



Meeting in the Educational Committee of Bachelor in Graphic Storytelling

Location:
Online and at The Animation
Workshop, Kasernevej 5, Viborg
(Big Meetingroom)

Meeting date:
February 19, 2024
12.30-15.30

Participants

Erik Petri, Joana Mosi, Angelica Inigo, Maria Skov Pedersen, Sandra (Sam) Mattsson-Robertsdotter, Sascha Altschuler, Kasper Kruse, Peter Dyring-Olsen, Erik Barkman, Martin Flink, Line Høj Høstrup, Marie Munch Burski

Declined

Leonor Barbosa de Almeida Cruz da Silva
Dorte-Pia Ravnsbæk

Guest

Thomas Vium

Preparation

Please read the attached report from the external evaluation of Graphic Storytelling.

Agenda

1. Welcome

12.30-12.35 (Peter Dyring-Olsen)

a. Welcome to new members

Marie Munch Burski is a new member of the Educational Committee and represents Arsenalet as Thomas Vium now is hired as an assistant professor at BA in Graphic Storytelling.

Leonor Barbosa de Almeida Cruz da Silva is a new students' representative since Johanne Kjær Svendsen has graduated. Leonor is a 1st year student at Graphic Storytelling. Unfortunately, Leonor is not able to join this meeting.

The members presented themselves.

b. Approval of agenda

The agenda is appointed.

c. Election of meeting chair

Joana will chair the meeting.

2. News from the bachelor department

12.35-13.00

SUMMARY/ AGENDA

Meeting chair:

Referent:
Anna-Maj Geyti

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Date: 19 February 2024
J.no.: Insert j.no.
Ref.: Insert reference

1/6

a. 1st and 2nd year (Erik Barkman)

New class GS23. *They are enthusiastic and hardworking, which is what we try to recruit for (mindset for openness for learning)*

Recruitment of guest teachers

We used to have a lot of American guest teachers. But now they need work permits for stays of more than 1 week. The same applies for guest teachers from the UK. We have decided not to spend money on work permits, meaning we will continue to recruit more teachers from DK and EU. Budget cuts means it is harder to travel and meet people to recruit. This means we rely on recommendations from guest teachers, but we would like to recruit broader and more diverse. We are working on getting Erasmus funds to travel to festivals to recruit teachers. We are also increasingly recruiting graduates from GS as they have been out for some time now.

Adjunct / assistant professors

The coordinator function has been restructured to assistant professors, meaning Erik and Thomas are assistant professors and teach themselves. We can't cover all subjects so we still hire guest teachers, but we can establish the vocabulary and consistency for our students over the years.

R&D

Part of the job description is that assistant professors are also doing Research & Development. If anybody has an interesting research project, Erik is open to suggestions.

b. 3rd and 4th year (Thomas Vium)

Thomas is balancing the coordinating and teaching role. So far it is going fine, but new for both staff and students. Thomas has taught in both classes.

Thomas took over Peter's schedule and have done some changes on this semester with three new workshops:

- Explainers: This is an arrangement with Region Midt about doing explainers for subjects they would like to be communicated. The students made 17 prototypes for the PR-department.*
- Writing and drawing Easy-to-Read books.*
- Teaching. Several of our graduates are teaching, so we will give them tools for teaching.*

3. News from TAW

13.00-13.15 (Kasper)

a. New dean for the Storytelling and Business Cluster in VIA: Dorte-Pia Ravnsbæk

Dorte-Pia presented herself: She started 1st of September. She is very motivated for working with education after working in tax and the police. Her vision: How can we make the educations stronger together with each education's uniqueness and strength. And – what are we doing for graduates and further education at Graphic Storytelling?

b. Economic analysis

VIA's Board of directors has opened a possibility for TAW for a 5 year plan (normally budgets is for 1 year). The board has asked for an economic analysis: what have been done and what could be 3 economic scenarios for the future – paired with qualitative interviews. The analysis will be presented to the board in May.

c. Reorganisation of the Research and Development department (FoU) at TAW

The 7 R&D centres in VIA are reduced to 3. This means that TAW's R&D is now connected to MSP and Software engineers in Center for Animation, Film and Digital Processes. The recruitment process for a new leader is going on right now. (Ed.: By the time these minutes are sent out it is announced that Jakob Borrits Sabra, former head of TAW R&D will be the new head of the centre).

d. FilmEU.

