

Luis Fernando González-Beltrán
(Organizador)

Educação no Século XXI:

Perspectivas
Contemporâneas
sobre
Ensino-Aprendizagem

VOL II



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PRÓLOGO

Este volumen de ***Educação no século XXI: Perspectivas Contemporâneas sobre Ensino-Aprendizagem*** parte de una constatación simple y desafiante: enseñar y aprender en el siglo XXI exige rediseñar las experiencias formativas como ecosistemas vivos: híbridos, situados, orientados a un propósito y sustentados por evidencias. Los capítulos aquí reunidos convergen hacia ese horizonte desde tres frentes articulados: **Innovación Pedagógica, Metodologías Activas y Tecnologías Educativas; Enseñanza de Matemática y Geometría; y Pandemia y Reorganización educativa.**

En el primer bloque, la **Innovación Pedagógica, las Metodologías Activas y las Tecnologías Educativas** no se abordan como un catálogo de herramientas, sino con una postura investigativa. Se discuten modelos de sostenibilidad del aprendizaje en educación superior y caminos para alinear el diseño pedagógico con las expectativas y modos de participación de nuevos perfiles estudiantiles. Metodologías como el aprendizaje basado en problemas, la cocreación y el aula invertida aparecen no como eslóganes, sino como arquitecturas de experiencia: definen qué hacen los estudiantes, con quién lo hacen y por qué lo hacen, además de cómo evidencian lo aprendido. Se presentan también propuestas que expanden el repertorio didáctico con *webquests* situadas en contextos socio científicos, entornos digitales de visualización y modelado (de la representación isométrica a la simulación interactiva), y experiencias de integración de redes sociales al aprendizaje en áreas de la salud. Al mismo tiempo, se examina cómo las condiciones institucionales, el acompañamiento de tutores y la gestión escolar influyen en la implementación de metodologías activas y en el rendimiento en Ciencias. En conjunto, estos textos muestran que la tecnología pedagógica eficaz es aquella que integra objetivos, evidencias y cuidado por el tiempo y la atención de quien aprende.

El segundo bloque organiza un recorrido cohesivo en la **Enseñanza de las Matemáticas en general y la Geometría en particular**. Se parte de problemas del mundo real para dar sentido a conceptos fundamentales; se exploran niveles de razonamiento y transiciones representacionales para cultivar el pensamiento geométrico; se analizan enfoques que median entre abstracción y experiencia: desde el uso de software de geometría dinámica hasta secuencias que valorizan la manipulación, el lenguaje y la demostración. Una contribución clave es recordar que el contexto realmente importa: prácticas diseñadas para territorios rurales evidencian cómo el significado matemático emerge cuando los enunciados dialogan con la vida de los estudiantes. El hilo común es claro: aprender Matemática es aprender a modelar, comunicar y validar ideas en distintos registros.

Por último, el bloque sobre **Pandemia y Reorganización Educativa** consolida aprendizajes de un periodo de crisis. Las experiencias relatadas en la enseñanza remota e híbrida muestran que la emergencia sanitaria aceleró cambios ya en curso: mayor responsabilidad compartida entre instituciones y estudiantes, necesidad de coherencia curricular y uso intencional de tecnologías para ampliar acceso y acompañamiento, no para sustituir el vínculo pedagógico. Son textos que ofrecen criterios para decisiones futuras, recordando que la innovación relevante es la que preserva lo humano y amplía oportunidades.

En conjunto, los capítulos de este volumen invitan a recomponer lo cotidiano de las clases con claridad de propósito, tareas significativas y evaluaciones formativas que retroalimenten la práctica. No se trata de adoptar modas, sino de cultivar entornos en los que los estudiantes se comprometen porque ven sentido, los docentes investigan porque quieren mejorar y las instituciones aprenden porque asumen responsabilidad pública sobre los resultados que producen.

