

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

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Potential competing interests: No potential competing interests to declare.

Observation and comment:

1. The abstract lacks detail on specific limitations, including the absence of information about the research's scope, sampling methods, data sources, causation vs. correlation, timeframe, potential bias, ethical considerations, long-term implications, and future research directions. Addressing these limitations is crucial for a comprehensive and credible study.
2. The discussion highlights several limitations of e-learning during the COVID-19 pandemic. However, it could benefit from addressing the following points for a more comprehensive analysis.

Digital Divide: While recognizing the digital divide as a limitation, it would be useful to delve into the specific demographics and regions affected and discuss potential solutions in more depth.

Technical Skills: The discussion mentions the lack of technical skills but could provide insights into the extent of this issue, teacher and student training programs, and the effectiveness of technical support mechanisms.

Lack of Interaction: To make this point stronger, we could talk more about the effects of less interaction, including possible psychological effects and specific technologies and strategies for making interactions between students and teachers and between students better in e-learning.

1. The digital divide during the COVID-19 epidemic is a barrier to e-learning. Limited access to technology and the internet hurts pupils' academic performance, which may have long-term effects. This issue requires a comprehensive plan that includes providing students with technology resources, internet connectivity, and e-learning infrastructure. Governments and educational institutions can reduce this disparity by providing financial aid to economically disadvantaged students, providing them with technology and internet access, and investing heavily in infrastructure.
2. Students and educators' technological skills are lacking. Students and professors need e-learning tools and software training. Technical support can help solve this problem. Governments and schools can provide thorough e-learning tools and software training for educators and students. They also provide technical support for teachers and students experiencing technical issues during e-learning.
3. Low student-teacher engagement during the COVID-19 pandemic is detrimental to e-learning. In normal schools, children can talk to teachers and peers, ask questions, and get immediate feedback. However, e-learning limits interaction, which may isolate pupils and demotivate them. An alternative to electronic learning that improves student-teacher collaboration is needed to solve this problem. This can be done with video conferencing, online forums, and

virtual collaborative projects.