Emnerapport / Course report ved / at Infomedia #71

Emnekode / Course code	TVP100
Emnetittel / Course title	Introduksjon til tv-produksjon og akademisk skriving
Semester	Høst 2022
Emneansvarlig / Course coordinator	Erlend Lavik
Sist evaluert (semester / år) / Last evaluation (semester / year)	Dette er et nytt kurs

Hva er emnets undervisnings- og vurderingsform? / What are the teaching methods and forms of assessment used in the course?
Emnet bruker ulike undervisningsformer: forelesninger, teknisk trening/opplæring praktiske øvelser og praktiske produksjoner.

Den formelle vurderingsformen er en skriftlig emneoppgave som blir vurdert til bestått/ikke bestått. Studentene får dessuten muntlig tilbakemelding på praktiske produksjoner.

Oppfølging fra tidligere evalueringer / Follow up from previous evaluations
Dette er et nytt emne på 20 stp (men i praksis veldig likt de to 10-poengskursene det har erstattet, MEPRO100 og TVP101).

Evalueringsmetode(er) / Form of evaluation	Evalueringsskjema sendt ut av studieleder

Sammendrag av studentene sin evaluering / Summarize the results from the student evaluation
Det var få studenter som fylte ut evalueringssjema - kun fire. Tre av disse var fornøyd med kurset (og ga det karakteren 5), mens en student var mindre fornøyd (og ga det karakteren 2).

Emneansvarligs evaluering / The course coordinator's evalutaion
Emnet er først og fremst et teknsik grunnkurs, og det praktiske elementene tilsvarer de som inngikk i 10-poengskurset TVP100. Disse elementene er blitt utviklet og finjustert over flere år, og fungerer godt. Studentene får betydelig mengdetrening gjennom intensivt opplæring og arbeid med korte øvingsoppgaver. Her er ikke tid til å la studentene arbeide med noe større enkeltprosjekt - det kommer i alle påfølgende semstre. Formålet er å sørge for at alle studentene etter første semester befinner seg på et basisnivå som kreves for å ta fatt på resten av studieløpet, og dette lykkes godt.

Kurset tilbyr dessuten en innføring i akademiske tenke- og skrivemåter, som erstatter MEPRO100. Nytt av året er at denne komponenten nå tilbys kun til TVP-studentene, og ikke til både TVP- og JOU-studenter, slik som tidligere. Dette gir anledning til å legge opp pensum og forelesninger med et snevrere fokus og mer konsistent/direkte faglig relevans for studentgruppen.
Dette har vært en forbedring, men det er en mulig utfordring at det praktiske arbeidet tar såpass mye tid at studentene har begrenset med skrivetid.

Mål for neste evalueringsperiode - forbedringstiltak? / Goals for the next evalution period - what can be improved?
Dette er et kurs som har funnet en god form. Det eneste forbedringstiltak er at det bør være mer systematisk rutiner for godkjenning av obliger før innlevering av den skriftlige emneoppgaven som utgjør vurderingsgrunnlaget. Det bør dessuten være et konkret tidspunkt for godkjenning av obliger (og gjerne også noe mer tid mellom slik godkjenning og innlevering av skriftlig oppgave).

Course evaluation (3-year cycle) of COURSE SEMESTER

The purpose of the course evaluation (3-year cycle) is to provide a report for the programme board on how the course is built to achieve the learning outcomes and on the results since the last course evaluation. The course evaluation must include a summary of a student evaluation of the course. It should also describe how earlier evaluations and self-assessments have been followed up, consider the students accomplishments, assess the correlation between the description of the course's learning outcomes and the forms of teaching, learning and assessment, and draw up proposals for improvement measures. Recommended length of the assessment is approx. 1-2 pages. The assessment should be sent to the programme board for discussion and will be published in the Study Quality Database.

How has previous evaluations and proposed improvement measures been followed up?
Give a short summary of the improvement measures that have been implemented since the last course evaluation.

This was the first time that I have taught this course, so I taught it as if it were a new course – introducing my own content and approach, but still following the pre-existing structure and retaining the course's learning outcomes.

Which pedagogical and academic choices is the course based on?
Give a brief description of and justification for the pedagogical and academic choices that are the basis for the course's content, form and development.

The course focuses on developing students' understanding of the diversity of ways in which videomaking can tell stories and engage with the world. It builds on TVP102, which focuses on the basics of film/TV production – on how to create traditional, well-made fiction – by encouraging students to push beyond established conventions and take creative risks. It also aims to provide students with a first step in using cameras to engage with the messiness and complexity of reality, through documentary production rather than scripted productions. As such, it requires a higher level of maturity than TVP102, but also itself helps students mature as creators and technicians.