Dr. Luis Fernando González Beltrán
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CAPÍTULO 1

SUSTAINABLE LEARNING IN HIGHER EDUCATION: AN INNOVATIVE FRAMEWORK FOR ENGAGING GENERATION Z

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ABSTRACT: Higher education today faces profound challenges: demographic decline, rising costs, competition from online providers, and the growing perception of students as consumers. At the same time, Generation Z learners bring new expectations, seeking educational experiences that are interactive, purposeful, and socially impactful. Responding to these dynamics requires moving beyond incremental reforms and reconceptualizing the educational environment as a holistic and

sustainable system. This chapter proposes an integrated framework for a sustainable educational environment, anchored in the principles of Sustainable Learning in Education (SLE). Unlike traditional approaches that address single dimensions of higher education in isolation, our model identifies four interdependent pillars: (1) innovative teaching methods, (2) collaboration with the business world, (3) physical and social spaces – including student services – and (4) technology and digital learning environments. Together, these pillars form a dynamic ecosystem capable of aligning higher education with the values and needs of Generation Z, while also limiting the excesses of the student-as-consumer paradigm. The framework is empirically grounded in a case study from an Italian higher education institution in management studies, drawing on student satisfaction surveys and coordinator interviews. The findings confirm the importance of integrating pedagogical innovation, professional partnerships, inclusive infrastructures, and digital resources to foster student engagement, employability, and well-being. By embedding SLE as the guiding principle, the proposed model highlights how universities can move beyond transactional views of education and cultivate environments that sustain learning over time. The chapter concludes with practical implications for academic leaders and policy makers, underscoring the need for higher education to empower students not merely as consumers,

but as adaptive learners and responsible citizens prepared to shape a resilient and sustainable future.

KEYWORDS: Sustainable Learning in Education; Generation Z; Educational Environment; Higher Education Innovation; Four-Pillar Model.

1. INTRODUCTION

The growing complexity of contemporary global challenges compels higher education institutions to reconsider not only the aims but also the very foundations of teaching and learning. In recent years, universities have had to respond simultaneously to multiple pressures: the demographic decline in student cohorts, the rising costs of higher education and the inequalities they generate, the new forms of competition from online and global providers and the increasing scrutiny of quality and effectiveness. At the same time, a profound cultural shift is reshaping the way students are perceived. Beyond the traditional view of the learner as an active participant in a university community, a growing body of discourse positions students as consumers or customers. This paradigm introduces a new logic into higher education: universities are framed as providers of services, degrees are conceived as economic investments, and student satisfaction becomes the ultimate measure of quality (Paricio Royo, 2017). While this view is widespread in systems such as the United Kingdom, the United States, and Australia, it is also increasingly influencing debates in Spain and continental Europe. This shift brings with it both opportunities and risks, particularly when student satisfaction is equated with educational quality, potentially overshadowing the deeper processes of learning and intellectual development.

Building on recent literature and our own experience, this chapter proposes an integrated conceptual model that reconceptualizes the educational environment as a dynamic system composed of four interdependent pillars: innovative pedagogical methods, active collaboration with the business world, inclusive physical and social spaces, and technology-driven digital learning environments. Unlike approaches that treat these dimensions separately, we argue for their interconnection within a systemic framework guided by the principle of Sustainable Learning in Education (SLE) (Ben-Eliyahu, 2021). This approach enables higher education to align with Generation Z aspirations and needs into a coherent model of a sustainable educational environment, to foster students personal and professional development, while preparing them to navigate complexity in their careers and society at large.

2. VALUES AND LEARNING PREFERENCES OF GENERATION Z: TENSIONS AND IMPLICATIONS

Generation Z students learning style is characterized by digital fluency, immediacy, and collaboration. They expect interactive and personalized experiences, continuous feedback, and strong links between study and purpose (Seemiller & Grace, 2016). Education, in their view, must not only provide technical knowledge but also contribute to personal growth, social impact, and employability.

