



## Lecturers' Experiences in Designing OBE Modules: An Interpretative Phenomenological Analysis

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### ABSTRACT

Curriculum development and instructional design have become central to educational reform, especially with the global shift toward Outcome-Based Education (OBE), which emphasizes the alignment of learning outcomes, teaching methods, and assessment strategies. While prior research has focused on OBE effectiveness and implementation, little is known about how university lecturers experience and make sense of designing instructional modules under OBE mandates. This study addresses that gap by asking: How do lecturers experience the process of designing OBE-aligned instructional modules in higher education? Here we show, through an interpretative phenomenological analysis (IPA), how lecturers navigate, reflect on, and assign meaning to their instructional design experiences within the OBE framework. Data were collected through in-depth, semi-structured interviews with ten lecturers (6 males, 4 females) from five public and private universities across Indonesia, representing diverse academic disciplines such as engineering, social sciences, and education. The study setting spans institutions actively implementing national OBE mandates, offering a varied contextual landscape for analysis. The results reveal four major experiential themes: aligning designs with intended learning outcomes, negotiating institutional constraints with pedagogical autonomy, struggling with operationalizing OBE principles, and designing with empathy for diverse learners. These findings demonstrate that instructional design under OBE is not merely procedural but a reflective and context-dependent endeavor shaped by personal, institutional, and ethical considerations. This research enhances our understanding of curriculum development as a lived experience and informs university leaders and policymakers on the importance of supporting lecturers through training, autonomy, and institutional clarity to foster sustainable and meaningful instructional reform.



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## INTRODUCTION

Curriculum development and instructional design have undergone significant transformations in response to shifting paradigms in higher education. In recent years, the implementation of Outcome-Based Education (OBE) has gained prominence as an educational philosophy that emphasizes the alignment of learning objectives, teaching strategies, and assessment methods to achieve measurable student competencies (Hall et al., 2020). This global movement, grounded in principles of accountability and learner-centered instruction, has reshaped the responsibilities of educators particularly in how they conceptualize, design, and deliver their instructional content.

The transition toward OBE is not merely a technical adjustment in curriculum structure; it represents a profound pedagogical and cultural shift (Ten Cate & Taylor, 2021, p. 140). Lecturers are expected not only to articulate clear learning outcomes but also to design instructional modules that integrate these outcomes in coherent and assessable ways. This process is situated within broader institutional and social contexts that influence how educators perceive and enact their roles. Across diverse educational systems, the demand for quality assurance and international accreditation has

intensified the pressure on academic staff to design outcomes-based modules that meet global benchmarks, often without adequate support or training.

This study addresses a central question: How do university lecturers experience the process of designing instructional modules within an OBE framework? By examining their lived experiences, this study seeks to understand how lecturers navigate institutional expectations, pedagogical ideals, and practical constraints in curriculum design (Zheng et al., 2020). While existing studies have explored OBE implementation at policy and institutional levels, fewer have focused on the individual experiences of lecturers, especially in how they make sense of OBE mandates in practice. This article contributes to that gap by providing a context-sensitive, experience-driven account of instructional design under OBE, with implications for faculty development and curriculum reform.

Despite the systemic importance of OBE, little attention has been given to the lived experience of educators tasked with its implementation (Smiderle et al., 2020). Instructional design is frequently treated as a procedural activity, overshadowing the subjective dimensions of reflection, struggle, and meaning-making that characterize the work of curriculum developers. Yet, these human experiences are central to understanding how educational reforms take root and evolve in practice. Within this context, the design of OBE-aligned instructional modules emerges not only as a technical task but also as an interpretative and deeply personal endeavor.

A phenomenological inquiry is thus essential to uncover the underlying meanings embedded in educators' experiences. Rather than focusing solely on outcomes or observable behavior, phenomenology allows for a deeper exploration of how individuals perceive and make sense of their instructional design practices. Through such an approach, it becomes possible to capture the nuances, tensions, and values that shape educational transformation from the perspective of those most intimately involved in it.

Against the broader backdrop of curriculum reform and instructional innovation, scholarly interest has grown in exploring educators' lived experiences in implementing educational models such as Outcome-Based Education (OBE) (Lennert da Silva & Mølsted, 2020). The subjective experiences of lecturers how they perceive, navigate, and assign meaning to the process of designing OBE-aligned instructional modules have become increasingly relevant in understanding the practical implications and sustainability of curriculum transformation efforts. This area of inquiry holds significant potential to illuminate the often-unseen dimensions of pedagogical work, particularly in higher education settings where faculty members serve as both content experts and curriculum designers.

