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Lecturer-Informed Instructional Design Requirements for Developing a Project-Based Collaborative Learning Model toward SDG 4

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ABSTRACT

Objective: *To identify and prioritise lecturers' instructional needs and translate integrated evidence into lecturer-informed design requirements for developing a Project-Based Collaborative Learning (PjBCL) model in higher education. It also examined how the resulting requirements could support SDG 4 by strengthening contextually relevant and competency-oriented quality education.* ***Method:*** *The study employed the Preliminary Research phase of Educational Design Research. A needs-assessment questionnaire was pilot-tested with 11 lecturers and administered to 78 lecturers at an Indonesian public university using purposive sampling. Quantitative data were analysed using descriptive statistics and internal-consistency testing, while qualitative responses were examined through inductive content analysis. The two strands were integrated using Joint Display and Meta-Inference.* ***Results:*** *The analysis produced four interrelated instructional design requirements: local contextualisation, authentic collaborative learning, institutional readiness, and student competency development. Local-context integration received the highest quantitative rating (M = 4.65, SD = 0.41), and qualitative findings specified the cultural, pedagogical, organisational, and partnership conditions required to operationalise these priorities.* ***Novelty:*** *The study advances Educational Design Research by demonstrating a transparent evidence-to-design pathway that converts lecturers' quantitative priorities and qualitative explanations into explicit instructional design requirements before model development. This lecturer-informed process provides an empirical foundation for designing and iteratively refining a context-responsive PjBCL model aligned with SDG 4 (Quality Education).*

INTRODUCTION

Higher education is undergoing profound transformation as universities are increasingly expected to prepare graduates who are capable of addressing complex, interdisciplinary, and continuously evolving societal and professional challenges. These expectations align closely with Sustainable Development Goal 4 (SDG 4: Quality Education), which emphasises inclusive, equitable, and high-quality education that equips learners with the knowledge, competencies, and lifelong learning capacities required to contribute to sustainable development. Consequently, contemporary higher education is expected to move beyond the transmission of disciplinary knowledge toward learning environments that actively engage students in analysing authentic problems, collaborating with others, generating innovative ideas, and applying knowledge in real-world contexts. This paradigm shift has strengthened the emphasis on learner-centred instructional approaches that foster higher-order competencies while enabling students to construct knowledge through meaningful and authentic learning experiences (Biggs et al., 2022; Darling-Hammond et al., 2020; González-Domínguez et al., 2020).

Among the competencies expected of university graduates, problem-solving and creative thinking have become increasingly important because contemporary societal and professional challenges are typically complex, interdisciplinary, and characterised by uncertainty rather than predetermined solutions. Graduates are therefore expected

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