



Teaching methodology proposal and corporative identity creation through PBL and Scrum.

Propuesta de metodología de enseñanza y creación de la identidad corporativa a través de ABP y Scrum

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Abstract

This research focuses on teaching and learning corporate identity design through the integration of Project-Based Learning (PBL) and the agile Scrum methodology. Its main objective is to explore how these methodologies can be applied in a practical way in the educational and professional fields of graphic design. It seeks to identify the Scrum process, its usefulness in the workplace, and propose a teaching methodology that combines PBL and Scrum for the Corporate Identity class. In addition, it analyzes students' perceptions of their learning. The study was conducted in a Corporate Identity class in the Graphic Design degree program at a public university in Monterrey, Nuevo León, Mexico. A mixed methodological approach was used with action research in the classroom, including a literature review, project development, and a survey at the beginning, as well as a survey and focus group at the end of the project. The results show that the combination of PBL and Scrum allowed students to work in more realistic contexts, achieving meaningful learning. They also improved their organization and understanding of project management, generating functional corporate identity proposals. The research concludes with a methodological proposal applicable in the classroom to strengthen professional training in graphic design.

Keywords: Methodology, teaching, visual identity, active learning, design

Resumen

Esta investigación se centra en la enseñanza-aprendizaje del diseño de identidad corporativa mediante la integración del Aprendizaje Basado en Proyectos (ABP) y la metodología ágil Scrum. Su objetivo principal es explorar cómo estas metodologías pueden aplicarse de manera práctica en el ámbito educativo y profesional del diseño gráfico. Se busca identificar el proceso de Scrum, su utilidad en el entorno laboral, y proponer una metodología de enseñanza que combine ABP y Scrum para la clase de Identidad Corporativa. Además, se analiza la percepción de los estudiantes sobre su aprendizaje. El estudio se llevó a cabo en una clase de Identidad Corporativa de la licenciatura en Diseño Gráfico en una universidad pública de Monterrey, Nuevo León, México. Se utilizó un enfoque metodológico mixto con investigación-acción en el aula, incluyendo revisión bibliográfica, desarrollo de proyectos y aplicación de encuesta al inicio, así como encuesta y focus group al final del proyecto. Los resultados muestran que la combinación de ABP y Scrum permitió a los estudiantes trabajar en contextos más reales, logrando un aprendizaje significativo. También mejoraron su organización y comprensión de la gestión de proyectos, generando propuestas funcionales de identidad corporativa. La investigación concluye con una propuesta metodológica aplicable en el aula para fortalecer la formación profesional en diseño gráfico.

Palabras clave: Metodología, enseñanza, identidad visual, aprendizaje activo, diseño

◆ Introduction



Corporate identity is a highly important area of graphic design and is also part of globalization through brands. Teaching identity in the classroom is a fundamental aspect of the degree program, and sometimes the methodology used does not directly connect with the needs of the working world. Therefore, both theory and practice must be taken into account in teaching and learning strategies. For this reason, Project-Based Learning (PBL) combined with Scrum is proposed as a good methodology for teaching and practicing identity, based on the use of specific quality criteria for the creation of corporate identity. The objectives are: to identify the Scrum process and methodology and its practical use in the world of graphic design, as well as to generate a proposal for a teaching and creation methodology for the Corporate Identity class using Scrum and PBL, and to understand students' perceptions of their learning. The main question is: What would be a proposed teaching and creation methodology for the Corporate Identity class, based on the use of Scrum and its combination with Project-Based Learning?

◆ Theoretical basis

Graphic design education today faces major challenges, as societal demands and technological developments make it increasingly important to bring students closer to the world of work. The speed at which information arrives, the constant visual stimuli in various digital media, and the different ways in which students learn make it imperative to apply methodologies in the classroom that are truly relevant to professional work.

When it comes to teaching corporate identity, it is essential that practice be brought into the classroom, but with a method connected to the world of work, so that the development of the creative process can be understood from that perspective and learned from those terms.

Project-Based Learning can be defined as a “task-centered teaching and learning modality, a shared process of negotiation among participants, whose main objective is a final product. This method promotes individual and autonomous learning in a work plan defined by objectives and procedures” (García-Varcácel and Basilotta, 2017, p. 114).

