

Agile@School

Innovative Pedagogical Approach in Higher Education

How we implemented Agile methodology in Higher Education at
the Coding Factory, Paris

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Abstract

This research paper explores the implementation of Agile@School, an innovative pedagogical approach based on Agile methodology, in higher education at the Coding Factory in Paris. Agile@School, developed and tested since 2017, adheres to the Agile Manifesto and seeks to improve teaching and learning outcomes in higher education settings. The study investigates the effectiveness of Agile@School in fostering collaboration, adaptability, and continuous improvement among students and the school we experimented with. By examining the experiences of students and teachers at the Coding Factory, this paper highlights the practical benefits and challenges of integrating Agile@School into the curriculum.

The research employs a mixed-methods approach, including surveys, interviews, and case studies, to gather data on the implementation of Agile@School and its impact on student performance and satisfaction. Findings reveal that Agile@School promotes active learning, student engagement, and effective teamwork, while also enhancing the ability of the teachers to adapt to changing needs and requirements in higher education.

By exploring the implementation of Agile@School at the Coding Factory, this research paper aims to contribute to a better understanding of how agile methodology can be effectively applied in higher education settings, and provide valuable insights for educators, policymakers, and researchers interested in promoting innovative pedagogical practices.

This paper contributes to the existing literature on innovative pedagogical methods by providing evidence of the potential benefits of Agile@School in higher education and offering recommendations for its wider adoption for higher education and future research.

Introduction

Context

The landscape of higher education is constantly evolving, driven by rapid technological advancements, changing labor market demands, and the need for innovative teaching methods to engage and prepare students for the challenges of the 21st century. Traditional teaching methods, often characterized by passive learning and teacher-centered instruction, have increasingly come under scrutiny for their limitations in fostering critical thinking, problem-solving, and collaboration skills among students. In response to these challenges, a variety of innovative pedagogical approaches have emerged, aiming to transform the learning experience and better prepare students for their future careers.

Agile Framework in education

One such approach is the application of agile methodology to education. Agile methodology, originally developed for software development, prioritizes collaboration, adaptability, and continuous improvement. The Agile@School method, designed and tested since 2017 at the Coding Factory in Paris, seeks to integrate the principles of the Agile Manifesto into the realm of higher education. By adopting Agile@School, educators and students can benefit from an iterative and flexible learning process that emphasizes teamwork, self-organization, and reflection.

Objectives & motivations

The primary objective of this research is to explore the implementation of Agile@School as an innovative pedagogical approach in higher education at the

Coding Factory, Paris. The study aims to investigate the effectiveness of Agile@School in enhancing student engagement, learning outcomes, and adaptability, while also examining the experiences of students and school members who participated in the program. Furthermore, this research seeks to contribute to the existing literature on innovative pedagogical methods and provide insights into the potential benefits and challenges of implementing agile methodology in higher education.

Structure overview

This research paper is structured as follows: First, we give a concise definition of the Agile@School methodology principles and inspirations who helped us to shape this Agile method. Then, a literature review will explore existing pedagogical methods employed in France, including active learning, eduScrum, project-based learning, and autonomous learning with peer review. Next, the methodology section will outline the research design, data collection methods, and analysis employed in the study. The results section will present the findings of the research, while the discussion section will interpret these findings in relation to the existing literature, examining the implications of Agile@School for teaching and learning in higher education. Finally, the conclusion will summarize the main findings and offer recommendations for future research and the wider adoption of Agile@School.

Agile@School Definition

How It started

The inception of Agile@School can be traced back to a regional Scrum gathering in Portugal in 2016, where the creator of eduScrum, Willy Wijnands, presented a conference on the exceptional potential of eduScrum in the Netherlands. At the same event, the author of this paper was invited to speak about Mob Programming and its implementation in Paris. Inspired by the conference and the success of eduScrum, the idea of incorporating agile methodologies into education began to take shape.

Upon returning from the conference, the author was contacted by their former school, ITIN (now ESIEE-IT), with a request to assist in the creation of a coding school featuring an innovative and agile pedagogy. This collaboration led to the establishment of the Coding Factory, ESIEE-IT's coding school, which embraced an agile and innovative pedagogy. Six years later, this educational approach evolved and emerged as what we call now Agile@School.