However, efforts to understand these experiences have been constrained by methodological limitations. Much of the existing literature relies on quantitative measures of OBE effectiveness, such as learning outcomes, student satisfaction, or assessment results (Masdonati et al., 2022). While informative, these approaches often lack the epistemological depth required to capture the internal processes, reflective practices, and existential tensions that educators face. Quantitative methods, by design, tend to abstract lived experiences into generalized metrics, overlooking the rich textures of meaning that emerge through personal narratives and contextual interpretations.

Consequently, previous studies have offered an incomplete understanding of how lecturers engage with OBE principles in their instructional design (Gencoglu et al., 2023). The inability of many research designs to delve into the complex, evolving, and emotionally embedded nature of this phenomenon has left a critical gap in both theoretical insight and practical guidance. Phenomenological methods, which prioritize the exploration of meaning as experienced by individuals, are uniquely positioned to address this gap. By attending to the depth and nuance of participants' lived realities, such an approach enables a more holistic and human-centered understanding of curriculum development in the age of outcome-based education.

In the context of Outcome-Based Education (OBE) implementation, institutional responses have largely emphasized the development of standardized procedures, technical training sessions, and monitoring tools designed to enhance module alignment with predefined learning outcomes (Gurney et al., 2021). These practical approaches, while necessary, are typically oriented toward efficiency and compliance rather than critical engagement with the lived realities of educators. As a result, the

nuanced personal experiences of lecturers particularly those related to their decision-making, value systems, and reflective practices in instructional design remain underexplored.

Existing studies that address OBE implementation tend to utilize frameworks grounded in positivist paradigms, focusing on measurable outcomes such as performance metrics, student satisfaction indices, and audit-based evaluations (Van Melle et al., 2021). While these methods provide valuable administrative insights, they fall short in capturing the depth of meaning embedded in lecturers' day-to-day curriculum development practices. The complexity of designing learning modules that reflect institutional demands, pedagogical integrity, and student diversity cannot be fully understood through quantitative or procedural analyses alone.

This methodological limitation underscores the need for an alternative approach that can illuminate the essence of educators' experiences from their own perspectives. Phenomenological inquiry offers such a pathway by foregrounding the subjective dimension of experience and emphasizing the ways in which individuals construct meaning through interaction with their social and institutional contexts. By adopting a phenomenological lens, this study seeks to move beyond surface-level observations and generate a more holistic and authentic understanding of how lecturers navigate, interpret, and internalize the demands of OBE in their instructional design processes.

Previous research on Outcome-Based Education (OBE) has primarily focused on implementation strategies, curriculum effectiveness, and student outcomes (Igra et al., 2021). While these studies offer useful insights, they often overlook the personal and reflective experiences of educators engaged in designing instructional modules. Some qualitative studies have addressed teacher perceptions of OBE, but they tend to remain descriptive and lack depth in meaning exploration. Theoretical frameworks such as constructivism and reflective practice are occasionally referenced, yet few studies apply a phenomenological lens to interpret the lived experiences of curriculum designers. This gap presents an opportunity to explore how lecturers perceive and internalize their roles within the OBE paradigm.

This study adopts an interpretative phenomenological approach to investigate how university lecturers experience the process of designing OBE-aligned learning modules. This method allows a focus on meaning-making as experienced by individuals, emphasizing interpretation over measurement. By exploring the narratives of lecturers, the study seeks to reveal the complex interactions between pedagogical intentions, institutional expectations, and personal values. In doing so, the research addresses the gap identified earlier regarding the lack of deep, experiential understanding in current OBE research. The phenomenological approach is well-suited to uncovering insights that might remain hidden in more structured, outcome-driven methodologies.

The article is organized as follows. The introduction provides the general and specific background of the study, leading to the knowledge gap and rationale for the research. The next section describes the research design, including the philosophical orientation, participant selection, and data collection procedures. This is followed by a detailed explanation of the data analysis process using interpretative phenomenological analysis (IPA). The results section presents the themes identified from participants' narratives, followed by a discussion that connects these findings to existing literature and theoretical implications. The article concludes by summarizing key insights and offering suggestions for policy and practice in instructional design within OBE contexts.