Organizing the class around projects can define the student's profile and guide them toward a reality closer to the situations experienced every day at work. "PBL provides a large amount of data, which allows both the learner and the teacher to not only self-assess or assess for grading purposes, but also to assess (themselves) in order to regulate learning" (Trujillo, 2017, in Botella and Ramos, 2019, p. 113).

Trujillo (2017, p. 44) mentions six phases that must be developed in PBL:

1- Introduction. The learning situation is presented to students with the aim of engaging and motivating them.

2- Challenge. In this phase, the question, problem, or challenge to be solved throughout the project is established.

3- Information search. To tackle the challenge, students must search for information from different sources. First, from their own prior knowledge; second, from other people at the school or outside it; and finally, from primary and secondary written, oral, or audiovisual sources.

4- Information management. Multimodal and critical reading of texts (oral, written, or audiovisual) allows information to be processed into knowledge and used to tackle the challenge.

5- Production. In this phase, a final product is generated that reflects the learning that has taken place throughout the project and allows the challenge to be successfully resolved.

6- Dissemination. In this final phase, the results of the project are presented to the class, other students, families, or other people inside and outside the school, thus reinforcing the students' motivation to participate in future projects.

On the other hand, PBL encourages collaboration among students and, in doing so, brings them closer to a work culture similar to that of the working world, thereby further developing soft and socialization skills. "PBL allows students to acquire skills related to critical thinking: collaboration, communication, creativity and innovation, self-direction, local-global connection, and digital competence" (Magraner and Valero, 2015, in Ruiz and Ortega, 2022, p. 9).

In addition, interaction with the teacher will provide greater support, as students receive feedback specifically related to the project they are working on. "Through this support, the teacher will discover meaningful experiences and learning opportunities for their students, which the research activity inherent in PBL generates in the teaching-learning process" (Zambrano et al., 2022, p. 177).

On the other hand, agile methodologies applied in higher education are a great source of learning for students as they focus on the professional sphere, which allows for a positive fusion with PBL. As Onieva López (2018, in Feriz et al., 2024, p. 131) points out, “one of the main characteristics of Agile is its focus on collaboration and constant communication, which in the educational field translates into encouraging interaction between students and teachers, and among students themselves.”

Among agile methodologies is Scrum, which is one of the most widely used and is optimally applied to graphic design, specifically corporate identity, due to the way its processes are structured. “The implementation of the agile Scrum strategy has many advantages over traditional methods. In addition to enabling rapid and flexible change management, it allows tasks to be prioritized according to needs and the active and immediate participation of the teacher, who provides feedback on the results” (Hinojosa et al., 2022, p. 4).

Scrum provides the opportunity for activities to become more efficient and for the practice to be carried out in a more organized manner, raising awareness among students of the importance of good project management. “It is a methodology that forms a project management environment that enables, facilitates, and promotes the structuring and practicality of a task” (Sotelo-Martín and Fandos-Igado, 2023, p. 3).

The Scrum methodology includes several important figures (Schwaber and Sutherland, 2020):

- ❖ *Scrum team*: this is the work team that aims to achieve the objectives set out in a project, supporting each other during the sprint (a defined period for carrying out certain activities). The scrum team consists of a scrum master, a product owner, and developers. There are no sub-teams or hierarchies within a scrum team.
- ❖ *Developers*: they are responsible for creating a work plan to achieve the sprint goal, which is called the sprint backlog. The specific skills required of developers are usually broad: technical skills in project design and production, as well as soft skills in communication, collaboration, teamwork, and adaptation depending on the field of work.
- ❖ *Product owner*: responsible for the effective management of the product backlog (an ordered list of all the requirements for the development of a project or product), which includes developing and explicitly communicating the objective of the project, clearly ordering the elements that comprise it so that it is visible and understandable.

