

# Learning Agile with Intelligent Conversational Agents

Submitted by grigby1 on Thu, 07/16/2020 - 12:32pm

Title Learning Agile with Intelligent Conversational Agents  
Publication Type Conference Paper  
Year of Publication 2019  
Authors [Ciupe, Aurelia](#), [Mititica, Doru Florin](#), [Meza, Serban](#), [Orza, Bogdan](#)  
Conference Name 2019 IEEE Global Engineering Education Conference (EDUCON)  
Publisher IEEE  
ISBN Number 978-1-5386-9506-7

Keywords [academic fields](#), [academic SE curriculum](#), [agile adoption](#), [Agile Scrum training](#), [assistive web-based conversational service](#), [computer aided instruction](#), [computer science education](#), [conversational agent](#), [conversational agents](#), [educational courses](#), [educational design](#), [educational effectiveness](#), [educative background](#), [further education](#), [higher education](#), [Human Behavior](#), [intelligent conversational agents](#), [Internet](#), [knowledge creation](#), [Laboratories](#), [learning analysis](#), [learning analytics](#), [Metrics](#), [multi-agent systems](#), [Multimedia systems](#), [organizational environments](#), [Planning](#), [pubcrawl](#), [Scalability](#), [Software](#), [software engineering](#), [software engineering industry](#), [teaching](#), [traditional teaching-learning instruments](#), [Training](#)

Abstract Conversational agents assist traditional teaching-learning instruments in proposing new designs for knowledge creation and learning analysis, across organizational environments. Means of building common educative background in both industry and academic fields become of interest for ensuring educational effectiveness and consistency. Such a context requires transferable practices and becomes the basis for the Agile adoption into Higher Education, at both curriculum and operational levels. The current work proposes a model for delivering Agile Scrum training through an assistive web-based conversational service, where analytics are collected to provide an overview on learners' knowledge path. Besides its specific applicability into Software Engineering (SE) industry, the model is to assist the academic SE curriculum. A user-acceptance test has been carried out among 200 undergraduate students and patterns of interaction have been depicted for 2 conversational strategies.

URL <https://ieeexplore.ieee.org/document/8725192>

DOI [10.1109/EDUCON.2019.8725192](https://doi.org/10.1109/EDUCON.2019.8725192)

Citation Key `ciupe_learning_2019`



[academic fields](#) [academic SE](#) [curriculum](#) [agile adoption](#) [Agile Scrum training](#) [assistive](#) [web-based](#) [conversational service](#) [computer aided instruction](#) [computer science education](#) [conversational agent](#) [conversational agents](#) [educational courses](#) [educational design](#) [educational effectiveness](#) [educative background](#) [further education](#) [higher education](#) [Human behavior](#) [intelligent conversational agents](#) [internet knowledge creation](#) [Laboratories](#) [learning analysis](#) [learning analytics](#) [Metrics](#) [multi-agent systems](#) [Multimedia systems](#) [organizational environments](#) [Planning](#) [pubcrawl](#) [Scalability](#) [Software](#) [software engineering](#) [software engineering industry](#) [teaching](#) [traditional teaching-learning instruments](#) [Training](#)

---