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ABC Teaching Pedagogy for Gen-Z: A Bloom's Taxonomy Approach to Enhance Employability Skills

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ABSTRACT

India being most populous nation in the world, with a population of approximately 1.428 billion people where in notably, over 40% of this population falls under the age group of 25, placing India with a median age of 28 years. This growth has contributed significantly to the nation's GDP which enabled India to secure the world's fifth-largest global economy with an estimated 4.0 trillion USD (Time- 2023, pewresearch - 2023).

Contrary to the demographic advantage, there are persistent scarcity of skills for employments. According to a modern study, only 45% graduates are employable with required skill set which indicates a huge gap between the academic curricula and industry demands. Recruiters are reluctant to recruit Gen Z candidates as they lack in teamwork, communication skills and managing conflicts at workplace due to inefficiency of applicability skills to incorporate acquired theoretical knowledge into practice. (time.com, 2024)

In order to bridge this gap between the industry expectations and academic supply of Gen-Z, it is crucial to adapt activity-based classroom teaching pedagogy to empower the Gen-Z with employability skills. Addressing this challenge aligns with SDG 4 framed by United Nations General Assembly, 2015 which emphasizes the inclusive and equitable quality education and promote life-long learning opportunities for all (UN- DESA-SDG-2015).

The framework of bloom's taxonomy theory, popularly accepted model across the educational bodies to deliver the curriculum efficiently. On the other hand, the levels of its applicability have impacted over the employability skills acquired by the students. The present study aims to understand the importance of

Activity Based Classroom teaching strategies using the bloom's taxonomy framework towards the development of employability skills among Gen-Z using the statistical tool JAMOVI version 4 application and inferential statistical test.

Keywords: SDG-4, ABC teaching, employ-ability skills and Blooms Taxonomy, Sustainable Strategy.

I. INTRODUCTION

India, with the population of approximately 1.44billion in 2024 as per Ministry of Statistics and Programme Implementation is the most populous country globally. Predominantly, over 65% of the population is under the age of 35 and Generation Z who are born between 1997-2012 constitute around 27% of the total population (economictimes.indiatimes-Oct 21 2024). Gen Z plays a critical role in contributing directly to the GDP by being highly productive and skilled to boost economic growth and consumption of India.

In addition, the constantly evolving job markets are demanding employability skills such as critical thinking, interpersonal skills, adaptability, and problem-solving techniques which are as important as the academic grades. Therefore, it is highly necessary to bridge the gap between curricula and employability skills as per the industry demands. Now, the bigger challenge for the teaching fraternity is to mould them into the nation's biggest strength to contribute to the GDP for sustainable growth of the Indian economy. This can only be achieved through sustainable quality education and employable skills among Gen Z graduates.

However, the major setback for the students in learning and acquiring productive skills are the impact of social media addiction, technological advancements, easy availability to the internet access, online privacy, and frequent online interaction that distances a person from face-to-face interaction. (Pakistan Journal of Humanities and Social Sciences).

The internet and web have provided this generation with information at the tip of their finger that makes them prone to constant distractions which not only impact their academics but also mental health and personal life to a greater extent. Studies shows that frequent notifications, the pressure to constantly stay updated, and multitasking across the apps and platforms have significantly shortened Gen Z's attention span (Twenge, 2017; Levitin, 2015). Research indicates that the average Gen Z individual switches between screens or tasks every few minutes, leading to reduced concentration and cognitive overload (Rosen et al., 2013).

The rapid exposure to the contents with multiple genres leads to extreme emotional fluctuations that make them struggle to make timely decisions. These extreme technological exposure and experience have made them connected to a borderless world where uncertainty became one tool to survive. (Kristoffer Paulo & Ramirez, 2018) With these uncertainties it is a challenge for educators to fulfil the needs of Gen Z in the most effective and productive way, where Gen Z is getting most of the information in a fraction of seconds, reading books digitally our traditional classrooms are failing to get their attention and make them focus on the learning. As Mark McCrindle always says "Schools are 19th Century institutions using 20th Century buildings to teach the 21st Century." According to Seemiller and Grace (2016), Gen Z students value practical, hands-on experiences and prefer active learning strategies such as problem-solving, simulations, and project-based learning over passive lectures.