- ❖ *Scrum master*: responsible for helping all team members understand the Scrum development process, both within the scrum team and the organization. Their goal is to make the scrum team's work effective by supporting them in improving their practices. Scrum masters are true leaders who serve the scrum team and the organization as a whole.
- ❖ *Sprint*: a short period (1 to 2 weeks) in which a team focuses on carrying out a set of specific tasks or goals. During this time, all the work necessary to achieve the set objective is carried out, including sprint planning, daily scrums, sprint review, and sprint retrospective. Several sprints can be generated within the same project. A new sprint begins immediately after the conclusion of the previous sprint.
- ❖ *Sprint planning*: this is the daily work plan that will be carried out during the sprint. The scrum team creates this plan through collaborative work, based on their understanding of the project requirements. Anything that is not completed is added to the sprint backlog for subsequent tasks or sprints.
- ❖ *Daily scrum meeting*: This is a meeting of approximately 15 minutes held by the developers of the scrum team, which is always scheduled at the same time and in the same place during all working days of the sprint. Its purpose is to analyze progress toward the sprint goal and adapt the sprint backlog as necessary, allowing for more reliable and effective progress.
- ❖ *Sprint review*: This is a review of the sprint results to determine whether it has been carried out correctly or whether adjustments are required for the next sprint. The scrum team presents the results of its work to the scrum master and the product owner, and progress towards the product or project goal is discussed.
- ❖ *Sprint retrospective*: this is the analysis carried out by the scrum team on the last sprint to check that it has been carried out properly, reviewing the team's work, processes, tools, and the final result of the deliverable. The causes that could have led to errors are identified and corrected for the next sprint, as its purpose is to plan ways to increase the quality and effectiveness of the team.

❖ **Methodological design**

The methodology of this study has a mixed approach combined with action research in the classroom. A bibliographic analysis was carried out on the topics of teaching, methodologies, and creation processes, especially Project-Based Learning, as well as the Scrum method and its application in work and academic contexts. Ten quality criteria for the

development of corporate identity projects proposed by Altamirano (2024) were used and applied, namely conceptualization, consistent communication, timelessness, graphic construction, graphic quality, originality, legibility, significance, reproducibility, and evocative aesthetics. The Scrum methodology was analyzed, whose flow is based on iteration cycles called sprints, and PBL was analyzed as a teaching methodology to bring students closer to the context in which the real process takes place. With this, a methodology proposal was developed for teaching corporate identity by merging Scrum and PBL, also applying the specific quality criteria of the area.

It was developed during the first five-week phase of the August-December 2024 semester. The author put the research into practice in her Corporate Identity class, taught in the third semester of the Graphic Design degree program at a public university in Monterrey, Nuevo León, Mexico. The course is theoretical-practical and is taught on a semester basis. The study population consisted of 23 students.

In addition, two surveys were carried out: one at the beginning and one at the end of the project. The first instrument had three items on a five-point Likert scale, where respondents could choose from the options strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree, while the second instrument had four items on a Likert scale with the same response options, except for the fourth item, which specified options related to the proposed methodology. These surveys focused on understanding students' perceptions of the use of a specific methodology in the classroom and how they perceived their learning as a result. In addition, a focus group was conducted consisting of five questions related to the survey, administered by research students and recorded through field notes. This exercise provided qualitative information that complemented the results obtained in the surveys.

Action research

Action research is characterized by being carried out in the context in which the problem or situation is identified. "It starts with an initial diagnosis, consulting different social actors in search of assessments, points of view, and opinions on a topic or problem that is susceptible to change" (Guevara et al., 2020, p. 169). For this reason, an initial diagnostic survey was conducted in this study, and the project was then designed using the Scrum methodology, through the design of sprints. From the first day of class, students were explained the dynamics that would be carried out, mentioning that, in addition to theory, there would be practical exercises that would lead to the expected learning outcomes.

On the other hand, the six phases of Project-Based Learning are adapted based on the various activities to be carried out, achieving organization and fusion between both methodologies so that the process is optimal when reaching the final result of the projects. The structure of the PBL phases in the classroom dynamics can be seen in Table 1.