## **RESEARCH METHODS**

### **Study Design**

This research employed an interpretative phenomenological approach to explore the lived experiences of university lecturers in designing instructional modules based on the Outcome-Based Education (OBE) framework. As a qualitative methodology rooted in the philosophy of hermeneutics, interpretative phenomenology emphasizes the interpretation of personal meaning constructed through individual experiences (Johnson, 2014). This approach was selected to allow a deep and nuanced understanding of how lecturers perceive, make sense of, and reflect upon their practices in

constructing OBE-aligned learning modules. The interpretative lens facilitated an in-depth exploration of the meaning participants assigned to their pedagogical actions, beyond mere description of events.

To ensure analytical depth, the study also integrated strategies to enhance interpretative rigor, including peer debriefing and validation of thematic interpretations throughout the analytic process.

### **Participants**

Participants in this study consisted of university lecturers from diverse academic disciplines who had at least two years of experience in developing instructional modules aligned with OBE principles. Selection followed a purposive sampling strategy to ensure that participants possessed direct and rich experience relevant to the phenomenon under investigation. Inclusion criteria required active involvement in curriculum development and familiarity with institutional OBE policies. Individuals without experience in module design or who had not implemented OBE frameworks in their teaching were excluded. The final sample included ten lecturers (6 females and 4 males), aged between 32 and 54 years (mean age = 43), representing both pedagogical and content-focused academic departments.

### **Data Collection**

Data were collected through in-depth, semi-structured interviews using an interview guide that included open-ended questions to elicit detailed narratives of participants' experiences. Interviews were conducted face-to-face in a quiet, neutral environment chosen to ensure participant comfort and confidentiality. Each session lasted between 45 and 70 minutes and was audio-recorded with participant consent. Field notes were taken during and immediately after each session to capture contextual cues and initial observations. The interview protocol was adapted from previous phenomenological studies to fit the specific focus of module design in the context of OBE, with minor modifications based on expert feedback.

Participants were also invited to verify summaries of their interview transcripts (member checking) to ensure that interpretations accurately reflected their perspectives. This step contributed to the credibility of the data and enabled clarification of any ambiguous statements.

### **Data Analysis**

Data analysis followed the interpretative phenomenological analysis (IPA) framework, involving multiple systematic steps to identify emerging themes. Audio recordings were transcribed verbatim, and transcripts were reviewed multiple times to gain familiarity with the data. Meaning units were identified and manually coded, supported by NVivo software to facilitate data organization. Codes were clustered into initial themes through iterative comparison, and themes were further refined to reveal underlying structures and patterns of experience. Interpretative reflection was conducted throughout the process to derive essential meanings from participants' narratives and to understand the complexity of their lived experiences.

To strengthen analytic rigor, intercoder reliability was addressed by involving a second coder to independently code a subset of transcripts. Coding discrepancies were discussed and resolved through consensus, enhancing consistency and transparency. Additionally, peer debriefing sessions with qualitative research experts were conducted to examine emerging themes and challenge potential researcher biases.

### **Ethical Considerations**

Ethical approval was obtained from the relevant institutional review board prior to data collection. All participants provided written informed consent after receiving detailed explanations of the study's purpose, procedures, and their rights, including the right to withdraw at any time without consequence. Anonymity and confidentiality were maintained throughout the study by assigning pseudonyms and storing data in encrypted, password-protected files. The research adhered to international ethical standards for qualitative inquiry involving human subjects, including the Declaration of Helsinki.

## RESULTS

This study aimed to explore the lived experiences of university lecturers in designing instructional modules aligned with the Outcome-Based Education (OBE) framework. Using Interpretative Phenomenological Analysis (IPA), four major themes emerged from the narratives of the participants. Each theme reflects distinct yet interconnected dimensions of how lecturers make sense of their roles, intentions, challenges, and reflections in constructing OBE-oriented learning modules.

