

**Innovative Agile  
Project Based  
Learning**



# Agile2Learn Exploitation Guide

Project: 2021-1-CZ01-KA220-VET-000025558  
Erasmus+ Program



[www.agile2learn.eu](http://www.agile2learn.eu)



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# 1. Introduction

## 1.1 Purpose of this document

This document describes the use of Agile2Learn project results and their future development and identifies key exploitation areas and target stakeholders beyond the project lifetime, network, and duration.

## 1.2 Project description

Agile2Learn project is introducing the Agile Project Based Learning (hereinafter referred to as “Agile PBL”) into secondary education as a new enhanced educational approach to promote the development of key transversal competencies needed in the 21st century.

Project Based Learning (PBL) is a well-known approach where students apply their knowledge to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. In Agile2Learn project, PBL techniques are reinforced with Agile pedagogy to achieve the above-described objective. Agile pedagogy attempts to infuse and develop a number of transversal competences.

Some of them are continuous communication and interaction with different stakeholder, team-working and self-organization, motivation, empathy, problem solving, entrepreneurship, embracing change, develop working prototypes, critical thinking, and reflection.

Agile project management techniques are proposed to be used as the main transformation and teaching aid, since nowadays there is a shift from traditional project management practices to what is known as “Agile project management”.

The aim of the project is professional development through appropriate training of the personnel who work in secondary education. This will be achieved with upskilling them with a complex of skills and knowledge that is required for 21<sup>th</sup> century learners; such as the Agile2Learn methodology.

The **main project’s objectives** are:

- to define new learning paths,
- to offer the opportunity to develop 21st century skills for modern educational environment (and learn these skills in practice),
- to allow learners to work in teams either at a f2f fashion or forming virtual teams,
- to allow learners to solve more complex and contemporary problems,
- to enable learners and educators to implement educational projects faster, efficiently,
- to enable educators to work in teams. This offers significant advantages over traditional educational approaches, which, mostly, deliver educational services in isolation,
- to facilitate the usage of modern team collaboration tools.

The target audience of this project are educators, school administrators and leaders, local and regional public authorities and public authorities specifically oriented.

### 1.3 Partners

The consortium developing Agile2Learn project consists of the following organisations:

1. [European Project and Management Agency \(EPMA\), Czech Republic](#)– project coordinator
  - a. *Vysočina Region*
  - b. *All Digital*
2. [University of Thessaly, Greece](#)
  - a. *Regional Directorate of Secondary Education of Larissa*
  - b. *Directorate of Secondary Education of Trikala*
3. [Hellenic Open University, Greece](#)
  - a. *Regional Directorate of Education of Western Greece*
  - b. *Directorate of Secondary Education of Achaia*
  - c. *Directorate of Secondary Education of Hleias*
  - d. *Directorate of Secondary Education of Messinias*
  - e. *Directorate of Secondary Education of Aitolokarnania*
  - f. *Directorate of Primary Education of Achaia*
  - g. *Directorate of Primary Education of Hleias*
  - h. *Directorate of Primary Education of Messinias*
  - i. *15 Elementary Schools of Western Greece*
    - *1st Paralias Patras Elementary School*
    - *42nd Patras Elementary School*
    - *24th Elementary School of Patras*
    - *18th Elementary School of Patras*
    - *60th Elementary School of Patras*
    - *Elementary School of Rojtikon*
    - *Elementary School of Karaikon*
    - *Elementary School of Vrahnaika*
    - *29th Elementary School of Patras*
    - *5th Elementary School of Nafpaktos*
    - *12th Elementary School of Patras*
    - *47th elementary school of Patras*
    - *48th Elementary School of Patras*
    - *51st Elementary School of Patras*
    - *52nd Elementary School of Patras*
  - j. *18 Greek Gymnasiums*
    - *14th Gymnasium of Patras*
    - *20th Gymnasium of Patras*
    - *Gymnasium of Demenikon*

- Voundargo Gymnasium
- Lala Gymnasium
- Gymnasium of Zacharo
- Barda Gymnasium
- Neapolis Gymnasium
- Kardamyli Gymnasium
- Kallithea Gymnasium
- 1st Gymnasium of Kalamata
- 1st Gymnasium of Messini
- 4th Gymnasium of Kalamata
- Palairo Gymnasium
- 6th Gymnasium of Kalamata,
- Gymnasium of Thuria
- Gymnasium of Ancient Olympia
- Gymnasium of Vasilaki
- k. 8 General Greek High Schools
  - 2nd high school of AGRINIOU
  - 1st high school of Pyrgos
  - High School of Andravida
  - Sympoulou High School
  - LEXAINON high school
  - GASTUNIS High School
  - KRESTENON high school
  - PELOPIOU High School
- l. 2 Vocational Greek High Schools
  - 2nd Vocational .Lyceum of Patras
  - SPECIAL Needs VOCATIONAL HIGH SCHOOL OF KALAMATA
- m. 1 Special Needs Greek School
  - SPECIAL Needs VOCATIONAL HIGH SCHOOL OF KALAMATA
- 4. Consorzio Ro.Ma, Italy
  - a. The Istituto Magistrale “Giordano Bruno” – Comprehensive secondary school institute with 3 different school orientations.
  - b. Comprehensive Institute Alberto Manzi – from primary to upper secondary students.
  - c. Cometa Formazione – VET centre collaborating with Consorzio Ro.Ma.
  - d. The Istituto Comprensivo Don Lorenzo Milani – primary and secondary school.
- 5. FORDERVEREIN FÜR JUGEND UND SOZIALARBEIT EV (Helliwood), Germany
  - a. Otto-Nagel Gymnasium

## 2. The intention

In today's rapidly changing world, the concept of agility has emerged as a crucial attribute for both businesses and educational institutions. This innovative approach emphasizes flexibility, adaptability, and responsiveness to dynamic environments. Recognizing the significance of agility, the Agile2Learn project seeks to bridge the gap between traditional educational practices and the evolving demands of the 21st century.

Agility isn't just a buzzword in the corporate landscape; it also has profound implications for education. As the economy transforms and technologies advance, the skills required for success are shifting as well. This paradigm shift has prompted a critical need to incorporate agile methodologies into teaching strategies. By integrating business strategies into education, we equip students with the competencies needed to thrive in an ever-evolving job market. The Agile2Learn project recognizes the importance of nurturing not only subject-specific knowledge but also transversal competencies like collaboration, critical thinking, and problem-solving, which are integral to agility.

**Agile pedagogy** is the educational response to this demand for agility. By embracing this methodology, educators foster a learning environment that mirrors the agility found in modern businesses. Agile pedagogy **encourages continuous communication, adaptability, and collaboration among students, mirroring the principles that drive successful business practices**. This approach acknowledges that students learn best when they are actively engaged, self-directed, and capable of embracing change.

