

MODULE REVIEW

MODULE TUTOR - REPORT FORM

The review of a module is carried out initially by the Module Tutor. When the module review is completed, its findings are considered by the Academic Director or Programme Manager and noted at the Academic Discipline's Annual Programme Review. Module feedback and what changes will be made as a result of the feedback given are also discussed at Staff Student Consultative meetings. This form is not compulsory but is provided to support the module review process.

Academic Session: Semester 1 / 2024/25 academic year
Module Title: L7 / ANIMATED ALCHEMY & MOTION
Module Code: ACC7038

Student Feedback

- Students relished the opportunity to progress their animation ability and portfolio of animated scenes and scenarios. Class work was often initiated with examples from the tutor and / or referencing classic / iconic shots or actions, where time was spent in studying and breaking down the arcs, timing, overlap, etc. Physics-based material, which can often be something more challenging, was enthusiastically well-received and a lot of the final submission selections would feature crash-test-style collisions (Newton's 3rd Law of Motion) or futuristic ships flying along a tangent (Newton's 1st Law), or with students advancing their visualisation of velocity or speeding vehicles (2nd Law). Feedback, informally and through internal procedures, was all good / positive and the class enjoyed the classes, staff support and responding with innovative / endearing work.

Module Tutor's response

- The module tutor also wrote the module, devising the structure and patterns of learning. Classes, via this new form, wanted to elicit something of conjuring a moment, that is full of enchantment, magic or 'alchemy'. Taking initial ideas and blocking and transmogrifying these into animated golden nuggets, so to speak.
- The class-time was split into two (with two different slots in the week) and this timetabling only helped to elicit a good level of engagement and turnaround-feedback / review. It was always encouraging to hear students' ideas and to discuss direction or consider making scenes come alive / have more impact.
- All of the theory and practical work (that included the tutor's own animation studies and new exercises) was well-received and enjoyable to construct, to stand and deliver to the cohort.
- In assessing, a level of consistency in the quality might need some further enforcement (for 25/26), but it was a great class to motivate and inspire students to reach for their best work, that often demonstrated they rose to the challenge, undaunted by the time and diligence this level of animation demands. Fantastic!

Tutor Self-Reflection

- Last year – with the previous module that ran for several years – it was stated the tutor would devise more of his own studies and animations and guides, providing industry-standard context, and this is what (indeed) took place. Taking analytical studies on mammals or birds or athletes - adding narrative or situation-based elements to an intended movement – or helping to define ideas of conveying physics, mass, dynamics, etc > all proved to capture and convey a sense of fun and freedom in what the students wanted to create.
- Software skills and tools fitted in and around the goals (rather than acting as any technical restriction or initial requirement to starting out on a scene) so that students felt empowered to experiment and conduct their own levels of readability and believability, sharing their progress throughout (for further feedback) and up to the deadline.
- For next year it is envisaged to reference some of the best practices and workflows from this year, to help continue the progressive evocative nature to the class conduct and assessment. Looking forward to it all!

Module Tutor : Phil Organ

Date: February 2025