What feedback do the students give on the course?
Give a short summary of the student evaluation and describe how the feedback will be followed up.

The course received only three responses, but all three were generally positive (two strongly so). It is difficult to generalise from this low number of responses, but there were two areas of feedback shared by more than one respondent, and which I shall action next semester:

1. The suggestion that there could be more information offered about how the course develops over the semester. As this was my first semester teaching the course, and as it involved various classes taught by other teachers, I myself often did not have a clear idea of what would be happening over the entire semester. Now that I have developed a clear overview of the entire course, it will be much easier to communicate this to students. In particular, I shall begin the semester by walking students through each of the 20 weeks, and highlighting where the particular 'peak' moments will come so that they can organise their extracurricular commitment (notably, paid work) around the course schedule.

2. The suggestion that students should be introduced to the final project earlier in the semester, so they can have more time to plan their projects. This seems like an excellent idea, and I shall action it in the autumn. The final documentary film project technically starts in the third 'module' of the course, after the two initial modules are complete (i.e. about halfway through the semester). However, having just finished marking the final projects, I can see that some groups could have developed their projects further if they'd had more 'thinking time'. So from the autumn, I shall introduce the final project in the first week of term, encourage students to have informal conversations with each other about their plans, and regularly check back with them on progress before the project officially begins.

What results do the students achieve on the course?
Give a brief assessment of the distribution of grades in the course and if relevant give a description of how this should be followed up.

Grades ranged between A and C, with a strong gravitation towards B (4 groups got a B, 1 got a C, 1 got an A) – I understand that this is in line with the distribution of grades in previous years.

Is there a correlation between the learning objectives and the teaching and assessment methods?
Give a brief assessment of whether the desired learning outcome correlates with the teaching and learning design and form of assessment.

Learning outcomes are listed below. My comments on how teaching and assessment fits with them is provided in italics.

Knowledge

The student

- has good knowledge of documentary traditions, conventions and genres, and the ability to incorporate these insights into their own work. *This is achieved through two weeks of lectures on different documentary forms and through additional reading. Students' application of this knowledge into their projects is informally tested in verbal feedback sessions, delivered as students develop their projects.*
- have knowledge of interview techniques, and the ability to apply this knowledge in their own practice. *This is achieved through a two-week intensive interview workshop.*

- has knowledge of ethical issues related to representations of reality on film, and the ability to use these insights in their own practice. *Working ethically is perhaps the most difficult challenge the students face. For this reason, ethics is embedded within the teaching at all stages – from lectures to pitching sessions – and is tested through the students written reports. I am also looking into the possibility of inviting a specialist on documentary and journalistic ethics to talk with students, and/or on learning from how ethics is approached on the Journalism degree.*

  Skills

  The student
- can plan, write and carry out documentary productions. *Tested through their final production, and their reports.*
- can work conceptually and practically with commissioned film / audiovisual research communication *Tested through an 'oppdragsfilm' module, which this year focused on creating seven publicity videos for the department. From next semester onwards, this will focus on creating content for Bergen International Film Festival*
- has knowledge of and training with multi-camera production. This is tested through a one-week multi-camera production workshop, which also opens the possibility for students to use multi-camera filming on their final projects.

  General competence

  The student
- has insight into relevant professional and ethical issues within the subject area concept and idea development within various fact genres *This is achieved through the lectures, and through teaching by industry professionals who can use their own work to discuss how they engage with 'real world' ethical and professional challenges.*
- can exchange views and experiences with others who have a theoretical and practical background within the subject area, and thus contribute to developing good practice *The course includes multiple group feedback sessions in which production groups share experiences and best practices; it also includes a final report that is a jointly authored by each production group, thereby encouraging them to discuss their learning outcomes together before submitting the report.*
- knows new thinking and innovation processes within concept and idea development within different factual genres *The lectures open students up to the latest developments within the documentary field (both technological and creative) and encourage them to implement innovative approaches in their own work. For example, this autumn, we shall be introducing classes on using virtual reality to make documentary content. In general, no one approach to documentary is prioritised within the course – the course's strong emphasis is on encouraging creative problem-solving by students, and on the use of whatever methodologies that are appropriate to their choice of subject.*

How does the course fit into the study program and / or course portfolio?
Give a brief assessment of how the course fits in as part of the study program (content, form and placement in the program), or as part of the department's further course offerings.

See answer above (to 'What pedagogic choices...'). I would just add that in a way this is a 'pivot' course, marking a transition from the intensively taught, and quite prescriptive courses that students take in their first year, and the more independent learning that students pursue as they develop their thesis projects in their third year. There has been much discussion over recent years about where this class should be placed within the degree programme. Now

that it has moved from fourth semester to third semester, I believe it is now provides an ideal ‘mid-point’ for students degree studies.

Other?
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