Alongside these generational traits, higher education systems are increasingly influenced by the idea of the student as customer. Rising tuition costs, demographic decline, and growing competition from online universities have reinforced a consumerist logic: degrees are seen as economic investments and universities as service providers (Paricio Royo, 2017). In this scenario, student satisfaction becomes the central measure of quality, while reputation and employability act as institutional strategies to attract and retain students.

The intersection between Gen Z values and the consumerist paradigm generates a tension that higher education must address. On the one hand, this consumer logic can encourage institutions to be more transparent, accountable, and responsive to students' needs. On the other hand, an excessive focus on satisfaction and return on investment risks reducing learning to a transactional exchange, potentially undermining critical thinking, intellectual depth, and long-term personal development. As research highlights, student satisfaction does not always equate to educational quality (Elliott & Shin, 2002).

For universities, the challenge is to reconcile these dual identities: to respond to Gen Z's legitimate expectations for purpose-driven and high-quality learning, while resisting the reduction of education to a market transaction. This calls for reimagining the educational environment in ways that preserve the formative mission of universities, embedding knowledge acquisition within a broader horizon of sustainability, citizenship, and human development (Schwieger, D. & Ladwig, 2018).

We propose a conceptual framework based on the principle of SLE, structured around four interdependent pillars enabling universities to respond effectively to both external pressures and the aspirations of Generation Z students.

3. SUSTAINABLE LEARNING IN EDUCATION (SLE): THE FOUR PILLARS OF A SUSTAINABLE EDUCATIONAL ENVIRONMENT

The concept of SLE provides a valuable framework for rethinking higher education. As articulated by Ben-Eliyahu (2021), SLE differs both from traditional learning paradigms

and from sustainability education focused on environmental issues. It positions *learning itself* as a renewable and enduring resource - something that can be adapted, sustained and expanded across contexts and throughout life transitions. From this perspective, education is not a finite process tied to graduation but a capability that supports continuous development across professional, personal, and societal domains. One of the distinctive contributions of SLE lies in its ability to counterbalance the excesses of the student-as-consumer paradigm. In market-oriented systems, the risk is that quality becomes narrowly defined by student satisfaction, employability metrics, or short-term returns on investment (Paricio Royo, 2017). This perspective, while promoting accountability, can reduce education to a transactional exchange. By contrast, SLE restores emphasis on intellectual challenge, critical reflection, and social responsibility. It reminds both students and institutions that education is not simply consumed but actively constructed through participation, effort, and engagement.

SLE also provides the philosophical foundation for the integrated model of the educational environment developed in this chapter. The educational environment is more than the sum of classrooms, curricula, and services; it represents the dynamic system in which teaching, learning, and personal development unfold. Previous studies have often addressed its components in isolation - pedagogical approaches, institutional partnerships, or campus spaces (Barnett, 2017).

In this chapter, we reconceptualize the educational environment as a system structured around four interdependent pillars.

3.1. PILLAR 1: INNOVATIVE TEACHING METHODS

Innovative teaching methods are essential to foster active participation, autonomy, and the ability to transfer knowledge across diverse contexts. They support the SLE perspective, as they enable students to continuously renew and sustain their learning beyond the classroom. Experiential methods such as problem-based learning (PBL), case studies, and simulations connect theory with practice, enhancing relevance and motivation (Kolb, 2015). For management education in particular, experiential learning develops critical soft skills such as teamwork, communication, and leadership (Kayes et al., 2005).

Innovative approaches shift the focus from teaching to learning. The flipped classroom model, for example, allows students to acquire foundational knowledge independently while using classroom time for interaction, problem-solving, and collaborative projects. Similarly, project-based and inquiry-based learning foster creativity

and responsibility, aligning with Gen Z's demand for purpose-driven and interactive education (Freeman et al. 2014; Seemiller & Grace, 2016).

