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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This article provides a theoretical framework for collaborative storytelling. The topic is very interesting and timely for education practitioners on all levels of education. The manuscript is easy and interesting to read. The author is clearly knowledgeable and demonstrates a wide range of experience across the fields of computer-supported collaborative learning, e-learning and storytelling. I offer the following recommendations for the improvement of the paper:

1. I would advise the addition of a short introduction where the rationale of the article can be established. Storytelling in education and online learning is not new, e.g. (Mystakidis et al., 2021; Wu & Chen, 2019). So, what is the gap or need that the article addresses? Is it a new, improved model. This would help readers comprehend immediately the main contribution and intention.

2. Regarding the literature review on storytelling, it would be useful to make a distinction between different methods of teacher-centered and student-produced storytelling.

3. In the literature review section on collaborative learning, it would be useful to mention that it can be implemented both in synchronous and asynchronous mode.

4. The meaning of the sentence "Consequently, without active participation passive participation is not possible" should be clarified as the term passive participation is ambiguous.

5. In section 3, the "theater forum tools" are mentioned in the title and in the text, however the concept itself is not defined. It is essential to explain what theater forum means in the context of (digital) education and why it is needed for collaborative storytelling.

6. Figure 4: I suggest labeling each level of activity with the information provided in the manuscripts, i.e. lurking etc.

7. Figure 6 can also be improved by adding labels illustrating what the center and the rows of the theater symbolize.

8. Sections 3 and 4 should appear to have a general reference to online learning but not to storytelling. An explicit connection would improve the coherence of the manuscript.

9. Minor issues:

    P.09: Typo "t5ranslated"

    P.12: The last section number should be 5.

Summing up, the proposed framework and tools are thoughtful and very promising. I am looking forward to a study that captures their impact on learners and learning quality to encourage and facilitate a wider adoption of storytelling by

educators.

References

Mystakidis, S., Filippousis, G., Tolis, D., & Tseregkouni, E. (2021). Playful Metaphors for Narrative-Driven E-Learning. *Applied Sciences*, *11*(24), 11682. https://doi.org/10.3390/app112411682

Wu, J., & Chen, V. D.-T. (2019). A systematic review of educational digital storytelling.*Computers & Education*, 103786. https://doi.org/10.1016/J.COMPEDU.2019.103786