

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

Makoto Hasegawa

**Potential competing interests:** The author(s) declared that no potential competing interests exist.

(1) Details of the PBL program are not described in well-organized manner. For example, the following aspects should be concisely explained.

- how did the students know the PBL program? How many students did typically apply for the program and how was selection among the students done? What were typical incentives for the students to apply for the program?
- What was the typical combination of students in one team?
- What were exemplary PBL topics?
- What were typical weekly and/or monthly schedules for the program?

(2) The authors mention a project development workshop and a summer workshop on GIS software. Were these workshops included in the PBL program? Clarification is required.

(3) PBL activities have already become popular in several levels of education, including undergraduate and graduate levels, as well as in the various fields of studies, ranging from science & engineering to arts. The authors should distinctly describe what the most important and unique aspects were in their PBL program, which realized significant differences.