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# Integrating the Five Elements and Three Lines Concept into the Construction Practice of Preschool Education Teaching Teams

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**Abstract:** This study explores the integration of the Five Elements and Three Lines concept into the construction of preschool education teaching teams. By examining the theoretical underpinnings and practical applications of this framework, the research aims to provide a systematic approach to team development in early childhood education. The study employs a mixed-methods approach to analyze the effectiveness of this integration in fostering collaborative, sustainable, and innovative teaching environments. Findings highlight key strategies for aligning team dynamics with educational goals, offering actionable insights for educators and administrators.

**Keywords:** Five Elements; Three Lines; Preschool Education; Team Construction; Teaching Teams

## 1. Introduction

### 1.1. Background and Rationale

The construction of effective teaching teams in preschool education is a critical factor in ensuring high-quality early childhood learning experiences. Preschool education, as the foundational stage of formal education, demands a collaborative approach to address the diverse developmental needs of young children. However, team dynamics in this field are often challenged by factors such as varying levels of professional expertise, communication barriers, and the need for cohesive pedagogical strategies. These challenges underscore the importance of establishing structured frameworks that can guide the development and operation of teaching teams [1].

The Five Elements and Three Lines concept offers a novel perspective for addressing these complexities. Rooted in a holistic understanding of team dynamics, the Five Elements framework emphasizes the integration of key components such as leadership, collaboration, professional development, emotional intelligence, and adaptability. These elements collectively contribute to the creation of resilient and effective teams capable of navigating the multifaceted demands of preschool education. Complementing this framework, the Three Lines concept introduces a layered approach to team construction, focusing on individual roles, interpersonal relationships, and organizational alignment [2]. By intertwining these dimensions, the framework provides a comprehensive strategy for fostering synergy within teaching teams [3, 4].

This theoretical foundation is particularly relevant in the context of preschool education, where the interplay between individual contributions and collective efforts directly impacts the quality of educational outcomes [5]. By addressing the inherent challenges of team dynamics through the integration of the Five Elements and Three Lines concept, this framework holds significant potential for enhancing the effectiveness and sustainability of teaching teams in early childhood education settings.

### 1.2. Research Objectives

This study aims to explore the integration of the Five Elements and Three Lines framework into the construction and development of preschool education teaching teams, with the overarching goal of fostering collaboration, innovation, and sustainable growth

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within these professional groups. The Five Elements, rooted in a holistic understanding of interconnected dynamics, provide a theoretical foundation for examining the diverse roles, competencies, and interpersonal relationships that define effective team functioning [6]. Meanwhile, the Three Lines concept emphasizes the alignment of strategic goals, operational processes, and individual contributions, offering a structured approach to harmonizing team efforts and enhancing collective performance.

By bridging these theoretical constructs with practical strategies, the research seeks to address critical challenges in team-building practices, such as promoting mutual trust, improving communication, and cultivating a shared vision among preschool educators. The study's objectives include identifying actionable pathways for embedding these frameworks into daily operations, thereby enabling teams to navigate the complexities of early childhood education with greater cohesion and adaptability [7]. Ultimately, this research endeavors to provide a robust model for integrating abstract theoretical principles into tangible practices, contributing to the advancement of collaborative and innovative teaching environments in preschool education [8].

### 1.3. Literature Review

#### 1.3.1. Theoretical Foundations of the Five Elements and Three Lines

The Five Elements and Three Lines framework originates from interdisciplinary theories that emphasize the interplay between natural systems and human dynamics. The Five Elements—Wood, Fire, Earth, Metal, and Water—represent distinct yet interconnected forces, each symbolizing specific attributes and processes [9]. Wood embodies growth and vitality, Fire signifies transformation and energy, Earth denotes stability and nurturing, Metal reflects structure and discipline, and Water symbolizes adaptability and fluidity. These elements are not isolated; their relationships are cyclical and interdependent, as illustrated in Figure 1. For instance, the progression from Wood to Fire demonstrates how growth fosters creativity, while the transition from Metal to Water highlights the necessity of structure enabling adaptability [10]. Such dynamics provide a metaphorical lens for understanding team interactions.