Table 1
ABP phases applied to classroom dynamics

PHASE ABP	ACTIVITY
1. Introduction	During the first week of classes, students are introduced to the activity to be carried out in the first phase, i.e., the learning situation, in order to get them involved in it and thereby motivate them.
2. Challenge	The problem or challenge is for students to design the visual identity of a brand defined in a brief by another student in the same group who takes on the role of client, as client-designer roles are established in the classroom. This excites students by confronting them with a problem closer to what they will experience in the working world. These briefs are distributed among all the students in the classroom, so each of them carries out their project individually and has a client.
3. Information search	During the second week, students begin researching information about the brand for which they will develop the visual identity. The first step is to interview their client (the student who wrote the brief), an exercise they carry out in class, to obtain direct information about the project. They must also research the competition, the target market, the brand context, among other aspects.
4. Information management	During the third week, students process the information and begin conceptualizing the project, continuing with the development of the production.
5. Production	In the fourth week, the visual identity is created, from ideas, sketching, experimentation, as well as vectorization and final delivery. All based on quality criteria in the creation of corporate identity.
6. Dissemination	In the fifth week, the project is presented to the class. Each student is heard, both by the other students and by the teacher, including the student-client in this role-playing exercise, who also provides feedback on the final project.

Note: Author's own elaboration.

As mentioned above, Scrum was also applied based on the sprints of each phase, and the methodology figures were structured within the classroom dynamics, as shown in Table 2.

Table 2
Scrum figures applied to the classroom

Category	Element	Description
Scrum team	Scrum team	Comprising the teacher (Scrum master), a student as the client (Product owner), and a student designer (Developer).
	<i>Developers</i>	Each student acts as the designer of the visual identity of the brand corresponding to the brief given to them in the first week. Each student creates an individual work plan for their project.
	Product owner	Student acting as client. Defines and communicates the project objective and organizes the elements of the brief (equivalent to the product backlog).
	<i>Scrum master</i>	The teacher facilitates understanding of the theory and practice of the class and the Scrum methodology. Organizes and leads the classroom.
Scrum Events	<i>Sprint</i>	Each phase (1 week). Includes planning, meetings, review, and feedback. Each phase begins immediately after the previous one.
	<i>Sprint planning</i>	Work plan by phase. It is mainly created by the teacher, but is supplemented by contributions from students.
	<i>Daily Scrum meeting</i>	Daily meetings represented by classroom lessons. Project progress is reviewed.
	<i>Sprint review</i>	Presentation of sprint results (week) to the scrum master (teacher) and product owner (student client). Progress toward the goal is evaluated.
	<i>Sprint retrospective</i>	Sprint evaluation (weekly project) to improve quality and effectiveness. The process of identity creation, creative tools used, interactions between student-client, student-designer, and learning outcomes are analyzed.

As can be seen in Tables 1 and 2, both PBL and Scrum can be optimally adapted to the project phases of the class, and likewise, the Scrum figures are adequately represented by the main actors in the process. The fusion of both methodologies is carried out based on each phase of ABP

in which the sprints and Scrum figures are integrated, thus generating the proposal for teaching and creating corporate identity from the classroom.

The quality criteria for corporate identity creation proposed by Altamirano (2024) are also applied, as indicated below:

- ❖ **Conceptualization:** Represents the concept that the brand wishes to convey in an abstract and/or simplified manner. It expresses concepts from the point of view of verbal relationships with other concepts, i.e., the indicators to be taken into account are the abstraction of the brand concept, its synthesis, and its simplification.
- ❖ **Consistent communication:** Communicates the message that the brand wants to convey, is direct and clear, and the company's line of business is understood, both in figurative and abstract signs. In other words, the visual identity is consistent with the type of brand it is representing, and there is no confusion between one line of business and another.
- ❖ **Timelessness:** It has a long shelf life, meaning that it is not a solution generated by fashion or a specific time period. The aim is for the visual identity to endure over time and not require updating shortly after the initial design.
- ❖ **Graphic construction:** Identification needs are determined by choosing the essential symbolic elements. The logo is presented as a mandatory element. In other words, there is functionality in form, background, and color, and the identity elements are appropriate, determining whether only a logo is required or whether a symbol is also essential.
- ❖ **Graphic quality:** It has formal harmony or stylistic unity, achieves balance and proportion, and is perceived as having adequate vector execution. In other words, there is a balance between the elements that compose it, as well as consistency in the visual style of the visual identity system.
- ❖ **Originality:** It is authentic, original, and innovative; it is creative and stands out from others. In other words, it has distinguishable graphic elements, is not related to existing brands, and maintains copyright protection; there is no plagiarism or use of artificial intelligence.
- ❖ **Legibility:** It is easy to read and understand. The logo and typography must be legible. In addition, the clarity of the symbol's lines is important.

