

*Anexo 2. Documentos excluidos y causas de exclusión en la revisión sistemática  
(informe extraído de EPPI Reviewer)*

Ítem	Autoría	Título	Causa de exclusión
1	Adeliyi (2021)	Investigating Remote Pair Programming in Part-Time Distance Education	No profundiza en los factores de la agencia
2	Al-azawi (2015)	Experience With AOAB Methodology In Mobile Computing Module	No profundiza en los factores de la agencia
3	Alnajem (2021)	Learning by doing: an undergraduate lean A3 project in a Kuwaiti bank	No profundiza en los factores de la agencia
4	Amado (2021)	Kickstarting Type Design Education with SLOType	No profundiza en los factores de la agencia
5	Arifin (2021)	Developing Interactive Mobile Mathematics Inquiry to Enhance Students' Mathematics Problem-solving Skill	No profundiza en los factores de la agencia
6	Artyukhov (2022)	Agile methodology in higher education quality assurance system for SDGs 4, 8 and 9 achievement: National experience	La metodología de investigación no está desarrollada completamente
7	Baham (2020)	Improving business product owner commitment in student scrum projects	No profundiza en los factores de la agencia
8	Baird (2012)	Planning "and" Sprinting: Use of a Hybrid Project Management Methodology within a CIS Capstone Course	No profundiza en los factores de la agencia
9	Baumann (2020)	Teaching software engineering methods with agile games	Agile no se aplica como estrategia didáctica
10	Bennett (2022)	A Mathematics Pipeline to Student Success in Data Analytics through Course-Based Undergraduate Research	No profundiza en los factores de la agencia
11	Berbegal-Mirabent (2017)	Teaching agile methodologies in a project management course	Agile no se aplica como estrategia didáctica
12	Bobrov (2020)	Teaching DevOps in Academia and Industry: Reflections and Vision	No profundiza en los factores de la agencia
13	Böhm (2021)	Agile learning loops - Combining agile approaches in higher education programs	No profundiza en los factores de la agencia

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14	Bolmsten (2020)	Agile social learning – capacity-building for sustainable development in higher education	No profundiza en los factores de la agencia
15	Bolmsten (2020)	Educating the Global Maritime Professional-a case of collaborative e-learning	No profundiza en los factores de la agencia
16	Briones (2022)	Scrum as an Agile Method Applied to Learning Within Master's Student Courses	No profundiza en los factores de la agencia
17	Buciuman (2020)	How can agility sustain a change of mindset in education?	No profundiza en los factores de la agencia
18	Calvo (2019)	Implementation of Agile Methods in Capstone Projects of Higher Education: Diagnostics and Proposal	No profundiza en los factores de la agencia
19	Cano (2016)	Applying Scrum to organise university degrees coursework	La metodología de investigación no está desarrollada completamente
20	Cardoso (2021)	Combining Agile and DevOps to Improve Students' Tech and Non-tech Skills	La metodología de investigación no está desarrollada completamente
21	Collaguazo (2020)	Education Model for Developing IoT and Cloud Mobile Applications	No profundiza en los factores de la agencia
22	Colomo-Palacios (2020)	Students' Selection of Teamwork Tools in Software Engineering Education: Lessons Learned	No profundiza en los factores de la agencia
23	D'Souza (2015)	eXtreme teaching-learning paradigm: A pedagogical framework for higher education	La metodología de investigación no está desarrollada completamente
24	Dasgupta (2016)	Agile development projects in a systems development course: A case study	Documento incompleto (resúmenes o similar)
25	de la Barra (2015)	Leadership in agile software development methods	Documento incompleto (resúmenes o similar)
26	Dobrigkeit (2018)	Adding Scrum-style project management to an advanced Design Thinking class	No profundiza en los factores de la agencia