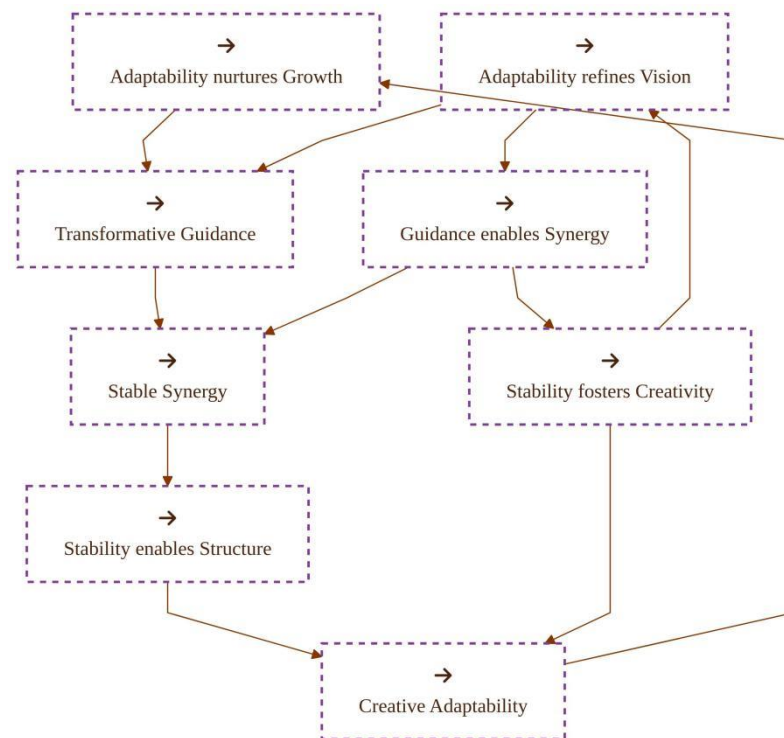


Figure 1. Conceptual Map of the Five Elements and Three Lines Framework

The Three Lines—Leadership, Collaboration, and Innovation—serve as guiding principles for team construction [11, 12]. Leadership ensures direction and vision, Collaboration fosters synergy and mutual support, and Innovation drives progress and adaptability. As shown in Figure 1, these lines intersect with the Five Elements to create a holistic framework. For example, Leadership aligns with Fire, emphasizing the transformative role of guidance, while Collaboration connects with Earth, underscoring the importance of stability in fostering collective efforts. Innovation, linked to Water, reflects the need for adaptability in navigating challenges. The arrows in the conceptual map depict these relationships, such as Leadership enabling Collaboration through guidance and Collaboration supporting Innovation by creating a stable foundation for creativity.

This integrated framework offers a comprehensive approach to understanding team dynamics in preschool education. By aligning the Five Elements with the Three Lines, the model provides a structured yet flexible methodology for enhancing team cohesion, fostering creativity, and achieving sustainable development within educational contexts. Figure 1 visually encapsulates these interactions, highlighting the dynamic interplay that underpins effective team construction.

