



## Scrum methodology in university classrooms: bridging the gap between academia and the business world

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## Scrum Methodology in University Classrooms: Bridging the Gap between Academia and the Business World

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The present paper aims to describe the experiment developed in a Spanish university classroom where a new project-based methodology has been implemented. Such teaching methodology is inspired by scrum sessions held in technological companies where staff members work in teams and are assigned tasks within long-termed projects. Results show that control group and experimental group subjects react differently towards teamwork after the experiment. Comparison between both groups sheds some light on the issue of language learners' motivation, indicating the positive effects of scrums and group dynamics in the classroom. Likewise, various scrum procedure ideas are offered and their benefits to the learners are explained.

### 1. Introduction and state of the art

Teaching has been traditionally perceived as the pedagogical activity in which a teacher transmits pieces of content to a group of students in a given place and at a given time. Nowadays, the intrusion of online tools in everyday activities has modified the course of teaching and learning. The use of social media and the creation of networking activities have modified the role of the instructor for ever, placing students and peer interactions at the core of the teaching-learning process.

The present article proposes a working framework based upon student self-management of time and tasks, an ability which is crucial in both academic and professional environments. More specifically, this work management is perceived as part of an iterative, agile and incremental process based on students divided in groups. Agents in such a process are peers who have been constituted in active workgroups: they are the main actors in this teaching-learning situation. As a result of this process, we have a holistic approximation to the corresponding syllabus, which is approached by combining quickness and flexibility in learning with leantrng effectiveness. In this manner, educative roles (teachers and learners) are introduced in cooperative work dynamics which aims to benefit from the teaching-learning process. All participants in the course cooperate effectively so that no student is left behind on the way. The specific research questions to be answered in this paper are:

- 1) In which way does scrum methodology improve student motivation towards a university subject?

to read the chats and forums and to answer them. Student work in pairs and groups develops differently, since teachers have to group students in a virtual way, and their interactions are online.

#### 4. Concluding remarks

Online courses are flexible because they are not subject to a fixed schedule: they are permanently available on the web, what means that students can attend classes, read contents and do the activities when they want, depending on their own personal circumstances and needs. This constant availability online implies continuous attention and feedback on the part of the teachers, who are at risk of spending non-stop hours answering students queries and providing feedback for their submitted tasks.

In conclusion, traditional teaching offers time and place simultaneity: a group of learners and a teacher all together at the same time and in the same place share a learning environment in which the teacher provides learning opportunities according to the context, the group previous knowledge, and the learners immediate reactions and answers during the class. On another note, online learning means there is an open platform where learning opportunities are being constantly offered. Students acquire the new contents in a way that follows their personal choice: some students decide to do that gradually, while others prefer to leave tasks for a monthly basis.

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#### 5. Appendix

- a. How easily do you get distracted in class? I tend to check my phone once every 15 minutes / I normally forget about my phone in class / I look at my phone once or twice.
- b. What do you find interesting in this subject? Theoretical framework / Future career opportunities / Sentence analysis and exercises done in class.
- c. Describe your degree of motivation in the subject of theoretical linguistics: Too

theoretical / Motivating approach to this subject / Same motivation as with the rest of my subjects.

- d. When do you think you can pay more attention to the teacher in class? At the beginning / My attention capacity goes up and down during the class / At the beginning and at the end.
- e. Choose a description for the subject of English linguistics: Theoretical principles to memorise / Learning theory applied to sentence analysis / Study of language (grammar and semantics).