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# Teaching through Flipping Classrooms a new innovation at Higher Education in Indonesia

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**ABSTRACT**

Education in Indonesian tertiary institutions has recently been negotiating with him that there is a problem that arises in learning in the form of less effective classroom learning, because the time between teaching materials is not balanced and in delivering material it is too monotonous and boring because the The material being taught is in the form of lectures so that with this students will feel sleepy and not enthusiastic in learning. So the effort that must be made for this problem is how to overcome it. One of the newest innovative learning models based on learning videos and is believed to be a solution to this problem is teaching through a flipped classroom for new innovations in universities in Indonesia. This lesson guides students to study independently, with the help of videos they can study before going to class, so that by coming to class they will only do class activities that focus more on discussion activities and asking questions. The method used in this research is a quantitative method. The data obtained in this study is through the distribution of questionnaires containing statements. The questionnaire was created via Google Form. The results of this study explain that teaching through Flipped Classroom provides positive benefits in learning, becomes a solution in solving problems, and encourages student enthusiasm and will create local activity so that collaboration between individuals is created, and motivates the birth of new ideas. The conclusion of this study explains that teaching through Flipped Classroom can change a person to think more creatively, increase the ability and skills to create new things that are more creative, create an interesting learning environment, and build good communication between individuals.

**Keywords:** *Flipping Classrooms, Higher Education, New Innovation*

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## INTRODUCTION

The current development of digital technology has provided many benefits for anyone in accessing various information and connecting without crossing borders, without being limited by space and time. In today's world of education(Tunggyshbay et al., 2023), Students spend a lot of their time using different technologies, technical media such as computers, laptops and telephones (smartphones) for interaction with friends, lecturers and searching for various references for studying on the internet.(Güler et al., 2023). The positive effect of the growth of this technology is that it influences the development of technological education in the world of training and replaces the use of blackboards and chalk with the help of online video tutorials(Playfoot, 2023). With the existence of this digital environment, the learning process does not only occur internally, not only in the classroom, but also outside the classroom or anywhere for students living with just a device and internet access.('Azah & Abror, 2023). Many free learning things are available on various websites for study reference Richter and McPherson (2012) you could say that in today's digital era every student can do this using different learning resources like free online learning YouTube online videos, Khan Academy or other educational sites other. Students can study these digital resources anywhere(Putri et al., 2023). The development of information technology is changing the teaching and learning style from this learning which is usually passive to active learning and models from traditional classes to innovative digital-based class models, even more so, using traditional learning access focuses on lecture-style learning models by lecturers who are considered as centers of knowledge that are no longer relevant.(Amalia & Hakim, 2023)Today, traditional digital learning is usually done by students acting passively and ending up carrying out boring teaching and learning activities such as listening to long lectures.

The key to progress and develop into a high-income country is innovation. The source of innovation itself is universities, of which there are approximately 4,600 universities in Indonesia. That's incredible power(Zuhaery & Hidayati, 2023, p. 19), it is very important to continue to encourage innovation in higher education. Universities must use new innovations in the learning process, that universities must introduce new innovations in the learning process(S.Pd., M.Pd.I, 2023). With developments in technology and changes in educational paradigms, it is important for universities to continue to adapt and use innovation to improve student learning experiences(Sarumaha et al., 2023). Innovation in the learning process can help increase student engagement by using more interactive and interesting methods(Mulyanti et al., 2023). For example, the use of technology such as online learning platforms, simulations, or educational games can make the learning process more interesting and motivate students to be actively involved. Every student has different needs and learning styles(Irawati et al.,

2021). With innovation in the learning process, universities can provide a more personalized and adaptive learning approach(Marpaung, 2016). For example, the use of an artificial intelligence-based adaptive learning system that can adapt learning material to each student's level of understanding and ability(Himmah & Nugraheni, 2023). Innovation in the learning process can help increase accessibility and flexibility for students. For example, the use of distance learning or blended learning allows students to access learning materials from anywhere and at any time(Supit et al., 2023). Technology can also be used to overcome physical barriers, such as students with disabilities, by providing better accessibility. Innovation can also facilitate collaboration and interaction between students(Rahardja, 2022). For example, the use of social-based learning platforms or online collaboration tools allows students to work together on projects, share knowledge, and learn collectively(Wahyuningsih et al., 2023). This can improve students' social skills and teamwork abilities. Innovation in the learning process can help students develop skills that are relevant to the future world of work(S.Pd., M.Pd.I, 2023, 2023). In an era where technology continues to develop, students need to have understanding and skills in fields such as artificial intelligence, data analytics, programming, and other digital skills.