To provide these for the Gen Z facilitators must make use of Activity Based learning to make learning more engaging. As noted by Schroth (2019), Gen Z students are more likely to focus when they understand the "why" behind what they are learning. Due to short focus time and technological dependencies Gen Z likes to use technological tools while learning, learning in small chunks, immediacy in rewards, social interactions and engagement, they demand relevance of learning content, they are globally connected, they also have very strong parental impact. (Kristoffer Paulo & Ramirez, 2018).

With all these, educators play a main role in adapting to the new generation's learning methods and using adequate teaching and mentoring techniques to make them ready for the future rendezvous. The possible ways to bridge the gap and maintain the attention span of the Gen Z are through Activity Based Classroom Learning experience, implementing bloom's taxonomy and SDG 4 framework for better clarity of teaching and learning.

Therefore, the present paper studies the implementation of Activity Based Classroom learning among graduate students by adopting Bloom's taxonomy in order to analyse the levels of learners' learning experience in the classroom. Furthermore, the paper analyses that to what extent does the activity-based classroom learning leads to employability skills of an individual by using analytical tools. It is therefore to be considered as a distinguished or an enthusiastic way of making Gen Z learners pay attention, learn, understand, evaluate, apply, create and become employable as well as s fruitful citizen.

II. REVIEW OF LITERATURE

As per the research article, understanding the distinguished qualities and needs are essential to teach to Generation Z learners. Integration of relevant content, utilize various assessments with spontaneous interpretation. The lessons must be 'snackable' to retain their short attention span. Alongside, utilizing technology and appropriate materials is critical, as Gen Z is well acquainted with updated English through social media. Therefore, educators, curriculum designers, and institutions should adapt the new approaches to achieve the necessities of this rational and civic-minded generation (Akdemir & Akdemir, 2023).

ABC teaching for Gen - Z using Bloom's Taxonomy in Higher education promises for progress in student learning outcomes and engagements. However, the study remains limited at present. The research recommends the interactive, ICT based pedagogies which shun away the traditional way of teaching for Generation Z learners. Especially when the activities focus on critical thinking and application as per Bloom's Taxonomy (Salas et al., 2024).

Unlike the traditional reception of information, ABC teaching emphasizes an interactive pedagogical approach in which learners engage in acquiring skills through team work, problem-solving techniques, and hands-on experience. The approach aims to maximize learning by evading the monotony of conventional teaching methods and their mundane nature (Tabrizi & Rideout, 2017)

Gen Z, born between the mid of 1990s and early 2010s represents the first true 'digital natives'. This generation grew up by immersing itself in technologically advanced devices, social media and easy access to any information. (Akdemir & Akdemir, 2023), (Čekrlija, 2024). Hence, understanding the distinguished qualities and needs are an essential step for teaching to Generation Z learners. Integration of relevant content, utilize various assessments with spontaneous interpretation. They are self-paced learners who impart creative confidence, adaptability and entrepreneur skills. Gen Z considers social media and online resources as a natural form of expression (Bucăţa, 2023)

Bloom's Taxonomy aids as an effective andragogical tool with distinctive educational objectives incorporating activities and assessments into every level of cognitive thinking (Salas et al., 2024). From basic remembrance level to high- order thinking skills which include analysis, reconciliation and creation, this framework contributes for a hierarchical structure to understand the process of cognition. Although, reconceptualizing this framework is suggested for better alignment with contemporary learning environments, specifically those that are technologically advanced (Babu et al., 2024).

A strong foundation for ABC teaching intersects with constructivist learning theory with Generation Z preferences of learning. In comparison to the older generations the Gen Z learners arrive to university classrooms with distinguished cognitive skills and specific expectations, as per the research (Seemiller &

Grace, 2024). Being technologically aware and collaborative learning aligns perfectly with constructivist principles which emphasizes active knowledge construction through hands-on experience and collaboration.

The Generational Z necessitates adaptation of the unique pedagogical approach which demonstrates swift, precise and visually immersive content. Alongside, utilizing technology and appropriate materials is critical, as Gen Z is well acquainted with digital platforms through social media. Therefore, educators, curriculum designers, and institutions should adapt the productive approaches to achieve the necessities of this rational and civic-minded generation (Čekrlija, 2024).

