**Conclusion: Beyond Student-Centered Classrooms – A Comprehensive Approach to Student-Centered Learning and Teaching Through Student-Centered Ecosystems Framework**

*Manja Klemenčič*

Harvard University, United States

0000-0003-4956-2584

*Sabine Hoidn*

University of St. Gallen, Switzerland

0000-0002-9181-2623

# **Abstract**

This chapter is guided by a set of questions: *How can higher education through their education mission best serve its students and the knowledge societies of 21st century? What kind of learning and teaching policies and practices do we need?* and *How can we support the development of such learning and teaching in higher education*? In addressing these questions, we revisit the two main arguments made in this Handbook. First, student-centered learning and teaching (SCLT) have the potential to foster student learning at higher levels of cognitive activity and thus enable deeper learning. Second, SCLT processes are embedded in and enabled by broader institutional (and national and supranational) environments that consist of a variety of components and related elements – both human and material. These components and elements, we argue, constitute *student-centered ecosystems* *(SCEs)*. SCEs are defined as culturally sensitive, flexible and interactive systems of SCLT in higher education which exist both within higher education institutions and in higher education systems. We introduce a SCEs framework consisting of five components: (1) *Curriculum, pedagogy and assessment*, (2) *Teaching and learning* *support,* (3) *Quality of learning and teaching,* (4) *Governance and administration*, and (5) *Policies and finance*. Each of these components collectively – in an aligned and mutually reinforcing way – constitute SCEs and enable SCLT. And each of these components comprises several elements which can serve as indicators of presence of SCLT in a given institution, study program or higher education system. This concluding chapter introduces the SCEs framework and develops the main components and underlying indicators of SCEs.