| SUMMARY/AGENDA |
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| Meeting chair: Julie PeitersenRef.: Anna-Maj Geyti |
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| Date: 25 April 2023 |
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| Meeting in the Educational Committee of Bachelor in Animation |

| Location: Online and at  The Animation Workshop, Kasernevej 5, Viborg (lok. Big Meetingroom).  |  | Meeting date: May 4 2023, 11.30-13.30  |
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Participants: Julie Raunsmed Peitersen, Shelley Page, Gry Lindebjerg, Kristina Sletting Jensen, Sebastian Barfoed, Karen Haldrup Lund Jakobsen, Magnus Møller, Mario Grosu, Lise Saxtrup, Kasper Kruse, Lotte Kronborg Thomsen

Declined: Chris Ebeling, Uriel Kranot, Astrid Refstrup, Emile Gignoux

Guest: Peter Dyring-Olsen, Head of Graphic Storytelling.

Agenda

1. Welcome and approval of agenda (11.30-11.35)

2. News about the education (11.35-12.00)

3. Graduates’ employability (12.00-13.20 – incl. 10 min. break)

4. AOB (13.20-13.30)

# Welcome and approval of agenda

**Presentation of the subject (Lotte Kronborg Thomsen)**

1. Head of PBA in Animation welcomes the committee.
2. Approval of agenda and anything for AOB?

**Summary**

1. Lotte welcomed the committee. Lotte is resigning as head of studies. Peter Dyring-Olsen, head of Graphic Storytelling, will be head of both Graphic Storytelling and Animation from August 1, 2023. Peter participated in the beginning of the meeting and introduced himself to the committee. When Peter takes the new position there will be hired a new adjunct for Graphic Storytelling.

# News about the education

**Presentation of the subject (Lotte Kronborg Thomsen)**

1. New structure on 3rd year
2. New organization of 1. Year
3. General changes on the semesters
4. The admission process

**Summary**

1. **New structure on 3rd Year**

3rd Year is reorganized, so 5th semester will consist of Electives (here they can also make things for their portfolio), Career focus and a revised collaboration with the Film School. 6th semester will consist of the 3rd Year Projcect. More focus on what the students want to learn instead of the results. More groups are experimenting this year, eg. animation in unreal, focus on realistic timelines and a healthy work/life balance and using AI for production.

The committee discussed that this change possible will have a positive outcome:

* Space for more varied and smaller projects. This will engage the students more in the process. They will get more hands-on experience with all parts of the process.
* Less unhealthy stress
* The long project work and big groups have until now caused a lot of stress and students not being able to specialize in what they want to do in the future. The school does not teach the students to take specific roles in a big group.
1. **New organization of 1st Year**

There has been a new organization on 1st year. Instead of two coordinators and guest teachers, the staffis around the students consist a staff teacher, a planner, a student counselor and guest teachers.

We have also tried out a new teaching evaluation system in the end of the semester. We now have the students’ reflections of the whole semester. The following up on the results will be more systematic and involving more staff.

Some students think they miss the closer connection to a coordinator so we are still working on a proper balance between being close to the students and letting them take responsibility for their time at TAW and it might also need to be different on the different years.

The committee members discussed the importance of being very clear in the communication and the expectations to the students.

1. **General changes on the semesters**

The school will hire another planner for overall planning across the years. Internal teachers will be teaching across the different classes to ensure continuity and progression in the teaching. There will still be guest teachers teaching a majority of the classes. The students’ representative noted that it is important to communicate changes and expectations to the different Years.

Attendance and different approaches to attendance was discussed. It is still a requirement and expectation that the students take active part in their education and show up for lectures, but after mandatory attendance was removed, some students are missing a great deal of lectures. The Educational Committee discussed possible reasons for this and suggested that it can be addressed more clear from the school that, even if they don’t think a lecture is important for them at the given moment, it can come in handy later for the career. It is fine that students know early that they might not want to be eg. specialists in rigging, but having an introduction on the basic behind it will only benefit later for general knowledge of the industry. How do we make the students understand it not just has a negative effect for themselves and their reputation as a class, but also for future students? Good teachers from the industry won't come back to the school and teach if the student don't show more dedication. It can have an impact that it will be hard to recruit teachers and the level of the school will not stay competitive to other animation schools.

Animation is looking at how other educations handle issues with attendance as it is a general problem across educations.

1. **The admission proces**

2023 is a record year with 515 applicants for Animation (CG: 140 and CA: 375). We will update our portfolio requirements next year and promote Animation in general and specially CG. The CG line needs to be better described (what the new students can expect to learn and what the education are training for). The school assess the applicants’ portfolios and invite the best to an online test and an interview. The school look at both the applicants’ skills, potential for further development and social skills and maturity (studieparathed).

# Graduates’ employability

**Presentation of the subject (all)**

To be able to develop the education and prepare the graduates for jobs in the Industry the education would ask the committee to discuss and give input to the following subjects:

1. Which strengths and weaknesses do you see in our graduates?
2. Which competences/graduates do you need in 3,5 years? What should they be more capable of and what is no longer needed?
3. Which role should AI play?

Attachments to this point:

* Dimittendprofiler 2022 (Graduate profiles)
* Dimittendledighed (Graduates’ unemployment rate)
* Anbefalinger til fremtidige dimittendkompetence. Opsamling brancheworkshop 2022 (Recommendation of graduates’ competences in the future)

Unfortunately, all documents are in Danish. It is not a prerequisite to read the documents to be able participate in the discussion.

**Summary**

The committee discussed the above questions:

* There is a general decrease in investors and studios are cutting down. This makes it more difficult for the studios to offer internships and junior positions.
* The numbers of animation schools and self-taught artist are increasing; id. the competition for internship and junior positions are harder.
* The school should make the education simpler and focusing on teaching the students the crafts.
* Career guidance should be stronger during the whole education. Feedback to students should be both about the students’ professional skills and their professional attitude.
* The school would like to activate the alumni community to a higher degree and invite graduates to talk about their way into the industry.

# AOB

**Summary**

Nothing for the AOB-point.