

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.

1. The abstract provides a clear overview of the article's focus on developing soft and transversal skills and competencies, particularly the 4Cs+D, in primary school students through creative storytelling and computer-supported collaborative storytelling. The ASEMA Pyramid methodology and Theatre Forum Tools are suggested as pedagogical propositions to engage students in active learning and enhance their awareness, sensitivity, empathy, motivation, and activation. However, the abstract lacks specific details on the research methodology and findings, which may make it difficult for readers to understand the article's contribution to the existing literature. Additionally, the abstract could benefit from clearer and more concise language to improve its readability and effectiveness in communicating the article's main points.
2. In the term of Creative Storytelling, one possible lack in this passage is a clear connection between the discussion of the creative process and storytelling, and how they relate to inclusive education. While the author briefly touches upon the importance of inclusive education, they do not fully explore how creative storytelling can promote inclusion in the classroom. Additionally, there could be more specific examples or case studies included to illustrate the impact of storytelling on students' soft skills and competences.
3. However, the passage lacks coherence and clarity in presenting its ideas. The connection between the analysis of Cinderella and ASEMA Pyramid is not well established, making it difficult for the reader to understand the relevance of ASEMA Pyramid to the story. Additionally, the passage lacks a clear thesis statement and does not provide a summary or conclusion to tie together the ideas presented. The passage also introduces several concepts and terms without adequate explanation, assuming that the reader is familiar with them. For example, the passage mentions CSCS, CSCL, Lave, and Dillenbourg et al. without providing sufficient background information or context. This can make it difficult for the reader to follow the argument and understand the implications of these concepts for collaborative storytelling.
4. In the conclusions, The lack of visibility and voice for the Special Educational Needs (SEN) group is a current issue in Inclusive Education. While accepting diversity is important, inclusion requires actively creating a learning community that engages all students, including those who are underrepresented. This article proposes pedagogical approaches and tools to support an active, aware, and engaging learning environment that empowers all students, including those with SEN.
5. DOI is needed in whole references

