Towards a framework for academic and professional development: A learning taxonomy approach

Shan Chen

Macquarie University

The aim of this project is to explore how Fink's Taxonomy (Fink, 2013) can be integrated into Bloom's Taxonomy (Bloom et al., 1956; Biggs, 1996) to support both academic and professional development.

In higher education, constructive alignment has been widely used for curriculum design and validation, as well as quality assurance (Biggs, 1996; Anderson and Krathwohl, 2001; Jaiswal, 2019). The important role of Bloom's Taxonomy in guiding constructive alignment in teaching practice has been studied and recognized (Anderson and Krathwohl, 2001; Momen et al., 2022; Sudirtha et al., 2022). While its focus on cognitive domain facilitates the design of learning outcomes and assessments with expected cognitive skills, Bloom's Taxonomy neglects affective factors in learning (Soozandehfar and Adeli, 2016; Wu et al., 2019; Momen et al., 2022). In contrast to Bloom's hierarchical taxonomy, Fink's non-hierarchical taxonomy considers personal, social and emotional aspects of learning, promoting a more comprehensive learner-centred learning experience (Levine et al., 2008; Fink, 2013; Gravett and Bach, 2024). Based on the nature of Fink's Taxonomy, we investigate how Fink's Taxonomy dimensions can be integrated into Bloom's Taxonomy to enhance constructive alignment in curriculum design to support learner's development of life-long learning skills for success in both academic and professional life.

To translate educational theory into practice, we integrate inquiry-based and collaborative learning and adopt a flipped classroom model to enhance student engagement and cognitive development (Koretsky et al., 2015; Dellatola et al., 2020). To support diverse learner needs and foster active learning, we leverage technology-enhanced communication platforms and employ multimodal channels. Furthermore, we implement self-assessment and peer-assessment mechanisms to promote metacognitive awareness and deep learning through structured reflection and peer feedback (Topping, 2009). The implementation of these strategies across two postgraduate units has demonstrated the feasibility and pedagogical value of our framework. However, the rapid emergence of AI technologies has prompted a question: how can we integrate AI technologies into the framework while fostering the development of fundamental life-long learning skills? This challenge defines the next phase of our project.

Keywords: Constructive Alignment, Bloom Taxonomy, Fink's Taxonomy, Life-long Learning

References

- Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: complete edition. Addison Wesley Longman, Inc..
- Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education*, 32(3), 347-364. Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Handbook I: cognitive domain. *New York: David McKay*, 483-498.
- Dellatola, E., Daradoumis, T., & Dimitriadis, Y. (2020). Exploring students' engagement within a collaborative inquiry-based language learning activity in a blended environment. In *Emerging technologies and pedagogies in the curriculum* (pp. 355-375). Singapore: Springer Singapore.
- Fink, L. D. (2013). Creating significant learning experiences: An integrated approach to designing college courses. John Wiley & Sons.

ASCILITE 2025

Future-Focused:

Educating in an Era of Continuous Change

- Gravett, E. O., & Bach, D. (2024). Beyond the "Human Dimension": Expanding Fink's taxonomy of significant learning to include the more-than-human world. *To Improve the Academy: A Journal of Educational Development*, 43(1).
- Jaiswal, P. (2019). Using Constructive Alignment to Foster Teaching Learning Processes. Engl. *Lang. Teach*, 12(10).
- Koretsky, M., Mihelic, S. A., Prince, M. J., Vigeant, M. A., & Nottis, K. E. (2015). Comparing pedagogical strategies for inquiry-based learning tasks in a flipped classroom. In *2015 ASEE Annual Conference & Exposition* (pp. 26-375).
- Levine, L. E., Fallahi, C. R., Nicoll-Senft, J. M., Tessier, J. T., Watson, C. L., & Wood, R. M. (2008). Creating significant learning experiences across disciplines. *College Teaching*, *56*(4), 247-254.
- Momen, A., Ebrahimi, M., & Hassan, A. M. (2022). Importance and implications of theory of bloom's taxonomy in different fields of education. In *International conference on emerging technologies and intelligent systems* (pp. 515-525). Cham: Springer International Publishing.
- Soozandehfar, S. M. A., & Adeli, M. R. (2016). A critical appraisal of Bloom's taxonomy. *American Research Journal of English and Literature*, 2(1), 1-9.
- Sudirtha, I. G., Widiana, I. W., & Adijaya, M. A. (2022). The Effectiveness of Using Revised Bloom's Taxonomy-Oriented Learning Activities to Improve Students' Metacognitive Abilities. *Journal of education and e-learning research*, 9(2), 55-62.
- Topping, K. J. (2009). Peer assessment. Theory Into Practice, 48(1), 20–27.
- Wu, W. H., Kao, H. Y., Wu, S. H., & Wei, C. W. (2019). Development and evaluation of affective domain using student's feedback in entrepreneurial Massive Open Online Courses. *Frontiers in psychology*, 10, 1109.

Chen, S. (2025, Nov 30 – Dec 3). Towards a framework for academic and professional development: A learning taxonomy approach. Australasian Society for Computers in Learning in Tertiary Education Conference, Adelaide, Australia. https://doi.org/10.14742/apubs.2025.2726

Note: All published papers are refereed, having undergone a double-blind peer-review process. The author(s) assign a Creative Commons by attribution license enabling others to distribute, remix, tweak, and build upon their work, even commercially, as long as credit is given to the author(s) for the original creation.

© Chen, S. 2025