



Meeting in the Educational Committee of Bachelor in Animation

Location:

Online and at The Animation
Workshop, Kasernevej 5, Viborg
(Big Meetingroom/Miyazaki)

Meeting date:

Thursday, November 13, 2025
12.30-15.30

Participants

Julie Raunsmed Peitersen
Mikkel Mainz
Gry Lindebjerg
Camila Moreano-Nielsen
Peter Dyring-Olsen
Sophie Refshauge Møller
Kasper Kruse
Uriel Kranot
Shelley Page
Sofie Stubbe

Declined

Kristina Sletting Jensen
Astrid Refstrup
Magnus Møller
Emile Gignoux
Elodie Rose Denise Maddy
Dean Gitte Nørgaard
Mario Grosu

Guests

Study counsellor Sofie Appel Krogh
Career counsellor Freja Devantié

Attachment

The committee's input for ANIMATION Graduate Profile and content, values etc. (spring meeting 2025): [Workshop on reform - Animation](#)

SUMMARY/ AGENDA

Meeting chair:

Referent:

Anna-Maj Geyti

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Date: 13 November 2025

J.no.: Insert j.no.

Ref.: Insert reference

Agenda

1. Welcome

12.30-12.35 (Peter Dyring-Olsen)

a. Welcome

b. Approval of agenda

The item about Collaboration with XR is removed from the agenda.

The agenda is approved by the committee.

Freja is our career counsellor. She is participating today in order to get to know the educations well.

c. Election of meeting chair.

Julie will chair the meeting.

2. New member

12.35-12.40 (Peter Dyring-Olsen)

- Lise Saxtrup has withdrawn from the committee. Mikkel Mainz is now Producentforeningen's representative in the committee. Mikkel is already in our advisory board and knows the school very well.
- Chris Ebeling has withdrawn. We do not have a new replacement from the industry, since we only have this and next meeting in the pipeline for this committee.
- Sofie Stubbe is participating as a students' representative instead of Elodie.

The item was taken into consideration.

3. Meeting with VIA's board

12.40-12.50 (Julie Raunsmed Peitersen and Sophie Refshauge Møller)

Julie and Sophie attended the annual meeting between the educational committees in VIA and VIA's board. Julie and Sophie will present the headlines from the meeting and points of interest for this committee.

The Board of Directors is gathering all educational committees within VIA to gain insights into the discussions taking place in these committees. This meeting is held annually.

Key points discussed:

- **Reform:** *Reform: Other programs face different challenges compared to TAW. For example how to maintain high application numbers and completion rates and how studying outside Aarhus and Copenhagen can be more attractive.*
- **Committee Collaboration:** *Sofie and Julie suggested the idea of merging the two committees at TAW.*
- **Lifelong Learning:** *Several committees expressed interest in developing further education opportunities. This topic is also addressed in the reform.*

4. News from the bachelor department

There is a lot of work done with the reform, but still not a lot to show. We still run the programs, and it can be a challenge to manage both the educations and the reform development.

4.a Collaboration project with XR Software Engineers

12.50-13.00 (Peter Dyring Olsen)

The item about Collaboration with XR is removed from the agenda.

4.b. Study counselling at TAW

13.00-13.30 (Sofie Krogh Appel)

To strengthen students' social and academic well-being, TAW hired its first student counsellor three years ago. Sofie Krogh Appel currently holds the position and has developed a solid portfolio of individual and collective initiatives for the students. At the meeting, Sofie will provide an introduction to the challenges she encounters among our students and her broad approach to supporting their well-being.

Study counselling on different levels

- *Individual counselling and support*
- *Collective info and Community activities*

- Collaborating with teachers and supervisors

Individual counselling and support

- Diagnoses (handling, international, getting support, getting diagnoses etc). About 30 % of our students self-report that they have or think they have a diagnosis, which is more than the average in VIA.
- Stress (managing expectations, ambitions, industry future)
- Imposter thoughts, inferiority complex
- Time management/prioritizing
- Community – fitting in (good and bad)
- Personal issues (family, friends, moving)
- Study plan issues (failed exams, sick-leaves, other leaves).

Collective info and Community activities

- Intro-weeks
- Tutors, club fair, open door day,
- How to study, learning community
- Focus on inclusivity – different types of students, “the implicit TAW student” narrative,
- Class council set up and support
- Supporting Student Council

Owned by the students – supported, initiated structured at school level whenever possible

Collaborating with teachers and supervisors

- On individual students’ issues
- Group Work Projects: Dynamics in group projects
- 6th semester project
- Bachelor report – writing help/community
- Career/internship together with Freja among others.