Similarly, the application of **agile project management principles within educational institutions transforms the way projects are approached and executed**. Traditional project management techniques often prove rigid and inflexible in the face of rapidly changing circumstances. In contrast, agile project management offers a more iterative, adaptive, and customer-centric approach. By embracing this methodology, schools empower educators and students to respond to evolving needs and expectations effectively. This project management approach, integrated into educational settings, prepares students to navigate the complex and uncertain landscape of the real world.

The main objectives of the Agile2Learn project align seamlessly with these principles. By developing an innovative pedagogical methodology, the project aims to introduce Agile PBL to secondary education schools. **This methodology, rooted in the agile principles of collaboration, communication, and critical thinking, empowers educators to create engaging and adaptive learning experiences**. Through curriculum design and teacher training, the project equips educators with the skills to apply agile methodologies to their teaching practices. Additionally, the establishment of agile project management Communities of Practice ensures the sustainability and continuous development of these skills.

In conclusion, the Agile2Learn project embodies the transformative power of agility in education. By harmonizing the principles of agile pedagogy and agile project management with educational goals, the project paves the way for a learning paradigm that prepares students to thrive in a rapidly changing world. Through the development of transversal competencies and the infusion of agile strategies, the project fosters a generation of learners

who are not only well-versed in academic knowledge but also equipped to navigate the challenges and opportunities of the 21st century.

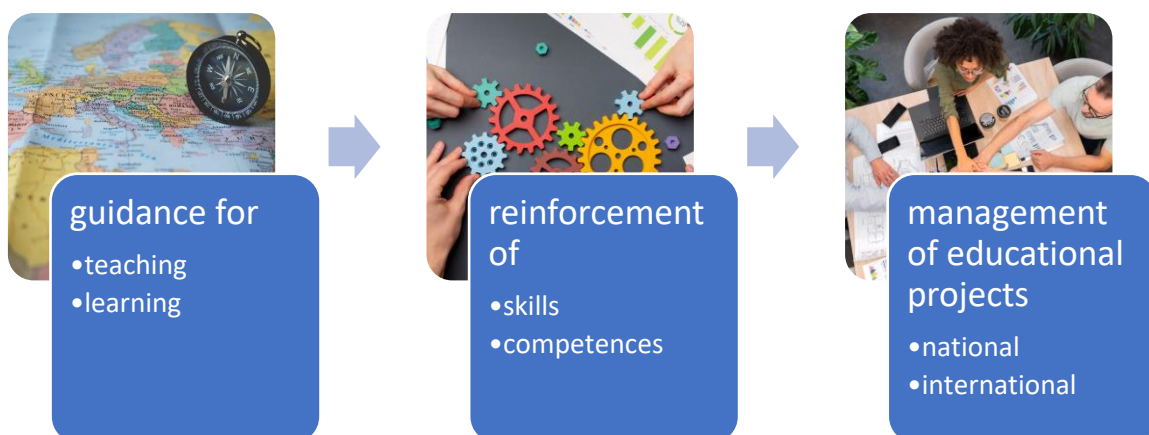
### 3. Key Project Results

#### 3.1 The Agile2Learn Curriculum

The developed curriculum is designed to empower educators in primary and secondary education to adapt to the demands of the 21st century, create a dynamic, efficient, and collaborative learning environment and respond to the evolving educational landscape by incorporating Agile methodologies into the classroom.

The Agile2Learn Curriculum is available here:

<https://agile2learn.eu/outcomes/>



1

#### Main objectives:

- **Define New Learning Paths:** Create innovative learning pathways that cater to the evolving needs of students in the 21st century.
- **Develop 21st Century Skills:** Equip educators with the skills and knowledge necessary to foster 21st-century competencies in their students, including Agile methodologies.
- **Enable Effective Teamwork:** Foster collaborative teamwork among learners, whether in face-to-face or virtual settings, to address complex and contemporary challenges.
- **Enhance Project Efficiency:** Empower learners and educators to implement educational projects more efficiently and effectively.

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<sup>1</sup>[designed by snowing - Freepik.com](#)  
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[designed by Freepik](#)

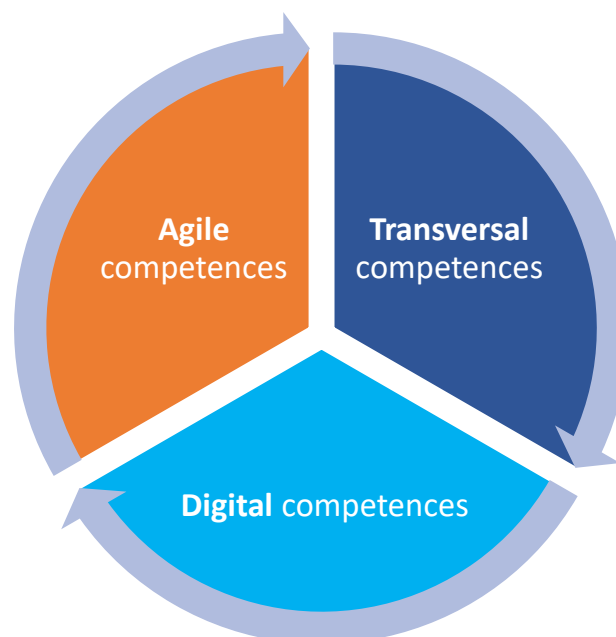


- **Promote Team Collaboration:** Encourage educators to work collaboratively, leveraging the benefits of teamwork over traditional isolated teaching methods.
- **Facilitate Modern Tool Usage:** Enable the use of modern team collaboration tools to enhance teaching and learning experiences.

**The 5 main key learning objectives:**



Research in the context of Agile2Learn project has identified **three groups of competences to be developed within the Agile2Learn training course:**



### 3.1.1 AGILE COMPETENCES



AGILE METHODS  
AND  
FUNDAMENTALS -  
SCRUM, KANBAN,  
LEAN  
MANAGEMENT, XP



ENTREPRENEURIAL  
THINKING - the  
ability to identify  
market  
opportunities and  
find the most  
suitable ways to  
capitalize them  
using appropriate  
knowledge and  
working either  
individually or  
collaboratively as a  
team member  
having a sense of  
agency, forward  
looking and  
courage



PROJECT  
INCEPTION  
(PLANNING) - refers  
to addressing how  
to complete a  
project in a certain  
timeframe, usually  
with defined stages  
and designated  
resources. Usual  
tasks are defining  
roles,  
facilitating  
communication,  
enabling effective  
monitoring, setting  
measurable  
objectives,  
identifying  
deliverables, create  
and perform  
scheduling,  
planning tasks etc.