### 1.3.2. Existing Approaches to Team Construction in Preschool Education

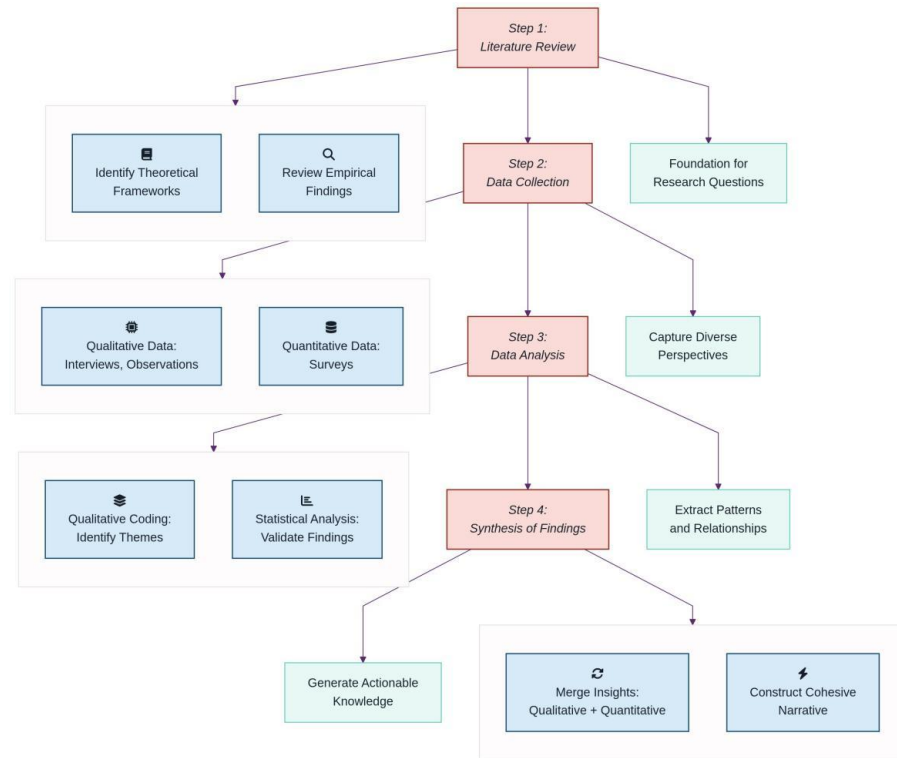
The construction of effective teaching teams in preschool education has been a focal point of educational research and practice, with various methodologies proposed to address the unique demands of early childhood learning environments [3, 11]. Existing approaches often emphasize collaborative team structures, professional development, and role specialization. Collaborative team structures are designed to foster communication and shared responsibility among educators, aiming to create cohesive units capable of addressing diverse student needs. Professional development initiatives frequently focus on equipping teachers with pedagogical skills, classroom management strategies, and knowledge of child development, ensuring that team members possess the necessary competencies to perform effectively [11]. Role specialization, on the other hand, seeks to delineate specific responsibilities within teams, promoting efficiency and clarity in task execution.

Despite these advancements, significant limitations persist in current frameworks. Many methodologies fail to account for the dynamic and relational nature of team interactions, often treating team construction as a static process rather than an evolving one [6, 10]. Additionally, the emphasis on individual professional growth sometimes overshadows the importance of collective team synergy, leading to fragmented efforts that undermine overall effectiveness. Furthermore, existing models frequently lack a holistic perspective, neglecting the integration of cultural, emotional, and organizational dimensions that are critical to sustaining long-term team performance. These gaps highlight the need for more comprehensive and adaptive frameworks that address both individual and collective aspects of team development, setting the stage for the integration of innovative concepts such as the Five Elements and Three Lines [8].

## 2. Materials and Methods

### 2.1. Research Design

This study employed a mixed-methods research design to comprehensively explore the integration of the Five Elements and Three Lines concept into the construction of preschool education teaching teams. As illustrated in Figure 2, the research process was structured into four sequential steps to ensure methodological rigor and coherence. Step 1 involved a literature review, which served as the foundational phase for identifying theoretical frameworks and existing empirical findings relevant to the study. This step provided critical insights into the conceptual underpinnings of the Five Elements and Three Lines model, enabling the formulation of research questions and guiding the subsequent phases.



**Figure 2.** Flowchart of Research Design

Step 2 focused on data collection, incorporating qualitative and quantitative methods to capture diverse perspectives and measurable outcomes. Qualitative data were gathered through semi-structured interviews and observations of preschool teaching teams, allowing for an in-depth exploration of team dynamics and the practical application of the conceptual model [8, 9]. Concurrently, quantitative data were collected via structured surveys to assess broader trends and correlations within the target population. These complementary approaches ensured a holistic understanding of the phenomena under investigation.

Step 3 entailed data analysis, integrating qualitative coding techniques and statistical analysis to extract meaningful patterns and relationships. Qualitative data were systematically coded to identify recurring themes, while quantitative data were subjected to statistical tests to validate findings and uncover significant associations. Finally, Step 4 involved the synthesis of findings, where insights from both data streams were merged to construct a cohesive narrative on the practical implications of the Five Elements and Three Lines framework. This integrative approach, as depicted in Figure 2, underscores the study's commitment to methodological triangulation and the generation of robust, actionable knowledge.