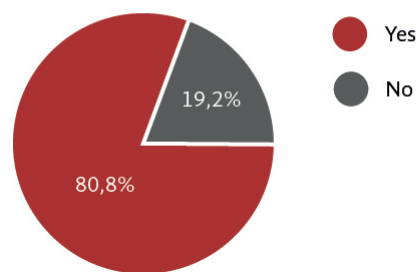
- ❖ **Catchiness:** It is easy to memorize and remember by those who perceive it. Visual identity must be identifiable and distinguishable in order to achieve a presence in the memory of consumers.
- ❖ **Vocative aesthetics:** It has the ability to attract the attention of those who perceive it. In other words, it must be attractive to consumers, as well as visible, in order to achieve a good position in the market.
- ❖ **Reproducibility:** It can be reproduced in all media, both analog and digital. It resolves the responsiveness and sufficiency of the elements that comprise it. It should be reproducible in minimum sizes, as well as in different electronic device formats.

These criteria are integrated as the project progresses through different sprints, as each one has its own objectives, thus achieving the expected results.

Results Since the beginning of the semester, a diagnosis has been carried out on students' perceptions of the application of teaching-learning methodologies in classes. The first question was to find out if students were familiar with the topic of teaching methodologies, so they were asked: "Do you know what a teaching-learning methodology is?" 80.8% responded that they did, while the other 19.2% responded that they did not (see Figure 1).

Figure 1
First question of the initial survey

Do you know what a teaching-learning methodology is?



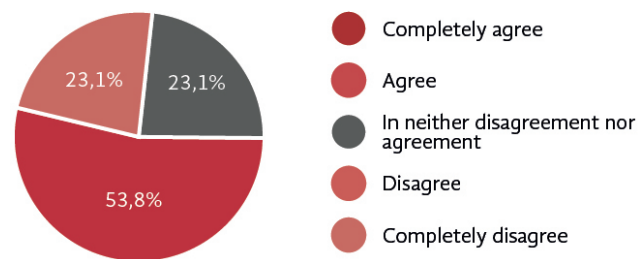
Note: author's own elaboration.

The second question focused on the area of graphic design and was phrased as follows: "Do you think it is important to use a specific methodology for teaching and learning design?" 53.8% responded that they strongly agreed, 23.1% said they agreed, while another 23.1% said they neither agreed nor disagreed. This shows that more than 70% consider

it important to have a specific methodology (see Figure 2), since the nature of the profession requires particular processes that can be developed through teaching.

Figure 2
Second question of initial survey

Do you think the usage of a specific methodology is important to the design teaching-learning?

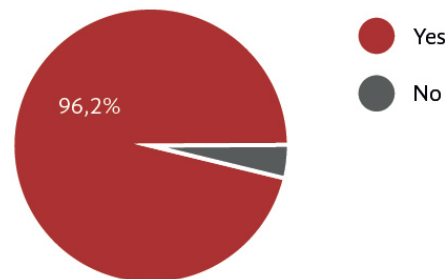


Note: author's own elaboration.

Regarding the third question, they were asked: "Are you familiar with the Scrum methodology?" To which 96.2% responded no, while 3.8% said yes. This shows that the majority were unfamiliar with this methodology (see Figure 3).

Figure 3
Third question of the initial survey

Do you know Scrum's methodology?



Note: author's own elaboration.

This initial diagnostic survey revealed that students understand what a teaching-learning methodology is and consider it important to have a specific methodology for teaching graphic design, which is essential given the nature of the profession and its particularities when put into practice in a work context. However, on the other hand, they are unfamiliar with the Scrum methodology. This provided findings that allowed us to continue with the application of the proposed methodology that combines PBL and Scrum as a specific methodology for the teaching

process in the Corporate Identity class, starting from the first week of classes. This fusion can be seen in Table 3, which shows five Scrum sprints implemented during the development of the first-class project (five weeks), as well as the six PBL phases, two of which are present during the first sprint (see Table 3).