SELF-MANAGED  
TEAMS - refers to  
formation of a  
group of people  
who use their  
diverse skills,  
knowledge and  
experience to  
achieve a common  
goal by taking the  
full responsibility  
for delivering a  
service or product  
through peer  
collaboration  
without a  
manager's guidance

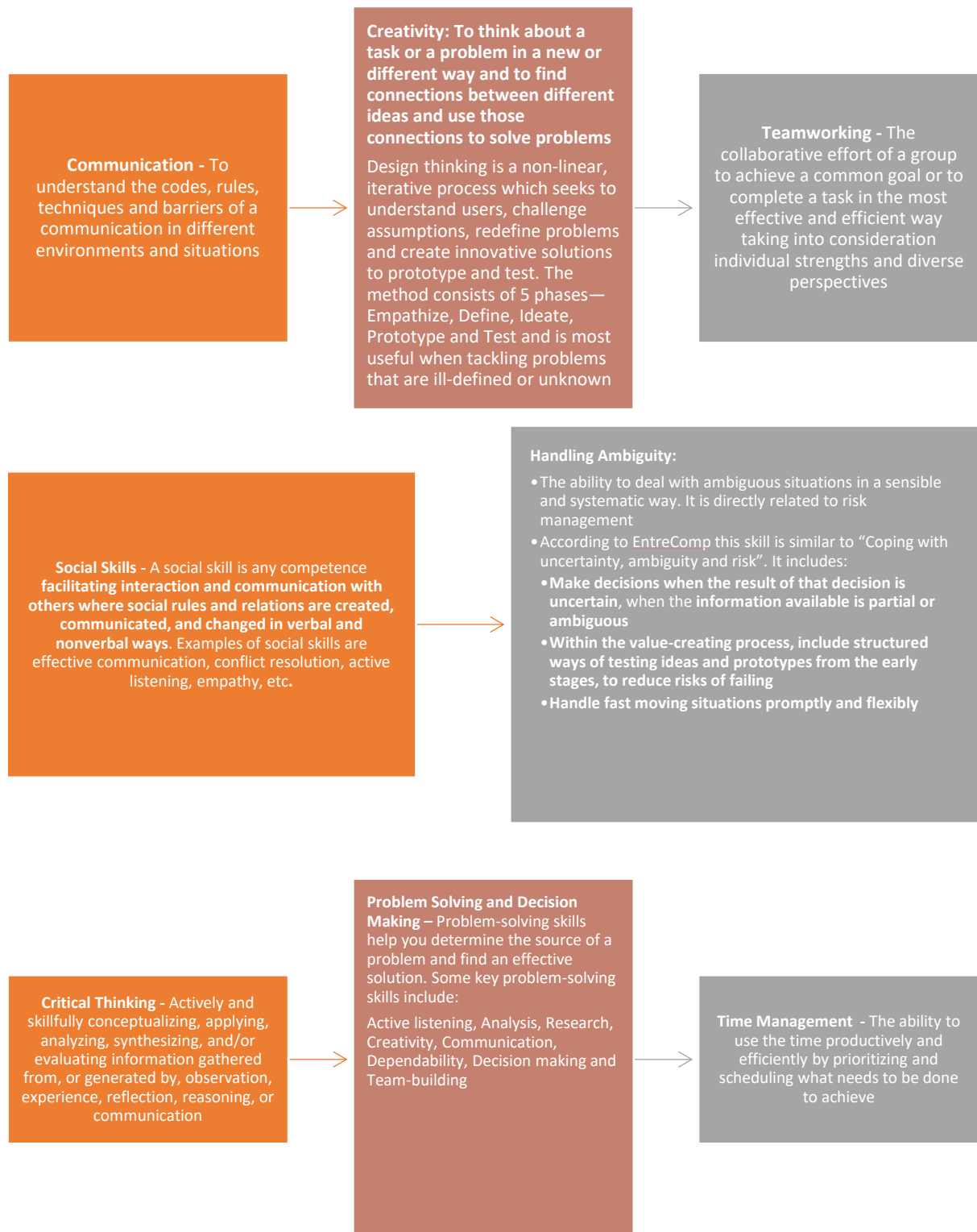


AGILE ARTIFACTS -  
refers to  
information that  
stakeholders and  
the scrum team use  
to describe a  
product that's  
being developed.  
They define the  
work that must be  
done e.g.: product  
backlog, scrum  
backlog, product  
increment



AGILE CEREMONIES  
- agile ceremonies  
are periodic  
meetings held to  
ensure that  
projects are on  
time and meeting  
quality goals. E.g. in  
scrum these are:  
sprint, sprint  
planning, daily  
scrum, sprint  
review, sprint  
retrospective.

### 3.1.2 TRANSVERSAL COMPETENCES



### 3.1.3 DIGITAL COMPETENCES



**DIGITAL COLLABORATION AT PROFESSIONAL AND LEARNING LEVEL** - to use digital technologies to collaborate



**SELECTING DIGITAL RESOURCES** – to identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group when selecting digital resources and planning their use



**CREATING AND MODIFYING DIGITAL RESOURCES** - to modify and build on existing openly-licensed resources and other resources where this is permitted. to create or co-create new digital educational resources. to consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use



**MANAGING, PROTECTING AND SHARING DIGITAL RESOURCES** - to organize digital content and make it available to learners, parents and other educators. to effectively protect sensitive digital content. to respect and correctly apply privacy and copyright rules. to understand the use and creation of open licenses and open educational resources, including their proper attribution



**ACTIVELY ENGAGING LEARNERS** - to use digital technologies to foster learners' active and creative engagement with a subject matter. to use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression

### 3.2 Agile2Learn Training Course

Agile2Learn Training Course is the training primarily intended for secondary education teachers on how to apply Agile PBL but can also be applied on primary education teachers. It is a blended learning course and consists of 2 phases:

- **Theoretical phase** – this phase of the training is developed in the form of e-learning created in MOOC. It consists of 21 modules that represent 21 competences that are being developed or improved **during** the training. The modules are further grouped into 3 phases:

- **introductory knowledge**
- agile specific knowledge
- specialized knowledge

This part of training is taking approximately 40 hours of study.

- **Practical phase** – this phase enables trainees to test the knowledge acquired during the e-learning phase (Agile2Learn training course and training content) in the class as a workplace learning phase. The estimated time of application of the model projects is 85 hours. This phase is supported with:
  - example scenarios,
  - other ideas for scenarios,
  - templates for creating own scenarios,
  - list of minimum activities showing that Agile methodologies have been understood,
  - evaluation template.