The use of innovation in the learning process can help prepare students to face the challenges and opportunities in the ever-changing world of work. In implementing new innovations in the learning process, it is important for universities to conduct careful research, train lecturers, and ensure adequate infrastructure('Azah & Abror, 2023). In addition, continuous evaluation of the effectiveness of these innovations is also important to ensure their success in improving the student learning experience(Mulyanti et al., 2023). To create new innovations in universities in Indonesia is to encourage collaboration between universities and industry: Universities can work together with industry in developing innovations(Aidhi et al., 2023). This can be done through research partnerships, student internships at companies, or holding discussions and seminars with industry practitioners. By involving industry, universities can gain insight into the needs of the world of work and implement relevant solutions(Marliana et al., 2023). Building innovation and research centers: Universities can establish innovation and research centers that encourage academics, researchers and students to collaborate in developing innovative solutions(Aurelia Tari Fortuna & Yanda Bara Kusuma, 2023). This center can be a place to hold training, workshops and meetings between stakeholders focused on developing new ideas(Yuristama et al., 2023). Implementing a project-based learning approach: Higher education institutions can adopt a project-based learning approach where students are given the opportunity to develop real solutions to existing problems(Saputra et al., 2023). In the context of innovation, this approach allows students to apply their knowledge and skills in developing creative and innovative solutions(Murni et al., 2023). Increasing collaboration between study programs: Innovation often involves multidisciplines, so it is important for universities to encourage collaboration between study programs. This can be achieved through conducting interdisciplinary programs or courses, facilitating knowledge exchange

between faculty, or establishing interdisciplinary work teams to address complex challenges. Increasing the use of technology in the learning process: Higher education institutions can adopt innovative technology in the learning process, such as online learning platforms, learning analytics, or virtual simulations. The appropriate use of technology can increase the effectiveness and efficiency of learning, as well as facilitate collaboration and accessibility for students. Encourage the development of entrepreneurship and social innovation: Universities can support the development of entrepreneurship and social innovation among students by providing incubation programs, entrepreneurship training, and awards for innovative ideas(Heryani et al., 2023). This will encourage students to develop creative ideas that can have a positive impact on society. In addition to the steps above, it is also important for universities to create an inclusive and supportive innovation culture(Ristanto & Murtadho, 2023). This involves support from higher education leaders, providing incentives for lecturers and students to innovate, as well as disseminating and implementing successful innovation results into the curriculum and other academic activities.

Review of Literature

1. Flipping Classrooms

   The flipped classroom is an alternative to conventional pedagogy, which requires students to obtain information by viewing instructional videos before physical meetings in class and allows students to apply that knowledge in class, thereby engaging students in a higher order of active, constructive and interactive activities.(Tunggyshbay et al., 2023). Increasing interaction through active learning can increase knowledge retention. Technological advances make it easier for educators to implement the flipped classroom concept. Web lectures and short explanatory videos are now available online, making this technology more common in academia(Latifah & Ngalimun, 2023). Tucker argues that teachers do not need to prepare lecture videos, but can easily upload them from the internet, for example from Khan Academy, YouTube or Ted. Technological development alone is not enough. The biggest change is also needed in educators(Salsabila et al., 2023). Educators need to provide structure and facilitate students to achieve learning goals, encourage students to prepare learning through short videos, ask questions, and organize discussions that allow students to get feedback about their achievements. The aim is to stimulate deep learning and change learning strategies through in-class activities, for example discussions. The flipped classroom approach does not change the pedagogical concept(Die & Triatna, 2023). It only changes the role of students from passive listeners in class, to active participants in learning activities(Aryzona et al., 2023, pp. 2022–2023). According to Tucker, an important advantage of the flipped classroom is that it supports teamwork and discussion in class, students can watch videos wherever and whenever they want, they can adjust the pace of learning according to their needs, it encourages students to think, both inside and outside the classroom. And they have the opportunity to use various learning strategies(Ade et

al., 2023). This learning system allows teachers to have more time to interact with students and can understand students' emotional needs.

