This manuscript investigates the impact of game-based learning through educational video games in preservice teacher education. While the study provides empirical evidence supporting the effectiveness of game-based learning, its novel contribution is limited.	The originality of this study lies in the composition of its sample, which is predominantly female. This characteristic represents a relevant contribution to the existing literature, as women are still underrepresented in studies related to video games. Consequently, the research contributes to addressing a gap in the literature and promotes greater inclusivity and representativeness in educational research.
The theoretical framework lacks a clear structure and reads more like background information, with insufficient explanation of underlying mechanisms. Bloom's taxonomy is used merely as a measurement tool rather than a comprehensive framework, resulting in the absence of an explanatory theoretical model.	Thank you for this observation. Bloom's taxonomy is now addressed not only as a measurement tool, but also as part of a broader explanatory framework that supports the interpretation of the results and the relationships analysed in the study.
Furthermore, the discussion of prior research is largely confirmatory rather than critical. It is recommended to strengthen the literature review and discussion by incorporating a more critical perspective.	We appreciate this valuable observation. In response, we revised the literature review and discussion sections to provide a more critical interpretation of previous research. Specifically, we incorporated a discussion of contextual factors that may influence the effectiveness of GBL, including instructional design, alignment with learning objectives, and the nature of the learning content. We also acknowledged that the positive effects of GBL may vary across educational contexts and should not be assumed to be inherently superior to other active learning approaches.