

Subject:	IMA - Introduction to Agile Methodologies
Subject:	1 - Management and Communication Tools
Qualification:	Master in Artistic Teaching in Social Co-design applied to Public Sector Projects

Course: 2025/2026	Semester: First	Type: Mandatory
ECTS credits: 3	Language: Catalan, Spanish	
Hours distribution:	Face-to-face teaching: 16 h	Independent learning: 45 hours
	Virtual teaching: 14 h	Hours: 75 hours
Hours:	Monday (4:00 PM - 8:00 PM)	In person
	Wednesday (4:00 PM - 7:30 PM)	Virtual
Assignment Coordinator:	Antoni Fonseca Casas	afonseca@esdapcatalunya.cat
Equip docent:	Christian A. Estay-Niculcar	christian@esdapcatalunya.cat
	Antoni Fonseca Casas	afonseca@esdapcatalunya.cat

Presentation of the subject

The subject "Introduction to Agile Methodologies" provides theoretical/practical principles of agile methodologies from a critical view of traditional project management. The basic foundations of agile methodologies are explored with a focus on how they are implemented throughout the project life cycle. Finally, the tools and frameworks that allow the implementation of agile methodologies in day-to-day project management will be introduced.

Throughout the course, students will have the opportunity to do practical work to apply some of these principles in simulations of real projects. They will face common challenges that arise during the implementation of projects and will have to generate realistic solutions for them. Similarly, during the course, different experiences will be shared regarding the implementation of agile methodologies during project management.

Contents

- I. Basics of agile methodologies and change.
- II. Agile processes, tools and software.
- III. Agile practices.
- IV. Examples of agile experiences.

1. Competencies of the subject

Subject / Subject		General Skills					
		CG1	CG2	CG3	CG4	CG5	CG6
EGC	Management and Communication Tools	X	X		X	X	X
HAS	Introduction to Agile Methodologies	X	X				

Subject / Subject		Specific Skills									
		CE1	CE2	CE3	CE4	CE5	CE6	CE7	CE8	CE9	CE10
EGC	Management and Communication Tools		X	X		X		X			X
HAS	Introduction to Agile Methodologies			X		X					X

2. Learning outcomes of the subject.

Learning outcomes

LO1. Understand that the activities inherent in design structure a process that can have different formalities depending on the project, the work perspective and the people it is aimed at.

LO4. Know and be able to apply methods, techniques and specific activities of information architecture.

LO5. Understand the importance of prototyping and building prototypes for user-centered design projects.

LO9. Develop research and information analysis skills and integration of complex information.

3. Training activities of the subject

Training activities	Hours	Presence
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AF1	Theory.	6.25	52 %
AF2	Theoretical-practical activity.	5	20%
AF3	Face-to-face group practice.	3.75	100%
AF4	Telematic group practice.	7	0 %
AF7	Independent work of the student.	45	0%
AF8	Tutored work.	5	20%
AF12	Presentation/exhibition.	3	66%

4. Teaching methodologies of the subject

Teaching Methodologies

- MD1 Group work - collaborative learning.
- MD4 Self-employed.
- MD7 Expository method / lecture.
- MD8 Participatory lecture class.
- MD10 Problem/project-based learning.
- MD11 Case study.

5. Evaluation systems

Evaluation criteria

- Ability to assimilate and transmit theoretical knowledge in writing and/or orally.
- Correct use of specific terminology.
- Student participation in the proposed activities.
- Interest in searching for information related to the proposed activities.

Evaluation instruments

- Carrying out all the proposed activities.
- Assessment of knowledge acquired through theoretical work and/or knowledge tests.
- Assessment of student participation in class activities.