FilmEU is one of the University Alliances in EU (of 60 in total). Four original partners have worked on FilmEU for four years. Four new members, including VIA, is participating from 2024. FilmEU is aiming for developing eg. Masters' degrees and new collaborations. TAW and MSP are representing VIA in FilmEU. [Home - FILMEU European University for Film and Media Arts.](#)

Break

13.15-13.25

4. News from Head of studies

13.25-13.40 (Peter Dyring-Olsen)

a) News from the bachelor department

The Animation Workshop has gone from two to one bachelor department with one head of studies. We still have a very strong focus on each of the individual educations. In other words: Erik and Thomas are still mainly focused on Graphic Storytelling with admin support.

b) Budgets 2024 and beyond

We had a budget cut process in Autumn. This applied to all educations and departments in VIA. The cuts were due to fewer students on the biggest educations in VIA and fewer seats on educations with programs taught in English (not at TAW, but primarily on the engineering educations.

Cuts are mainly done by not going through with hiring a new admin plus by cutting down on the number of workshops taught by guest teachers. Our Internal faculty will take on these workshops.

What about 2025 and beyond?

- We haven't fully realized the internal faculty

- We haven't fully realized possible collaborations (internal and external, e.g. with a new software education in Viborg from the next academic year).

- If we compare ourselves to other educations in VIA, our educations are expensive.

c) Development

We are engaged in a long-term development of GS and ANIM. Some elements will save money, some will have other effects. This process will continue at least for the rest of 2024.

5. External Panel 2023

13.40-15.05 – incl. a 10 min. break (Peter Dyring-Olsen)

Attachment: Report from the external evaluation of Graphic Storytelling 2023.

Evaluations with external experts are conducted at VIA according to a cycle where each program typically undergoes an evaluation every 6 years. Evaluations with external experts at VIA serve the following primary purposes:

- To receive external input and feedback for the development of the program's quality and relevance by:
 - Identifying any areas of concern regarding the quality and relevance of the program.
 - Qualifying the ongoing development of the program and implementation of initiatives.
 - Supporting the reflection of the management and staff on the current practices and development
 - of the program.

The evaluation ensures that there is a qualified external perspective on the quality and relevance of each program at regular intervals. VIA's concept for education evaluation has been developed based on requirements from the Danish Accreditation Institution.

The attached report summarizes the evaluation day for Graphic Storytelling (GS) held on November 28, 2023. In addition to the expert panel, which consisted of external professionals with specific expertise in the

field of the program and the needs of the job market, representatives from management, faculty members, and students from the program participated.

At the meeting we will ask the Educational Committee to discuss the four recommendations from the expert panel. We will organize four groups. Each group will discuss two recommendations and give the education feedback on what to focus on. The groups' conclusions will be discussed in plenum.

Recommendations from the expert panel (pp. 14-15):

1. The panel encouraged Graphic Storytelling to continuously focus on providing time and space for students to reflect on their own learning.
2. The panel also noted that the program should be mindful of integrating the educational process so that progression and coherence are clear to students and do not feel fragmented or disjointed.
3. Work aimed at developing students' commercial, artistic, and innovative skills should be integrated throughout the entire educational program and reflected in each educational element. These skills should be considered as a whole and reflected in the program's profile.
4. Additionally, the panel recommended that Graphic Storytelling include competencies in project management and methodology in the content of the program. The program appears to be very product oriented. More diverse competencies will enhance graduates' opportunities to take on various types of jobs both within and outside the DVI industry, as well as support the cohesion of the program's elements.

Group discussions

Recommendations 1+2:

Notes from Group 2) Maria, Sam, Thomas (Topic 1):

Different structure for evaluation? Thomas noticed clear progress in interviews. Maybe they could do more to discuss progress, maybe a week without a guest teacher. Tracking progress of students.

At the end of each block maybe a week without a teacher where the students have the time to finish things and evaluate. Look into research about how to evaluate – can also learn a good method for that.

Good with Sascha – was away for one week in the middle.

Notes from Group 1) Line, Martin, Joana, Sacha, Dorte-Pia:

How do we make the education less “product”-oriented and have more focus on competences beside illustration? Not WHAT you do, but WHY and HOW are you doing it? Getting the methods more up front. Looking at the sketches, not the end product. Talk more about PROCESS at the Friday presentations. Mapping competences. Making a CV. Talking more about subject and message than technique. You might be learning it for much later, but it's important to introduce early on. The longer projects and internship are good for reflecting on competence and skillsets. A teaching workshop is also a good way to make the students reflect on this. Could there be a workshop/chance for students to go out and network in real life? Maybe an “event creation” workshop. Collaboration with newspapers. The new career center might create some of these events.