**To enhance the comprehension of the fundamental Agile methodologies' terminology** and its adaptation in the field of education, as they are presented within the Agile2Learn project, **the trainees are also provided with the Agile Learning Glossary** which is available here:

<https://agile2learn.eu/outcomes/>

**The entire training is FREE and available after the registration here:**

[cop.daissy.eu](https://cop.daissy.eu)



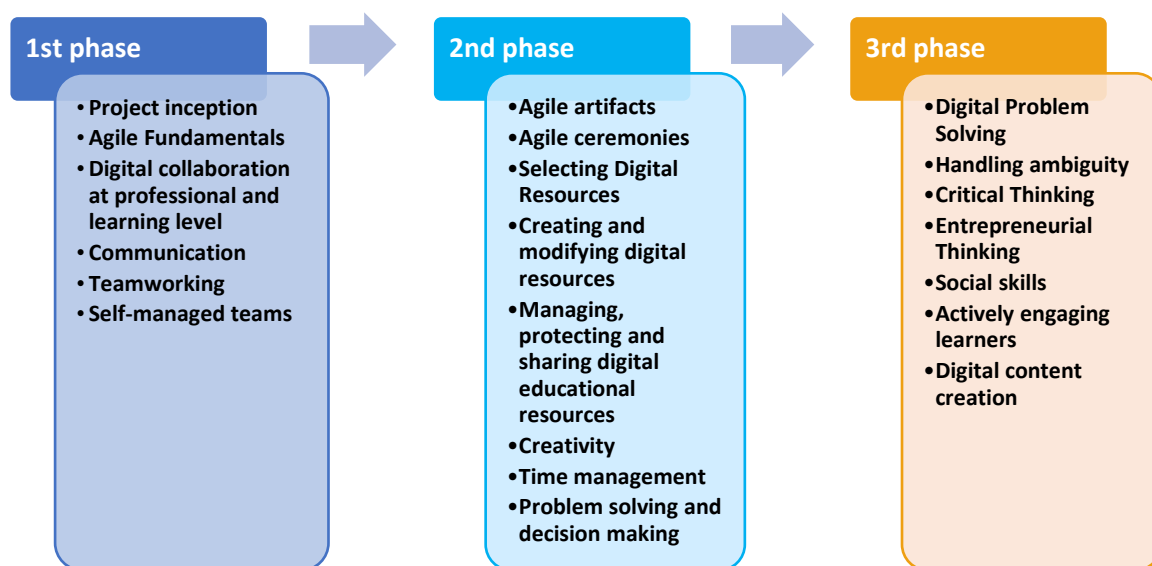
### 3.2.1 THEORETICAL PHASE

Agility	Becoming agile through applying agile methods					
Learning Stage	Build up knowledge			Practice/Deep dive	Creation	Retrospective
Phase	1 <sup>st</sup> phase	2 <sup>nd</sup> phase	3 <sup>rd</sup> phase	4 <sup>th</sup> phase	5 <sup>th</sup> phase	6 <sup>th</sup> Phase
Topics	Introductory knowledge	Specific knowledge	Specialised knowledge	Concepting and exchanging through Community of Practice platform	Exploring agile method within the participant’s workplace	Reflection on followed activities and actions.
Learning format	E-learning			Implementation of agile methods in: <ul style="list-style-type: none"><li>teaching – in the classroom</li><li>working with colleagues</li><li>provide agile based cases and exercises to students</li></ul>	Sharing experience with the community members	
Length of the training	10 – 12 hours	14 – 16 hours	12 – 14 hours	85 hours		
	40 hours in total					
Continuous online support of trainees						

This phase is **logically structured into 3 phases** to gradually build up the knowledge of agile project-based learning. It starts with the introduction of the agility and project-based approach, continues through deepening the knowledge with specific knowledge and finalizes the theoretical training phase by acquiring the specialized knowledge to fine tune and develop a complex and comprehensive knowledge to be able to apply appropriately the agile project-based learning approach.

However, **it is not obligatory to go through all modules in such created order. The participants interested in particular modules or topics can choose only those regarding their needs or interests.**

As already mentioned in the section [3.1](#), the course is designed to develop 21 competences – agile, transversal, and digital. The user can use this division also to direct his/her interest, and this section should guide them where to find the desired content. You can find here the overview of all the modules from the training course and the interested user can decide what module is in his/her interest and choose what modules he/she will go through.



### 1<sup>st</sup> phase – introductory modules:

1. **Project inception** – the feasibility of the project.
2. **Agile Fundamentals** – the principles and values of agile management and how overall it can be used either as a pedagogical and a school development tool.
3. **Digital collaboration at professional and learning level** – the use of digital technologies to collaborate.
4. **Communication** – the promotion of listening skills, nonverbal communication, public speaking, storytelling skills and effective communication.
5. **Teamworking** – an introduction to the concept of agility within the context of teamwork.
6. **Self-managed teams** – exploring of what self-managed teams are, the characteristics of self-managed teams, and how to start developing them.

### 2<sup>nd</sup> phase – specific knowledge to agile learning:

7. **Agile artifacts** – information that an agile team and stakeholders use to detail the product being developed, the activities to produce it, the activities performed during the project and the activities done in the project.
8. **Agile ceremonies** – meetings with defined lengths, frequencies, and goals that enable us to increase our productivity.
9. **Selecting Digital Resources** – identifying, assessing, and selecting different resources, as well as enabled participants to set up criteria for their own professional learning/teaching setting to make learning more agile.
10. **Creating and modifying digital resources** – specific skills with the basic to be considered the ability to develop new and process and modify ready-made digital educational resources.
11. **Managing, protecting and sharing digital educational resources** – the ability to browse, evaluate and manage information and digital educational resources, share digital resources with other teachers and/or trainees and preserve safety.

- 12. Creativity** – the concept of creativity, defines its basic characteristics, underlines its usefulness in today's way of thinking and provides us with ways to enhance it in every individual for a more creative and innovative way into the future.
- 13. Time management** – how to plan and organise the time, set reasonable time frames including buffer times, how to prioritise, including what, when and how to delegate and how to follow up, self-management techniques to minimise procrastination and time wasters.
- 14. Problem solving and decision making** – techniques and strategies of problem solving (root cause analysis), design thinking, other decision-making techniques, and related tools.

