

Scrum-Based Learning Environment: Fostering Self-Regulated Learning

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Abstract

Academics teaching software development courses are experimenting with teaching methods aiming to improve students' learning experience and learning outcomes. Since agile software development is gaining popularity in industry due to positive effects on managing projects, academics implement similar agile approaches in student-centered learning environments. In this paper we discuss teaching introductory programming based on Scrum. Our learning environment, supported by a learning management system Doubtfire, fosters perceived autonomy and perceived competence by providing tools and opportunities for self-regulated learners to adjust their learning strategies. Evaluation of the learning environment revealed that students want to be in control of their learning.

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