Activity-based teaching exhibits effective engagement of Generation Z significantly. Research proves this ABC teaching approach provides enhanced learning outcomes compared to conventional classroom settings, and improvements in their performance measured through Continuous Internal Evaluation (CIE) (Rosy C.G, 2024). Consequently, there is a drastic increase in students' participation in this methodology as it requires every student to involve actively instead of passive consumption of information (Rosy C.G, 2024).

The literature indicates that ABC teaching strategies and systematic integration of Bloom's Taxonomy framework engage Generation Z in undergraduate classrooms successfully. Important references suggest the key insights of pedagogical approaches align with digital nativity, interactive learning and collaborative orientation that moves beyond the usual classroom learning. However, the systematic adaptation of technology, collaborative activities and structured progress through cognitive skills needs careful implementation for integrative learning outcomes.

Although the challenges still prevail, specifically the attention span. Faculty adaptation, the research-based solutions illustrate clear pathways for effective implementation. A robust theoretical foundation is provided through the intersection of constructivist learning theory, generational learning preferences, and cognitive taxonomy. Nevertheless, additional research is required especially cross-disciplinary investigations and longitudinal studies, so as to evaluate the long-term effectiveness of these approaches for undergraduate learning outcomes and actionable insights.

III. RESEARCH METHODOLOGY:

- Objectives:
  - To study the importance of ABC teaching strategies towards the development of employability skills among Gen-z .
  - To identify the importance of driving factors of bloom taxonomy levels towards the effective learning.
  - To analyse the influence of placement experience towards the sustainable strategies applied in classroom for the development of employability skills among Gen-Z
- Statistical tools used:
  - Descriptive Analysis: Charts and Tables
  - Inferential Analysis: Independent sample t-test.
- Data collection Method: Primary and Secondary.

- Sampling Technique: Convenience Sampling by identifying the Gen-z pursuing UG/PG programs within the limit of the Bengaluru City.
- Sample Collection: Structured Questionnaire.
- Limitation of the Study: The study covers sample collection from Bengaluru City for the period between May2025 to August 2025, thereby the findings are limited to the area and time covered.

IV. RESULT AND DISCUSSION:

i. Demographic Profile:

Sl.No.	Details of Demographic Profile	Frequency	Percentage
01	Age Group		
	Less than 20 Years	63	52.5%
	20-25 Years	55	45.8%
	Above 25 Years	2	1.7%
	TOTAL	120	100.0%
02	Education		
	UG(B.Com/BBA/BCA/BSc & Others)	114	95%
	PG(M.Com/MBA/MCA/MSc & Others)	3	2.5%
	Professional Course & Others	3	2.5%
	TOTAL	120	100.0%
03	Year of Education		
	I Year	24	20%
	II Year	60	80%
	III Year	24	20%
	TOTAL	120	100.0%
04	Experience in Attending Placement Drives		
	Yes	22	18.3%
	No	98	81.7%
	TOTAL	120	100.0%

ii. Reliability Analysis-

Scale Reliability Statistics			
Parameters	**Mean**	**SD**	**Cronbach's α**
Scale- Remembering Level	4.06	0.776	0.921
Scale- Understanding Level	3.44	0.724	0.725
Scale- Applying Level	3.66	0.782	0.839
Scale- Analysing Level	3.67	0.808	0.875
Scale- Evaluating Level	3.69	0.824	0.810
Scale- Creating Level	3.71	0.632	0.726
Scale- Sustainable Strategies for Employability Skills	4.07	0.531	0.817

iii. Objectives and Analysis:

Objective 1: To study the importance of sustainable strategies towards the development of employability skills among Gen-Z.