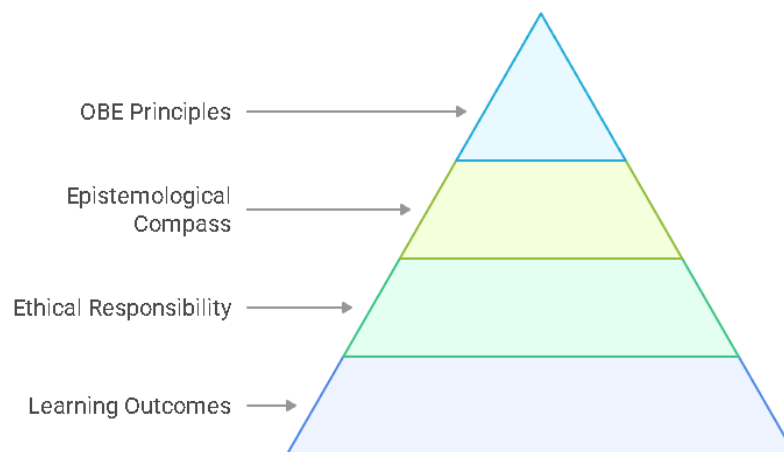
### Anchoring Learning Design in Intended Learning Outcomes

Participants consistently described their commitment to aligning every aspect of their module design with the intended learning outcomes (ILOs). This alignment was not perceived as a mere compliance with policy but as an ethical responsibility to ensure coherence between teaching and assessment.

“When I write the module, I always begin by revisiting the program learning outcomes. It guides the flow of content and assessments. Without that, the module will have no soul.” (Participant 4)

For many, the ILOs served as an epistemological compass, directing their choices of content, tasks, and assessments. They articulated a strong internalization of OBE principles, which influenced their pedagogical reasoning and decisions.

### Learning Design Alignment



### Negotiating Institutional Standards and Pedagogical Autonomy

Lecturers expressed a nuanced tension between institutional demands for standardization and their desire for pedagogical creativity. While institutional templates and accreditation pressures necessitated uniformity, participants sought to maintain their personal pedagogical identity.

“Sometimes the templates from the faculty are too rigid. I want to explore different ways of presenting knowledge, but the format doesn't always allow that.” (Participant 2)

This tension often prompted lecturers to engage in “pedagogical negotiation,” balancing administrative expectations with their professional judgment. Some adapted creatively, embedding their innovations within institutional formats.

### Reflective Struggles in Operationalizing OBE Principles

Operationalizing OBE principles into tangible activities and assessments posed significant cognitive and emotional challenges. Participants reported episodes of uncertainty, particularly in constructing assessments that accurately reflect the cognitive levels stipulated in Bloom’s taxonomy or equivalent frameworks.

“Translating OBE into action is not easy. I struggle with creating assignments that truly reflect critical thinking or application. Sometimes I’m not even sure if I did it right.” (Participant 7)

This struggle was compounded by varying interpretations of OBE among faculty members, which led to inconsistency and confusion. Despite institutional training sessions, many felt that support was still insufficient to bridge theory and practice.

### **Designing with Empathy for Student Diversity**

An emergent theme in the data was the role of empathy in instructional design. Lecturers spoke about the importance of considering student diversity academic background, learning style, and digital access while constructing learning materials and assessments.

“OBE reminds me that students come from different contexts. I try to make the modules flexible and inclusive, especially now with more online components.” (Participant 1)

Designing with empathy was seen as an essential, yet often overlooked, component of OBE implementation. Several lecturers discussed the need to humanize the learning experience by integrating feedback mechanisms and adapting the pacing of modules to support varied learning needs.

The experiences of lecturers revealed that designing OBE-aligned modules is a deeply reflective, context-bound, and sometimes conflicting process. While the philosophy of OBE provides a clear direction, the operationalization is shaped by personal pedagogical beliefs, institutional constraints, and a strong ethical concern for student development. These findings underscore the importance of understanding curriculum development as a lived, interpretative practice rather than a technical procedure.

## **DISCUSSION**

The findings of this study reveal that designing instructional modules within an Outcome-Based Education (OBE) framework is a meaning-laden, reflective, and context-dependent process for university lecturers (Li et al., 2021). Participants experienced this task not as a mechanical exercise but as a deeply personal negotiation between pedagogical values, institutional constraints, and student-centered intentions highlighting the intricate essence of curriculum development as lived and interpreted by those directly engaged in it.

