Review of: "Online learning during the COVID-19 pandemic, lessons learned and what's next?"

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The paper attempts to explicate the problems that students, educational institutes and parents face during the transition period to online education due to the Covid 19 pandemic. However, the manuscript poses some weaknesses:

1. The aim of the paper is too broad. Also, the inconsistent focus of the studies cited makes the aim of the study unclear. We read various studies conducted in different contexts focusing on different problems and indicating numerous different implications; yet, it is not clear why we need this bulk of information. If this is supposed to be a review study, then the Author would need to clearly define the research method and the scientific procedures carried out for data collection & inclusion and the analyses. As there are no specific research questions, the discussions presented are rather incoherent and seem random.

2. There are statements that have strong claims without any justifications. For example, the claim "*The first thing we have to acknowledge is this shift to online education is by force, not by choice.*" would exclude all the online education programs that had started previous to the pandemic and continued during and after it. Online education has been an increasingly popular choice for many educational institutions around the globe.

3. The manuscript is incoherent. There is no logical continuation and/or transitions between or within paragraphs. The majority of the information presented seems random and without serving any specific purpose. For example, in one of the paragraphs, we read that "*According to the same report, high-income countries are prioritizing or have prioritized teacher vaccination campaigns (with some moving towards universal access), the context varies more among low- and middle-income countries as many factors, such as vaccine scarcity and other populations being prioritized, reduce access to COVID-19 immunizations for teachers. As of 1 September 2021, only 53% of countries had prioritized teachers' vaccination. Some of the recent findings related to online learning which can be thoughtful for the countries and universities are stated below:…*"; but, why do we need to know the teacher vaccination rates and then move to some random findings related to online learning?

4. The quality of English language use is very poor. There are serious repeated errors such as incomplete sentences (e.g., "*The feel of the classroom, presence of instructor and peers, the voice of the instructor echoing through the walls of the classroom, the lighting, seating and digital screen arrangement bring the real feel of learning.*"), or lack of subject-verb agreement (e.g., "*Student characteristics e.g. motivation, mind-set and collaborative capacity plays an important role in the acceptance of online learning in the COVID-19*"), or article use errors (e.g., "*First, the curriculum should be student-oriented, and second, …*"). The paper also poses punctuation, capitalisation, and spelling problems.

5. There is no sufficient information regarding te "best practices" presented. Are they practices developed/suggested by

other authors or by the Author himself?