2. New innovations in Higher Education

New innovations in higher education in learning aim to create a more interesting, interactive and relevant learning experience for students. Innovation can motivate students(Dafrizal & Sarmiati, 2023), improve understanding of concepts, develop relevant skills, and prepare them to face real-world challenges. New innovations in higher education are really needed by students, referring to new, creative and different approaches or techniques in delivering learning or achieving certain goals.(Bahri, 2023). Innovation involves using new approaches, unconventional approaches, and innovations to improve effectiveness, engagement, and learning outcomes(Suttrisno & Prastiwi, 2023). There are various kinds of innovations that can be applied in learning at various levels of education.

There are several examples of commonly used innovations. First, project-based learning. This method involves students in real projects that are relevant to the subject matter. Students work actively to identify, analyze and solve problems in practical contexts. This method encourages problem solving, teamwork, and application of concepts in practical activities. Second, collaborative learning(Sarah & Witarsa, 2023). This method encourages cooperation and interaction between students. Students work in small groups or teams to achieve learning goals together. Through discussions, sharing ideas, and group assignments, this method increases students' understanding, engagement, and social skills. Third, technology-based learning(Melati et al., 2023). This method uses technology and digital tools as a means to facilitate learning. Through the use of software, mobile applications, online learning platforms, or interactive media, this method provides access to resources, interactive activities, and communication that enrich learning. Fourth, game-based learning. This method combines game elements in learning to increase student involvement and motivation(Berek et al., 2023). Through the use of game elements, such as points, levels, competitions, or challenges, this method creates a fun and motivating learning experience. Universities can encourage students to develop innovations that have a positive social impact(Tohri et al., 2023). It involves developing solutions to social, environmental, or public health problems through special projects or programs. These are just a few examples of innovations commonly used in higher education(Sanusi et al., 2023). Every innovation must be adapted to the context and needs of universities and their students.

## METHOD

Teaching through Flipping Classrooms This new innovation at universities in Indonesia has a positive effect on students, because implementing this strategy can change the old learning model to be more effective. The subject of this research is Teaching through Flipping Classrooms, a new innovation in higher education in

Indonesia. Data collection in this research was carried out through distributing questionnaires online(Abduh et al., 2022). The type of research used in this research is quantitative research(Assyakurrohim et al., 2022). Quantitative research is a systematic scientific study of the causality of parts and phenomena and the relationships between them. Quantitative research is a research method that collects, analyzes and interprets data statistically and uses a numerical approach.

A population is a complete collection of individuals, objects, or events that have the same characteristics and are the subject of study or analysis. Populations can be humans, animals, plants, physical objects, or even events as a result of a production process(Tania et al., 2023). Samples are taken from within the population. Samples are selected randomly or by certain methods to represent the population proportionally or for study or analysis purposes. Selecting a good sample is very important in statistical research and data analysis, because a representative sample can provide more valid and reliable results than the general population. This research was conducted on students. The number of students at this university is very large. All participants in this study were students. This research sample consisted of 20 students. The data collection technique used in this research is a questionnaire(Sari et al., 2022). A questionnaire or questionnaire is a research data collection technique used to collect information from respondents in the form of written questions.

A questionnaire or questionnaire contains a series of questions or statements that must be answered by the respondent. The question or statement can be open (the respondent answers freely) or closed (the respondent chooses an answer from the available options). A questionnaire, or questionnaire, is a data collection technique in which respondents are asked a series of questions or written statements. The purpose of a survey or questionnaire is to collect information about the opinions, attitudes, perceptions, knowledge or other characteristics of respondents. Data from surveys or questionnaires can be analyzed quantitatively. When designing a survey or questionnaire, attention should be paid to the quality of the questions prepared, the use of clear and easy-to-understand language, and the testing and validation of the tool before it is widely used. .

1. Data Collection Tools

Research tools are tools or devices that researchers use to collect data to make their work easier and improve results, in the sense of being more detailed, complete and systematic to make data processing easier. In this research, test devices and non-test devices were used as data collection tools(Sasi et al., 2023). Instruments in the form of tests include questions in the form of questionnaires, interviews and documentation. To create a good survey, it is necessary to test the validity and reliability of the survey(Nurul Hayati & Chandra Dwidjayanti, 2023). A valid measuring instrument means that the measuring instrument used to obtain the data (which is measured) is valid. An instrument is said to be good if it meets two conditions, namely validity and reliability.