Technology plays a crucial role in supporting innovative teaching. Digital platforms, learning analytics, and AI-driven tools enable personalized learning paths and provide immediate feedback. However, integration must be critical and aligned with pedagogical goals. As Kirschner & De Bruyckere (2017) warn, the abundance of information does not automatically result in deep learning; without guided reflection, it risks superficiality. Embedding digital resources in structured learning designs ensures that technology strengthens rather than weakens sustainable learning.

Innovative teaching methods embody the principles of SLE by promoting:

- a) Adaptability → through flexible, student-centered approaches.
- b) Inquiry → via problem-based and project-based designs.
- c) Self-regulation → as learners manage independent preparation and reflection.
- d) Collaboration → through teamwork and interactive activities.

In this way, pedagogy becomes not only a tool for immediate academic success but also a foundation for lifelong learning.

3.2. PILLAR 2: COLLABORATION WITH THE BUSINESS WORLD

Collaboration with the business world provides a bridge between academic knowledge and real-world application. For Generation Z students, who see education as both a personal investment and a pathway to purposeful careers, this pillar responds directly to their expectations. Within the perspective of SLE, collaboration with external stakeholders ensures that universities foster skills and dispositions that are meaningful beyond graduation and adaptable across life transitions. It is the so called Work-Integrated and Experiential Learning that include the proposal of internships, consulting projects, and mentorship programs, allowing students to apply theoretical knowledge to practical contexts. Studies show that such experiences improve employability outcomes and strengthen student engagement (Jackson, 2015). In management education, company-based projects and case competitions have proven particularly effective in cultivating analytical thinking, problem-solving, and teamwork (Colombo et al., 2024).

Partnerships between universities and businesses are not one-sided. For companies, collaboration with higher education provides access to talent, fresh perspectives, and innovative solutions. For universities, it ensures the relevance of curricula and enhances institutional reputation. As Bringle & Hatcher (2002) argue, service-learning and community-based partnerships can enrich both student learning and

organizational practice, creating a virtuous cycle of mutual benefit. However, the challenge lies in balancing employability-oriented training with the broader mission of intellectual and personal development.

A narrow focus on short-term employability risks reducing higher education to vocational training, sidelining critical thinking and creativity (Collini, 2012). From the perspective of SLE, such partnerships must therefore be framed not only around immediate outcomes but also around long-term adaptability, sustainability, and civic responsibility. Ensuring that students remain active learners rather than passive trainees is essential to avoid reinforcing the “student-as-customer” paradigm.

When effectively designed, collaboration with the business world supports SLE fostering:

- a) *adaptability*, exposing students to complex and changing professional contexts;
- b) *inquiry*, encouraging students to tackle authentic problems with open-ended solutions;
- c) *self-regulation*, requiring responsibility in managing projects and professional relationships;
- d) *collaboration*, fostering teamwork across academic and professional boundaries.

3.3. PILLAR 3: PHYSICAL AND SOCIAL SPACES

Physical and social spaces play a crucial role in shaping how students experience learning, interact with peers, and develop a sense of belonging within the university community (Jamieson, 2009). For Generation Z, accustomed to flexible and interactive environments, traditional lecture halls alone no longer suffice. Equally important is the social dimension of the educational environment. Universities are not only places of instruction but also communities where students develop identities, relationships, and social skills. A positive relational climate – characterized by trust, inclusivity, and intercultural dialogue – supports both academic achievement and personal growth (Jaleniškienė & Jucevičienė, 2015). For internationalized cohorts, creating welcoming environments helps address challenges of diversity and inclusion, enabling students to thrive in multicultural contexts. While investment in physical infrastructure is valuable, there is a risk of focusing only on the aesthetic or technological aspects without addressing the relational and pedagogical use of space. Temple (2008) argues, space matters most when aligned with institutional

culture and learning practices. Social spaces can risk fragmentation if not supported by inclusive policies and faculty engagement.