Recommendation 3:

Notes from Group 1) Line, Martin, Joana, Sacha, Dorte-Pia:

What is the students' ability to verbalize their “softer” skills. Does the students have focus on their social/networking skills? More focus on project management. Learn about “the work flow”. It might need a culture change more than any new workshops. Introduce “project managing” and other “soft/invisible” skills earlier. It could be shorter seminars (1-3 days) or integrated in the workshops the students already have (eg. SCRUM, that Sascha has teach on 3rd year). Elective for those who wants to dive deeper (together with Animation?)

Problem: What should they do “LESS” of? Less independent work. More collaborations. More “clients” from year 1. Can we incorporate this in the workshops they already have? “Artistic ownership” might be a main

motivation for the students, but it would be a valuable lesson to find artistic motivation within commercial/client work. It could be an important area to do some more mentoring to encourage innovation and entrepreneurship. Another challenge might be that this change will favor the “generalists” over the “specialists”.

Notes from Group 3) Erik Barkman, Marie, Peter:

- How can we learn to work more interdisciplinary or in other contexts? Is it becoming too loose with innovation projects? How do we ensure the quality of the content? Ensure that they are prepared for the project before it starts.
- The connection must be clear in order to make sense for the students. "Where else can my skills be used?"
- Can we work on interdisciplinary collaborations? Find the right partners (commercial companies) that are also exciting on multiple levels for the students.
- Next step: Approach Thomas Østergaard VIA - "pick his brain"
- Build on existing workshops, but also create a specific workshop on the topic.

Recommendation 4:

Notes from Group 2) Maria, Sam, Thomas:

Project management could be good to teach in the education, maybe popping up several times:

-managing your own project – deadlines, planning

-how does management work in the industry? Job opportunities as art director etc. (before internship)

How to implement it?

-as part of a project (eks: Sascha's workshop – SCRUM, Kayvon – implement project management and reality inspiration, f.ex. teacher is art director)

-maybe seek inspiration in VIA's Diplom i Project Management for teaching methods

-elective?

What was good about Sascha's workshop? She was clear about what was going on: I'm your employer. It feels engaging, a mutual seriousness between teacher and student occurs.

Advanced level – later in the education. In the first year people are occupied with other things. Maybe introducing it on 2nd year.

Notes from Group 3) Erik Barkman, Marie, Peter:

- Building on it through all four year in the various workshops.
- We would like to have external input on this to be able to fully understand the metaskills and -competencies of project management in/of creative processes.
- Make the students aware of what and when they do it, because right now they might work with it, but don't have words for it.
- About innovation: After workshops: Make the students more conscious about how they can contribute to a client and the methods to do it.
- Can we inform guest lecturers about specific process models that students need to go through?
- What is project management? Is there a particular way to lead a creative project?
- A lot of project management is already taught to students, they just need to learn to articulate it.
- Teaching it on different levels:
 - One way in the first year - group work
 - Year two - working with the client - applied
- Design thinking for animation?
- Get some guest lecturers who can explain how they work with clients, how to sell yourself, read a brief (e.g. Laila from Design School Kolding).
- Mapping internal competencies - among both students and teachers/guest lecturers

6. News from the members

15.05-15.25

Joana: I am working on a festival – at least two selected projects are developed in Open Workshop.

Sascha: I have participated at "Spilbar" in Copenhagen – a game event. We saw a presentation from four unions (Producentforeningen) who presented a new initiative to create better work environments for people in the game industry. I have a hope they can change the conditions for new artists in terms of better payment and basic rights (e.g. maternity leave).

The gaming industry is better than the animation industry, but it is not doing good. Most places in Denmark and abroad have budget cuts and lay people off.

Good news: There will be new funding initiatives for game projects.

Line: a slightly new thing is that Carlsbergfonden have made a big a fund for collaboration between scientists and creative communicators. New opportunities for science illustrations and collaborations for universities.

Martin: I have done some master classes in bigger companies, e.g. Novo Nordisk about how to communicate stories throughout the organisation. Martins suggestion to new pre-press productions have also led to work in Egmont

Marie: I am trying together with Creative Viborg and Erhvervshuset to give companies in Arsenaleet workshops on how to focus your business and breaking into new markets. Later it will be for graduates.

Sam: By coincidence I had a meeting with head of Swedish television. Swedish television is using AI for their thumbnails for their website. They are looking into AI-animation for kids' shows and it will be airing within two years.

Peter: I have read an article on Cartoon brew about AI about which positions are most challenged by AI.

Sascha: We should think about how to teach students to prompt.

Peter: MSP (film education in VIA) are offering a full semester about AI. We hope to learn from that.

Maria: To offer the students at Graphic Storytelling more electives, we are doing three electives in Talent & Skills together with external students at "Åben uddannelse".

7. AOB

15.25-15.30

Nothing for AOB.