Table 3
Merging ABP and Scrum in classroom dynamics

Scrum	ABP	Fusion description
Sprint 1	Introduction and challenge	<p>During the first week of classes, the teacher (Scrum master) presents the activity to the students, which is to create the visual identity of a brand developed through a brief (product backlog) by another student in the same group, establishing the roles of client (product owner) and designer (developer). Therefore, the brand brief is distributed to the students through a raffle held among the entire group. In this sprint, there is an analysis of the brief, a process of understanding, and a series of questions. The analysis report of the brief is considered a deliverable.</p>
Sprint 2	Information search	<p>Based on the analysis report of the brief carried out in the previous sprint, sprint 2 begins in the second week, in which the students (developers) begin to research information about the brand for which they will develop the visual identity.</p> <p>The first step is to interview their client (product owner) to obtain direct information about the project, based on the questions asked in sprint 1.</p> <p>The second step is to research the competition, the target market, the brand context, and other points of interest related to the project.</p> <p>In this sprint, an analysis of the research is carried out. The report on the results of this research is considered a deliverable.</p>
Sprint 3	Information management	<p>With the presentation of the research results, sprint 3 begins during the third week, in which students process the information and begin the conceptualization work (quality criterion) of the project.</p> <p>The first step is a semantic field approach, creating a mind map with the concepts closest to the brand and the visual representation of those concepts for consistent communication (quality criterion). All of this is based on analog sketching, which seeks to achieve timelessness and originality in the proposals, as well as optimal graphic construction (quality criteria), selecting the appropriate elements for the visual identity (logo, symbol, color).</p> <p>In this sprint, the deliverable is this visual search with analog sketching based on the conceptual study.</p>

<p><i>Sprint 4</i></p>	<p>Production</p>	<p>With the visual search and analog sketching process, sprint 4 begins, starting with an analysis of these sketches and a selection process for the best proposals.</p> <p>From there, the digitization and vectorization process begins, in which criteria such as graphic quality, legibility, significance, reproducibility, and aesthetic appeal must be taken into account in order to achieve the proposed objectives and ensure that the project is functional and attractive.</p> <p>In this sprint, the deliverable is the final proposal for the brand's visual identity.</p>
<p><i>Sprint 5</i></p>	<p>Dissemination</p>	<p>The final proposal for the brand's visual identity is presented to the class. To do this, a professional presentation must be made, which is projected in the classroom and includes the rationale behind the project, with all the bases set out in it.</p> <p>Each student must come to the front and be heard by the other students, the teacher, and the student-client in this role-playing exercise, who also provides feedback on the final project.</p>

Note: author's own elaboration.

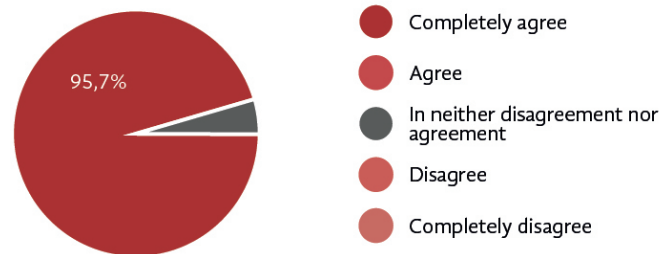
It is important to clarify that all students prepare a brief and develop a visual identity. However, they do not design the identity corresponding to the brief they created themselves. The briefs are raffled off among the participants, so that each student works with another classmate's brief. Thus, everyone assumes the role of both designers and clients. It is worth mentioning that at the beginning of each sprint, i.e., at the beginning of each week, sprint planning takes place, i.e., the work plan for the week is drawn up. The daily scrum meeting is held in each weekly class to check on the students' progress and, if there are any questions, these can also be resolved daily via the Microsoft Teams platform. At the end of each sprint, there is a sprint review, in which the results of each deliverable are reviewed, making it possible to continue with the following sprints. There is also a sprint retrospective, through which the teacher (scrum master) offers constant feedback on the planning, effectiveness, and quality of the following sprints. This feedback is provided in a respectful, constructive manner and is based primarily on corporate identity quality criteria, with a focus on learning in this field of design.

