computer science pedagogy in project-based learning [PBL] to digital humanities training of graduate students from diverse humanities disciplines and programs.
In an effort to role-model collaboration between a Humanities and a STEM department. the article describes a model of a summer internship program in digital humanities created by the Graduate School of Arts and Science at NYU, which began in 2015 and concluded in the summer of 2020. The program represented a five-year experiment in the application of computer science pedagogy to project-based training of graduate students across diverse humanities disciplines and programs. By reviewing this program's pedagogy and assessing its outcomes, the authors concludes that this program may have a lot of new ideas to offer for training humanities graduate students in computational tools and methods across different learning contexts.

The study is drawing on the role of peer-learning and cultural differences between STEM and humanities learning contexts. The article is emphasizing the program coordinators' teaching experience and student commentary to assess learning outcomes of a PBL approach for the professional and scholarly development of humanities graduate students.
The article seeks to outline tactics of project-based learning that can efficiently and effectively adapt training in the use of computational methods and tools to diverse scholarly and professional goals in the humanities.
The article also seeks to offer a critical reflection on needs and opportunities for graduate training in the humanities at this time.
This experimental programme would like to demonstrate that a pedagogical focus on project development, combining individualized tutoring in technology with peer-sharing, can facilitate efficient and effective paraprofessional training that widens access to data literacy while also advancing STEM-Humanities collaborations in building 21st century forms of scholarship.

An important and actual idea of this study is that a project-based approach that emphasizes peer-learning among a small seminar-size group of students lowers cultural and disciplinary barriers that can inhibit technology learning in the humanities. This approach especially serves students in the humanities and others facing cultural and disciplinary barriers to learning about technology.

- From the article there is not clear described the way in which ”dumb questions” formulated by the humanities students are entirely answered / solved by themselves only by reading. In fact, the article describes the initiation of humanities

students in analysing and building visualizations of datasets. Humanities students and STEM students have a different psychology of learning and solving problems. What for a STEM student could be solved only by single finger touch of the computer, this is the best solution? This is called the rule of the minimum effort. In order to build a STEM programme for humanities students, somebody must read in advance and know . This is a maximus effort of a humanities scholar and it is important to underline that all the problems to be solved by the computer start form a hypothesis. To ask clever questions understood by STEM specialist this is the most provoking part. Humanities students must be familiarized to ask questions till these questions could be visualized by the tools/ computers and so on. To incorporate quantitative data into qualitative research, this is superior stage of a certain level of developing digital humanities.

- What it is clearly described it is the fact that a combined team of STEM -humanities students could be a starting point in collaborative work regarding PBL. There are also not clearly described in this article the TOOLS and METHODS, the computational programmes used in this study for improving humanities students' skills. It is mentioned only Python.

- Regarding the full list of students and project s list the link does not provide the information mentioned. ("A full list of all of the students and their bio's along with a brief description of each project can be found on the Graduate School of Arts and Science website at New York University ("Internships", 2020)."