The way we work

At the beginning, Agile@School aimed to stay true to the principles of eduScrum, which was initially created for high schools and not very focused on higher education. We adapted it to suit the unique needs and challenges we had at Coding Factory. Over time, and through iterative feedback of students, teachers, companies and pedagogy members from the school, Agile@School slowly started to diverge from the original eduScrum methodology to create a distinct approach that was more suited to higher education students.

To be clear, we follow the Agile Manifesto as its core 4 Values and 12 Principles and then have our own values and principles on top of it that we'll try to summarize below.

Principles

The guiding principles of Agile@School are:

Collaboration: We promote teamwork and effective communication among students and the school. Most of the learnings are done in a collaborative way by creating groups of 4 students maximum.

Adaptation: We embrace change and continuously refine the learning process and learning content based on Students, Mentors and Servant Leaders feedback.

Reflection: We Foster and create a safe space to grow a culture of self-assessment and improvement for both Students, Mentors and the School by practicing retrospectives.

Student-centered learning: We empower students to take ownership of their learning experience, by surpassing themselves, letting them explore, experiment to finally find their inner voice.

Inspiring Work environment: We consider the environment as almost as important as the learnings provided. Our rooms are full of startup posters, inspiring quotes. We provide inspiring talks from renowned professionals and try the most to get inspiring teachers.

Values

The Values that drive students following Agile@School include:

Passion: Students participating in the Agile@School program are encouraged to cultivate a strong sense of passion and motivation for their studies. By engaging in projects and activities that align with their personal interests, students are more likely to be enthusiastic about their learning experience. This heightened level of engagement leads to increased motivation and a drive to excel in their chosen field.

Well-Being: Agile@School places a strong emphasis on the well-being of its students. By creating a supportive and inclusive learning environment, the program aims to promote the mental, emotional, and physical health of its participants. By addressing the needs of the whole person, Agile@School fosters a learning community where students feel empowered to grow and develop both academically and personally.

Taking-Care of others: Agile@School emphasizes the importance of empathy, compassion, and teamwork. Students are encouraged to be mindful of their peers' needs and to support one another in their learning journeys. By fostering a culture of collaboration and mutual respect, Agile@School teaches students to be empathetic leaders and effective communicators, skills that are vital not only for their academic success but also for their personal and professional lives. We succeed all together or we don't succeed.

Excellence: Pursuit of excellence is a core value in the Agile@School approach. Students are encouraged to strive for the highest standards in their academic work and personal development. By setting ambitious goals and providing the right to fail to every student working diligently to achieve them, students cultivate a mindset of continuous growth and improvement. This focus on excellence not only drives academic success but also prepares students for the demands and expectations of their future careers, fostering a lifelong commitment to learning and achievement.

Day to Day

Students are working on a “*Learning Objective*” during 1 week that we call a Sprint. A Learning Objective at Coding Factory could be Javascript, HTML, NoSql, Java, etc.

Every 3 to 4 weeks, students achieved a complete “*Learning Theme*”. A Learning Theme at Coding Factory could be Web Development, Mobile Development, Project Management, etc.

Inside a sprint (1 week), They are provided an “*Objective Backlog*”, usually called a Backlog with the different learnings and projects of the week.

This Backlog is then broken down into small achievable tasks and displayed in a physical or digital “*Team Board*” which follows the Scrum / Kanban principle of : TODO / IN PROGRESS / DONE basic workflow.

Inside a sprint, students checkin everyday in the morning the first hour of school, usually at nine about what they have done, what they planned to do for the present day and the impediments they are experiencing. We call that the “*Standup Meeting*”, as it's always Stand Up in front of their Team Board.

Between Monday and Friday, the week consists of a combination of theory, hands-on practice, real project exercises, mob programming, and continuous feedback from the mentor to the various working teams. This approach ensures an engaging and dynamic learning experience that supports the Agile@School methodology

In the Agile@School method, there are the concepts of "Validation Time" and "Fun Time." These two concepts are closely related to the Definition of Done (DoD) in Scrum and the Definition of Fun (DoF) in eduScrum. The terms are adapted because DoD was somewhat confusing for students; they struggled to understand and

consistently apply it sprint after sprint. Instead, we emphasize the notion of validation, implying that there is a dedicated time for teams to validate what they have learned and ensure that everyone is familiar with all the concepts covered.

As for "Fun Time," it is a concept almost identical to DoF, as it highlights the importance of maintaining motivation and engagement through enjoying the work process. Sometimes, this enjoyment can also be derived from extrinsic motivation created by the student groups themselves. Incorporating Fun Time within the method acknowledges that fostering a positive and enjoyable learning environment is crucial for student success.

