

Emnerapport / Course report ved / at Infomedia #131

Emnekode / Course code	TVP102
Emnetittel / Course title	The Visual Language
Semester	Spring 2024
Emneansvarlig / Course coordinator	Richard Misek
Sist evaluert (semester / år) / Last evaluation (semester / year)	2021

Hva er emnets undervisnings- og vurderingsform? / What are the teaching methods and forms of assessment used in the course?

Teaching methods are varied, including:

- Two weeks of intensive daily lectures on film and TV style and technique
- Three weeks of practical workshops and seminars focused on channeling learning from the lectures into creating short filmmaking projects
- Three weeks of skills training in camera, editing, and sound
- A four weeks module on essay writing/video essay making involving seminars and supervisions.
- Independent student project

Assessment one: a short narrative film, assessed as a group.

Assessment two: a written essay or individually produced video essay, assessed individually.

Oppfølging fra tidligere evalueringer / Follow up from previous evaluations

The last evaluation for TVP102 took place before I worked at UiB. However, this year I implemented various suggestions from verbal evaluations carried out in 2022 and 2023. For example, I added one extra 'practice' video making exercise for students early in the semester, to give them extra training for their final project; the practice teachers provided teaching that focused more directly on 'real-world' challenges; and students had an extra two weeks to develop scripts for their final projects.

Evalueringemetode(er) / Form of evaluation	???
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Sammendrag av studentene sin evaluering / Summarize the results from the student evaluation

There were only three responses from a class of twenty, so the results are not statistically significant, however there are a number of comments worth considering when the course is repeated next year. Overall, the students seemed satisfied with the course and the quality of the teaching, and found that the various elements of the course provided positive learning experiences. They had (with one exception) only minor criticisms: for example, there were some technical problems with the server; some practice teachers on the course who did not know what other practice teachers on the course were teaching and so didn't 'join up' their sections of the course as well as they could; and two of the three students wanted more hours of teaching and especially technical support.

The only significant criticism from the three responses focused on the four-week video essay module within the course, which was taught this year for the first time by Maud Ceuterick (and so, inevitably, involved a steep learning curve for the teacher). Two of the three respondents noted that aspects of it - in particular the way it was assessed - were confusing, and one believed that it was a 'waste of time'.

Emneansvarligs evaluering / The course coordinator's evaluation

Overall, the course went very smoothly. The serious technical problems with computers experienced last year were overcome; the contribution of two new practice teachers (in editing and sound) strengthened the technical teaching; and the gradual move over the course of the semester from short exercises to a longer project provided students with

just the right level of challenge.

As well as the formal student evaluation, the course leader gathered verbal evaluation from students in the last class of the semester, which was overall very positive. Apart from the video essay module (which will be discussed below), students seemed happy with the course. The only comment that was repeatedly heard was that students would like more technical support throughout the course.

With respect to the video essay module, this was Maud's first time teaching this subject, so there were inevitably 'beginner's troubles'. In addition, she wanted to teach the video essay module differently from how it was previously taught: instead of asking students to make one video essay in four weeks (as was previously the case), she set them a new video to make every week; most students found it very rewarding to have a different task per week, instead of just one longer task (as was previously the case). But it led to the problem that there were many short exercises to assess (4 videos x 20 student = 80 videos in total!). The quantity of work needing to be assessed completely overwhelmed the teacher, and - even though the time that Maud devoted to teaching this module was far greater than I spent on it last year - it left students feeling that they had not had enough guidance and feedback.

Evt. kommentar til karakterfordeling / Comments on the grade distribution

The grade distribution was entirely within the A/B band (12 A, 9 B), in line with the fact that this year's group was notably stronger than previous years' groups (perhaps as a result of the increased competition for places that resulted from the renaming of the degree).

Mål for neste evalueringsperiode - forbedringstiltak? / Goals for the next evaluation period - what can be improved?

The video essay module needs to be re-thought in such a way that makes it more manageable for the teacher and less confusing for the students. One option is to return to how it was last year, with students making just one long video essay rather than a series of shorter videos. I shall have detailed discussion with Maud once she returns from parental leave.

It would also be nice to be able to offer students more technical support. I had hoped this would be possible once Fahmy's replacement was hired. The current hiring freeze, however, makes this aspiration unachievable for the time being.