

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

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The article presents an interesting pedagogical experience that consists of applying digital technologies, through project-based learning [PBL], to the training of graduate students from various disciplines and humanities programs.

The manuscript is well structured and readable, and it may be of interest to the readers of the journal. However, there are some aspects that need further clarification:

- How reproducible is the application of these techniques to other realities, educational systems and countries with respect to the ability to acquire digital technologies and the readiness of students to use them?
- The authors claim that the application of project-based learning in selected and relevant computational and digital skills was successful for both students and faculty. But how is this benefit measured? Maybe it would be advisable to carry out a quantitative and statistical analysis to corroborate the results.
- Authors should also highlight what the theoretical contributions are and how they differentiate from the contributions already reported in the literature.