The class dynamics are optimal. In five weeks (five sprints), students manage to adapt to the project and generate high-quality results, and significant progress is observed as the sprints of the challenge to be solved advance. There is also noticeable motivation in the client-designer role-playing, as they delve into an experience closer to reality, generating their proposals and deliverables within the specified time frames.

In the final project survey with four Likert scale questions, they were asked: "Do you consider that the class planning has been adequate for your learning?", to which 95.7% responded totally in agreement, indicating that a majority of the group perceived the process positively (see Figure 4).

Figure 4
First question in final survey

Do you consider that class planning has been adequate for you learning?



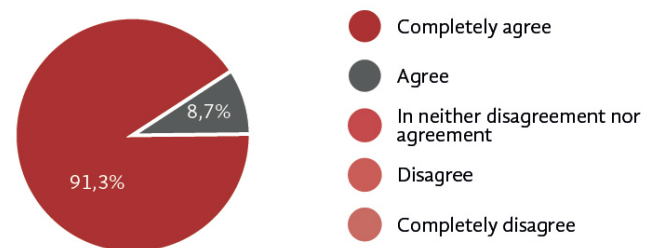
Note: author's elaboration.

This is complemented by the focus group recorded in field notes, in which students were able to mention why they felt this way. One student commented: "The class is not limited to teaching design techniques; it also gives you a comprehensive understanding of the actual work process in a professional environment, which prepares you for the working world. Through the activities, students have the opportunity to experience both the role of designer and client, which provides them with a complete and balanced view. This duality of perspectives leaves them with meaningful learning, as they better understand the challenges and expectations of both parties in the design process" (O. Villasana, field notes, October 3, 2024).

The second question in the final survey asked: "Do you think the activities carried out have allowed you to develop your learning in the area of corporate identity in an optimal way?" To this, 91.3% responded that they totally agreed, while 8.7% said they agreed. This confirms that all students consider the activities to have been optimal for their learning in the specific area of corporate identity (see Figure 5).

Figure 5
Second question in final survey

Do you consider that the activities carried out have allowed you to develop your learning in the area of corporate identity in an optimal way?



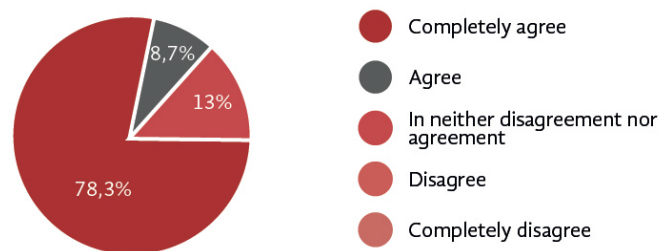
Note: author's own elaboration.

According to the field notes of O. Villasana (October 3, 2024), in the focus group, “students consider that the activities proposed in the course are essential for effectively applying what has been learned in class. Each assignment has a clear purpose and is designed to reinforce the concepts covered, allowing them to strengthen their knowledge and skills.” This is reinforced by the statement that “they have learned more through practice than by only studying theory, which also makes the process more dynamic. They feel that the activities are more closely related to professional practice and, furthermore, during feedback sessions they feel more agile in completing tasks, able to explain how and why they carried them out when presenting, thereby developing a critical eye toward their work and gaining confidence when speaking in front of the class” (A. Zequeida, field notes, October 3, 2024).

In the third question of this project closing survey, participants were asked: “Do you consider that the teaching methodology applied in this learning unit has been optimal for your learning?” In response, 78.3% stated that they strongly agreed, 8.7% said they agreed, while 13% indicated that they neither agreed nor disagreed. This confirms that more than 80%, that is, the majority of students, consider the implementation of this methodology to have been optimal (see Figure 6).

Figure 6
Third question in final survey

Do you consider that the teaching methodology applied in this learning unit has been optimal for your learning?



Note: author’s own elaboration.