Statements on ABC teaching strategies	**Mean**	**Standard Deviation**
SSEK 1: I was able to understand key employability concepts better when the teacher used different teaching methods to suit diverse learners.	4.10	0.703
SSEK 2: Classroom group activities helped me apply communication and leadership skills in a team setting.	4.19	0.702
SSEK 3: Case studies and real-life examples helped me analyze how academic concepts apply to workplace situations.	4.13	0.643
SSEK 4: I was encouraged to critically evaluate the use of digital tools instead of relying on them passively.	3.80	0.763
SSEK 5: Wellbeing-focused classroom practices helped me develop a personal growth plan for my future career.	4.15	0.682

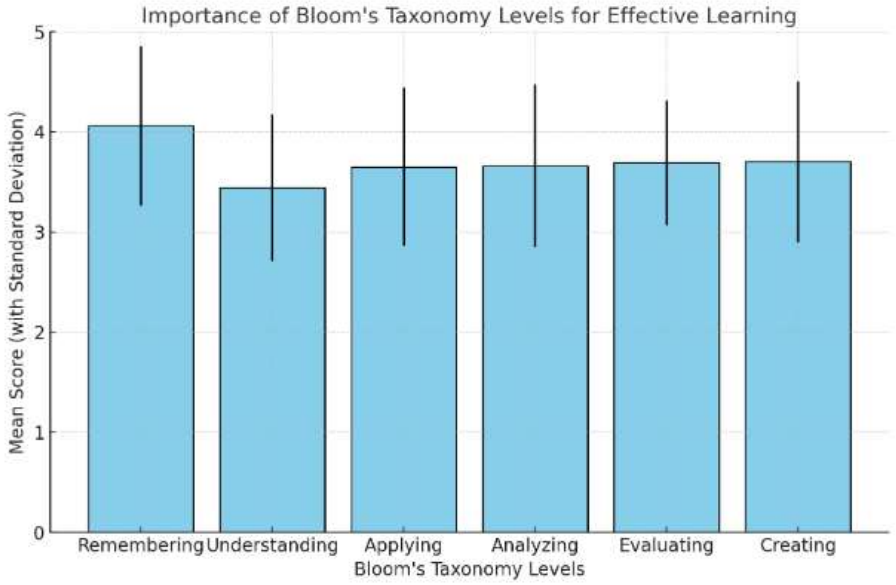
The study shows that engaging classrooms using ABC teaching methods aligned to Bloom's taxonomy were a strong contributor to developing employability skills for Gen-Z learners. Amongst the different strategies, group activities received the strongest response (Mean = 4.19, SD = 0.702), as they facilitated student development of key skills for the working environment, including teamwork, communication, and leadership. Well-being practice session were also well received (Mean = 4.15, SD = 0.682) suggesting a holistic classroom approach prepared students not just for a career but provided additional benefits toward their own well-being skills and social self as a resilient factor.

As discussed, practical teaching pedagogues such as case studies and application to real-life situations (Mean = 4.13, SD = 0.643) were particularly useful in supporting student connections of academic ideas to workplace reality. However, the following lower mean score from another item concerning use of digital tools (Mean = 3.80, SD = 0.763) suggests that it works better when they were highly experimented with ICT enabled classroom structure. Furthermore, different approaches to teaching (Mean = 4.10, SD = 0.703) was also found to aid improve how students understood employability concepts and demonstrate how that subset of Bloom's taxonomy can provide flexibility to address different types of learners.

Overall, it is observable that ABC teaching methods aligned to Bloom's taxonomy can provide a sustainable approach in preparing Gen-Z learners for the workplace. The proposition of blending teamwork, leadership, hands-on practice, and the well-being facilitation and conceptual clarity of employability concepts support the vision of developing the social self into resilient agents.

Objective 2: To identify the importance of driving factors of bloom taxonomy levels towards the effective learning.

Statements on ABC teaching strategies	Mean	Standard Deviation
Average Remembering Level	4.06	0.794
Average Understanding Level	3.44	0.734
Average Applying Level	3.65	0.792
Average Analyzing Level	3.66	0.814
Average Evaluating Level	3.69	0.623
Average Creating Level	3.70	0.804