### 3<sup>rd</sup> phase – specialised knowledge:

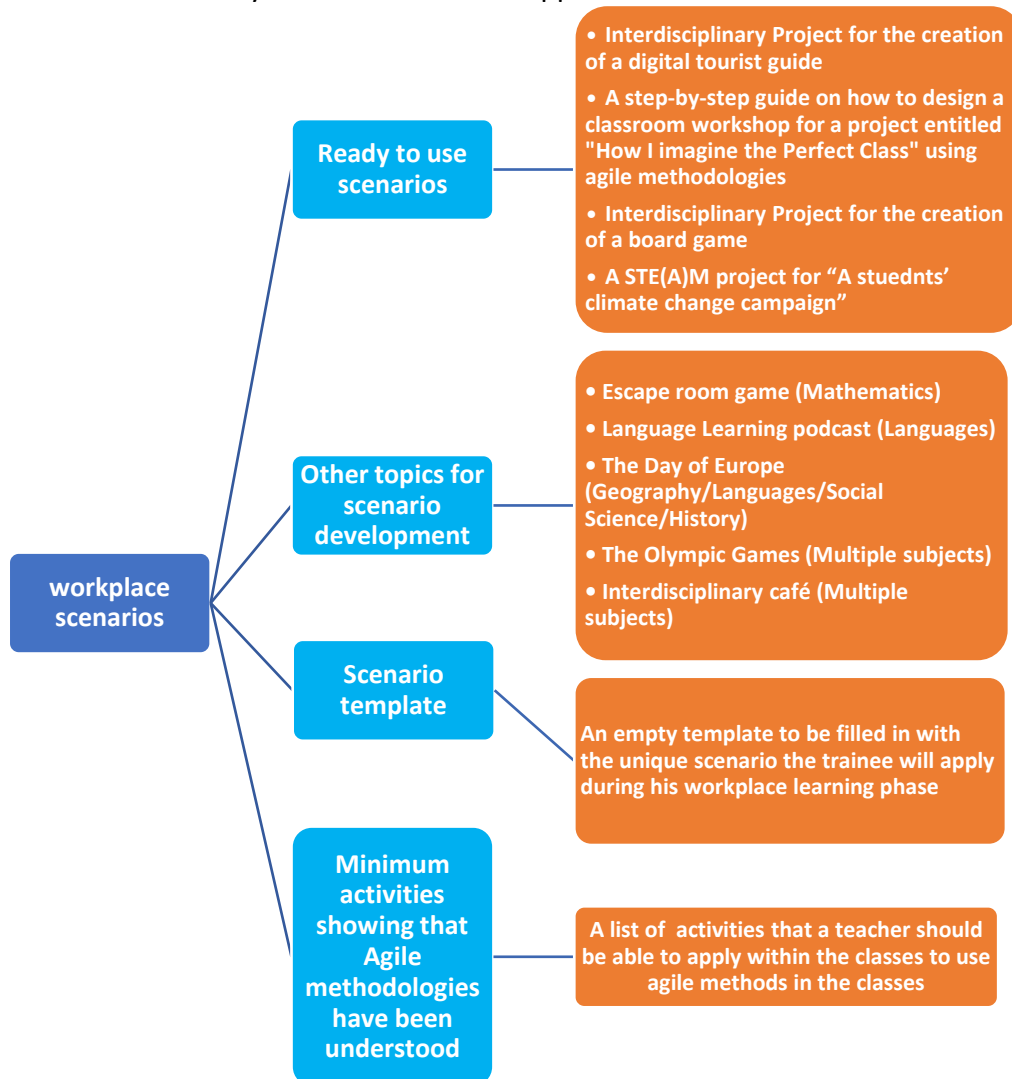
- 15. Digital Problem Solving** – an incorporation of learning activities, assignments and assessments which require learners to identify and solve technical problems, or a transfer technological knowledge creatively to new situations.
- 16. Handling ambiguity** – the ability to deal with ambiguous situations in a sensible and systematic way. It is directly related to risk management. It includes decision making when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes, reduction of risks of failing – by inclusion of structured ways of testing ideas and prototypes from the early stages within the value-creating process and handling fast moving situations promptly and flexibly.
- 17. Critical Thinking** – actively and skilfully conceptualising, applying, analysing, synthesising, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.
- 18. Entrepreneurial Thinking** – the ability to identify market opportunities and find the most suitable ways to capitalise them using appropriate knowledge and working either individually or collaboratively as a team member having a sense of agency, forward looking and courage.
- 19. Social skills** – a social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways (e.g., effective communication, conflict resolution, active listening, empathy, etc.).
- 20. Actively engaging learners** – the use of digital technologies to foster learners' active and creative engagement with a subject matter, within pedagogic strategies that foster learners' transversal skills, deep thinking, and creative expression.
- 21. Digital content creation** – incorporation of the learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats; teaching learners how to apply copyright and licence to digital content, how to reference sources and attribute licences.

For more information about modules' content please refer to the Annex I.



### 3.2.2 PRACTICAL PHASE:

This practical phase of the training is developed as workplace learning that you can apply in your classroom or with your learners and is supported with several scenarios:



#### Ready to use scenarios:

- Interdisciplinary Project for the creation of a digital tourist guide
- A step-by-step guide on how to design a classroom workshop for a project entitled "How I imagine the Perfect Class" using agile methodologies
- Interdisciplinary Project for the creation of a board game
- A STE(A)M project for "A students' climate change campaign"

#### Scenario template:

This template enables you to "embed" your own project idea into a prepared scenario template that is created as a guidance covering all project implementation stages including the initial ideas and goals of what should be achieved by project application (purpose of the project, learning objectives, learning outcomes, preparation, implementation and reflection).

For more information about scenarios please refer to the Annex II.

**Other topics for scenarios development:**

- Escape room game (Mathematics)
- Language Learning podcast (Languages)
- The Day of Europe (Geography/Languages/Social Science/History)
- The Olympic Games (Multiple subjects)
- Interdisciplinary café (Multiple subjects)

For more information about other topics please check the Annex III.

**Minimum activities showing that Agile methodologies have been understood:**

This is a list of activities proving that the teachers gained the minimum knowledge and is able to apply it within their classes under the Agile PBL approach. The list is following:

- Be able to divide students in groups based on agile methodology guidelines.
- Facilitate students in the identification of project requirements - product backlog.
- Allow and encourage student teams to be self-organized.
- Encourage and facilitate student teams to identify the criteria of completion for their work and their evaluation.
- Help students to organize at least 3 sprint cycles.
- Facilitate students to create the sprint backlog - what they will implement in each sprint.
- Encourage students to reflect on their activities after each sprint and at the end of the whole process and record their findings.

### 3.2.3 Course structure – technical solution:

The training course was implemented within **Moodle platform**. To access the training, the interested user needs to register into the [Community of Practice platform](#). The registration to the is free. The technical solution was developed by Daissy Research Group of the Hellenic Open University.

The screenshot displays the Moodle course interface. At the top, there's a navigation bar with 'Home', 'Dashboard', and 'My courses'. Below this, a blue header contains 'Course', 'Participants', 'Grades', and 'Competencies'. The main content area shows a 'FORUM' section with 'Announcements' and 'Introduce yourself to the Forum'. Below the forum, there's a grid of course modules for 'Week 1' through 'Week 8'. Each week module includes a thumbnail image and a title. To the right, a 'Calendar' widget shows the month of September 2022. At the bottom, there's a footer with the European Union logo and text indicating the project is co-funded by the Erasmus+ Programme of the European Union. A small text block mentions funding from the European Commission and provides a project number: 2021-1-G201-KA220-VET-000025556.

#### Weekly view:

The proposed timeline of theoretical training is 12 weeks, and the modules are divided into weeks accordingly. There are 2 modules under each week (except for the last week as the number of the modules is odd).