From the perspective of SLE, physical and social spaces contribute to sustainable learning by:

- a) Adaptability → offering flexible environments suited to diverse activities and learning styles.
- b) Inquiry → providing collaborative contexts for discussion, experimentation, and reflection.
- c) Self-regulation → enabling students to choose when, where, and how to learn.
- d) Collaboration → fostering teamwork, intercultural exchange, and peer support.

Beyond classrooms and informal spaces, the services that universities provide to students are an integral part of the educational environment. Career services, international offices, orientation programs, administrative support offices, as well as everyday facilities such as cafeterias and social areas, all contribute to students' capacity to thrive.

3.4. PILLAR 4: TECHNOLOGY AND DIGITAL LEARNING ENVIRONMENTS

Digital environments open possibilities for hybrid and online learning models, virtual classrooms, and AI-supported platforms allow for personalized pathways, immediate feedback, and differentiated instruction. Virtual simulations, gamification, and immersive technologies (e.g., VR, AR) can deepen experiential learning, particularly in fields like management, where students can engage with realistic problem scenarios, connecting students with peers and professionals across borders (Prensky, 2010; Redecker, 2020).

Despite these opportunities, overreliance on technology brings notable risks. Excessive use of online platforms can also lead to information overload, superficial engagement, and reduced attention spans (Kirschner & De Bruyckere, 2017). Furthermore, inequalities in access to reliable digital infrastructure exacerbate the risk of exclusion. Universities must therefore integrate technology in ways that are pedagogically meaningful and socially responsible, rather than assuming that digital tools alone guarantee innovation.

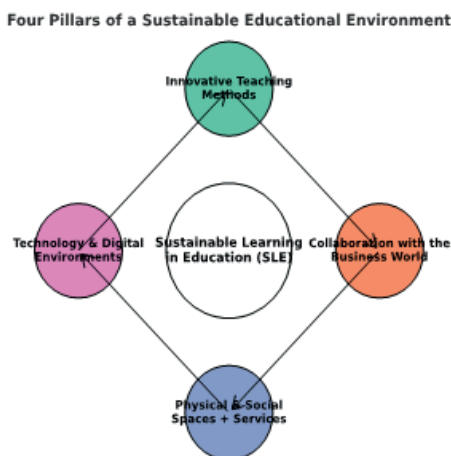
To align technology with SLE, institutions must cultivate digital literacy and critical competencies. This involves teaching students not only how to use digital tools but also how to evaluate information, manage distraction, and adopt ethical practices in online environments (Ng, 2012).

Technology and digital environments support SLE by:

- a) Adaptability → enabling flexible and hybrid modes of study suited to diverse needs.

- b) Inquiry → offering interactive resources and simulations for problem-solving and critical thinking.
- c) Self-regulation → requiring students to manage online tasks, deadlines and learning paths in an autonomous way.
- d) Collaboration → facilitating teamwork and global networks beyond physical boundaries and passive consumption of digital contents.

Figure 1 – Four Pillars of a Sustainable Educational Environment.



Source: Authors elaboration.

4. CASE STUDY: AN ITALIAN HIGHER EDUCATION INSTITUTION IN MANAGEMENT

To ground the conceptual framework in practice, we draw on a case study conducted at a leading Italian university offering seven Master of Science programs in management. The study employed a qualitative research design combining two sources of data: (1) a student satisfaction questionnaire administered annually, and (2) semi-structured interviews with academic coordinators, conducted during institutional Open Day presentations.

The dual perspective – students and coordinators – provides a comprehensive understanding of how Generation Z learners experience the educational environment, and how academic leaders design and adapt programs to meet evolving expectations. The analysis thus serves as an empirical lens through which the four-pillar model can be interpreted and validated.

4.1. STUDENT PERSPECTIVES

The survey results reveal that students evaluate their academic experience in ways that extend beyond traditional teaching. Their feedback aligns closely with the proposed four pillars.