At the end of every sprint, on Friday mornings each student group presents their achievements to the Teacher by holding a "*Sprint Review*", followed by a "*Sprint Retrospective*" where every interested person in the school is invited to attend. The idea here is to provide direct and honest feedback for each stakeholder in the sprint : Teacher, students and school members, always seeking a way to provide continuous inspection and improvement for everyone.

Finally, on Friday afternoon, and sometimes for a complete sprint week, we gave them a personal/group time to work, reflect, find their inner voice by digging into topics that matter the most for them. This model is called the Labdays and is based on the research done by Google providing time for employees to work on their personal projects. We foster this environment because we found this to have a major impact on our students to stay up to date about the Industry they are involved in and to perform Research & Development.

There is more to say on the roles. Within an Agile@School team, we have teachers who are referred to as "Mentors" because their role is closer to that of a mentor rather than a traditional expert with all the answers. Additionally, the student groups consist of two main roles: "Learners", who is focused on acquiring the knowledge of the week's subject matter, and the "Servant Leader," who are "Learners" with an

added responsibility to help the team stay focused on the week's objectives and optimally organize learning within the group by addressing any obstacles with the school and the "Mentor". This structure encourages a more collaborative and student-centered approach to learning, while promoting the development of leadership skills and effective teamwork.

Inspirations

The development of Agile@School was heavily inspired by Scrum and of course eduScrum and the success stories shared by its creator, Willy Wijnands.

As the approach evolved, Agile@School also drew inspiration from other pedagogical methods, such as active learning, project-based learning, Mob Programming, LabDays (coming from 20% Google initially) and autonomous learning with peer review.

By combining elements of these approaches, Agile@School has created a unique and innovative pedagogical method designed to meet the needs of higher education students and prepare them for the challenges of the 21st century.

Litterature review

The literature review explores various pedagogical methods currently employed in France, focusing on active learning, eduScrum, project-based learning, and autonomous learning with peer review. This examination of existing methodologies establishes the context for the implementation of Agile@School and highlights the need for innovative pedagogical approaches in higher education.

Active Learning

Active learning emphasizes student participation and engagement, promoting critical thinking and problem-solving skills. Research has shown that active learning can lead to improved academic performance and increased student satisfaction (Freeman et al., 2014). In France, active learning has been successfully implemented in various educational institutions, fostering a more student-centered learning environment.

eduScrum

eduScrum is an adaptation of the Scrum framework, originally used in software development, for educational purposes. It involves collaborative, iterative, and incremental learning processes (Von Solms & Van Der Walt, 2019). Studies have demonstrated the potential of eduScrum in enhancing students' teamwork, time management, and communication skills, as well as their ability to adapt to changing circumstances (Schwaber & Sutherland, 2017).

Project-Based Learning

Project-based learning (PBL) is a teaching method that focuses on engaging students in complex, real-world problems, encouraging them to develop solutions through collaboration and critical thinking (Bell, 2010). PBL has been widely used in

France to promote student autonomy, creativity, and problem-solving skills, and has been shown to positively impact academic achievement and motivation (Holm, 2011).

Autonomous Learning with Peer Review

Autonomous learning encourages students to take responsibility for their own learning, while peer review offers opportunities for students to assess and provide feedback on each other's work. Research suggests that combining autonomous learning with peer review can lead to improved learning outcomes, enhanced critical thinking skills, and increased motivation (Lundstrom & Baker, 2009). In France, these approaches have been increasingly adopted to foster a sense of ownership and accountability among students.

Mob Programming

Mob Programming is another innovative approach that has gained popularity in recent years. Originating from the software development industry, Mob Programming involves a group of developers working together on the same problem, at the same time, and on the same computer. This method encourages continuous collaboration, real-time feedback, and shared knowledge (Woody, 2014). In an educational context, Mob Programming promotes teamwork, problem-solving, and communication skills among students (Kropp, Meier, Mateescu, & Zimmermann, 2018). The integration of Mob Programming into Agile@School aims to enhance the student's learning experience by fostering a collaborative and engaging environment that facilitates the development of critical skills needed for their future careers. It has proven to be the best way at school to learn the most complex concepts and ideas.

Labdays (20% Google Time)

Drawing inspiration from Google's "20% Time" policy, the Labdays concept encourages students to dedicate 20% of their time to work on projects or ideas that interest them, independent of their regular coursework (Mediratta & Bick, 2007). This approach promotes creativity, autonomy, and innovation among students, while allowing them to develop new skills and explore their passions (Laferrière, Hamel, & Searson, 2013).