2. Data analysis technique

Data analysis techniques refer to methods and procedures for analyzing, processing, and interpreting data collected in the context of research or studies. The goal is to gain a deeper understanding of existing data, identifying patterns, trends, connections and relevant information. The data analysis technique used in this research is analysis(Zakira et al., 2023). This technique uses descriptive statistics to summarize, describe and visualize data concisely. These techniques include calculating the mean, median, mode, and standard deviation, and using graphs such as bar charts, pie charts, or histograms. It is important to note that the choice of data analysis technique depends on the type of data collected, the research objectives, the research questions and the methodological approach used.

## RESULTS AND DISCUSSION

The results of this research show that there are significant differences in the use of flipping classrooms in universities in Indonesia. This research uses quantitative research methods. Quantitative methods are a series of investigations by collecting data and then measuring it using computational or mathematical statistical techniques. The quantitative data collection process is known as a data collection technique in the form of questionnaires, questions and observations. Research in numerical form and numbers that can be calculated is also called quantitative research(Sari et al., 2022). Quantitative research methods are obtained through questionnaires as a research tool or can use questionnaires. According to Sugiono, quantitative research is a method that uses positive philosophy which is used to examine certain samples or populations. Quantitative research methods are divided into two, namely inferential methods and descriptive methods. One example of quantitative research isTeaching through Flipping Classrooms A new innovation at Higher Education in Indonesia.

Innovation also means having the ability to apply these ideas in practice or produce new products, services or processes that have added value. So the innovation method is a method, technique or approach in the form of new ideas, new concepts, or new solutions that are more effective and creative than those that previously existed. The teaching process involves various strategies and methods used by teachers or instructors to communicate learning material to students. This includes conveying information, demonstrations, discussions, interactions, exercises, assignments, and assessments. Effective teaching involves the use of a variety of approaches and techniques that suit the needs of students and the material being taught. Teachers must have a deep understanding of the subject being taught, have good communication skills, and be able to manage the class effectively. So learning needs to be applied.

Researchers collected data about students' perceptions and responses to teaching methods withTeaching through Flipping Classrooms New innovation at Higher Education in Indonesia through the distribution of questionnaires. To find out whether teaching through flipping classrooms, a new innovation at higher education institutions in Indonesia, can increase student motivation and learning skills, the researchers created a questionnaire containing 15 statements. The questionnaire was created via Google

Form. The purpose of making this questionnaire is to get results or responses from students regardingTeaching through Flipping Classrooms A new innovation at Higher Education in Indonesia(Herman et al., 2022) . In addition, it is important to design a questionnaire well, including selecting relevant questions, maintaining confidentiality and anonymity of respondents if necessary, and paying attention to factors such as the difficulty level of the questions, the order of the questions, and the scale. Questionnaires are often used in statistical research to collect data about desired variables. This data can then be processed and analyzed using statistical methods to identify patterns, relationships or trends in the data. The responses of students who filled out the questionnaire were that they felt more involved and motivated in the learning process, they enjoyed using technology or creative approaches, and how they assessed the effectiveness of these methods. The data is summarized in one table as below.

| NO | Statement | Answer | | | | |
|---|---|---|---|---|---|---|
| | | SS | S | RR | T.S | STS |
| 1 | I feel that teaching via flipping classroom makes it very easy for students to understand the material | 75% | 25% | | | |
| 2 | I feel that flipping Classroom really helps students in understanding the material | 55% | 45% | | | |
| 3 | I feel that flipping is very good for learning | 58% | 42% | | | |
| 4 | I feel that the learning process using a flipping classroom for higher education is very suitable | 82% | 18% | | | |
| 5 | I feel that flipping classroom can be used anywhere | 77% | 23% | | | |
| 6 | I feel that innovative strategies can build students' enthusiasm for learning. | 50% | 50% | | | |
| 7 | I feel that innovation refers to a more creative approach to the process. | 80% | 20% | | | |
| 8 | I feel that innovation is used to improve students' learning experience. | 85% | 15% | | | |
| 9 | I feel that implementing innovation encourages students' minds to think more creatively. | 90% | 10% | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | I feel that innovation can collaborate in the learning process to shape student personalities. | 95% | 5% | | | |
| 11 | I feel that the world of higher education really needs innovation in learning | 100% | | | | |
| 12 | I feel that innovation in learning in higher education can help create a challenging and motivating learning environment. | 89% | 11% | | | |
| 13 | I feel that innovation can develop students' skills that are relevant to the world of work. | 70% | 30% | | | |
| 14 | I feel that innovation can improve the overall quality of education. | 85% | 15% | | | |
| 15 | I feel that the implementation of innovation in learning makes the world of education in higher education increasingly develop and move forward. | 100% | | | | |

