

Review of: "Fishing Rods for Magic: Theatre Forum Tools to Support Primary School Students' Active Engagement in Computer-Supported Collaborative Storytelling"

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Potential competing interests: No potential competing interests to declare.

The author indicates an exciting connection among a series of items not typically integrated such as computer-assisted storytelling and social network analysis. What is more, the image of a fishing rod for magic is lovely—an excellent encapsulation of that creative discovery and ownership educators want to encourage in young students. At the moment, these diverse concepts are described but remain unintegrated, as if this piece represents a set of sketched-out notes for a future paper that will articulate these connections and, ideally, provide concrete examples of how these tools can be implemented in the classroom. As this author continues to work on this promising but currently underdeveloped project, I have a few thoughts:

- The image of the fishing rod for magic is excellent, as I mentioned, but is never used, so it remains disconnected from the material presented.
- With so many diverse methodologies included in these tools, the focus of the piece gets lost. Is there one methodology or concept that can serve as the anchor for the rest? (As someone who works to integrate diverse methodologies myself, this type of comment of having an anchor has been one suggested to me, and I have found it tremendously useful.)
- The meaning of Theatre Forum remained unclear to me, and I particularly needed a definition because there is a huge tradition of "Forum Theatre" in Augusto Boal's Theatre of the Oppressed (inspired by Paulo Freire's Pedagogy of the Oppressed). Forum Theatre seems ideal for this project's emphasis on collaboration, discovery, and inclusion. In particular, the activities related to Forum Theatre involve dynamic collaboration and polyvocality, even though these activities are among the more advanced activities and may require careful scaffolding into computer-assisted storytelling and with younger students.
- Lastly, the author describes cognition as a social process that occurs "within an individual's head." Over the past few decades, research in cognition has increasingly outlined the role of the body and social interactions as part of a larger (extra-cranial) cognitive process. Looking at research on the 4Es of cognition will bring up a rich array of essays about this approach.

I applaud this author for taking on a rich set of methods with an ultimate goal of creating an inclusive, discovery-based approach that empowers youth. I think with integration and examples this work has promise.

