Response to Reviewer 2 Comments

R: Covid-19 has forced a change in the way of teaching at every level of education. Remote learning and the use of blended learning (BL) became necessary. This situation has created a number of new dependencies affecting teaching in higher education. Some of them turned out to be useful and broadened the spectrum of teachers' workshop, others caused some additional problems most often related to the broadly understood communication. The article tries to present this topic. The introduction describes the research background in relation to global regulations. The sources presented are a bit too meager. Since the chapter shows statistics relating to specific countries, it would be worth writing a little more about the rules related to BL there. It would also be advisable to more specifically emphasize the theses of the article and the purpose of the research.

A: Thank you very much for the suggestion. First, we have added specific rules that were adopted in different countries. Please see section 1, in line 54 to 60: "It is also worth mentioning the different measures that were adopted by the countries considered. In general terms, universities extended deadlines for assignments or exams and modified evaluation methods. For instances, in Argentina an online portal was developed with content for teachers and students, and in Spain, computer resources were purchased for vulnerable families. In the field of research, platforms were created in the United Kingdom and the United States to promote inter-university research against COVID-19 [3]".

Second, we have emphasized the objective of the study as you can see in section 1, in lines 61 to 65: "The objective of this study is to show the impact of BL implementation in higher education during the pandemic. To this end, the results of numerous academic studies are collected from the perspective of the experience of students, professors and universities. It concludes with the challenges posed by BL during the pandemic and in the post-pandemic future".

R: As I understand it, the results are presented in Chapter 5. It is about challenges and opportunities of BL implementation in higher education. The chapter would need to be extended with a slightly more specific description of the dependencies mentioned. It would also be advisable to look at the risks associated with BL, which the period of the Covid -19 pandemic has highlighted very strongly. Especially those related to mental health and learning opportunities for students. A discussion would also be advisable in the article, especially since a lot of publications on similar topics have recently appeared. There are examples:

Zhang, C.; Wen, M.; Tong, K.; Chen, Z.; Wen, Q.; Yang, T.; Liu, Q. Institutional Adoption and Implementation of Blended Learning in the Era of Intelligent Education. Appl. Sci. 2022, 12, 8846. https://doi.org/10.3390/app12178846

Pokhrel, S.; Chhetri, R. A literature review on impact of COVID-19 pandemic on teaching and learning. High. Educ. Future 2021, 8, 133–141

Ngoatle, C.; Mothiba, T.M.; Ngoepe, M.A. Navigating through COVID-19 Pandemic Period in Implementing Quality Teaching and Learning for Higher Education Programmes: A Document Analysis Study. Int. J. Environ. Res. Public Health 2022, 19, 11146. https://doi.org/10.3390/ijerph191711146

A: Thank you very much for your suggestion. We have included the suggestions provided in section 4, line 282: "Other studies already agree with the challenges raised. The continuation of the BL, or specific plans for its implementation, are necessary to be prepared for future situations, in addition to promoting the digital transformation of universities [34]. The problems of accessibility and inequalities, especially in developing countries, require political intervention. However, solutions that involve the development of personalized educational tools and more effective pedagogies that do not prejudice the opportunity for learning are also being considered [35]. Other studies support the scalability of implementation, which should be accompanied by clear and precise measures to avoid overloading teachers [36]. Special mention for one of the main problems mentioned by Baloran [37] in relation to mental health during the pandemic. The problems of accessibility and socialization that BL can generate, exert on students situations of anxiety for which HEIs must have plans and tools to accompany and help students."

R: In the summary of the results or in the chapter with conclusions, some recommendations would also be made regarding the further inclusion of BL in teaching in higher education.

A: Thank you very much for your comments. We have added a table and re-written some paragraphs of the results section according to your suggesti on. An example is the table added in section 4, in lines 232, which summarizes the main results and serves, together with Figure 2, as aspects to consider.

	Pre COVID-19 period	**COVID-19 period**	
Academic experience	Student autonomy	Student autonomy	[5,13,15]
	Greater performance	Greater performance	[10,14-15]
	New teaching methods	New teaching methods	[5,20]
Technological experience	Lack of technological knowledge	Lack of technological knowledge	[10,17]
	Acquisition of digital skills	Loss of privacy	[10,21]
Social experience	Greater communication	Greater communication	[5,7,23]
	Problems of accesibility and equality	Favorable for students with mobility problems	[12,14]

We thank the reviewer for taking the time to improve our manuscript and the valuable suggestions.