

CONTRASTING TRADITIONAL LEARNING AND AGILE LEARNING

by Ekaterina Tretiakova; instructors: Deborah McGraw, Jacqueline Schneider.

ABSTRACT

The term "agile" came to different areas of our life from software development. It promotes constant communication between the stakeholders of a process in order to identify necessary changes and implement them as soon as possible. The poster discusses how an agile approach to education/learning differs from a traditional approach. With agile learning, it could be much easier to adjust the syllabus to students' and business's needs with the help of developed interaction in flat hierarchy classes. Agile educators play the roles of facilitators who evaluate students during the whole year. The results of the poster project gives insights into which approach to prioritize when thinking of a more effective and beneficial strategy for stakeholders to organize an educational process as well as possible obstacles on the way to adopting such a new agile approach.

INTRODUCTION

The world - we are living in nowadays is rapidly developing; thus, different spheres of life are evolving non-stop. In the early 2000s, business adopted an agile way of working. "The Agile Way of Working (or Agile) is a collection of principles and practices aimed at enhancing group collaboration that emerged in the software development field...In an agile environment, workplace teams place a heavy emphasis on collectively articulating their goals, frequently reflecting upon and adjusting work plans, facilitating authentic group interactions, improving team dynamics and encouraging experimentation and innovation" (Krehbiel et al., 2017 p. 90). Agile principles of software development can be applied not only in business but also in education. Agile education is an approach that should be considered by educators seeking a more effective method of teaching and learning than those which traditional approaches offer; this poster's focus on the key differences between the two approaches can help to further that goal.



Copyright 2012 by Modern Analyst Media LLC Retrieved from <https://www.pinterest.ru/pin/695243261207875255>

MAIN DIFFERENCES BETWEEN TRADITIONAL LEARNING AND AGILE LEARNING

ELEMENT	TRADITIONAL LEARNING	AGILE LEARNING
Syllabus	Rigid. Neither students nor teachers can change it during the course. Content is not discussed with students.	Flexible. Can be adjusted to students' interests and performance. Discussed at the beginning of each block.
Roles	Educators are a source of knowledge. They manage students. Students passively absorb knowledge.	Educators facilitate learning process and are one of the sources of knowledge. Students are autonomous, active learners.
Interaction	Reduced.	Discussions about course content, organization and students' progress are encouraged.
Education theory	Educators use behavioral theory and teacher-centered approaches.	Educators appreciate learners' experience, practise problem based learning, promote connectivism, cooperation and collaboration.
Class structure	Highly hierarchical, educators promote individual learning.	Flat hierarchy. Educators promote group and individual learning.
Evaluation	Pre-post evaluation of students' performance.	Evaluation of students' performance is done during the whole course along with course execution.

(López-Alcarria, A., Olivares-Vicente, A., Poza-Vilches, F. 2019)

CONCLUSION

It might appear for some people that an agile approach is more beneficial for students and the market in all aspects of education mentioned above. The problem though might be with the implementation of agile processes within rigid state systems of education. The speed of adopting the changes may also differ from country to country. Some countries may be more flexible and hanker for innovative changes in all spheres of life, whereas others might take years to take the first step towards change. A possible solution for those advocating for an agile approach to education can be to start by launching the changes towards agile in the private educational sector. Private schools and companies working in education are more result oriented and more likely to be open to innovation.

REFERENCES

- Agile Alliance. (2001). Manifesto for agile software development. <http://agilemanifesto.org/>.
- Eby, K. (2016, July 29). Comprehensive Guide to the Agile Manifesto. <https://www.smartsheet.com/comprehensive-guide-values-principles-agile-manifesto>
- Kamat, V., Sardesai, S. (2012) Agile Practices in Higher Education: A Case Study. IEEE Xplore
- Krehbiel, T. C., Salzaruto, P. A., Cosmah, M. L., Forren, J., Gannod, G., Havelka, D., Hulshult, A. R., & Merhout, J. (2017). Agile Manifesto for Teaching and Learning. *Journal of Effective Teaching*, 17(2), 90–111. ERIC.
- López-Alcarria, A., Olivares-Vicente, A., Poza-Vilches, F. (2019 May). A Systematic Review of the Use of Agile Methodologies in Education to Foster Sustainability Competencies. *Sustainability*. MDPI, Basel, Switzerland.
- Parsons, D & MacCallum, K. (eds.) (2019), Agile and Lean Concepts for Teaching and Learning: Bringing Methodologies from Industry to the Classroom - PDF Drive. (n.d.). <http://www.pdfdrive.com/agile-and-lean-concepts-for-teaching-and-learning-bringing-methodologies-from-industry-to-the-classroom-d187766181.html>
- Peha, S. (2011, June). Agile schools: How technology saves education (just not the way we thought it would). InfoQ. <https://www.infoq.com/articles/agile-schools-education>.