The screenshot shows the 'Weekly view' for 'Week 1'. At the top, there's a navigation bar with 'Home', 'Dashboard', and 'My courses'. Below this, a blue header contains 'Course', 'Participants', 'Grades', and 'Competencies'. The main content area shows a grid of course modules for 'Week 1' through 'Week 6'. Each week module includes a thumbnail image and a title. Below the grid, there's a section titled 'Week 1' with a sub-header 'What you will learn this week:'. This section contains a list of digital competences: 'Project Inception (Planning)' and 'Agile Methods & Fundamentals'. Below the list, there are two images: one showing a document titled 'INCEPTION The beginning of something' and another showing a hand drawing a diagram. The first image is labeled 'Project Inception (Planning)' and the second is labeled 'Agile Methods & Fundamentals'.

## Module view:

Each module contains its summary, description of learning objectives and knowledge domain. Also, they contain the navigation to units and module evaluation.

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Project inception is a phase that examines the feasibility of the project. Further during this phase, we create a preliminary project plan and we do project scoping while at the same time we create the initial list of requirements. In Scrum this phase is known as pregame. The main inception process goals are:

- Project idea feasibility study
- Developing project strategy and vision
- Project scope definition and initial release planning
- Team Formation
- Etc

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So the main objectives of this module is to develop concepts like idea testing, idea formulation, scope management, project initiation, etc.

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### Learning objectives

The learning objectives for the trainees in this module are the following:


- To develop on idea testing and formulation
- To perform project environment and stakeholder analysis
- To develop the project vision and project strategy
- To develop the initial project blueprint
- To develop the initial set of project requirements using user stories
- To formulate the project team

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### Knowledge domain


Project management, idea testing, idea formulation, project initiation, project inception, scope management


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 [Modules's Discussion Forum](#)


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 [Unit 1.1: Project environment and stakeholder analysis](#)

 [Unit 1.2: Formulating and assessing project ideas – Feasibility assessment](#)

 [Unit 1.3: Developing the initial project product backlog](#)

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 [Assessment for Project Inception \(Planning\)](#)

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[Return to Module 1](#)

## Unit design:

The units are design to introduce the topic and variety of the training material was used:

- Videos /w subtitles and transcript.
- Text material in pdf.
- External Material embedded or linked.
- Links to external OERs.

## Module Evaluation

Each module has 2 step evaluation:

- **Quizzes that envelop questions from all units of each module:**
  - Closed type (Matching, drop down, true/false, Multiple Choice;
  - Awards through evaluation (Level up, competence awards, badges, final certification).
- **Practical assignments:**
  - For exercising the knowledge gained through the use of tools, methods, techniques or processes or development of a practical solution by using the newly gained knowledge and methods.

**Multilingual content:**

Platform strings are already translated from Moodle community (<https://lang.moodle.org/>). Accounts were given to test the translations in each partner language, subtitles/transcript translation was developed by the partners. Full text translation (Module/Unit strings and quiz questions) was provided to each native multilingual version of the course:

- Czech
- Greek
- German
- Italian
- English

### 3.3 Agile2Learn Community of Practice platform

The Community of Practice online collaborative platform (hereinafter referred to as “CoP”) was designed by Daissy Research Group of the Hellenic Open University.

This platform was developed to become:

- **a professional network** for teachers and other stakeholders interested in applying Agile PBL,
- **the main portal to reach to the results of the project** – Agile2Learn Curriculum, Agile2Learn Training course and other supporting documents created to support enhancement of the Agile PBL knowledge,
- **an evolving repository of case studies and good practices** in the field of Agile PBL and Agile Pedagogy,
- **an environment for sharing experiences, developing competences** and, indeed, **working together**,
- **an environment for online trainings**,
- **the place to ask the peers questions concerning the application of agile methods and Agile PBL**, and
- **the facilitation of the establishment of user communities** from all partner countries and beyond.

#### The professional network platform:

It gathers teachers, educators, trainers, and other stakeholders. All the users need to register to the platform. Registration is open and free and interested stakeholders have to submit an online application, which is evaluated by the partner providing technical assistance.

#### The main portal to reach to the results of the project:

To get to the project results, the interested user must register into the CoP platform. The registration is free available as well as all the project results.

For an easy access to the registration, please use this QR code or go to the following link:

[cop.daissy.eu](https://cop.daissy.eu)



## The evolving repository of case studies and good practices and the environment for sharing experiences:

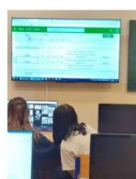
This community platform was created with the main intention of sharing best practices and exchange experience. The users share their results of implementation of agile project-based learning within the platform and are given the space to exchange their views and opinions to what was presented by their peers.



## KOSTRA

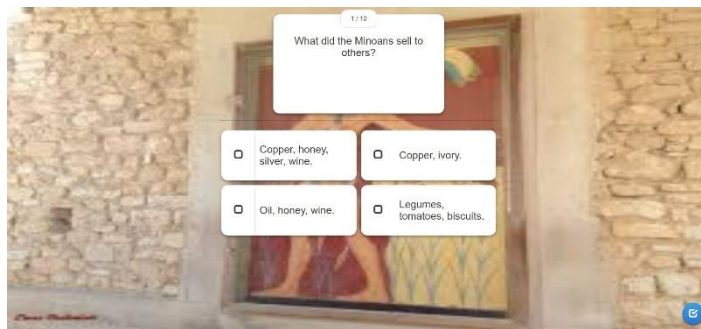
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Studenti MA22 (2022-23)

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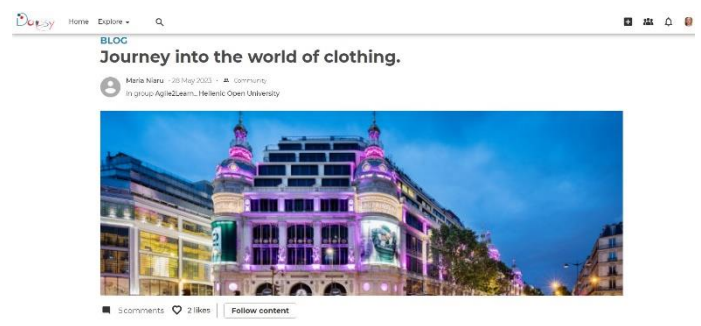
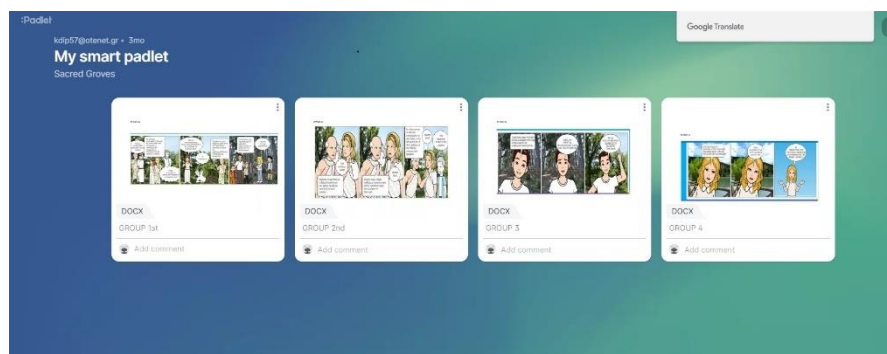
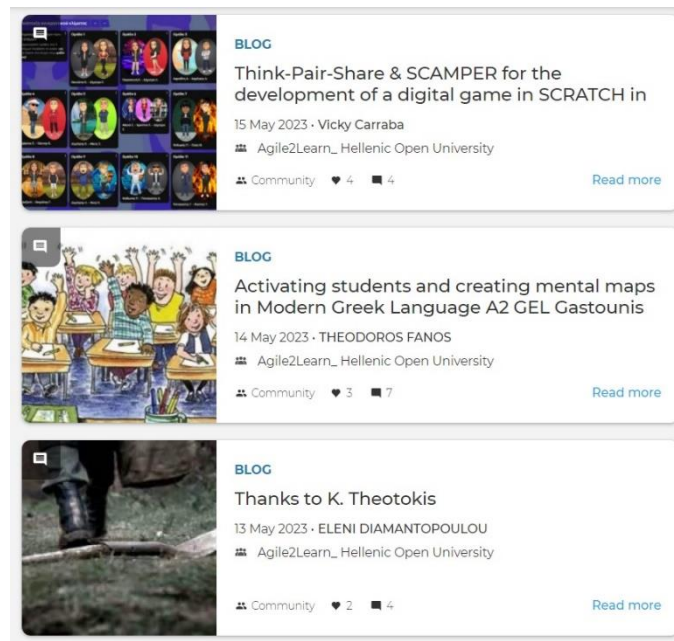
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### The environment for online trainings:

