

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 2 / 2025/26 academic year
Module Title: L4 / ANIMATION INSIGHTs & PERSPECTIVEs
Module Code: ACCA4040

Student Feedback

The module is delivered in the second semester, helping students to develop their appreciation of the pioneers, the landmark achievements, the development of animation --- combined with the wider topics of social representation, meaning, interpretation, subjective / objective review, etc. An introductory module, at L4, but with a keen eye on helping with case studying and references, structure and composition, raising the academic prowess and critical thinking, ahead of L5 / L6. Students seemed to enjoy the content covered, and themes generated (with a lot of the class material included in MOODLE), with continual discussion, engagement and queries raised. This was often in the form of offering their own examples, or wanting to open up the specific film or filmmakers for further discussion. As the students progressed with their own visual research study (their own critical journey) the tutorials extended such moments, as students defined their own course(s), and what to include or reference, and a balance of information and reflection to reach.

Module Tutor's response

An enjoyable module to deliver, with a split between providing a) historical overview; b) showcasing leading practitioners and industry luminaries; c) the artistic and cultural significance of animated art and film and VFX, to the wider world. The various case studies and theories - that accompanied a lot of visual examples - are very much in the form of video-essays or image-enhanced-lectures and have all been well-worked and arranged to support the time when the studies work on their own.

Although classes have been planned with a lot of detail, one of the best parts with this run (over Sem #2 2026) were the contributions, from the students present. There were times students wanted to cite their own examples or want to branch off and look over other clips, related to the class topic, but from their own sphere of subject knowledge or items of note. Certainly something to work upon, with providing more class-time for this, in the planning for the next run of sessions.

Tutor Self-Reflection

One consideration for 26/7+ is the problem of when the class is scheduled and timetabled, in that students would struggle to be punctual (with the 9.00 AM start time) and often arrive late. This may also have been a recurring trend, for some, as so much of the content is available online and that individuals could easily catch up on the class, remotely, at other times. The module's aims are to help to see research and writing and critical thinking as a rewarding and creative element to their degree, and goes some ways to help empower the students to raise-their-game *academically*. Further time and reflection is needed on how best to respond on the habitual lateness or lack of engagement (from some). More tracking or reporting of attendance issues? This may not tackle the main issue(s). For the tutor to consider alternative forms of reaching out ~ to create more video or *interactive* resources? - that are then linked in to a specific class? In order that *all* benefit, more fully from what has been prepared, delivered and expressed from the module.