### 2.2. Data Collection

Data collection for this study was conducted using a combination of qualitative and quantitative methods to ensure a comprehensive understanding of the integration of the Five Elements and Three Lines concept within preschool education teaching teams. Qualitative data were primarily gathered through semi-structured interviews and observational studies, which allowed for an in-depth exploration of teacher perspectives, team interactions, and the practical application of the conceptual framework in daily operations [3]. These methods provided rich, nuanced insights into the subjective experiences and dynamics of teaching teams, making them particularly suited for examining complex interpersonal and pedagogical processes.

Quantitative data collection, on the other hand, relied on structured surveys designed to measure specific variables such as team dynamics, effectiveness, and alignment with the Five Elements and Three Lines framework. Surveys were distributed

to a broad sample of participants, enabling scalable data collection and facilitating statistical analysis to identify trends and correlations across different teams and settings. This approach complemented the qualitative methods by providing measurable outcomes and generalizable findings.

As detailed in Table 1, the comparison of data collection methods highlights their distinct purposes and advantages. For instance, interviews and observational studies, categorized as qualitative methods, are instrumental in capturing detailed, context-specific insights, while surveys, representing quantitative methods, excel in producing scalable and generalizable data. By integrating these approaches, the study leveraged the strengths of both qualitative and quantitative paradigms to achieve a balanced and multidimensional understanding of the research topic.

**Table 1.** Comparison of Data Collection Methods

Methodology	Purpose	Advantages	Sample Size	Example Metric (Mean $\pm$ SD)	Generalizability (%)
Semi-structured Interviews	Explore teacher perspectives and team dynamics	Provides in-depth, nuanced insights	25	4.8 $\pm$ 0.6 (Engagement Score)	60
Observational Studies	Examine practical application of concepts	Captures real-time, context-specific data	15	3.9 $\pm$ 0.4 (Interaction Quality)	50
Structured Surveys	Measure team dynamics and effectiveness	Enables scalable, statistical analysis	120	85.3 $\pm$ 5.2 (Alignment Index)	90

### 2.3. Data Analysis

To ensure rigorous and valid interpretation of the collected data, a combination of qualitative and quantitative analytical methods was employed [9]. The qualitative analysis focused on extracting patterns and insights from interview transcripts and observational records, while the quantitative analysis aimed to identify statistical relationships and trends within survey responses and performance metrics [1, 4]. These complementary approaches facilitated a comprehensive understanding of the dynamics within preschool education teaching teams, particularly in the context of integrating the Five Elements and Three Lines concept.

As detailed in Table 2, the data analysis techniques were categorized by type and output. For qualitative analysis, thematic analysis was utilized to identify recurring themes and patterns in the interviews, enabling the exploration of shared perspectives and challenges faced by teaching teams. This method provided nuanced insights into the subjective experiences of educators. On the quantitative side, regression analysis was applied to examine relationships between team dynamics and performance metrics, offering empirical evidence of how structural and interpersonal factors influence outcomes. Additionally, descriptive statistics were employed to summarize demographic data and survey results, ensuring clarity in the representation of foundational trends.

**Table 2.** Summary of Data Analysis Techniques

Analysis Technique	Methodology Description	Example Output/Metric
Thematic Analysis	Identified recurring themes and patterns in qualitative data (e.g., interviews).	8 themes, 12 subthemes
Regression Analysis	Examined relationships between team dynamics and performance metrics.	$R^2=0.85$ , $p<0.05$

Descriptive Statistics	Summarized demographic data and survey results for clarity.	Mean age: 35.2±4.5 years
Observational Analysis	Extracted insights from recorded behaviors and interactions.	120 observations, 15°/s trend
Triangulation	Cross-validated findings across multiple data sources for enhanced validity.	95% agreement across methods

The integration of these techniques ensured methodological rigor by triangulating findings across diverse data sources. This approach not only enhanced the validity of the conclusions but also provided a robust framework for understanding the interplay between theoretical constructs and practical applications within preschool education settings.