The platform can also be used as an online training space. The interested user can create own group and carry out the following activities:

- **create an online session;**
- **post invitations, announcements;**
- **interact among the group** – each platform contribution allows to provide the feedback in the form of the discussion under the post;
- **blogging** - share what they learned / implemented in class, as a starting point for discussions, debates, and collaborations;

- **commenting on blog posts** - engage in discussions, provide feedback, exploration and reflection and build better connections and relationships with each other;
- **instant messaging** –chat each other and/or with the tutors online and this encourages and promotes communication;
- **instant messaging** enables members to ask for advice or feedback, and build relationships with each other;
- **forum announcements** in A2L PLATFORM to share news, updates, and information relevant to the community, keep members informed and engaged, and promotes interest and participation in specific activities, events, or initiatives within the group.

**The place to ask the peers questions concerning the application of agile methods and Agile PBL:**

Everybody interested in Agile PBL approach, and its application can use the CoP to find out more about how this works in practice. There are already experienced users of this platform who shared their work. New community members can ask them about their experience or consult their approach. The current community consists of more than 200 professionals from which most of them took part of the Agile2Learn pilot training and implemented the agility into their classes.

**The facilitation of the establishment of user communities:**

Every interested user can establish own community or join the existing one. As there are already community members from the Czech Republic, Italy, Germany and Greece, there is a high potential to contact wide range of educators from different geographical poles of the EU with different interests and focusing on different subject matters.

## 4. Conclusion

In the Agile2Learn program, the module contents are thoughtfully structured to equip educators with essential skills for embracing agility in education. Through 21 comprehensive modules, participants gain insights into diverse and important fields of knowledge to gain sufficient skills level to be able to apply the agile project-based learning approach in their work. The modules are infused with the agile project management, agile methodologies, agile pedagogy, or agile project-based learning knowledge, thus addressing specific aspects of agility and pedagogical strategies, fostering a comprehensive understanding of how to infuse agile principles into the educational context.

This holistic approach empowers educators to thrive in a rapidly changing landscape, enhancing their teaching techniques and enabling them to cultivate the next generation's adaptive skills.

## 5. Groups of users and stakeholders/ Exploitation target groups



**Educators**



**School  
Administrators/Leaders  
+ Public Authorities**



**Informal Education  
Providers, Universities,  
Experts, Business, and  
Public Administration**



**Public Administration  
and European Union**

<p><b>1. Educators (Professional Development):</b></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Trainers</li> </ul> <p>For educators, the Agile2Learn modules offer a transformative journey to enhance teaching techniques and adapt to evolving educational demands. By mastering agile principles, educators become equipped with innovative tools to engage students effectively, foster collaboration, and refine communication skills. These modules enable educators to stay ahead in their field, creating an agile learning environment that nurtures critical thinking, problem-solving, and adaptability among students.</p>	<p><b>2. School Administrators/Leaders + Public Authorities (Organizational Implementation):</b></p> <ul style="list-style-type: none"> <li>• School principals, managers and administrators</li> <li>• School methodologists</li> </ul> <p>School administrators and leaders, along with public authorities, can leverage the Agile2Learn results to create a more responsive and effective educational institution. By encouraging educators to upskill themselves through the training, administrators foster a culture of continuous improvement, enhancing collaboration, communication, and innovative teaching practices within their schools. Public authorities can promote agile learning approaches at a broader scale, driving positive changes in local education systems.</p>
<p><b>3. Informal Education Providers, Universities, Experts, Business, and Public Administration (Course Development):</b></p> <p>This group, comprising informal education providers, universities, experts, business professionals, and public administration, can benefit from Agile2Learn modules as a foundation for further course development. These modules provide a comprehensive</p>	<p><b>4. Public Administration and European Union (Policy Implementation):</b></p> <p>For public administration and the European Commission, the Agile2Learn modules offer insights into shaping educational policies that reflect the needs of the 21st-century learning environment. Understanding the benefits of agile education, these institutions can advocate for agile learning approaches within education</p>

framework to create courses that align with agile principles, enhancing the quality of education across various domains. By incorporating agile methodologies, courses become more dynamic, adaptable, and relevant, preparing learners for real-world challenges.	policies, promoting innovation, adaptability, and enhanced learning outcomes at a systemic level.
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In summary, the Agile2Learn results cater to diverse target groups, offering relevance and benefits that align with their specific roles. From educators seeking professional growth to administrators shaping educational institutions, and from course developers enhancing curriculum to policymakers advancing education policies, Agile2Learn pave the way for a more agile, responsive, and impactful education ecosystem.

## 6. Advantages of utilizing the Agile2Learn results



Embarking on the Agile2Learn course offers a host of invaluable advantages for educators and educational institutions as well as all our relevant target groups, institutions and eventually the society at large. By participating in these meticulously designed training modules, the potential large-scale impact is the following:

**Significantly enhance transversal skills of teachers** – the skills that were selected for development within the Agile2Learn training are the transversal competences that are

needed for 21<sup>st</sup> century (according to the Council Recommendation on Key Competences for Lifelong Learning<sup>2</sup>).

**Boost Teaching Techniques:** The training provides practical insights and strategies to infuse agile principles into the educational environment. Educators can refine their teaching techniques to be more adaptable and responsive to the evolving needs of students.

