

# 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.

I agree with the other reviewers that this is an interesting idea that needs to have a better introductory explanation and structure. I am not familiar with the terms and acronyms used. I am very interested in the possibilities that storytelling offers education and how these can be used to engage students across the board in the classroom. I have less experience of the primary level application although I am aware how this is carried out through Leeds Beckett and some of its associated scholars and community participants.

Learning through storytelling is a very interesting challenge and our Storymakers research centre has ideas to offer <https://www.leedsbeckett.ac.uk/research/story-makers-company/>. As would Dr Vicky Storey's PhD research at Manchester university where she teaches Drama Education based on Chol's unique practice 'Imaginary Communities'. <https://www.proquest.com/openview/98ae0478687a77dbb359ee8486f44d3e/1?pq-origsite=gscholar&cbl=2026366&diss=y>

I think that these would really help to show some examples for your study. I think I found it hard to know what the practices your were referring to were given that they are not described.

Work has also been done on using Process Drama as a model for interactive storytelling although this tends to look at how stories can be told together rather than from an educational point of view. Work by Bronwyn Patrickson could be helpful here.

People are also taking issue (myself among them) with the idea of the 'monomyth' and the Hero's Journey being the most effective form of storytelling for interactive situations and projects. The writer does tend to assume such scholarship is a synthesis of global storytelling forms and currently that idea is being very much challenged suggesting that many storytelling forms do not follow this model and not only in interactive contexts. Koenitz, H, Di Pastena, A. Jansen, D, de Lint, B, Moss, A (2018) The Myth of 'Universal' Narrative Models, *IDN: Interactive Digital Narrative*

So maybe it would be useful to clarify why these models and practices are being used in this article before finding ways to ensure that they are used effectively by a wide range of students. It is my understanding that participation is more about power than it is about access and methods of access - see anything by Carpentier - and so I would suggest that learning environments should maybe investigate that student/tutor dynamic or peer to peer dynamic. The writer seems to suggest

this. I would have thought that watching peers participate would enrich the experience for all and add to learning - the writer seems to allude to this and this is a very interesting area for further investigation.

So I feel this paper would be really useful if its assumptions were clarified and better substantiated as has been suggested by other reviewers.

Good luck with it all and I hope to see the final version, which I would very much like to read, before too long.