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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I find the article to be very comprehensive and informative. The article presents a well-researched and well-thought-out argument on how CSCS can help students develop the necessary competencies to succeed in a globalized world.

One of the strengths of the article is the clear and concise explanation of the ASEMA Pyramid methodology, which helps build students' engagement in active learning. Moreover, the use of the Hero's Journey and Hero's Emotional Journey models facilitates the development of students' own stories and helps identify, interpret, create, and communicate their stories using various forms of communication. I also commend the proposed set of Theatre Forum Context-Aware Tools, which can shed light on primary school students' online learning activities and discussions in creative storytelling.

However, there are still some areas in the article that I believe should be improved. To begin with, there is a lack of empirical data to support the author's claims. While it is commendable that the author cited extensively from academic literature, it would have been better if the article included primary data from case studies, experiments, or surveys. Moreover, the article is too theoretical, and readers, particularly the non-experts, may find it hard to grasp the practical implications and applications in real-life scenarios. The article could benefit from more practical examples and case studies of how CSCS can be implemented in primary education.

Another issue is the tables and figures in the article. I noticed that some tables are included in the figure (e.g. Figure 4, Figure 5, and Figure 6), which may cause confusion and reduce readability. It would be better to separate the tables and include them as their own entities. Additionally, the color choices in some of the figures may not be accessible to all readers, so it would be helpful to provide alternative versions, such as grayscale or high-contrast options.

Also, while the proposed Theatre Forum Context-Aware Tools have potential, the article does not provide enough information on how they work or their effectiveness in a classroom setting. It would be beneficial if the article included more details on how the Theatre Forum Avatars and Social Network Analysis can be used to analyze students' online learning activities and discussions in creative storytelling. This will also help provide a clear contribution that the article can give to the existing literature.

To sum up, the article is insightful and presents a convincing argument on the value of CSCS in primary education. However, to make the article more robust, the author should add primary data and practical examples to support his

claims and revise some tables and figures in the article. Furthermore, adding more information on the proposed Theatre Forum Context-Aware Tools and their effectiveness in a classroom setting would be valuable. Overall, I appreciate the author's effort in bringing attention to CSCS in primary education and believe that this study could impact the education sector positively.