Evaluation system

Weighting

- | | | |
|----|---------------------|------|
| 1. | Jobs | 50 % |
| 2. | Practical exercises | 50 % |

6. Content blocks

I. Basics of agile methodologies and change.		
Docent/s:	Antoni Fonseca	
Hours distribution:	Face-to-face teaching: 4 hours	Independent learning: 7.5 h
	Virtual teaching: 0 h	Total: 11,5 h
Timing:	Week 5	Sessions: s1p
Contents:		
This blog explores project management from two key perspectives: classic and agile. We will also delve into the fundamental principles of agile methodologies and learn about Design Thinking as a creative approach to solving problems. 1. Project management from the classical perspective: Traditional structured planning. Definition of objectives, allocation of resources and risk assessment. Approach to the logical sequence of activities. 2. Project management from an agile perspective: Short cycles of value delivery for the customer. Adaptability and flexibility. 3. Principles of agile methodologies: Collaboration with the client. Early and continuous delivery. Adaptation to change and self-organization of the team. 4. Introduction to Design Thinking: Approach based on empathy and creativity. Definition of the problem. Ideation, prototyping and iterative testing.		
Resources:		
To develop this blog, basic resources such as a computer and internet connection and office tools such as those provided in the Office package or Drive suite will be needed. In-person sessions: - Computer and Internet connection - Word processor Virtual sessions: - Computer and Internet connection - Word processor		

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Self-employed:
- Computer and Internet connection - Word processor
Specific bibliography:
- (2017). <i>Agile practice guide</i>. Project Management Institute. - (2017). <i>The guide to the fundamentals of project management</i> PMBOK Guide (6th Edition). Project Management Institute.
Audiovisuals:
- Laufenberg, D. (November 10, 2010). How to learn? From mistakes. TED. Retrieved from: https://www.ted.com/talks/diana_laufenberg_3_ways_to_teach?language=es

II. Agile processes, tools and software.		
Docent/s:	Antoni Fonseca Christian A. Estay-Niculcar	
Hours distribution:	Face-to-face teaching: 8 hours	Independent learning: 6 p.m.
	Virtual teaching: 7 hours	Total: 33h
Timing:	Week 5, 6, 7	Sessions: s2v, s3p, s4v, s5p
Contents:		
This blog explores agile methodologies and their application to project management. Learning about the most common frameworks, such as Lean and Scrum, as well as the digital tools used to implement these methodologies. 1. Lean and Scrum as frameworks for the implementation of agile methodologies: Lean: process optimization, focused on efficiency and delivering value to the customer. Scrum: Work framework with short iterations. 2. Structure of a Scrum-based project: Rols: Equip Scrum, Scrum Master, Product Owner. Artefactes: Product Backlog, Sprint Backlog, Increment del product. Events: Daily meetings, sprint planning, sprint review, sprint retrospective. 3. Application of existing digital tools for the implementation of agile methodologies: Task tracking: Trello, ClickUp, Excel. Communication: Slack, Discord. Project management: ClickUp, Excel.		

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Resources:

To develop this blog, basic resources such as a computer and internet connection and office tools such as those provided in the Office package or Drive suite will be needed, as well as the creation of user accounts in the different applications that we will work on.

In-person sessions:

- Computer and Internet connection
- Word processor
- Spreadsheet
- ClickUp account, Trello account, Slack account

Virtual sessions:

- Computer and Internet connection
- Word processor
- Spreadsheet
- ClickUp account, Trello account, Slack account

Self-employed:

- Computer and Internet connection
- Word processor
- Spreadsheet
- ClickUp account, Trello account, Slack account

Specific bibliography:

- Adkins, L. (2010). Coaching agile teams: A companion for ScrumMasters, agile coaches, and project managers in transition. Pearson Education.
- Anderson, D. J., & Carmichael, A. (2016). Essential kanban condensed. Lean Kanban University Press.
- Schwaber, K., Beedle, M. (2006). Agile Software Development with SCRUM. Prentice Hall
- Scrum Alliance. (s. f.). *Lean vs. Scrum* Retrieved from <https://resources.scrumalliance.org/Article/lean-vs-scrum>
- Schwaber, K., & Sutherland, J. (2020). *The Scrum Guide: The Ultimate Guide to Scrum: The Rules of the Game* Scrum.org.
- [Guide translated into Catalan]. Retrieved from <https://scrumguides.org/docs/scrumguide/v2020/2020-Scrum-Guide-Catalan.pdf>
- [Guide translated into Spanish]. Retrieved from <https://scrumguides.org/docs/scrumguide/v2020/2020-Scrum-Guide-Spanish-Latin-South-American.pdf>