The study results show that the different levels of Bloom's taxonomy are used with different effectiveness when it comes to effective learning with Gen-Z students. The Remembering level was the highest rated level (Mean = 4.06, SD = 0.794) stating that students enjoy activities that help to reinforce recall and retention of concepts which would scaffolding understanding for higher-order learning. However, Understanding level was rated the lowest (Mean = 3.44, SD = 0.734) which implies that students find it relatively difficult to understand and interpret concepts beyond recall and thus there is a need for a more interactive and illustrative approach to the first level. The Applying (Mean = 3.65, SD = 0.792) and Analyzing (Mean = 3.66, SD = 0.814) levels were rated as moderately effective, indicating that while students are acquiring some problem-solving skills, there is still a need to provide more opportunities to apply the concepts to the real-world. The Evaluating level (Mean = 3.69, SD = 0.623) demonstrates slightly higher means than the Applying and Analyzing levels, which imply that students are beginning to engage in critical thinking and judgement tasks. Lastly, the Creating level (Mean = 3.70, SD = 0.804) indicated that students enjoy creative and project-based tasks, but again more standard deviation signifies that learners experiences of this level varied greatly.

Overall, the analysis found that even though Bloom's Taxonomy demonstrates a structured pathway for learning, it became apparent that education requires a concentrated effort to promote understanding and application to align both lower-order and higher-order learning outcomes. As a result, ABC teaching

strategies need to amplify understanding comprehension and context application, along with scaffolding learning towards higher-order thinking skills such as evaluation and creating to yield more effective and lasting outcomes.

Objective: 3 To analyse the influence of placement experience towards the sustainable strategies applied in classroom for the development of employability skills among Gen-Z

Independent Samples T-Test				
Vaiable	**Test**	**Statistic**	**df**	**P**
Average Sustainable Strategies for Employability skills	Student's t	2.45	118	0.016

H0: There is no significant difference between Gen-Z students with placement experience and Gen-Z students without placement experience with regard to the perception of sustainable classroom strategies for employability skills.

H1: There is a significant difference between Gen-Z students with placement experience and Gen-Z students without placement experience with regard to the perception of sustainable classroom strategies for employability skills.

The result of independent samples t-test showed a statistically significant difference exists in sustainable strategy ratings to employability skills between students with placements and students without placements, $t=2.45$, $p=0.016$. Since the p-value is less than the 0.05 level, we reject the null hypothesis (H_0) and accept the alternative hypothesis. This provides us with a measure on placement experience students' perceptions of employability skill development. The test suggests that students with placement experience rated the sustainable ABC teaching strategy's strategies were rated more positively by placement experience students than students without placements.

The results verified that placement experience uniquely shapes Gen-Z students' perceptions of how sustainable teaching strategies impact employability skills. It further reinforces the value of activity-based strategies back in the classroom, making them relevant for students objective in career readiness.

V. FINDINGS AND CONCLUSION:

The present study's findings indicate that activity-based learning strategies, such as group projects and case studies, are highly valued by Gen-Z students for developing communication, leadership, and real-world application skills. This aligns with earlier evidence showing that active learning methods lead to better academic performance and lower failure rates compared to traditional lectures (Freeman et al., 2014).

Further, the study Remembering scored higher than Understanding highlights that students rely more on rote learning than conceptual comprehension. This finding emphasizes the need for scaffold instruction to move learners from lower-order to higher-order thinking as proposed in Bloom's taxonomy (Anderson & Krathwohl, 2001; Lopez et al., 2022).

Additionally, students with placement experience rated sustainable classroom strategies significantly higher, suggesting that workplace exposure strengthens their appreciation of employability-focused practices. This is consistent with research showing that work-integrated learning (WIL) enhances employability by bridging classroom theory with practical application (Billett, 2011; Ferencz & Ratkovic, 2020).

The positively significant student response to wellbeing–oriented practices further highlights an awareness of resilience, adaptability and emotional wellbeing as integral to employability. Such findings align with recent studies which show supportive educational and workplace contexts demonstrate positive influences on employability and wellbeing (De Cuyper et al., 2021; Van der Heijden et al., 2025).

Thus, when using ABC teaching, educators need to weigh lower-order and higher-order learning outcomes, applying more applied and problem-based learning approaches to further develop Understanding and Application. Using these approaches means not only enriching classroom practice, but also ensuring students develop transferable employability skills such as adaptability, innovation and decision-making skills which are increasingly sought in dynamic workplaces. Accordingly, the findings support the validity of ABC teaching grounded in Bloom's Taxonomy to provide potential pathways to employability skills, but only with equal regard for comprehension and higher-order learning.

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