

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

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Potential competing interests: Thomas C. Varkey is an Adjunct Professor in the Colangelo College of Business and Receives Payment for teaching provided. He is an editorial board member of ProCline Cardiology, Journal of Dermatology Research and Therapy, and Current Medicine

Strengths: This particular paper is clearly a strong review of what the current data says and is a narrative review. There is clear understanding of a theme of rapid and forced change secondary to the pandemic and ideas and brought forward as to how the lessons gained can be utilized in the near future. The figure is of high quality and improves the overall readability of the article.

Weaknesses: The methodology for this narrative review is not clearly stated, nor is the idea that this is a narrative review included. For papers in the educational psychology space, these need to be included for scientific validity and to improve the strength of the article.

Specific Points to Improve On: First and foremost is the amount of verbiage, the modern reader needs a concise and easy to read essay or paper to make sense of what is being said. Therefore, cut much of the additional information that is not directly important or useful for the development of your specific arguments. Secondly, clear thesis statements at the beginning of each of the sections that summarize what is being said concisely helps with organizing the reader and the writers thoughts and improves readability. Lastly, clean up the figure to make it even more readable - Take a look at the Mary Mayer's 12 Principles for help with improving your figure.

Consider these sources as additions to your paper as specifics on the changes brought on by the pandemic and the forced move to online education as they will improve the overall quality of the arguments made in your actual paper:

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Salimi, N., Gere, B., Talley, W., & Iriogbe, B. (2023). College students mental health challenges: Concerns and considerations in the COVID-19 pandemic. *Journal of College Student Psychotherapy*, 37(1), 39-51.

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Asynchronous learning: a general review of best practices for the 21st century. *Journal of Research in Innovative Teaching & Learning*, 16(1), 4-16.

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