**Foster Agility:** Learning about agile principles empowers educators to cultivate agility not only in their teaching methods but also in their problem-solving and decision-making processes. This agility can be seamlessly transferred to students, preparing them for the ever-changing world.

**Upskill the educational team within the organisation**– encourage your educational team to enhance the culture of your organisation by gaining transversal 21st century skills to make their work with the student body more effective and entertaining while being able to share experience.

**Upskill the students and equip them with competitive advantage in the labour market** - the training will upskill the teacher with 21<sup>st</sup> competences that can be transferred to students as well as the teachers will apply the methods and way of working during the classes and the students will be able to try out the regular project development.

**Lead and optimise the facilitation of the school environment** - use a PBL approach as a teaching methodology and transfer the acquired skills to members of the school community

**Increase the attractiveness of the educational institution** –by implementation of the new enhanced educational approach that upskills both, teachers and students, and boots the modernisation of school processes and enables to follow new trends in education and work and make the secondary school more attractive for new staff.

**Strengthen the school community:** since the emphasis on Agile project management is aimed at collaboration and teamwork

**Enhance the daily school/class management** – through understanding the project life cycle and key fundamental elements and tools of Agile project management and use it for this purpose

**Enable or further develop participation in national/transnational educational projects-** for the institution where the teachers/trainers apply the agile principles into their work.

**Optimize Team Collaboration:** The modules on digital collaboration and teamworking equip educators with tools to enhance collaboration among themselves, with students, and with stakeholders. This fosters a more dynamic and cooperative learning ecosystem.

**Elevate Communication Skills:** Effective communication is pivotal in education. Through dedicated modules, participants can hone their communication skills, making interactions with students, colleagues, and stakeholders more productive and meaningful.

**Empower Self-Managed Learning:** Understanding self-managed teams enables educators to foster independent learning among students. By employing the principles learned, educators can encourage students to take ownership of their learning journey.

**Stay Relevant in a Changing Landscape:** The rapidly evolving educational landscape demands innovative approaches. Completing the course equips educators with tools to adapt to new teaching paradigms, keeping their teaching methods up-to-date and relevant. The latest development emphasizes greater requirements on the teachers' specific skills as the schools

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<sup>2</sup>Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance), ST/9009/2018/INIT, OJ C 189, 4.6.2018, p. 1–13 (BG, ES, CS, DA, DE, ET, EL, EN, FR, HR, IT, LV, LT, HU, MT, NL, PL, PT, RO, SK, SL, FI, SV).

are recently widely using RRF funding to improve the technical equipment and devices of schools used by both, teachers and students and the teachers must be sufficiently competent.

**Drive Student Success:** By integrating agile principles into education, educators create an environment that nurtures critical skills like problem-solving, adaptability, collaboration, and effective communication – all of which are essential for students' success in the modern world.

**Cultivate Lifelong Learning:** The course encourages educators to be lifelong learners themselves. By embracing new methods and concepts, educators model a growth mindset for their students, promoting a culture of continuous learning.

**Enhance Quality of Education:** Implementing agile principles can lead to a more engaging and responsive educational experience. This can result in improved student satisfaction, better learning outcomes, and overall enhanced education quality.

**Promote Innovation:** Agile education encourages innovative teaching methods and encourages educators to experiment with novel approaches. This mindset can inspire students to think creatively and contribute to a culture of innovation.

In conclusion, the Agile2Learn modules provide educators with a unique opportunity to transform their teaching practices, create a more dynamic learning environment, and equip students with the skills needed for success in a rapidly changing world. By embracing these modules, educators can revolutionize education and create a brighter future for both, them and their students.

Way of exploitation of project results	Target group of the exploitation			
	Educators	School Administrators/Leaders/ Public Authorities	Informal Education Providers, Universities, Experts, Business, and Public Administration	Public Administration and European Union
Develop the transversal skills of teachers	X	X		
Enhance Teaching Techniques	X	X	X	
Upskill the educators within the organisation		X		
Upskill the students and equip them with competitive advantage in the labour market	X	X		X
Lead and optimise the facilitation of the school environment		X		



<b>Make the educational institution more competitive</b>		<b>X</b>		
<b>Strengthen the school community</b>	<b>X</b>	<b>X</b>		
<b>Enhance the daily school/class management</b>	<b>X</b>	<b>X</b>		
<b>Enable or further develop participation in national/transnational educational projects</b>	<b>X</b>	<b>X</b>		
<b>Optimize Team Collaboration</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Elevate Communication Skills</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Stay Relevant in a Changing Landscape</b>	<b>X</b>	<b>X</b>		
<b>Drive Student Success</b>	<b>X</b>	<b>X</b>		
<b>Cultivate Lifelong Learning</b>				<b>X</b>
<b>Enhance Quality of Education</b>				<b>X</b>
<b>Promote Innovation</b>				<b>X</b>

## 7. Key messages for the main target groups of educators and other interested stakeholders

### **For Educators:**

#### **Unlock Your Teaching Potential with Agile2Learn!**

Enhance your teaching skills and pedagogical approach with Agile2Learn's modules. Gain insights into agile principles, project management, digital collaboration, effective communication, teamwork, and self-management. Elevate your professional development and bring innovation to your classroom. Join us on this transformative journey!

### **For School Administrators/Leaders and Public Authorities:**

#### **Empower Your School's Growth with Agile2Learn!**

Equip your educators with cutting-edge teaching methodologies. Agile2Learn's modules offer agile project management, digital collaboration strategies, communication enhancement, team building, and self-management techniques. Foster a dynamic learning environment and drive positive change in your institution. Be a catalyst for education innovation!

### **For Informal Education Providers, Universities, Experts, Business, and Public Administration:**

#### **Shape the Future of Education with Agile2Learn!**

Collaborate, innovate, and co-create new educational approaches. Agile2Learn's modules provide insights into agile principles, effective communication, teamwork, and self-management. Tap into a dynamic network of professionals to reshape the landscape of education. Be at the forefront of educational transformation!

### **For Public Administration and EC:**

#### **Influence Educational Policies with Agile2Learn!**

Harness agile methodologies and foster educational innovation. Agile2Learn's modules offer insights into agile principles, project management, effective communication, teamwork, and self-management. Drive policy changes that promote agile learning in classrooms across the region. Shape the future of education policy!

## 8. Exploitation of the project results by third parties

**Resources developed within the Erasmus+ project for all interested stakeholders will be made free and available on:**

- the project website <https://www.agile2learn.eu/>, and
- the Communities of Practice platform: <https://cop.daissy.eu/>.

Resources are available according to the regulations defined by Creative Commons Licence Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) (<https://creativecommons.org/licenses/by-nc-sa/4.0/>):

- Third parties may copy, distribute, display and perform the resources and make derivative works and remixes based on them only if they give the “Agile2Learn project” the credits (by citing the authors, the project name, the resource identification and project website address).
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