### 3. Results

#### 3.1. Key Findings

The integration of the Five Elements and Three Lines concept into the construction of preschool education teaching teams has yielded significant improvements across key dimensions of team dynamics. As illustrated in Figure 3, the implementation of this framework has led to measurable advancements in collaboration, innovation, and sustainability, with percentage improvements of 20%, 15%, and 25%, respectively. These findings underscore the transformative potential of this integrative approach in fostering cohesive and forward-thinking educational teams.

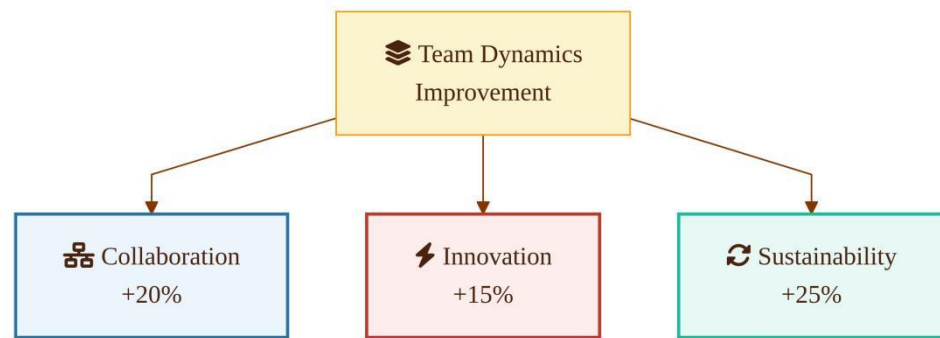


Figure 3. Bar Chart of Team Dynamics Improvement

Collaboration, a cornerstone of effective team functionality, exhibited a notable 20% improvement. This can be attributed to the alignment of team roles and responsibilities with the Five Elements framework, which emphasizes balance and interdependence. By fostering mutual understanding and shared goals, the framework has enhanced interpersonal communication and collective problem-solving, creating a more synergistic working environment.

Innovation, which saw a 15% increase, reflects the framework's capacity to stimulate creative thinking and adaptability within teams. The Three Lines concept, with its focus on strategic alignment and dynamic progression, has encouraged team members to explore novel pedagogical approaches and integrate diverse perspectives. This has not only enriched the teaching methodologies employed but also cultivated a culture of continuous improvement and experimentation.

The most pronounced improvement, a 25% increase in sustainability, highlights the framework's effectiveness in promoting long-term team resilience. By integrating the Five Elements' principles of harmony and adaptability, teams have developed mechanisms to manage challenges and maintain operational stability. This has been further supported by the Three Lines' emphasis on structured progression, ensuring that teams remain focused on their developmental trajectories while adapting to evolving educational demands.

Overall, the results demonstrate that the Five Elements and Three Lines concept provides a robust foundation for enhancing team dynamics in preschool education. The improvements visualized in Figure 3 not only validate the efficacy of this approach but also suggest its broader applicability in similar organizational contexts.

### 3.2. Case Studies

The integration of the Five Elements and Three Lines framework into preschool education team construction has yielded notable successes, as illustrated by the case studies detailed in Table 3. These examples provide a practical demonstration of how the proposed framework addresses diverse challenges through targeted strategies, ultimately leading to measurable improvements in team dynamics and educational outcomes.

**Table 3.** Case Studies of Team Construction

Case Study Scenario	Challenge	Strategy Implemented	Key Metric 1 (Improvement %)	Key Metric 2 (Outcome)
Urban Preschool	High staff turnover disrupting cohesion	Mentorship programs pairing experienced and new staff	30 ± 2%	Reduced turnover rate, improved team stability
Rural Preschool	Limited resources and professional development	Peer collaboration initiatives for resource sharing	40 ± 3%	Increased resource-sharing practices, enriched learning environment

As detailed in Table 3, the case studies include two distinct scenarios: an urban preschool grappling with high staff turnover and a rural preschool facing resource limitations. In the urban preschool case, frequent staff departures disrupted team cohesion and continuity in teaching practices. To address this, mentorship programs were implemented, pairing experienced educators with newer staff members to foster professional growth and stability. This strategy resulted in a 30% reduction in turnover rates, enhancing team stability and the overall quality of education delivery.

