

## REVIEWER'S REPORT

Manuscript No.: IJAR-52687

Date: 10-07-2025

Title: BLOOM TAXONOMY VERSUS TOBON TAXONOMY

### Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality			✓	
Techn. Quality		✓		
Clarity			✓	
Significance			✓	

Reviewer Name: Shafiya Akhter

### Reviewer's Comment for Publication.

#### General Overview:

This manuscript presents a qualitative and dialectical-hermeneutic exploration of two prominent educational taxonomies—those of Benjamin Bloom and Sergio Tobón—as applied within the Dominican Republic's secondary education system. The research provides a comparative lens on how these taxonomies are implemented in different educational modalities: the technical-professional and the academic. It raises a timely and relevant question about the rationale for applying differing pedagogical frameworks within a single national education system.

#### Abstract Evaluation:

The abstract effectively captures the research design, theoretical scope, and key findings. The central question is clearly articulated, and the main conclusion—highlighting the integrated versus compartmentalized nature of the taxonomies—is logically presented. The decision to position Bloom's taxonomy as multifaceted (cognitive, affective, psychomotor) and Tobón's as a unified, competency-based framework underscores the conceptual depth of the analysis. The mention of future research directions reflects critical engagement with the topic and acknowledges its evolving nature.

#### Scientific Merit:

The qualitative and interpretative methodology is well-suited to the philosophical and educational nature of the study. The dialectical-hermeneutic approach provides a nuanced reading of the conceptual foundations and applications of the taxonomies. By comparing frameworks that are both influential but epistemologically different, the research offers a rich, layered understanding of how pedagogical tools reflect and shape educational objectives and practices.

#### Significance and Relevance:

This work is highly relevant to educational theorists, curriculum designers, and policymakers—particularly those involved in comparative education or curriculum reform. It addresses the practical

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consequences of applying distinct pedagogical taxonomies in different streams of education and raises important questions about coherence, equity, and adaptability in national education systems. The Dominican Republic serves as a focused case study with broader implications for other countries grappling with similar curricular pluralism.

### Structure and Organization:

The manuscript is well-structured, with a clear division between the English and Spanish abstracts. The progression of ideas—from context to question to findings—is logical and coherent. The comparison between Bloom and Tobón is conceptually sound and clearly communicated. The central thesis is supported with well-differentiated insights regarding each taxonomy's structure and educational intent.

### Language and Clarity:

The language used in both the English and Spanish versions is formal, clear, and academically appropriate. Key educational terms such as “domains,” “dimensions,” and “competency” are used with precision. The narrative remains accessible without compromising intellectual depth. The writing reflects a thoughtful engagement with complex pedagogical ideas.

### Conclusion:

This study provides a thoughtful, well-reasoned comparative analysis of two educational taxonomies that are actively shaping secondary education in the Dominican Republic. It offers meaningful insights into how pedagogical frameworks influence educational outcomes, teaching strategies, and evaluation. The manuscript stands out for its theoretical rigor, methodological alignment, and relevance to contemporary educational discourse.