Incorporating Labdays into the Agile@School methodology provides students with an opportunity to engage in self-directed learning, fostering a sense of ownership and responsibility for their educational experience. This, in turn, can lead to increased motivation, engagement, and ultimately, more effective learning outcomes.

A lot of projects emerged from our Labdays and have been a source for student startups and side projects and open source to the world provide on the web for everyone to participate in.

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In summary, the literature on existing pedagogical methods in France reveals a growing interest in innovative approaches that promote student engagement, collaboration, and adaptability. Agile@School, as an extension of these methods, has the potential to build upon and enhance the benefits of active learning, eduScrum, project-based learning, and autonomous learning with peer review. By examining the implementation of Agile@School in the Coding Factory, this research paper aims to contribute to the understanding of how agile methodology can be effectively applied in higher education settings.

Methodology

Research Design

For the research design, I employed a mixed-methods approach, which combined both quantitative and qualitative methods. This decision was made to ensure a comprehensive understanding of the Agile@School methodology and its impact on students and school members. By utilizing a mixed-methods approach, I was able to capitalize on the strengths of both quantitative data, which provided measurable and objective insights, and qualitative data, which offered a richer, more in-depth understanding of participants' experiences and perspectives. This combination of methods enabled a more robust analysis of the research questions and a deeper exploration of the complexities involved in implementing Agile@School in higher education.

Participants and setting

Regarding the participants and setting, the Agile@School methodology was implemented and tested with over 400 students across six years. The majority of these students hailed from the Île-de-France region in France, while others came from various other French regions. The participants represented a diverse range of social backgrounds and entered the school through different pathways, including post-high school enrollment, following an atypical academic journey, or pursuing a career change. The age range of the students spanned from 17 to 52 years old, further emphasizing the diversity of the participant group. This wide-ranging demographic allowed for a more comprehensive understanding of the effectiveness and adaptability of Agile@School across various contexts and student profiles.

Data Collection Methods

For the Data Collection Methods, we relied on a variety of sources to gather information, including interviews, feedback from students and faculty, direct observations, analysis of students' work submissions, and a self-assessment survey designed to gauge their current skill levels. By utilizing these diverse data collection methods, we were able to gather a comprehensive and multi-faceted understanding

of the Agile@School methodology and its impact on students' learning experiences and outcomes. This rich dataset allowed us to draw meaningful conclusions and identify potential areas for improvement or further research in the implementation of Agile@School in higher education.

Results

Direct observations

Since 2017, we have closely observed each student and are aware of their individual commitment to their studies and the school. We have witnessed significant progress in all the soft skills we aim to develop in them. For example, empathy, collaboration, communication, public speaking, the courage to speak up when things are not going well, and self-assessment of one's abilities are all aspects that we see improving over time. Our strategy and work methodology encourage each student to take charge of their career and life. We push them to explore techniques and practices that are not yet widely known, which helps build their confidence. Personal growth and autonomy are also aspects that are highly developed among our students from the very first weeks of work.

However, it is important not to overlook students who struggle with autonomy and self-organization. Every year, we also have students who find it difficult to adapt to these concepts and either take much longer to integrate into the established groups operating under these principles or drop out because it often conflicts with their ingrained way of working from previous years of study. Nevertheless, these dropouts or disengagements represent no more than 5% of the students who graduate at the end of the 5-year program. Please translate this into English and improve it.

Analysis of students' work submissions

During these last 6 years, we observed remarkable progress in students' project outcomes submitted weekly and their overall development at the end of the year. Over time and across different cohorts, students demonstrated substantial growth in their skills. In fact, they often possess 1 to 2 years of advanced knowledge in higher education after completing their first two years with us. The quality of their work is superior to that of students with at least 1 to 2 more years of experience.

We have also begun to notice this difference in skill level when conducting parallel recruitments. For example, when we admit students entering their third year (L3) after high school and who have not completed their first two years with us, we struggle to find students with equivalent technical abilities. As a result, we often provide these students with additional training and ask our existing students to spend time explaining the working methodology and offering more support at the beginning.

By examining students' work and their rapid progress, we can further validate the effectiveness of the Agile@School method in fostering advanced skills and knowledge within the higher education context.

Self-assessment survey

We sent a survey of 15 questions about their thoughts and impressions on the Agile@School methodology.

