Review of: "Implementation of e-learning during COVID-19"

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This paper is important but fails to differentiate what the author tried to come up with and what were already available on the published reports worldwide. This paper is more of a Review Article but failed to give credits to the works of researchers working along this line. The author made it appear that it is her work/statement in paragraphs when it is clear that these were done by other authors. This paper needs a thorough revision and is not ready for publication.

Title: It is is broadly written when in fact the scope of the case study was focused in the Republic of Sprska.

Abstract: It is scattered and does not answer the author's own study. It dwells on the reports from other authors.

Introduction: It is not clear what exactly pushes the author to conduct this study, what are the gaps, the novelty of this research, since there have been many reports about these issues on COVID-19. What new knowledge this paper will try to come up?

Main e-learning issues: First, if the study was conducted in the Republic of Sprska, then why this section discussed about the issues in China? The author provided several issues but failed to report who reported these and where these issues occurred.

Methods: The method is vague since it does not describe clearly the manner how the study was conducted. It was not stated who are the respondents (demographics, students?, teachers?), how many in each category. The method is so short that readers are confused what exactly the author did.

This section of the Result: "To support the above statement an online survey with 21 questions was developed applying Google Forms. The survey was distributed among students of various HE institutions of the Republic of Srpska from May 27, until June 11, 2020. The questionnaire has 4 divisions. The first division consist of demographic questions, the second was about personal Internet infrastructure and devices used for online classes, the third was about e-learning and technology used by HE institutions and the fourth division held questions about student's satisfaction with the e-learning process during lockdown." … should form part of the methods section.

No tables nor figures were prepared to present the results.

The author stated 4 divisions on the line of questioning but end up reporting only two questions out of 4.

Conclusion: So broad and detached from what the author was trying to capture on her questionnaires.