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27	Dudysheva (2021)	Network Modeling of Blended Communications in the Community of Project Teams of Students	No profundiza en los factores de la agencia
28	Erdei (2017)	An impact comparison of two instructional scaffolding strategies employed in our programming laboratories: Employment of a supplemental teaching assistant versus employment of the pair programming methodology	No profundiza en los factores de la agencia
29	Fagerholm (2013)	Peer assessment in experiential learning: Assessing tacit and explicit skills in agile software engineering capstone projects	No profundiza en los factores de la agencia
30	Fancott (2012)	Implications of the Social Web Environment for User Story Education	Agile no se aplica como estrategia didáctica
31	Fernandez (2020)	Agility in Instructional Design. Strengthening of Digital Skills in Incoming Students at FaCENA-UNNE	Agile no se aplica como estrategia didáctica
32	Fischer (2022)	A brief review of our agile teaching formats in entrepreneurship education	No profundiza en los factores de la agencia
33	Flores (2019)	Software Engineering Methodologies for the Evaluation and Monitoring of Projects of Higher Education Students	No profundiza en los factores de la agencia
34	Gestwicki (2016)	Interdisciplinary Projects in the Academic Studio	La metodología de investigación no está desarrollada completamente
35	Giménez (2018)	Metodologías ágiles en el grado de Tecnologías interactivas de la Escuela Politècnica Superior de Gandia	La metodología de investigación no está desarrollada completamente
36	Grishnova (2019)	Flexible technologies of university management as a tool to increase their competitiveness	Agile no se aplica como estrategia didáctica
37	Grotta (2019)	Teaching computer programming via agile project-based learning in Brazil	No profundiza en los factores de la agencia
38	Heggen (2018)	Hiring millennial students as software engineers: A study in developing self-confidence and marketable skills	Agile no es la base de la estrategia didáctica

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39	Hermann (2018)	M-learning to support project-oriented higher education in software engineering	No profundiza en los factores de la agencia
40	Hulshult (2021)	Student Group Satisfaction Perceptions Using Agile in a Project-Based Course	No profundiza en los factores de la agencia
41	Issa (2014)	A framework for collaborative networked learning in higher education: Design & analysis	No profundiza en los factores de la agencia
42	Ivanova (2019)	Gamification in software engineering education	Agile no se aplica como estrategia didáctica
43	Johanssen (2019)	A Syllabus for Usability Engineering in Multi-Project Courses	No profundiza en los factores de la agencia
44	Juarez (2019)	From Craftsmen into Engineers During Undergraduate Education	No profundiza en los factores de la agencia
45	Jurado-Navas (2016)	Undergraduate groupwork revisited: the use of the scrum model to create agile learning environments	La metodología de investigación no está desarrollada completamente
46	Kamat (2012)	Agile manifesto in higher education	La metodología de investigación no está desarrollada completamente
47	Kamat (2012)	Agile practices in higher education: A case study	No profundiza en los factores de la agencia
48	Karvonen (2018)	Enterprise agility: Why is transformation so hard?	Agile no se aplica como estrategia didáctica
49	Kavitha (2015)	Knowledge sharing through pair programming in learning environments: An empirical study	No profundiza en los factores de la agencia
50	Kleebaum (2019)	Teaching Rationale Management in Agile Project Courses	Agile no es la base de la estrategia didáctica
51	Klopp (2020)	Totally Different and yet so Alike: Three Concepts to Use Scrum in Higher Education	No profundiza en los factores de la agencia
52	Krusche (2017)	Chaordic learning: A case study	Agile no es la base de la estrategia didáctica

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53	Kuhn (2018)	How Does Indirect Feedback Affect the Attitude in Higher Software Engineering Education?	La metodología de investigación no está desarrollada completamente
54	Kuusinen (2019)	Industry-academy collaboration in teaching devops and continuous delivery to software engineering students: Towards improved industrial relevance in higher education	Agile no se aplica como estrategia didáctica
55	Lacave (2021)	The impact of covid-19 in collaborative programming. Understanding the needs of undergraduate computer science students	No profundiza en los factores de la agencia
56	Laval (2021)	Toward an Innovative Educational Method to Train Students to Agile Approaches in Higher Education: The A.L.P.E.S.	No profundiza en los factores de la agencia
57	Lopez (2018)	SCRUM as a strategy for collaborative learning through projects. Didactic proposal for implementation in the university classroom	La metodología de investigación no está desarrollada completamente
58	Lukusa (2020)	Teamwork and Project Success in Agile Software Development Methods: A Case Study in Higher Education	No profundiza en los factores de la agencia
59	Luojus (2018)	Developing higher education: agile methods in service design	No profundiza en los factores de la agencia
60	Luojus (2019)	Developing short-term exchange for master's degree students in digital service design	No profundiza en los factores de la agencia
61	Machado (2017)	An analysis of Kanban as a project monitoring tool in undergraduate courses	No profundiza en los factores de la agencia
62	Magana (2018)	Fostering Cooperative Learning with Scrum in a Semi-Capstone Systems Analysis and Design Course	Agile no es la base de la estrategia didáctica
63	Mariño (2021)	Agile Framework for the Training of Entrepreneurs. A Proposal in Higher Education in ICT	La metodología de investigación no está desarrollada completamente
64	Metrolho (2017)	Learn as a team to work in a team	La metodología de investigación no está desarrollada completamente