To know exactly the survey content, you can consult the Appendix 1.

246 students had the chance to answer, and we received a total of **104** answers to date.

Here is an interpretation of the results coming from the survey:

- Most respondents are quite satisfied with the Agile@School methodology, with ratings mostly between 4 and 5.
- A majority of respondents either agree or strongly agree that the Agile@School methodology improved their learning experience.
- Most respondents feel that Agile@School has had a positive impact on their ability to collaborate with their peers.
- A majority of respondents agree or strongly agree that the Agile@School methodology has helped them develop problem-solving skills.
- The Mentor and Servant Leader roles are generally perceived as very effective or extremely effective in supporting learning.

- The most valuable aspects of Agile@School, according to the respondents, include collaboration, flexibility in learning, Mentor support, Servant Leader role, and real-world projects.
- Most respondents feel that Agile@School has probably or definitely prepared them better for their future work compared to traditional teaching methods.
- A majority of respondents are likely to recommend the Agile@School methodology to other students or educators, with ratings mostly between 4 and 5.
- Most respondents feel that Agile@School has had a positive influence on their motivation and engagement in their studies.
- The most beneficial Agile@School practices for learning experience include team-based projects, regular feedback sessions with Mentor (PO) and the team, retrospectives, standup meetings, mob programming, and team boards.
- Most respondents agree or strongly agree that Agile@School promotes a supportive and inclusive learning environment.
- The majority of respondents feel that Agile@School adapts either moderately well, very well, or extremely well to their individual learning needs and preferences.
- Most respondents report that the Agile@School methodology has helped them develop or improve their time management and personal organizational skills to varying degrees, ranging from "a little" to "a great deal."
- Respondents generally rate the overall communication and transparency within their Agile@School group teams during the sprints as good or very good.
- Suggestions for improvements in the Agile@School methodology include better sprint reviews, encouraging students to continue learning beyond class, and a stronger presence of the Servant Leader role.

Overall, the results indicate a high level of satisfaction with the Agile@School methodology, with students reporting positive impacts on their learning experience, collaboration, problem-solving skills, and motivation. The methodology seems to be well-adapted to students' individual needs, and there is a strong likelihood that they would recommend it to others. However, there are still areas for improvement, as mentioned by some respondents.

Discussion

Interpretation of Results in Relation to Existing Literature

The findings from this study are consistent with the existing literature on the benefits of agile methodologies in education. Agile@School's emphasis on collaboration, continuous feedback, and adaptability aligns with the principles of Agile and Scrum, as well as eduScrum and Mob Programming (Sutherland & Schwaber, 2011; Appelo, 2011; Schrage, 1995; Schmidt & Rosenberg, 2014; Willeke & Vliet, 2016). The positive impact on students' learning experiences, problem-solving skills, and motivation is supported by the literature on Agile and Scrum in education (Gandomani et al., 2016; Kropp et al., 2018; Stettina & Heijstek, 2011).

Pedagogical Implications of Agile in Higher Education

The study's findings have significant implications for the adoption of agile methodologies in higher education. Agile@School's success in improving student engagement, collaboration, and learning outcomes suggests that this approach may be a valuable alternative to traditional teaching methods. By emphasizing adaptability, continuous improvement, and teamwork, the Agile@School methodology fosters an inclusive and supportive learning environment that encourages students to take charge of their education and develop essential soft skills.

These findings support the need for more widespread adoption of agile methodologies in higher education, not only for computer science and engineering programs but also for other disciplines. The adaptability and flexibility inherent in Agile methodologies can be applied to various fields of study, promoting a more student-centered and engaging learning experience.

Limitations and Suggestions for Future Research

While the study provides valuable insights into the benefits of Agile@School, there are some limitations to consider. Firstly, the data collected is primarily based on self-reported surveys and observations, which may be subject to bias. Future research could benefit from incorporating more objective measures of student performance, such as exam scores, national challenges, international evaluations and project evaluations, to corroborate the findings.

Secondly, the study's scope is limited to the Agile@School methodology and its specific implementation. It is possible that the positive outcomes observed may not be solely attributed to the Agile methodology itself but also to the way it is implemented at Coding Factory school. Future research should explore the impact of different Agile implementations and consider examining the effects of specific Agile practices on student outcomes.

Lastly, this study primarily focuses on students in a specific region in France. As such, the findings may not be generalizable to other educational contexts or diverse student populations. Future research should examine the impact of Agile methodologies in higher education across different cultural contexts and explore how the Agile approach can be tailored to suit the needs of diverse student populations.

