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The Future is Connection:

Collaboration, Creativity and Compassion in a Digital Society

Rebalancing the algorithm: A sociotechnical approach

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While education shifts further into the digital age, human connection remains irreplaceable. Effective learning is fundamentally a deeply social process, where robust relationships with peers, educators, and communities are indispensable to cognitive, emotional, and ethical development (Noddings, 2013; Vygotsky, 1978).

As higher education is increasingly shaped by advanced digital technologies including Generative AI and AI-enabled learning systems, it is essential that educational innovation moves beyond technological capability to consider how advanced technologies can foster human connection, cultivate belonging, support collaboration, and enhance individual and collective wellbeing (Holmes et al., 2019; UNESCO, 2023). This view aligns well with Fink's (2013) taxonomy of significant learning, which recognises that understanding oneself and others (the human dimension) is a critical component of learning, an integrated process comprising six interrelated dimensions. Cultivating this dimension is vital for developing new values and interests that sustain life-wide and life-long learning, and advance learners' academic and personal development.

With life-wide and life-long learning in mind, we extend Chen's (2025) learning taxonomy approach that is grounded in Bloom's (1956) and Fink's (2013) learning taxonomies to adopt a sociotechnical approach to the design of a postgraduate Information Systems (IS) unit. We designed learning activities and assessments that not only develop disciplinary knowledge and skills required to achieve unit learning outcomes but also empower students to cultivate new values and interests that sustain life-wide and life-long learning. Student feedback and reflection have been positive, suggesting that this approach fosters deep engagement, enhances meaningful learning and increases students' metacognitive development. We will share key reflections from our teaching practice and invite discussion to explore how sociotechnical approaches can inform the design of AI-enabled IS education to advance life-wide and life-long learning.

Keywords: Fink's taxonomy, life-long learning, sociotechnical learning

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