Sofie KA’s presentation sparked a discussion about “The Typical TAW-student” and attendance issues in the committee:

The Typical TAW Student and Attendance

- The typical TAW student is described as shy, somewhat nerdy, but welcoming and open-minded.
- Students tend to assume good intentions, avoid conflict, and are easily stressed.
- Non-confrontational behavior contributes to attendance issues.

Stress and Well-being

- Stress among students is not new; it has always existed as the normal “Am I doing well enough?” feeling.
- What is new is the increasing number of formal diagnoses.

Attendance Challenges

- There is little social pressure to attend classes, creating a “no consequences” culture.
- Attendance is monitored in the first year to encourage responsibility later.
- Similar issues exist in other programs (TDA), including focus struggles and reluctance to put in hard work.
- These challenges reflect broader trends in the education system nationwide.

Cultural Changes Post-COVID

- After COVID, attitudes toward attendance have become more relaxed. Students often skip if not required to show up.
- Teachers report frustration as low attendance affects classmates and guest lecturers.
- Traditional consequence-based methods no longer work; motivation strategies need rethinking.

- *Community engagement is seen as key to improving attendance.*

Workplace Perspective

- *Flexible work arrangements have reduced office social life.*
- *Remote work is popular for convenience (avoiding traffic, family schedules), but makes it harder to bring people back.*
- *Remote work creates administrative burdens and communication gaps.*
- *Many organizations prefer hiring individuals who can work on-site to maintain team cohesion.*

Coordination and Student Community

- *Transition from dedicated class coordinators to multiple contact points has pros and cons:*
 - *Pros: More professional approach to different topics.*
 - *Cons: Harder for students to know who to approach.*
- *Professional study counsellors are considered beneficial.*
- *Student community was weakened after COVID but has improved significantly thanks to active student initiatives and new clubs.*

Learning Community and Motivation

- *The learning environment has become more individualistic; previously, collaboration was a defining strength.*
- *Ideas include creating student groups that support each other and strengthening class councils.*
- *Class councils exist but risk becoming “authorities” rather than fostering real connection and care.*
- *Attendance and engagement require inner motivation—students show up because they want to see friends.*
- *Generational shift toward individualism and portfolio focus reduces “village mentality.”*

BREAK (10 minutes)

5. AI perspectives from the industry and the school

13.40-14.15 (Mikkel Mainz, Uri Kranot, Peter Dyring-Olsen)

- *Mikkel will give a presentation on how he sees AI developing in the Industry (15 minutes)*
- *Uri and Peter will present an AI workshop which Uri taught and curated for the 5th semester ANIM-students. (10 minutes)*
- *Common discussion and input from the committee (10 minutes)*

Industry perspective on AI

Mikkels presented the following points:

- **Global Trends**
 - *Spain Anima: raises questions about Europe’s position compared to China.*
 - *Germany is significantly ahead in AI adoption.*
 - *Investors are highly interested due to lower production costs.*
 - *Japan uses AI mainly for cleanup tasks.*
 - *Certain applications of AI are seen as non-intrusive to artistic integrity.*
 - *The U.S. has new studios working exclusively with AI and developing new pipelines.*
- **Industry Shifts**
 - *A new role is emerging for professionals who are curious and understand AI.*
 - *Different mindsets are forming within the industry; companies must decide how much AI to integrate.*
 - *Team divisions over AI create collaboration challenges—topic is highly sensitive.*
 - *Fear among professionals: trained for one approach, now asked to adapt to another.*
 - *AI is increasingly integrated into traditional pipelines (pre- and post-production).*

- Persistent “uncanny” feeling about AI-generated visuals.
- **Implications for Students**
 - Students need curiosity and awareness about AI.
 - AI cannot be fully controlled but can be applied in many ways over time.
 - Being uninformed about AI is a disadvantage as its influence grows.

Discussion points from the committee:

- There is a tendency for jobs to become lower paid and deadlines tighter when studios adopt AI.
- AI is difficult to control, and some companies have chosen not to use it for now.
- The topic is highly sensitive and full of grey areas:
 - How should companies act in this situation?
 - Is it possible to remain in the industry without using AI?
 - Funding concerns: Will projects receive the same support if they are not team-made or not produced locally?
 - Team dynamics: Emotional tensions are rising as people adapt to new expectations.
- Some clients expect more tasks solved for same amount of money with the knowledge of image prompts. Which can put the studio in a dilemma of losing jobs if not using AI.
- Industry associations are currently reviewing the legal aspects of AI use.
- Platforms like Steam now require developers to declare if and how AI has been used.
- Students have asked whether the industry uses AI in recruitment (e.g., scanning CVs). The answer is no: applications are still read manually.