- a) **Innovative Teaching Methods:** Students expressed appreciation for interactive and practice-oriented pedagogy. Faculty were valued for their teaching skills and for integrating real-life examples into courses. Digital platforms were considered intuitive and supportive of flexibility. Soft skills laboratories were also noted as essential in fostering holistic development.
- b) **Collaboration with the Business World:** Opportunities for employability were particularly prized. Students highlighted the importance of company presentations, networking events, and mentoring initiatives such as *MyMentor*. These experiences enhanced relational capital and confidence in navigating professional futures.
- c) **Physical & Social Spaces + Services:** A recurrent theme was the significance of support services and infrastructures. Career services, international offices, administrative support, and orientation programs were regarded as indispensable. Students also valued inclusive initiatives (e.g., *PRISMA*, promoting well-being and community engagement) and sustainability projects such as renewable energy communities, which reinforced their sense of belonging and social responsibility.
- d) **Technology and Digital Environments:** Students frequently mentioned the usefulness of online platforms and blended formats. Their feedback highlights the central role of digital tools in enabling flexibility and personalization.

4.2. COORDINATORS' PERSPECTIVES

The program coordinators' interviews offered complementary insights, showing how the institution strategically implements the pillars of the educational environment.

- a) **Innovative Teaching Methods:** Coordinators reported a decisive shift away from lecture-based formats toward experiential approaches, including case studies, hackathons, business games, and company visits. Assessment practices integrated peer- and self-evaluation, supported by digital platforms. Soft skills development was structurally embedded into curricula to align with Generation Z's demand for relevance and applicability.

- b) **Collaboration with the Business World:** Strong connections with companies shaped both curriculum and extracurricular activities. Examples included co-designed courses, company involvement in project work, and international internship opportunities. Multicultural programs further reinforced global outlook and adaptability.
- c) **Physical and Social Spaces Along with Services:** Coordinators emphasized the role of modern collaborative classrooms, digital infrastructures for hybrid learning, and personalized placement services. They also underscored the strategic importance of inclusion, highlighting initiatives such as the *Diversity & Inclusion Office* and awareness campaigns (“Put yourself in my shoes”, “International Day”) that foster empathy and equity.
- d) **Technology and Digital Environments:** Coordinators described the integration of technology as fundamental to program design, not only for content delivery but also for assessment, real-time collaboration, and international mobility.

Coordinators consistently framed these efforts as part of a systemic strategy aimed at preparing adaptive and reflective professionals:

Our goal is not only to prepare students for their first job, but to shape professionals who know how to learn, adapt, and grow. (Coordinator 2)

The case study highlights both convergence and nuance between student and coordinator perspectives.

- a) **Convergence:** both groups stress the importance of innovative pedagogy, professional integration, and supportive infrastructures. Both recognize that learning must be interactive, purposeful, and inclusive.
- b) **Differences:** students emphasize the immediacy of services and lived experiences of support, while coordinators adopt a more strategic view of how these elements foster employability and institutional reputation.
- c) **Shared Vision:** despite differences in emphasis, both groups articulate a vision of higher education as a holistic and sustainable process - one that cultivates not only academic knowledge but also well-being, identity formation, and social responsibility.

Viewed through the lens of the four-pillar model, the Italian case demonstrates that a sustainable educational environment must integrate pedagogy, partnerships, spaces and services, and technology. The convergence of perspectives reinforces the relevance of this framework and illustrates how the principle of SLE can guide institutional practice.

5. DISCUSSION AND CONTRIBUTIONS

The findings and conceptual model presented in this chapter demonstrate how higher education can respond effectively to the distinctive expectations of Generation Z students. These learners value interactive and personalized learning, strong links between study and career, supportive infrastructures, and flexible use of technology. By structuring the educational environment around four interdependent pillars, institutions can provide experiences that are not only academically rigorous but also meaningful and relevant to students' lives.