**Figure 1: Data on the results of filling out questionnaires by students**

The table above is a table of assessment results from the questionnaire given to students. The responses given by students refer to very positive assessments. In this assessment there are 5 assessment categories, namely strongly agree (SS), agree (S), unsure (RR), disagree (TS), and strongly disagree (STS). Based on the table, the first highest assessment result is 100% with the category of strongly agreeing with the statement form, namely I feel that teaching through flipping classroom innovation at universities in Indonesia can improve students' learning skills and not make students feel bored when studying and more enthusiastic. namely in the first question, I feel that teaching through the flipping classroom makes it very easy for students to understand the material, and the second statement is that I feel that innovative strategies need to be implemented in the learning process so that students can learn optimally. Meanwhile for the second assessment, it was 95% with the assessment category strongly agree. Teaching through Flipping Classrooms A new innovation at Higher Education in Indonesia provides positive feedback to students. Overall, students responded positively to the questionnaire that was given. This can be interpreted as teaching through Flipping Classrooms. New innovations at universities in Indonesia have greatly influenced the student learning process at universities in Indonesia. Students feel more motivated, enthusiastic and develop with innovative methods. Apart from that, students' skills also increase, learning runs effectively and they understand lessons quickly. The flipping classroom really helps students understand the material so that in class they no longer discuss the material but instead directly discuss it so that a lively and enthusiastic local

atmosphere will be created.A classroom or flipped classroom is a learning or arts (pedagogy) class in which students learn learning material by videoing it at home or before you come to class during class activities it will take some getting used to group discussions and questions to answer in the classroom learning model the teacher can record these reversals special videos and provide learning materials using different technological applications (video recorders).

Flipping Classroom is an approach to learning where the traditional roles of teacher and student are reversed. In the flipped classroom model, students gain advance access to learning materials through online resources, such as videos, reading materials, or presentations prepared by the teacher in advance. They study this material independently outside of the classroom, often at home. After studying the material at home, class time is used for more interactive activities, such as group discussions, collaboration, experiments, projects, or more in-depth exercises. The teacher acts as a facilitator and guides students in understanding concepts, encourages discussion, provides feedback, and provides individual support as needed.

The flipping classroom concept aims to increase student participation, their involvement in the learning process, and increase understanding of concepts. In this approach, students have more control over the pace of their learning, and teachers can pay more attention to students who need additional help. In addition, flipping classrooms can also help utilize technology and online resources to expand access to learning materials, incorporate video or multimedia-based learning elements, and increase the efficient use of time in the classroom. However, it is important to remember that the flipping classroom model is not the only effective learning approach, and may suit some contexts and subjects better than others. It is important for teachers to consider their students' needs and learning goals before implementing this approach.

In the flipping classroom model, there are several steps that generally occur: First, Material Preparation: The teacher prepares learning materials that will be accessed by students outside the classroom. These can be learning videos, reading materials, presentations, or other online resources. This material must be designed to be easy to understand and relevant to the learning objectives(Güler et al., 2023). Second, access materials outside the classroom: Students access learning materials at home or in other places outside the classroom. They are given the freedom to learn in their own time and pace. This material can be accessed via online learning platforms or by using other technology. Third, Independent Learning: Students study material independently using resources provided by the teacher. They can watch learning videos, read the materials provided, or follow the study guides that have been prepared. During this process, students can take notes, ask questions, or note things they don't understand. Fourth Class Discussion and Collaboration: When students come to class, this time can be used for group discussions, collaboration, or other interactive activities. The teacher facilitates discussion of the material studied, provides additional explanations, and answers student questions. Group discussions and group projects can provide opportunities for students to learn from each other and share understanding. Fifth

Application of Concepts in Practical Activities: In the flipping classroom, students are given the opportunity to apply the concepts learned in practical activities. These can be experiments, projects, or exercises that require problem solving or creativity. Teachers can provide guidance and feedback as students work on the activities. Sixth Feedback and Evaluation: Teachers provide feedback to students about their understanding of the material and their performance in practical activities. This can be done directly or through formative assessments, such as assignments or short exams. This feedback helps students to refine their understanding and deepen concepts they may not yet fully understand. Through the flipping classroom approach, it is hoped that students can be more actively involved in the learning process, develop collaborative and problem solving skills, and gain a deeper understanding of the learning material.