Audiovisuals:

- Morieux, Y. (octubre de 2013). As work gets more complex, 6 rules to simplify. TED. Recuperat de: https://www.ted.com/talks/yves_morieux_as_work_gets_more_complex_6_rules_to_simplify
- ING. (2021). *What is a Scrum Master and what do they do? - Agile Methodologies*

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[Video]. YouTube. <https://youtu.be/77PHBXGjHMA?si=Np73WetV2a0EWKUv>

III. Agile practices.		
Docent/s:	Antoni Fonseca Christian A. Estay-Niculcar	
Hours distribution:	Face-to-face teaching: 4 hours	Independent learning: 11.5 h
	Virtual teaching: 3.5 h	Total: 19 h
Timing:	Week 7, 8	Sessions: s6v, s7p
Contents:		
This blog explores both traditional management principles and modern agile practices, providing tools to manage and maintain projects more effectively. 1. Classic Management vs Management 3.0: Classic management: Hierarchical structures, rigid processes, centralized decisions and top-down communication. Management 3.0: Agile approach, distributed authority, self-management and two-way communication. 2. Maintaining a project using the Kanban framework: Visual method for managing workflow with cards representing tasks. Optimizes efficiency and reduces waiting time.		
Resources:		
To develop this blog, basic resources such as a computer and internet connection and office tools such as those provided in the Office package or Drive suite will be needed, as well as the creation of user accounts in the different applications that we will work on. In-person sessions: - Computer and Internet connection - Word processor - Spreadsheet - ClickUp account, Trello account Virtual sessions: - Computer and Internet connection - Word processor - Spreadsheet - ClickUp account, Trello account Self-employed:		

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- Computer and Internet connection
- Word processor
- Spreadsheet
- ClickUp account, Trello account

Specific bibliography:

- (2017). A Guide to the Project Management Body of Knowledge. PMBOK Guide (6th Edition). Project Management Institute.
- Maylor, H. (2005). Project management (3rd media ed. with MS project CD.). FT Prentice Hall.
- Kanban University. (2024). *The Official Kanban Guide (Spanish version)* Mauvius Group Inc. Retrieved from https://kanban.university/wp-content/uploads/2024/03/The-Official-Kanban-Guide_Spanish.pdf
- Kanban University. (2025). *The Official Guide to The Kanban Method* Retrieved from <https://kanban.university/kanban-guide/>

Audiovisuals:

- Pink, D. (July 2009). The puzzle of motivation. TED. Retrieved from: https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation
- Talgam, I. (July 2009). Lead like the great conductors. TED. Retrieved from: https://www.ted.com/talks/itay_talgam_lead_like_the_great_conductors

IV. Examples of agile experiences.

Docent/s:	Antoni Fonseca Casas Christian A. Estay-Niculcar	
Hours distribution:	Face-to-face teaching: 0 h	Independent learning: 7.5 h
	Virtual teaching: 3.5 h	Total: 11.5h
Timing:	Week 8	Sessions: s8v
Contents:		
In this blog we will explore flexible approaches to managing different types of projects to quickly adapt to changes and we will make a final reflection on the topics covered in the subject. 1. Agile methodologies in different contexts: Application of agile methodologies in contexts such as software development, marketing or design. 2. Closing the subject: what we learned and why we learned it:		

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Reflection on learning and sharing of experiences and reflections.
Resources:
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7. Timing

