

Abstract

This work was focused on the eduScrum teaching method and its use in the teaching of biology at the second level of elementary school, specifically in the seventh and eighth grade. The main goal was to characterize this method and find out what the students reported as its strengths and weaknesses, what they took away for themselves and what threats they perceived. Also, what suggestions did they have for improving the method. A secondary goal was to define the goals of science education in general and to define activation methods, among which the EduScrum method belongs. A modified SWOT analysis was chosen as a research tool. The students' statements were further processed qualitatively using the open coding method.

The result of the research part showed that the students mentioned teamwork as the main strength of the EduScrum method. Non-cooperation was mentioned by the students as the weakest aspect. This paradox was explained on the basis of two theories of motivation - self-determination and mind-set. The greatest benefit for the pupils was the deepening of knowledge in the given topics. The students saw the greatest threat in non-cooperation and the related risks of missing work and receiving a bad grade.

In order to improve the method, the students presented mostly irrelevant proposals that are not feasible or do not fit with the EduScrum methodology.

Overall, the work gave the students' perspective on the EduScrum method, its strengths and weaknesses, individual benefits, perceived threats and ideas for improving teaching from the students.

Key words: key competencies, skills, activation methods, EduScrum, cooperation