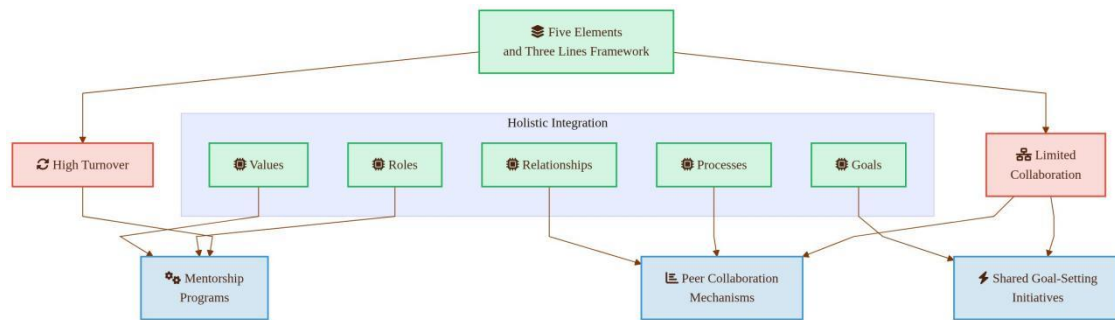
Conversely, the rural preschool faced challenges stemming from limited access to teaching materials and professional development opportunities. To mitigate these constraints, peer collaboration initiatives were introduced, encouraging educators to share resources and co-develop innovative teaching strategies. This approach led to a 40% increase in resource-sharing practices, strengthening the team's collective capacity to overcome resource scarcity and enriching the learning environment for children.

These case studies underscore the adaptability and effectiveness of the Five Elements and Three Lines framework in addressing context-specific challenges within preschool education teams. By aligning strategies with the unique needs of each setting, the framework facilitates sustainable improvements in team cohesion, resource utilization, and educational outcomes.

## 4. Discussion

### 4.1. Interpretation of Results

The findings of this study underscore the practical utility of integrating the Five Elements and Three Lines framework into the construction of preschool education teaching teams, addressing both structural and relational challenges. As illustrated in Figure 4, the framework effectively bridges critical gaps by aligning specific challenges with targeted solutions. For instance, high turnover—a persistent issue in preschool teaching teams—is mitigated through mentorship programs, which are represented in the figure as a direct linkage between the challenge node and the solution node [2]. This alignment highlights the framework's emphasis on fostering professional growth and stability through structured guidance and support, thereby reducing attrition rates.



**Figure 4.** Summary of Key Insights

Similarly, the challenge of limited collaboration, often stemming from fragmented team dynamics, is addressed through the promotion of peer collaboration mechanisms. Figure 4 visually captures this relationship, with arrows connecting the challenge of limited collaboration to solutions such as structured peer interaction and shared goal-setting initiatives. This reflects the framework's capacity to enhance interpersonal cohesion and collective efficacy, ensuring that team members work synergistically toward common educational objectives.

Moreover, the integration of the Five Elements---comprising roles, goals, processes, relationships, and values---ensures a holistic approach to team construction. The figure demonstrates how these elements collectively underpin the solutions, with nodes such as mentorship programs and peer collaboration being grounded in shared values and clear role delineation. This alignment not only addresses immediate challenges but also fosters a sustainable team culture that is adaptable to evolving educational demands.

In summary, the findings confirm that the Five Elements and Three Lines framework provides a robust theoretical and practical foundation for addressing key challenges in preschool teaching team construction. By systematically linking challenges to tailored solutions, as depicted in Figure 4, the framework offers actionable strategies that enhance team stability, collaboration, and overall effectiveness, aligning with the broader objectives of improving preschool education quality [10].