Timing:				
As.	Session	Hours	Contents	Teaching
4	S1p	4h	Introduction to agile methodologies and Design Thinking Introduction to the Lean framework	A. Fonseca
5	S2v	3.5h	Introduction to the Scrum framework	C. Pond
6	S4v	4h	Digital tools: Excel and Trello	C. Pond
7	S5p	4h	Digital tools: ClickUp and Slack	A. Fonseca
	S6v	3.5h	Project maintenance through the Kanban framework	C. Pond
8	S7p	4h	Management and leadership 3.0	A. Fonseca
	S8v	3.5h	Examples of agile methodologies in different contexts	C. Estany / A. Fonseca

8. Training activities

Activity:	User modeling			
Training activity:	AF1, AF2, AF3, AF7, AF8, AF12			
Weighting:	30%	Duration:31 h	1.5 weeks	
Skills:	CG2	CE3, CE10		
DAY:	RA1, R5, RA9			
Description:				
Based on the case presented in the classroom or based on the students' own proposal, an analysis of an archetypal user (persona) and a description of the user journey will be carried out. A short presentation of one of the two elements will be made in the classroom.				
Work phases:				
Phase 1. Case analysis Phase 2. Creation of the user model Phase 3. Classroom presentation				
Item to be presented:				
Document written with the Persona model and User Journey template, as well as the presentation of one of the elements in front of the classroom.				
Evaluation criteria:				
The following rubric will be used to evaluate the activity:				
Criteri	Excel·lent	Notable	Acceptable	Low
They understand the concept of Person	Demonstrates complete and accurate understanding of the concept of Persona, as well as its components and objectives.	Demonstrates an adequate understanding of the concept of Persona, although it may present some confusion in some of the components or objectives.	Demonstrates a basic understanding of the concept of Persona and shows difficulties in identifying its components and objectives.	Does not demonstrate understanding of the concept of Persona or its components, and cannot identify its objectives.
Understand the concept of User Journey	Demonstrates complete and accurate understanding of the concept of User	Demonstrates an adequate understanding of the concept of User Journey, although it	Demonstrates a basic understanding of the concept of User Journey and	It does not demonstrate understanding of the concept of User Journey or its

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	Journey, as well as its components and objectives.	may present some confusion in some of the components or objectives.	shows difficulties in identifying its components and objectives.	components, and cannot identify its objectives.
Apply the Persona modeling technique	Effectively apply the Persona modeling technique, clearly identifying the different elements of the archetype.	It effectively applies the Persona modeling technique, clearly identifying the different elements of the archetype, although it shows some inconsistencies and lack of detail.	It basically applies the Persona modeling technique, but shows difficulties in correctly identifying and describing the different elements of the archetype.	He fails to correctly apply the Persona modeling technique and cannot identify and describe the different elements of the archetype.
Apply User Journey Technique	Effectively apply the User Journey technique, clearly and precisely identifying the user's stages, emotions and touchpoints.	It effectively applies the User Journey technique, clearly and precisely identifying the user's stages, emotions and touchpoints, although it shows some inconsistencies and lack of detail.	It basically applies the User Journey technique, but shows difficulties in correctly identifying and describing the user's stages, emotions and touchpoints.	He fails to correctly apply the User Journey technique and cannot identify and describe the user's stages, emotions and touchpoints.
Presents results clearly	Presents results in a clear, structured and organized manner both in written format and in oral presentation.	Presents the results appropriately, although there are some inconsistencies in the structure and organization, both in the written format and in the oral presentation.	Presents results in a basic way, and shows difficulties in structure and organization both in written format and in oral presentation.	It does not present the results in a clear, structured and organized way and presents errors in both the written format and the oral presentation.

Activity:	Creation of <i>abacklog</i>		
Training activity:	AF1, AF2, AF4, AF7, AF8		
Weighting:	60%	Duration: 34 hours	1.5 weeks
Skills:	CG1, CG2	CE3, CE5,CE10	
DAY:	RA1, RA4, RA5, RA9		
Description:			
Based on the previous exercise by one of the team members, the analysis will have to be			

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carried out to identify a crucial epic and the design of *asprint backlog* based on this.

Work phases:

Phase 1. Case analysis

Phase 2. Sprint definition

Phase 3. Creation of the *sprint backlog*

Item to be presented:

Document written using the template of the model *Sprint Backlog*.