These findings offer a direct response to the central research question: How do university lecturers experience the process of designing instructional modules based on Outcome-Based Education? Through the identification of key themes such as anchoring learning design in intended learning outcomes, negotiating institutional and pedagogical space, reflective struggles in operationalizing OBE, and designing with empathy this study uncovers the internal deliberations and meanings that shape lecturers’ curriculum decisions (Qadir & Al-Fuqaha, 2020). Unlike quantitative accounts of OBE implementation, the phenomenological lens illuminates how educators internalize curriculum mandates and reconstruct them in ways that are aligned with both personal ethics and professional identity. This understanding contributes significantly to the discourse on instructional design by positioning lecturers not merely as policy implementers, but as active meaning-makers in educational reform.

The results resonate with prior qualitative studies that have pointed to the challenges of implementing OBE frameworks, particularly in higher education contexts (Zhang et al., 2021). However, while earlier studies often emphasize institutional factors and surface-level teacher attitudes, the current research delves into the interpretative processes underlying instructional decisions. For instance, the theme of “pedagogical negotiation” complements Wei et al. (2021) insights on institutional support, but expands the discussion by showing how individual autonomy is both constrained and creatively exercised in curriculum design. Additionally, the role of empathy in instructional planning rarely discussed in OBE literature emerges here as a core construct, suggesting a broader theoretical need to integrate affective and relational dimensions into instructional design

models. The findings thus extend existing literature by grounding theoretical understandings of curriculum development in the lived realities of educators and highlighting the phenomenological depth often absent from policy-driven research.

### **Implications of the Findings**

The findings of this study hold significant implications for both the scholarly and professional domains of curriculum development. From a theoretical perspective, the lived experiences of lecturers designing OBE-aligned modules underscore the importance of acknowledging instructional design as a meaning-making process rather than a purely procedural task. These insights challenge technocratic models of curriculum implementation by bringing forward the affective, ethical, and reflective dimensions of educators' work. Professionally, the themes identified particularly those related to empathy and pedagogical negotiation highlight the need for institutional frameworks that support teacher agency and allow flexibility in module design. These findings are especially relevant in educational contexts undergoing reform, where lecturers must reconcile standardization with student diversity and pedagogical integrity.

### **Limitations of the Study**

This study, while rich in experiential depth, is bound by several limitations. First, the sample consisted of a relatively small group of lecturers within a single higher education context, which may influence the range of perspectives captured. As is characteristic of phenomenological research, the aim was not to generalize but to uncover deep, situated meanings; however, this limits the direct applicability of the findings to other institutional or cultural settings. Second, the reliance on self-reported data through interviews introduces the possibility of selective memory or social desirability bias. Although strategies such as member checking and audit trails were employed to enhance trustworthiness, these limitations should be considered when interpreting the results.

### **Directions for Future Research**

The insights generated by this study invite further investigation into the intersection of instructional design and educator subjectivity across broader and more diverse educational environments. Future research may extend the current findings by exploring comparative experiences across institutions, disciplines, or national contexts to examine how cultural or structural differences shape the meaning-making process in OBE implementation. Additionally, longitudinal phenomenological studies could deepen our understanding of how lecturers' perceptions evolve over time as they adapt to or resist curricular mandates. Such inquiries would contribute to the development of more inclusive and human-centered frameworks in curriculum policy and instructional design scholarship.

## **CONCLUSION**

This study explored how university lecturers experience the process of designing instructional modules within an Outcome-Based Education (OBE) framework. The findings revealed that lecturers approach this task as a reflective and emotionally engaged process shaped by institutional expectations, pedagogical values, and student diversity. The study identified key themes such as alignment with intended learning outcomes, negotiation between standardization and autonomy, reflective struggles in applying OBE principles, and empathetic consideration for learner needs. These insights contribute to a deeper understanding of curriculum development as a meaning-making process, addressing limitations in previous research that overlooked the subjective dimension of instructional design. In light of these findings, institutions should consider integrating structured yet flexible training programs that enhance lecturers' ability to navigate OBE requirements while honoring their pedagogical identities. Policies should promote collaborative curriculum design, mentorship, and spaces for reflective dialogue to build sustainable instructional practices aligned with local contexts.

This study highlights the importance of supporting lecturers' agency and reflective capacity within institutional frameworks and underscores the need for educational policies that view

curriculum work as both technical and interpretive labor. Future research may expand this inquiry across different cultural or disciplinary contexts to further enrich our understanding of educators lived experiences in curriculum reform. Ultimately, adopting a phenomenological lens invites a more humane, grounded trajectory for educational reform—one that centers the voices of those who design and enact change within the classroom.

## CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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