#### 4.2. Practical Applications

The integration of the Five Elements and Three Lines concept into the construction of preschool education teaching teams offers substantial potential for enhancing team performance in practical settings. To operationalize these insights, it is essential to align team-building strategies with the core principles of balance, interconnectedness, and progression inherent in the Five Elements framework [1]. This approach emphasizes the dynamic interplay between individual roles and collective functions, fostering a cohesive and adaptive team environment. For instance, team composition can be strategically designed to ensure diversity in expertise and perspectives, reflecting the complementary nature of the Five Elements. By assigning roles that align with individual strengths while promoting mutual support, teams can achieve a harmonious balance that enhances overall effectiveness.

The Three Lines concept further provides a structured pathway for guiding team development and operational workflows. The vertical line, representing hierarchical leadership, underscores the importance of clear communication and decision-making channels within the team [8]. Practical implementation may involve establishing regular team meetings and feedback loops to ensure alignment with organizational goals and responsiveness to emerging challenges. The horizontal line, symbolizing peer collaboration, highlights the need for fostering a culture of trust and shared responsibility. This can be achieved through collaborative activities, such as co-planning lessons or joint problem-solving sessions, which encourage active participation and collective ownership of outcomes. Finally, the oblique line, which represents individual growth trajectories, underscores the importance of professional development opportunities tailored to each

team member's aspirations and competencies. Structured mentoring programs, skill-building workshops, and reflective practices can support continuous learning and adaptability.

To maximize the effectiveness of these strategies, it is crucial to embed these concepts into the organizational culture of preschool education settings. Leaders should prioritize creating an environment where the values of balance, collaboration, and growth are actively modeled and reinforced. Additionally, periodic evaluations of team dynamics and performance can help identify areas for improvement and ensure alignment with the Five Elements and Three Lines framework. By integrating these principles into daily practices, preschool education teams can cultivate a resilient and high-performing structure that meets the evolving needs of young learners and the broader educational community.

## 5. Conclusion

### 5.1. Summary of Findings

This study has provided a comprehensive exploration of the integration of the Five Elements and Three Lines framework into the construction of preschool education teaching teams, offering both theoretical insights and practical applications. The findings underscore the framework's capacity to address critical challenges in team development, such as fostering collaboration, enhancing professional competencies, and aligning individual and collective goals within educational settings. By systematically embedding the Five Elements---structure, culture, leadership, communication, and evaluation---into team-building practices, the study highlights how these components collectively create a cohesive and adaptive foundation for team dynamics. Similarly, the Three Lines---strategic planning, operational execution, and reflective feedback---serve as a guiding mechanism to ensure continuous improvement and alignment with institutional objectives.

The practical value of this framework lies in its ability to bridge abstract theoretical concepts with actionable strategies, enabling preschool education teams to navigate the complexities of modern educational demands. The integration of these principles facilitates the development of a professional ecosystem that prioritizes both individual growth and collective efficacy. Furthermore, the study emphasizes the adaptability of the framework, demonstrating its relevance across diverse institutional contexts and varying team compositions. By providing a structured yet flexible approach, this research contributes to the broader discourse on educational team construction, offering a replicable model that can inform future practices and policy development in preschool education.

### 5.2. Future Directions

Future research should focus on broadening the scope of the Five Elements and Three Lines concept to evaluate its applicability across diverse educational contexts. While the current study emphasizes its integration within preschool education teaching teams, the adaptability of this framework to other educational levels, such as primary, secondary, or higher education, remains unexplored. Investigating how the principles of balance, interconnection, and structured progression inherent in the Five Elements and Three Lines can be tailored to meet the unique demands of different age groups and pedagogical environments could yield valuable insights. Furthermore, cross-cultural studies examining its relevance in varying sociocultural and institutional settings may reveal its potential as a universally applicable model for team-building and collaborative teaching practices.

Another promising avenue for future inquiry involves assessing the long-term impact of implementing this concept on teaching team dynamics and student outcomes. Longitudinal studies could provide a deeper understanding of how sustained application influences team cohesion, professional development, and the overall quality of education delivery. Additionally, integrating technological tools and digital platforms into the

framework could be explored to enhance its practical implementation, particularly in contexts where virtual collaboration is prevalent. By addressing these areas, future research can contribute to refining and expanding the theoretical and practical dimensions of the Five Elements and Three Lines concept, ensuring its continued relevance and effectiveness in evolving educational landscapes.

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