The analysis also contributes to the ongoing debate on the student-as-consumer perspective (Paricio Royo, 2017). While the consumerist logic has encouraged universities to improve transparency, accountability, and employability outcomes, it carries risks of reducing education to a transactional service. The proposed framework, anchored in the principles of SLE, offers a corrective. By emphasizing adaptability, collaboration, and intellectual challenge, SLE ensures that student satisfaction does not overshadow deeper goals of personal growth, social responsibility, and long-term resilience. In this way, the model balances responsiveness to students with the preservation of higher education's formative mission (Sterling, S., & Orr, D., 2001).

A central contribution of this study is the articulation of the four-pillar model of the educational environment. Each pillar – pedagogical innovation, collaboration with the business world, physical and social spaces (including services), and technology – has been recognized in prior literature as significant. However, their systemic interconnection is often overlooked. Our framework shows that the effectiveness of each component is maximized only when integrated: for example, experiential pedagogy is strengthened by flexible spaces; digital tools amplify business cooperation; and support services ensure that students can fully benefit from learning opportunities. This holistic approach reflects the complexity of the learning ecosystem that students actually inhabit.

The Italian case study provides empirical grounding for the model. The convergence between student and coordinator perspectives confirms the importance of the four pillars, while nuanced differences illustrate how lived experiences and strategic intentions interact. By showing how the framework can be applied in a specific institutional context, the case study enhances its practical applicability. It also suggests that sustainable learning environments require not only pedagogical innovation but also institutional alignment in services, partnerships, and infrastructures.

Beyond the Italian context, the framework offers insights for higher education institutions across Europe and beyond. In a context marked by demographic decline,

rising costs, and digital disruption, universities must rethink how they deliver value. Our contribution lies in demonstrating that value is not equivalent to consumer satisfaction alone but emerges from creating environments that prepare students to sustain their learning, adapt across life transitions, and contribute to resilient societies. The model thus advances both theoretical understanding and managerial practice by proposing a systemic and sustainable vision for higher education.

6. CONCLUSIONS AND MANAGERIAL IMPLICATIONS

This chapter has argued that higher education institutions face unprecedented challenges, including demographic decline, rising costs, digital disruption, and the spread of consumerist logics. At the same time, Generation Z students bring new expectations for learning that is interactive, purposeful, and socially impactful. Addressing these dynamics requires a systemic reconceptualization of the educational environment.

We proposed an integrated model based on four pillars: innovative teaching methods, collaboration with the business world, physical and social spaces (including services), and technology and digital learning environments. Anchored in the philosophy of SLE, this model emphasizes not only immediate academic success but also long-term personal and professional growth.

The framework provides higher education leaders and policy makers with a strategic tool for designing environments that balance academic rigor, employability, and holistic student development. Specifically:

- a) faculty are encouraged to adopt active and experiential pedagogies that foster autonomy and creativity;
- b) institutions should build mutually beneficial partnerships with businesses, ensuring that employability is integrated without reducing education to training;
- c) investment in spaces, services, and infrastructures must prioritize inclusivity, well-being, and belonging;
- d) technology should be integrated critically, promoting flexibility and digital literacy while avoiding superficial engagement.

By aligning these pillars with the SLE principles, universities can overcome the limits of the student-as-consumer paradigm.

Finally, this study has limitations that must be acknowledged. The empirical grounding is based on a single Italian case study in the field of management, which may restrict generalizability. Perspectives were drawn from student surveys and coordinator interviews, reflecting a specific institutional culture.

In a world marked by uncertainty and rapid change, universities must be ecosystems that sustain learning across life transitions. By embracing innovation, collaboration, inclusivity, and technology - framed within the philosophy of sustainable learning - they can reaffirm their social mission. The challenge is not merely to satisfy students as consumers, but to empower them as learners, citizens and professionals capable of shaping a resilient and sustainable future.

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