In conclusion, this study provides evidence of the benefits of Agile@School in enhancing student learning experiences and outcomes. Despite the limitations, the findings support the need for further exploration and adoption of Agile methodologies in higher education settings.

Conclusion

In summary, this research paper has explored the implementation of Agile@School as an innovative pedagogical approach in higher education at the Coding Factory, Paris. Through the examination of existing literature and the analysis of the experiences and outcomes of students and school members participating in the program, this study has provided valuable insights into the potential benefits and challenges of adopting agile methodologies in education.

The findings of this research highlight the importance of Agile framework as an innovative pedagogical method in higher education. By fostering collaboration, adaptability, and reflection, Agile@School has the potential to transform the learning experience and better prepare students for the challenges of the 21st century. Furthermore, the integration of principles such as Mob Programming and Labdays encourages creativity, autonomy, and the development of critical skills needed for success in the modern workforce.

As we reflect on the impact of Agile@School and its potential to reshape the landscape of higher education, it is crucial to advocate for the broader adoption of innovative pedagogical methods. Educators, policymakers, and researchers must continue to explore and refine these approaches, sharing their experiences and best practices to foster a more effective, engaging, and student-centered learning environment. By embracing the principles of Agile@School and other innovative pedagogies, we can work together to create a brighter future for our students and the communities they will serve.

We strongly believe this method could improve the way students learn and stay committed during all their school years but for that, we definitely need the support of policymakers, and governments to start an education disruption in the way we use to support the students in their learnings.

To conclude, we hope and feel that this approach could also be a game changer in other educational levels, such as middle schools and high schools. By incorporating Agile@School principles and methodologies, these institutions may benefit from increased student engagement, improved collaboration, and enhanced critical thinking skills. Furthermore, the adaptability and flexibility of Agile@School make it a suitable approach for various educational contexts, providing the foundation for a more innovative, student-centered learning experience that prepares students for the challenges and opportunities of this fast-paced future.

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Appendix

Appendix 1

Here is a copy of the survey send to the students:

1. On a scale of 1-5, how satisfied are you with the Agile@School methodology?
(1 = Very dissatisfied, 5 = Very satisfied)

2. To what extent do you agree that the Agile@School methodology improved your learning experience?
(Strongly disagree, Disagree, Neutral, Agree, Strongly agree)

3. How has Agile@School impacted your ability to collaborate with your peers?
(Negatively, No impact, Positively)

4. To what extent do you agree that the Agile@School methodology has helped you develop problem-solving skills?
(Strongly disagree, Disagree, Neutral, Agree, Strongly agree)

5. How effective do you think the Mentor and Servant Leader roles are in supporting your learning?
(Not effective at all, Slightly effective, Moderately effective, Very effective, Extremely effective)

6. What aspects of Agile@School do you find most valuable? (Select all that apply)
 - Collaboration
 - Flexibility in learning
 - Mentor support
 - Servant Leader role
 - Real-world projects
 - Other (please specify)

7. Do you feel that Agile@School has prepared you better for the workforce compared to traditional teaching methods?
(Definitely not, Probably not, Unsure, Probably yes, Definitely yes)

8. On a scale of 1-5, how likely are you to recommend the Agile@School methodology to other students or educators?
(1 = Very unlikely, 5 = Very likely)
9. How has Agile@School influenced your motivation and engagement in your studies?
(Negatively, No impact, Positively)
10. Which Agile@School practices have been most beneficial to your learning experience? (Select all that apply)
- Mob Programming
 - Labdays
 - Regular Feedback sessions with Mentor (PO) & the Team
 - Retrospectives
 - Team-based projects
 - Standup Meetings
 - Team Boards
 - Other (please specify)
11. To what extent do you agree that Agile@School promotes a supportive and inclusive learning environment?
(Strongly disagree, Disagree, Neutral, Agree, Strongly agree)
12. How well do you think Agile@School adapts to your individual learning needs and preferences?
(Not well at all, Slightly well, Moderately well, Very well, Extremely well)
13. Has the Agile@School methodology helped you develop effective time management and organizational skills?
(Not at all, A little, Somewhat, Quite a bit, A great deal)
14. How would you rate the overall communication and transparency within your Agile@School team?
(Poor, Fair, Good, Very good, Excellent)

15. Is there any aspect of the Agile@School methodology that you think could be improved? If yes, please provide suggestions.