New research focus/question: x argued a long time ago that courses must become transdisciplinary (from the book anthony had me read), and y argued that courses need to be more workplace connected (from the sports studies article), and finally z argued that scrum or agile could usefully be applied in a university setting. There’s a lot too take into account as a teacher, beyond knowing and being an expert in the content and being able to explain that content in ways that are easy to understand, the traditional role or minimum requirements for a teacher, there should also be some way for students to assemble meaningful learning centered problem based experiences that are real world experiences that prepare them for the workplace, and build a classroom setting that is transdisciplinary, reaching across departments, while also being extradiscplinary, or reaching into the job market. Agile methodology and discussion groups with literature that has philosophical components and the ability to write on these components, as well as personal projects where the student is encouraged to think creatively and use their talent for artistry in assembling a creative project with others, is but an example. A better way of using this example is a way of involving a couple different areas of the university so satisfying the transdisciplinary requirement, it doesn’t really matter what areas, but doing so in a way that shows how the university skills can reach into the workplace in real world problems, having them build portfolio representations of themselves gets them thinking philosophically and practically about who they are and what they are becoming. So the research question is: how can we as teachers in a class get students to utilize a variety of skills from other programs where we are not content experts, synthesize and organize and think creeatively about those skills and engage in pbr in a way where they are preparing for their next transition after college and developing real world skills? Agile methodology is one way of getting self organized groups going with transparency, deadlines, and self organization and division of labor as well as working with others, leadership, and agency, and the use of these already existing groups to engage in local then class discussion on philosophical implications of the skills they are developing engages one other area of expertise, with visual design engaging art and web dev. Already engaging computer science we can acheive intradiscplinary goals.

Using agile methodology should be the main focus of the paper and how it relates to education.

Technology tools are worth a mention though, particularly trello and google drive (the history part is worth a mention for academic projects), perhaps maybe also github.

Peer based learning and agile methodology for a title? One word recognizable to all educators one tech buzzword?

Historical background of interest? My story briefly of how I came from philosophy and moved to tech? How I learned agile methodology in industry? That could be the introduction to the methodology and how I got the idea - the suggestion is in the old scrum book you could reference that right away and some peer based learning papers perhaps? Do some initial research and see if anyone’s writing on this already.

Typical class pattern includes songs randomly selected, student led selection with discussion questions prepared in advance, scrum leaders report and demo, class gives feedback, asks questions, the class learns as a whole new technologies and resources, I demo anything after the presentation that is a blocker and is used by another group that they wish further clarification on.  
  
Students learn how to use external resources to the teacher, how to learn and get feedback from each other, are connected to each other for things like assignments that are upcoming, how to accomplish certain tasks, get to specialize and use each others specializations, get to be a leader and work in teams to accomplish more than they could alone. Regular checks on the scrum board (trello), guiding on github and asking each members contribution, self assessment of peer contribution to avoid one person doing it all syndrome or one person getting left out of the loop. Discussion of code contributions through github to see each member contributing and the same availability of google docs with history and sharing.

Leading discussion, class already has groups, for the purpose of the group discussion the selected student randomly gets to hear thier song as they meet in groups, then they meet in groups a second time and come up, in groups, with an answer to the two discussion questions that the student proposed. It is a tech class, and there’s plenty of tutorials that I go over in class and make available online to give the foundational skills they need, but I want them to philosophically reflect and use there critical thinking skills as well as get exposed to different perspectives, multidisplicinary approach to learning, every practical skill is an opportunity to think deeply about how that skill is used in the world we know, how it shapes who they are, and what it can be used for potentially.

So develop thier minds as independent critical and profound thinkers with a moral conscience and expose them and that moral consceince to different perspectives in a thoughtful respectful manner.

The story of how this technique evolved briefly, class would fragment into group discussions, so the natural tendency of students wanting to express themselves to their peers first, and then thier considered feedback informed thoughts to the class, is what I followed and developed into this technique. They then get to use written responses after class disucssion for those questions as website content so there is a writing component.

Every class is on in which there is some philosophical discussion, critical thinking, artistic design, professional writing, group work, leadership, applied skills and tutorials, though this evolves naturally out of the scrum groups as well as there being planned things to go over that day, although the plan is usually by design something they will have tried to do on their own and gotten blocked by and sometimes a student group can teach the rest with me only there to explain in more detail why that solution works, alternative solutions, and foundational knowledge so they can move forward as a whole. Philosophy topics such as morality, personal identity, cutting edge moral issues in social media and news, alongisde learning bleeding edge tech skills is an example of the intradiscplinary approach in that book Anthony had me read, perhaps you could call this approach extradisciplinary to encorporate that in many cases businesses are the final educators of students and their models for teaching in the tech industry are well funded, researched, and repeatedly proven by technological advancements (perhaps leave out that almost always surpass those by the institutions themselves.

Talk about ICT and use the references of the learning supported paper. Talk about how students partially design thier own rubric for thier websites, and so get some control over what to learn and how to learn it, being prosumers of the information. .ris file is the first citation.

Need to frame this somehow as more than just a cool application of blah blah blah teaching methodology and pedagogy. Or do I? Can it be a case study, with marked improvement in project work as the evidence? Can I just do a qualitative assessment at the end of class? What should I assess?

What about: Analysis of scrum or agile methodology as an application of tbl or pbl in ict setting or something like that -> what’s the research question of interest - can scrum serve a broader university and educational purpose, are these tools and methods potentially a way of addressing the problems raised by pbl, ict, and other articles? I think it is, and here are some reasons for thinking why I’m right from my own class narrative?

The idea for this paper is too narrative compared to most of these papers. Come up with a means for assessing the efficeincy of scrum to accomplish these goals.

**Really you want to talk about all these neat things you do in your class that you know that work, but you need to contextualize this somehow so that it enters a conversation with other teachers researcing and addressing the issues that scrum seems to solve. What are those issues????? How does scrum and the other stuff you’re doing solve them???? What is your evidence for that????? These are the questions you need to be answering as you research.**

Take your time. You have a year to get a publication. Go to conferences first when you have a rough draft. PBL is the way to do it. You need to assemble some qualitative questions this semester for the students who had the class with scrum and those that did not.

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Outline: