

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: 2021-22
Module Title: 3D FILMMAKING
Module Code: M5X02051

<u>Student Feedback - Module Tutor's response to feedback given by students</u> Questionnaire feedback: still pending Legitimate issues/ positive comments raised by a significant number of students The tutor had only positive feedback (informally) in all of the classes and exchanges and support provided throughout this period. Are there any sections or questions where the majority of students indicate that they 'mostly or definitely disagree' or where the results are well below the scores for other sections? None whatsoever. This module follows ART DIRECTION (Sem#1), with students taking their production bibles to a production level, in 2D and 3D forms, models and imagery. Students seemed to enjoy the tasks, the content and coursework set – and learn a lot that is beneficial and constructive (albeit through some adversity sometimes) – to help with the final year and L6's INDEPENDENT PROJECT (which is one of the aims). <u>Tutor Self-Reflection</u> In what way might the module be improved in terms of content, delivery and assessment as a result of the feedback given? What (if any) changes will be made? How will any changes made to the module as a result of feedback be communicated to all the students that took this module? See above on the comment on module questionnaires. Class work often involves a balance of a) providing time for the students to move ahead with their story / concept, b) ensuring enough is covered both culturally and technically to help with filmmaking production approaches. The tutor continues to encourage more self-learning and initiative (given the proximity to L6) but also held demonstrations and / or video coverage on technical areas. Students have a lot more transferable knowhow these days, where they can move in and out of software swiftly, but still need guidance in the construction and mechanics of storytelling and scene development. Where there is often a heightened level of activity and progress and consideration in the earlier ART DIRECTION module, this can be somewhat reduced when we reach 3DF. Regrettably, students working on one idea will often lose their enthusiasm or passion for the premise / scenario, when encountering the practical issues or problems. This was the case again this year, however, students did persevere and did win through, although, not necessarily within the final rendered portions of the module outcomes. It was evidenced in the adaptation and/or experimentation (e.g. students utilising 2D or matte work moreso this year) or falling short of the final sequence, but finding other ways to showcase progress (e.g. via online video breakdowns and screen-captured sequences). Feedback on all of this has been provided in class tutorials and online (email etc.) and final official feedback, including insights to help with INDEPENDENT PROJECT decisions, to be distributed.
Module Tutor & Programme Manager (BA COMP ANIM): Phil Organ Date: May 2022