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65	Mitchell (2019)	Students as partners in an immersive agile learning environment	Documento incompleto (resúmenes o similar)
66	Molodchik (2018)	Implementation of agile method in russian university	No profundiza en los factores de la agencia
67	Moore (2012)	“... with interpersonal and project skills for all”: Integrating Project Management and Organizational Behavior Instruction	No profundiza en los factores de la agencia
68	Moses (2015)	Agile writing: A project management approach to learning	La metodología de investigación no está desarrollada completamente
69	Motogna (2022)	Agile Mindset Adoption in Student Team Projects	No profundiza en los factores de la agencia
70	Muller (2019)	Engaging Students in Open Source: Establishing FOSS Development at a University	No profundiza en los factores de la agencia
71	Naufel (2020)	The luminosity lab an interdisciplinary model of discovery and innovation for the 21st century	No profundiza en los factores de la agencia
72	Nawahdah (2015)	Collaboration Leads to Success A Study of the Effects of Using Pair-Programming Teaching Technique on Student Performance in a Middle Eastern Society	No profundiza en los factores de la agencia
73	Nelson (2017)	Interdisciplinary software projects as an active methodology to practice for the profession	No profundiza en los factores de la agencia
74	Nicola (2019)	Education by challenge: innovation driven spirit	Agile no es la base de la estrategia didáctica
75	Nissim (2020)	Agility in Teacher Training: Distance Learning during the COVID-19 Pandemic	Agile no se aplica como estrategia didáctica
76	Norberg (2017)	Time Shifting and Agile Time Boxes in Course Design	No profundiza en los factores de la agencia
77	Paço (2016)	Development of entrepreneurship education programmes for HEI students: The lean start-up approach	No profundiza en los factores de la agencia
78	Paulmani (2020)	Improving Research Skills with Lean-Agile-based Instruction Lean-Agile led, Analytics oriented platform for flexible, self-regulated, inclusive learning	La metodología de investigación no está desarrollada completamente

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79	Pellizzoni (2019)	When agility meets open innovation: two approaches to manage inbound projects	Agile no es la base de la estrategia didáctica
80	Rodionov (2021)	Formation of students' competitiveness in the vuca world	No profundiza en los factores de la agencia
81	Saeedi (2021)	Software Development Methodologies, HEIs, and the Digital Economy.	No profundiza en los factores de la agencia
82	Spielhofer (2021)	Framing self-organized online team collaboration in a higher education course on Informatics and Society	No profundiza en los factores de la agencia
83	Svejdarova (2020)	"Diversity experienced" - developing intercultural competence trough agile team project-based learning	Documento incompleto (resúmenes o similar)
84	Terry (2016)	Utilizing Virtual and Personal Learning Environments for Optimal Learning	No profundiza en los factores de la agencia
85	Thomas (2019)	Agile requirements engineering: an empirical analysis and evidence from a tertiary education context	No profundiza en los factores de la agencia
86	Tsalapatas (2021)	Serious Games to Support Agile and Lean Methodologies	No profundiza en los factores de la agencia
87	Valentin (2015)	Rapid improvement of students' soft-skills based on an agile-process approach	Agile no es la base de la estrategia didáctica
88	Vermeulen (2019)	APACHES: Human-Centered and Project-Based Methods in Higher Education	No profundiza en los factores de la agencia
89	Vitchenko (2022)	Problems and Challenges of Educational and Methodological Activities in Higher Education in the Context of Digitalization of Education	No profundiza en los factores de la agencia
90	Yamnitsky (2022)	Application of agile to distance-learning professional doctorate programmes: A conceptual model	No profundiza en los factores de la agencia
91	Zhu (2021)	Application of Agile methodology in planning a joint educational program	No profundiza en los factores de la agencia