Evaluation criteria:

The following rubric will be used to evaluate the activity:

Criteria	Excel-lent	Notable	Acceptable	Low
Understand the concept of Product Backlog	Demonstrates complete and accurate understanding of the Sprint Backlog concept, as well as its components and objectives.	Demonstrates an adequate understanding of the Sprint Backlog concept, although it may present some confusion in some of the components or objectives.	Demonstrates a basic understanding of the Sprint Backlog concept and shows difficulty in identifying its components and objectives.	Does not demonstrate understanding of the Sprint Backlog concept or its components, and cannot identify its objectives.
Apply the Product Backlog technique	Identify a crucial epic and break it down into tasks and time estimates with a deep understanding of the Sprint Backlog.	It identifies a crucial epic but shows some inconsistencies in the task breakdown and time estimates.	Shows difficulty in identifying a crucial epic or in breaking down tasks and time estimates.	Fails to identify crucial milestones or is unable to properly break down tasks or make time estimates.
Presents results clearly	Presents results in a clear, structured and organized manner without grammatical and spelling errors.	It presents the results adequately, although it has some inconsistencies in structure and organization as well as in grammar and spelling.	Presents results in a basic way, and shows difficulties in structure and organization as well as in grammar and spelling.	It does not present the results in a clear, structured and organized way and contains errors in both grammar and spelling.

Activity:	Analysis of examples
Training activity:	AF2, AF7, AF8, AF12

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Weighting:	10%	Duration: 10 h	1 week
Skills:	CG1, CG2, CG6	CE5, CE7,CE10	
DAY:	RA1, RA5, RA9		
Description:			
Analysis of specific examples of the application of agile methodologies in various contexts. Based on real cases, the benefits obtained and the challenges faced will be identified, to close with a brief reflection on the lessons learned from each case, identifying best practices and possible areas for improvement.			
Work phases:			
Phase 1. Case analysis Phase 2. Sharing			
Item to be presented:			
Delivery of a joint document (PDF) with the analysis carried out and the conclusions.			
Evaluation criteria:			
- Ability to assimilate and transmit theoretical knowledge in writing and/or orally. - Student participation in the proposed activities.			

9. General evaluation criteria

The general evaluation criteria that are common to all teaching guides for subjects 1, 2 and 3 of the master's degree are established, without prejudice to the evaluation criteria defined for each evaluation activity:

- Subject grade: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the subject's teaching guide.
- No delivery will be accepted outside the established deadline.
- In the event of a delivery or assessment activity coinciding with a force majeure event, students may submit an activity after the deadline following the calendar determined by the subject's teaching staff. Force majeure events are understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coinciding with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative. It must be justified by presenting the original accreditation with a stamp.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and the originality of the exercises carried out. Any act of

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copying and/or plagiarism and irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity.

10. General recovery criteria

The general recovery criteria that are common to all teaching guides for subjects 1, 2 and 3 of the master's degree are established:

- Subject recovery: in the event of not passing, the training activity or activities of the subject may be recovered in an extraordinary call in June, according to the calendar.

11. Use of Generative Artificial Intelligence (GAI)

The IAG can be used as a support tool in certain research tasks, provided that its use is authorized by the teaching staff. Some examples of permitted use are: summarizing texts, making translations, identifying starting points for an investigation, organizing sources, analyzing data or reviewing the style of one's own text. In these cases, it is essential to cite its use according to what is established in the subject. *Introduction to digital resources, free and open source software*. Students are responsible for the content of the work they submit, including that generated with the help of the IAG.

However, it is not allowed to use the IAG to write or directly prepare any activity or evaluation work. This improper use violates the training objectives of the subject, since it makes it difficult to acquire key skills such as critical thinking, the ability to analyze or formulate one's own ideas. In the event of any suspicion of inappropriate use, alternative evaluation tests may be applied to verify authorship, and if confirmed, the work may be suspended.

12. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MiSU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

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The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.