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EDITORIAL SUMMARY

This article examines the use of Learning Management Systems (LMS) at the top 200 universities in the ARWU ranking, proposing viable options for the implementation of e-learning in higher education institutions, with a specific focus on the Slovak context. Through document analysis and a student survey, the study compares the Moodle, Blackboard, and Sakai platforms in terms of functionality, cost, and usability. Moodle is identified as the most suitable solution due to its modularity, low cost, and adaptability to local conditions.

The study also underscores the importance of technical support, faculty training, and pedagogical integration as critical factors for the success of e-learning. A three-phase implementation model is proposed, offering a practical and cost-effective pathway to modernize higher education. The article is relevant for academic administrators and researchers engaged in the digital transformation of university education.

ARTICLE ANALYSIS

INTRODUCTION

This study proposes recommendations for implementing an online learning system in universities by analyzing the LMS platforms currently used by the top 200 institutions in the ARWU ranking.

The introduction presents a straightforward and accurate picture of the current state of higher education, emphasizing how Information and Communication Technologies (ICT) are reshaping and modernizing university teaching.

- The text highlights the growing relevance of distance learning, particularly through e-learning;
- It provides a critical assessment of the challenges involved in implementing such technologies;
- The study is well-justified, emphasizing the need to tailor e-learning solutions to local realities.

CRITICAL ANALYSIS

The article is coherent in both structure and approach, effectively combining theoretical grounding, appropriate methodology, and relevant practical analysis. Its main strengths lie in the clarity with which the research problem is presented, the breadth of the literature review, and the applicability of the study's findings to the local context.

STRENGTH OF ARGUMENTATION

The article presents well-substantiated arguments supported by evidence and delivered in a balanced manner, which lends significant strength to the discussion. However, the argumentation could be further enhanced by deepening some of the critical analyses, expanding the pedagogical discussion, and providing better contextualization of the limitations of the collected data.

LIMITATIONS AND OPPORTUNITIES

Although the article offers a timely and well-structured proposal, certain areas could be improved:

- The introduction would benefit from a more fluid connection between the technical and pedagogical challenges outlined and the research objectives;
- Providing more information about the participants — such as their academic programs, age range, and other demographic characteristics — would improve the interpretation of the survey results;
- A more critical reflection on the social implications of digitalization would enrich the discussion;
- The conclusion should offer suggestions for future research or clearly articulate the study's limitations, which would provide greater clarity and support further investigation on the topic.

ENGAGEMENT WITH EXISTING LITERATURE

Kozík (2006), Bednár (2008), and Fabus and Fabusova (2016) emphasize that higher education is becoming more accessible, flexible, and efficient, catering to both student and societal needs. Building on this, Sun et al. (2008) and Tothova & Fabus (2015) argue that e-learning enables learning regardless of time and place, reduces instructional costs, and fosters autonomous learning, offering benefits such as personalized instruction and the archiving of course materials.

According to Kaznowska, Rogers, and Usher (2011), the choice of e-learning platforms is influenced by technical, economic, and pedagogical considerations. Open-source solutions like Moodle are gaining prominence due to their low cost and high degree of customization.

Lee (2008) notes that the successful use of LMS platforms depends on their technical quality, user readiness, institutional support, and integration into teaching methodologies. Fabus, Kolarovszka, and Fabus (2013) highlight that higher education institutions use these

systems to deliver content, organize courses, administer assessments, provide feedback, and facilitate communication with students. Finally, Bednár (2008) and Lee et al. (2008) reinforce that the key advantages of e-learning include flexibility, accessibility, cost reduction, and customization. These features also promote independent learning, continuous assessment, and systematic documentation of academic performance and materials.

CONTEMPORARY RELEVANCE

The article addresses a highly relevant topic within one of the most pressing discussions in education today: how to modernize higher education in a manner that is accessible, effective, and aligned with the demands of the 21st century. Its contribution is meaningful to both the academic field and institutional management.

FINAL ASSESSMENT

The article presents a timely and relevant proposal for the adoption of e-learning systems in universities, grounded in an analysis of the LMS platforms used by the top 200 institutions in the ARWU ranking. The introduction effectively contextualizes the transformation of higher education in light of ICT developments, emphasizing the role of e-learning in expanding access and flexibility.

The text is well-structured, with a solid theoretical foundation, suitable methodology, and results applicable particularly to the Slovak context. The proposed three-phase implementation model is practical and aligned with institutional needs.

Furthermore, the engagement with established literature adds theoretical depth to the study. The topic is of high relevance and contributes meaningfully to both academic discourse and the management of higher education institutions.

REQUIRED REVISIONS

Please highlight the following revisions in yellow within the manuscript:

- The introduction would benefit from a more fluid connection between the technical and pedagogical challenges outlined and the research objectives;
- Providing more information about the participants — such as their academic programs, age range, and other demographic characteristics — would improve the interpretation of the survey results;

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