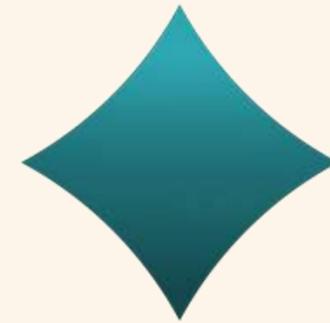# Exploring the state of play of student-centred learning across the EHEA

# Session objectives

Share and jointly reflect on:
 - understanding of student-centred learning (SCL)
 - application in practice;
 - structures supporting SCL;
 - initiatives supporting and assessing SCL.

# Session outline

1. Introduction
2. Gallery walk
3. Fishbowl
4. Wrap-up

# The BP4LnT project

- Bologna Process for Learning & Teaching;
- Erasmus+ co-funded, 2025-2027;
- Coordinated by EURASHE, in partnership with
  EUA, ESU and Algebra Bernays University (HR);
- Explores implementation of SCL and lifelong
  learning across the EHEA;
- Focus group findings will feed into playbook
  (launch end of 2026/early 2027).

# Student-centred learning in the EHEA





- Education geared towards student learning and success

- Education provision defined by intended learning outcomes and most fit-for-purpose learning process

- Taking into account the student's individual background and ensuring they take part in shaping the learning process

- Defined by "new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner [...] leading to high quality, flexible and more individually tailored learning paths"

1.3 Student-centred learning, teaching and assessment
Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
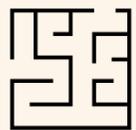
**How the concept seems to have evolved…**

Student centred > student engagement > student partnership

Students in all their dimensions/aspects: attention to wellbeing and "care"

Individuals can move forward and innovate; what about the system? The curriculum?

# Gallery walk

- 4 flipcharts and 1 Mentimeter poll
- Each covering a different question
- 30 minutes

- Take a post-it and add your input to each flipchart;
- Submit your input through the Mentimeter;
- Answers should be based on actual practice, rather than research;
- There is no particular order in which to tackle these stations.

# Fishbowl
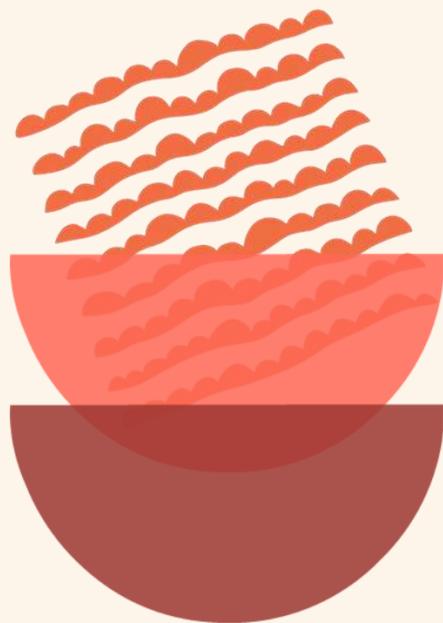


**Rules:**

- Choose your seat but note that only people in the innermost circle can speak;
- One chair in the middle always needs to be free while the others need to be occupied;
- If you want to join the discussion, move to the inner circle;
- If someone joins the inner circle, someone else needs to leave it.

# Fishbowl

Q1: Show of hands – who here thinks that SCL is important in their national and/or institutional context today?

Q2: Show of hands – who here thinks that SCL has actually gained in importance in the past years?

Q3: How do you know if SCL actually works and what difference it makes to student learning, e.g. in terms of graduate attributes?

# Fishbowl

Q4: What could be the contribution of (more) SCL approaches to current and future challenges in higher education?

Q5: Should European-level policies play a (stronger) role in better or further implementing student-centred learning? What kind of action would be welcome in practice?
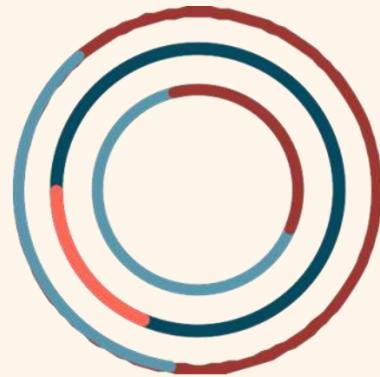
# Bonus questions

Q6: Would you know any typical examples of students taking part in designing and/or implementing SCL approaches?

Q7: Which factors have influenced the uptake of SCL in your context, either positively or negatively?

# Thank you for your attention!

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# Up next

1. Coffee break, 11.00-11.30
2. Final plenary, 11.30-12.30
3. Lunch, 12.30-13.30
4. Policy Update, 13.30-14.15
5. Forum closing, 14.15-14.30
6. Farewell coffee, 14.30-15.00

Bologna Process for Learning and Teaching

Co-funded by the European Union