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 deals with a very interesting topic, that of collective storytelling in formal and non-formal education. The article shows promise in this sense, as it presents a very structured and integrative proposal for collective storytelling in education, with emphasis in participation and learning indicators.

However, there are a series of issues, mostly of a general nature, that I'd like to raise.

First and foremost, the article offers a proposal that doesn't seem to be coming from empirical experience, be it a preliminary experience or testing phase. This could have help enormously to frame the research, to contextualize it and to establish the necessary distinction between the knowledge coming from the literature and the selected theoretical framework, from analysis, results and conclusions (in the latter case, conclusions act inevitably as a summary).

This is why the article oscillates between the tone of a report (but without data) and the abstract, which makes the paper difficult to follow at some places. There are a lot of concepts coming from educational sciences, but a connection to actual, situated experiences and practices is lacking.

On the side of the narratives, I find an ambiguity regarding the actual notion of storytelling and how it is unfolded in an educational setting. There are detailed definitions of different concepts and acronyms, but there is not a discussion of storytelling in itself, its value, its different layers... This is particularly important when the authors want to differentiate 'storytelling' from 'creative storytelling', which might be problematic and introduces another complex concept, that of 'creativity'. Creativity and storytelling are taken for granted using very broad terms.

Connected to the aforementioned, there is also an ambiguity regarding what kind of stories should be developed or discussed: the use of the classic three-act structure and the Hero's Journey point towards commonly known codes of fiction (tales, animation, series, games and films if we think of Primary students), but the ASEMA methodology and the reference to shared experience could point towards more personal narratives. Insisting in the contextualization issues, fields of application in learning are not developed (Social sciences, natural sciences, technology, arts...?). Again, there is a need for a more specific, grounded approach.

At a more formal level, I'd suggest adding sources to figures (including made by the author) and homogenize the connection between the concepts presented and the corresponding literature references.

My main recommendation for improvement is to connect this proposal with an actual pilot experience that would include different degrees of contextualization (storytelling must be situated in the end), and that it should also depict the design and development processes of the proposal presented.