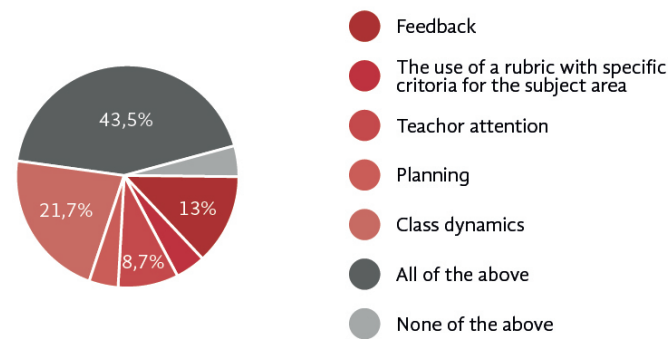
As for the focus group, "students value the teaching methodology because of its dynamics, as the presentations are concrete and explanatory. They consider the course to be comprehensive, as it combines theory and practice, offers individual feedback, and encourages competition by thinking about designs applicable to reality, as well as allowing them to organize and manage their projects in a better way" (D. Garza, field notes, October 3, 2024).

For this final survey, a fourth question was asked: “If you perceive a difference in this methodology compared to others, what would it be?”

The following response options were provided: feedback, the use of a rubric with specific criteria for the area, the teacher's attention, planning, class dynamics, all of the above, none of the above. To this, 43.5% responded all of the above, 21.7% responded class dynamics, 13% said feedback, and 8.7% said teacher attention. These responses were the most common. It should be noted that a significant number of students responded that they perceived a difference in all options, as well as in class dynamics. This confirms that the methodology is truly different from what students had previously experienced (see Figure 7).

Figure 7
Fourth question in final survey

If you notice a difference between this methodology and others, what would it be?



Note: author's own elaboration.

According to O. Villasana's field notes (October 3, 2024) in the focus group, it was mentioned that "one of the aspects that students appreciate most is the constant interaction in group activities. In addition, they appreciate that the teacher focuses on multiple aspects of the design process, helping them not only to improve their technical skills, but also to hone their creative abilities and develop deeper critical thinking."

On the other hand, according to D. Garza (field notes, October 3, 2024): "Students highlight the client-designer experience as something very enriching. They value personalized attention, both in and out of class, as they receive different points of view to improve professionally. The dynamics take them out of their comfort zone and reinforce the importance of practice. In addition, they appreciate that the teacher takes the time to offer detailed and respectful feedback, which makes learning more complete." The application of this methodology in the classroom allows PBL and Scrum to be combined, achieving optimal dynamics in class, in which students are motivated to perform the exercises during each sprint, thereby obtaining very positive learning outcomes.

Conclusions The combination of PBL and Scrum proved to be a good methodological approach for teaching and learning in the classroom in the area of corporate identity, as students had an optimal perception of the client-designer role-playing experience, feeling that they were in a more realistic context, generating an experience with conditions similar to those in the workplace.

In this process, students also improved their organization in terms of project management, since each week the exercises were completed in sprints and deliverables were achieved that were directly connected to the main project. This organization led them to the goal set from the beginning, meeting the established deadlines.

Although the students were not familiar with the agile methodology in the diagnostic survey, this did not prevent them from adapting to it from day one, as the final survey showed that their perception was optimal, considering the difference with what they had seen in other classes.

In this way, it is shown that integrating Project-Based Learning with the Scrum methodology in the Corporate Identity class enhances the development of key skills, such as problem solving in a work-like context, but also provides the following advantages: organization, teamwork, and agility in managing activities in short periods, which generates optimal and immediate results.

This adaptation of the two methodologies allows students to assimilate their responsibilities with defined roles, receiving constant feedback and working in iterative processes according to the needs of each project for the correction of proposals, as well as including specific quality criteria from the area of corporate identity. Thus, the dynamic is perceived as more real and less academic, simulating the mechanisms of the professional context. All of this results in meaningful, project-oriented learning that is practice-focused and in line with the challenges of the professional world.

In conclusion, the study shows this methodology to be a good option not only for teaching and learning corporate identity, but also as a method that could be adapted to teaching processes in other creative areas and graphic design.

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