

Review of: "How E-School Counseling Has Supported Learners Facing Pandemic Challenges: Results and Perspectives for Counseling Professionals"

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Potential competing interests: No potential competing interests to declare.

This paper presents a substantial and timely investigation into the role of e-guidance in education during the pandemic, focusing on the Casablanca-Settat region. The breadth of your study, engaging over 387,000 beneficiaries, and the involvement of 813 institutions and 4,220 contributors, is impressive and suggests a comprehensive approach to evaluating the impact of e-guidance.

The methodology appears to be rigorous, employing appropriate data collection tools to assess the effectiveness of e-guidance in secondary schools. The large sample size and diverse methods, including media activities, interviews, and interventions, provide a robust foundation for your conclusions.

Your findings highlight the critical role of e-guidance in aiding students' educational journeys during challenging times, which is a vital contribution to the field. The identification of weaknesses in e-guidance and the subsequent recommendations for enhancing scholastic guidance practices are particularly valuable. These insights have the potential to inform and improve the practices of counseling professionals in similar contexts.

Looking forward, the prospects you outline for further research are thought-provoking and pertinent. Exploring the utilization of ICT in scholastic guidance, examining the impact of e-guidance on academic outcomes and learner engagement, and adapting interventions to diverse learner needs are all areas ripe for further study. These avenues could significantly contribute to the body of knowledge in educational guidance, particularly in understanding the intersection of technology and pedagogy in crisis situations.

Overall, your study is a significant contribution to the field, particularly in understanding the role of e-guidance during the pandemic. It opens up new pathways for research and practice in educational counseling, addressing the dynamic needs of learners in crisis contexts. Your work is commendable for its scope, depth, and potential impact on the field of educational counseling.

Relevance and Timeliness (1/1): The study addresses a crucial and timely topic, exploring e-guidance in education during a pandemic. This is particularly relevant given the global shift towards online learning environments.

Methodology (0.9/1): The methodology appears rigorous, with a large sample size and diverse data collection methods. However, without specifics on the study's design, such as control groups or comparison with traditional guidance methods,

a full point cannot be awarded.

Impact and Application (0.9/1): The study's potential impact on educational practices and counseling during crises is significant. Recommendations for enhancing guidance practices are practical and potentially transformative. The impact might have been greater with a more explicit focus on measurable outcomes.

Innovation (0.8/1): The use of e-guidance platforms and the adaptation of guidance strategies to an online format demonstrate innovation. However, further details on the novelty of these approaches compared to existing methods would strengthen this aspect.

Prospects for Future Research (0.9/1): The proposed future research directions are insightful and relevant, but they could be more groundbreaking in exploring uncharted aspects of e-guidance or technology in education.

Overall Clarity and Presentation (0.8/1): The abstract is well-structured and clear, though some areas might benefit from additional detail or clarification, particularly regarding the specific weaknesses identified in e-guidance.

Total Score: 5.3/6, which translates to approximately 4.4/5.