To increase innovation in higher education, here are several steps that can be taken: (1) Building a Culture of Innovation: It is important to create a culture of innovation that encourages and rewards new ideas. Colleges need to create environments that facilitate collaboration, experimentation, and knowledge sharing between faculty, students, and administrative staff. The involvement of all university members in the innovation process can help create positive and creative energy. (2) Supporting Research and Development: Universities need to provide adequate support for research and development activities. This includes the allocation of adequate resources for laboratories, equipment, and research facilities. Universities must also encourage lecturers and students to conduct innovative research and support collaboration with industry and external research institutions. (3) Developing Industrial Partnerships: Partnerships with industry can be a powerful source of innovation. Universities must establish close relationships with industry in the form of research collaborations, internships, professional development programs, or joint projects. Through this partnership, universities can better understand industry needs and produce innovative solutions. (4) Encourage Entrepreneurship: Higher education institutions need to encourage and support the development of entrepreneurship among students and faculty. This can be done through incubation programs, entrepreneurial mentorship, access to mentors and financiers, and other resources that support startup development and launch. Universities can also provide curricula relevant to entrepreneurship to equip students with the necessary skills. (5) Building Networks and Collaboration: Universities must be active in building networks and collaboration with other universities, both at home and abroad. Exchange of knowledge, experience and ideas with other institutions can enrich perspectives and encourage innovation. Universities may also engage in research consortia or collaborative projects with the aim of increasing innovation. (6) Provide Support and Resources: Higher education institutions must provide the necessary support and resources for staff and students to realize their innovative ideas. This includes access to technological facilities, financial assistance for research and innovative projects, as well as training and professional development in the field of innovation. By implementing these steps, universities can create an environment that supports innovation and facilitates the development of new ideas that can bring

positive change in the world of education, research and society at large. Innovation in higher education continues to develop in accordance with developing needs and demands in the world of education and society.It is important to follow the latest developments and refer to newer information to find out about the latest innovations in higher education in Indonesia.

## CONCLUSION

Based on the discussion above, it can be concluded that in today's learning there are many forms of learning that can increase innovation in higher education in Indonesia by using the flipping classroom teaching system,by teaching through Flipping Classroom at universities in Indonesia, it really helps students in the learning process in class, because students have studied at home so that when they arrive at class they immediately carry out activities in the form of active discussions. Therefore, flipping classrooms have a very positive impact on student learning in Indonesian universities, because the habit before the implementation of flipping classrooms was that the student learning system was very observant and made students sleepy when learning started. So teaching through the Flipping Classroom can increase student innovation and increase activity for the better. flipping classroom increases innovation is that this approach can be one way to encourage innovation in learning in higher education. By reversing the traditional roles of teacher and student, the flipping classroom enables the use of technology, collaboration, and problem solving that can stimulate student creativity and innovation. By giving students advance access to learning materials outside of the classroom, flipping classroom allows them to learn independently and at their own pace. This can build students' independence, problem solving, and time management skills. When they come into class, time can be used for more interactive and creative activities, such as discussions, projects, or experiments. Through this approach, students have the opportunity to apply their knowledge in real contexts, collaborate with fellow students, and interact with teachers as learning facilitators. This can awaken creativity and trigger innovative ideas in the learning process. Apart from that, flipping classrooms also utilize technology and online resources, which are important elements of innovation in today's digital era. The use of learning videos, online platforms and collaborative tools opens up new opportunities for exploration, creation and development of innovative solutions in learning. However, it is important to remember that flipping classrooms is not the only approach that can increase innovation. Each learning approach has its own strengths and weaknesses. Therefore, it is important for higher education institutions to adopt approaches that best suit their context and take into account student needs and desired learning objectives.

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