School perspective on AI

Uri and Peter presented the following points:

TAW’s point of departure

- Responsibility to prepare students for an industry where AI will play a role.
- TAW has taken a reflective approach rather than adopting AI like some other schools.
- Focus is on introducing concepts, not software:
 - Ethics, morals, environmental impact, consent.
 - Exploring fears and implications rather than only capabilities.

Workshop and Research

- A one-week AI workshop was held for third-year students; some opted out.
- Uri’s research highlights the need to separate **creativity** from **efficiency**:
 - Easier to introduce tools for efficiency.
 - Creativity is more sensitive—does AI provide a new creative toolbox?
- Workshop explored:
 - Different stages of pipeline integration.
 - Approaches focused on process rather than product.
- Conclusion: Technology is heavily funded and evolving; some aspects can be introduced without compromising values.

Student perspectives on the workshop:

- Participation in the workshop reduced anxiety about AI.
- Outcomes felt like “lucky accidents,” reducing fear of losing creative identity.
- Confidence that legal frameworks (e.g., credit laws) will help stabilize concerns.

6. Updates on the reform of the professional bachelor programs: Animation

14.15-15.15 (including 10 min. break) (Peter Dyring-Olsen)

6.a Updates on the reform process

- Summer 2025: New ministerial order from intake 2026
- Autumn 2025: Designing the education
- Early spring 2026: New study program (will be submitted for review by the educational committee)
- Summer 2026: New study plans and student's handbook.

6.b Designing the education

Following the previous committee discussion regarding the graduate profile and the overall content of the Animation programme (please see the padlet from the previous meeting: [Workshop on reform - Animation](#)), we would like to continue the dialogue on how the programme can be further developed and refined.

Discussion points:

- Should the program aim to develop graduates as specialists or generalists?
- What should be the balance between games and film within the curriculum?
- Other relevant topics based on your experience and knowledge of (future) industry needs.

The outcome of this discussion will help inform future decisions regarding curriculum development and strategic direction.

The committee discussed the following questions:

How should we balance strong fundamental skills and a broader outlook? Specialist vs. Generalist?

- *Danish studios tend to prefer generalists; freelance work often requires specialists.*
- *Typical patterns:*
 - *CG roles: permanent employment.*
 - *CA roles: more often freelance.*
- *Animators need strong storytelling skills, libraries and structure of characters.*
- *Lifelong learning is essential. Masterclasses with guest teachers are valuable for professionals.*
- *From 2030, funding for free further education is expected, but it is unclear if this applies to creative fields.*
- *Conclusion:*
 - *Strong fundamentals remain crucial.*
 - *Specialization secures employment.*
 - *Full-time employees should be generalists with some specialization, e.g., through electives.*

What is a good mix of film and game engines?

- *Introduce game engines earlier in the curriculum.*
- *Use game engines for film projects as well.*
- *Significant overlap exists between real-time engines, film production, and game development.*

Shorter collaborations?

- *Shorter, more compact collaborations are more effective than long productions.*
- *Game jams recommended as stepping stones for diverse experience.*
- *Example: CA program replaced one long assignment with three short assignments in a week. Focus on process over product rather than large portfolio pieces.*

How and how much should we teach new emerging tech?

- *It is harder to teach "the eye" than new technology.*
- *Fundamentals must come first; technology can always be learned later.*
- *Suggested approach: exploratory learning for new tech while maintaining strong creative foundations.*

Placement of internship?

- *Preference for continuing momentum by hiring interns after graduation rather than waiting months.*
- *Studio visits for one week suggested as an alternative to long internships.*
- *Long internships are valued but require significant resources for training.*
- *Timing challenges: studios may not have projects ready when students apply months in advance.*

7. Evaluation of the committee work

15.15-15.20 (Anna-Maj Geyti)

In the autumn of 2025, VIA's educational committees will have been active for three years, approaching the end of their current term, which concludes in July 2026. During this period, the committees have gained valuable experience in their work.

In order to be able to build on these experiences, VIA is asking all committee members to evaluate their time in the committee and provide feedback.

You have received a survey with **deadline Friday, November 21**. Your responses will be included in a summary presented to VIA's Dean Team, Executive Management, and Board of Directors in December.

The results will also be discussed at the final committee meeting in spring 2026, with the aim of preparing for the launch of the new committee in autumn 2026.

The point was noted.

8. AOB

15.20-15.30

Nothing for AOB.