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Future-Focused:

Educating in an Era of Continuous Change

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

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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

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