

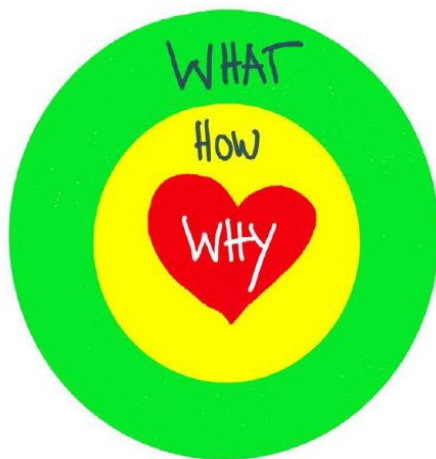
## The fundamental differences between eduScrum and Scrum

Comparison chart to help you quickly understand the difference between the two approaches.

Before comparing Scrum and eduScrum, it is important to understand that eduScrum is designed for education, and its interpretations are related to what purpose it is pursuing.

And this, first of all, the organization of a new educational format: active collaboration in teams, based on interaction and mutual learning; aimed at the formation of Agile mindset, personal and team development, responsibility for the process of their learning.

The study of the subject, although it is an important component (required by the state educational standard), becomes a natural consequence, and not the main reason for this way of organizing education: in self-organizing teams on the subject put into the context of a project. The role of a teacher also changed in the new way of education: the focus moved from the expert reading a lecture to the servant-leader supporting the self-organizing learning teams. The teacher should know and be able to explain to the students the WHY and the WHAT of the subject's topic and the HOW is up to the student's teams.



**w n e r s h i p**

### Working product

Scrum

Realization of maximum value for the customer.

eduScrum

The knowledge and skills that students received. In fact - the student himself with a new set of knowledge, skills/character qualities (that are the most value for the students) and competencies'.

### Teams

Scrum

Collected on the principle of cross-functionality to close the current task.

eduScrum

They are assembled according to the set of competencies and skills that students possess and that they want to develop in themselves in the process of joint work on a training project.

## **Roles**

Scrum

The owner of the product (Product owner-PO), Scrum master (Scrum master-SM) and the Development team, and these are three conditionally separate roles. Conditionally, since both PO and SM are allowed as one role, although this is not welcome.

eduScrum

The roles of the Product Owner and the eduScrum-master are mainly on the teacher, especially at the beginning of work on eduScrum, while the teams are still immature.

Part of the tasks and responsibilities of the eduScrum-master as the team matures, they can gradually move from the teacher to the team captain: make sure the team meets regularly in time, keep an eye on the eduScrum-board, help deal with obstacles, motivate the team to interact and effectively organize work and etc.

The teacher is responsible for the end result and for the interaction both between teams and within teams. The customer of the training is the state and parents (if we are talking about education in educational institutions) or the organization (which sends people to study).

Moreover, as the teams mature, teams of students may also become customers if they begin to set new educational goals (they become customers of their education, which corresponds to the idea of transferring responsibility for the educational process from the teacher to the students themselves).

## **Product backlog**

Scrum

It is formed from the requirements and wishes of the customer / (s) to the product.

User stories can be used, but are not required in the manual.

eduScrum

It is formed from educational goals (topics needed to study based on the curriculum of the country) and values realized as a result of work on the project.

Backlog elements are always formulated as stories told on behalf of the teacher and student teams.

## **Sprints, iterative and incremental approach.**

Scrum

Work on the project consists of several sprints, at the end of each there is an increment of a potentially working product - increment. From sprint to sprint, passing through iterations with work cycles, the team receives the product. There are many sprint iterations in the project.

eduScrum

An entire project can consist of a single sprint, within which there are several iterations. If the project based on one topic, then the final product, which can be viewed on the review and “touched,” appears towards the end. But at the same time, the movement to it occurs through iterations when the teams and the teacher go through the cycle: “planning-work-intermediate review”.

The difference is that at the end of each iteration there is not always an increment of the product as something real ‘product’, there is an increment of student’s knowledge and qualities & skills, which are observed at intermediate control points (intermediate reviews). A complete retrospective and analysis of interaction and personal growth occurs at the end of the project (sprint). Thus, from project to project, there is an increase in soft and hard skills of teams, which are the ‘working product’ in eduScrum. If the project consists of several sprints (several large topics are being studied), then the ‘done’ intermediate product may be at the end of each topic, and then inside the sprint there will still be intermediate reviews aimed at increasing knowledge and skills, and between sprints there will be reviews aimed at product increment and team work analysis.

### **Assessment of tasks and work planning**

Scrum

The backlog elements are evaluated, with the upper elements evaluated more accurately and described in detail, while the lower ones only in general terms.

eduScrum

All stories are known in advance and described by the teacher and / or teams during the project planning process (sprint) before starting work. At the beginning of planning, all tasks are evaluated at once, and not Stories. This is due to the fact that in the learning process, the time to study the topic is limited by the curriculum, and teams of students need to master the required volume for a specific period of time. The total sprint of project / assignment/ subject depends also on the schools / universities schedules. Therefore, the approximate distribution of tasks is built immediately on the entire project. Approximate - because in the process of working on a project, some tasks can be detailed or modified, but a common understanding of the average speed of work occurs even at the planning stage. The final working plan for the teams: with the evaluated tasks put into the ‘To do’ column of the eduScrum-board is named the Definition of Ready for the teams. They are able to start working after that.

If the project has several sprints (themes, modules), then tasks for each sprint can be evaluated at the beginning of each sprint.

### **Agreements**

Scrum

Definition of Done indicates when a backlog element is deemed “ready,” and what the entire team means by “preparedness” based on company standards, product requirements, and acceptance criteria.

eduScrum

Definition of Fun, Definition of Doing and Definition of Communication.

These terms describe the arrangements for the work of teams and teachers.

Definition of Fun (DoF) talks about how students can add joy and pleasure to their work (training) so that teams can work in an interesting and fun way. The main condition is not to violate the framework of the educational process and the convenience framework of other teams.

For example, \* “laugh together”, “work harmoniously”, “trust and feel trust”, “give positive feedback”, “listen to pleasant, funny music”, “bring something tasty” (\* [eduScrum manual](#) )

Definition of Doing (DoD) talks about the rules regarding interaction and working methods that teams choose and set for themselves to cope with tasks on time and remove obstacles. In addition, when teams become more independent and mature, they can independently formulate universal actions that will lead to the achievement of an educational goal (which echoes the Definition of Done), such as:

\* “The work done is discussed or verified with all team members”; “All team members prepare for the control at least a week”.

Definition of Communication

Definition of Communication (DoC) talks about the rules regarding interaction about how to communicate in an online environment. The teams choose them by themselves to get a clear and transparent way of communication.

## Events

Scrum

4 formal events: Sprint Planning, Daily, Sprint Review, Retrospective.

And Sprint itself, which is a container for other events.

eduScrum

There are additional events related to the requirements of the educational process.

Sprint planning begins with the formation of teams: students gather in teams to recruit competencies and skills, so as to be able to solve the widest possible range of tasks.

Sprint retrospective has an additional stage - Personal reflection and Team reflections. Here, students conduct self-esteem and development of their own skills and qualities, according to the map of individual development.

[The eduScrum Team](#)