MINUTES FSM STAFF MEETING: 8TH APRIL 10.00 AM -12.00

ATTENDANCE: DR CIARA CHAMBERS [CC], DR BARRY MONAHAN [BM] DR GWENDA YOUNG [GY] PROF LAUARA RASCAROLIL [LR] DAN O’CONNELL [DO’C]

CC: Congratulations to Dan who presented a paper on 1st April.

 Congratulation to Gwenda and Dan on Symposium

 Aosdana Event – 2 short clips shown by our students – Showcase got

 A standing ovation.

 Going on Sabbatical from Han to June 2020 – Barry will take over.

 External Examiner – James can be extended for another year.

 Minutes from last meeting - All good

Updates

**1st year – overall happy – hard to distil attached……………Attached**

FX1004 - smaller exercise to take in the information

CC – Dans’ work load to be discussed at curriculum meeting

2nd year – Feedback and the issues relating to students – general attendance – Assignments – organisation – ability to organise themselves. Don’t want to tackle bigger projects and just want to do smaller ones e.g. video diaries.

DoC: The Club – students seem to enjoy the closeness. It can be difficult to organise small groups. Perhaps not to be more ambitious and focus on a few areas.

CC: Curriculum meeting coming up. Attendance, timekeeping etc. will be discussed.

Erasmus – attendance issues

DoC - Everyone is expected to know how to use the applications e.g. Adobe – Perhaps consider a 5 credit module.

CC: Take into consideration

LR: Take a look how all of these interface with the Masters. Look at the level of abilities in the BA. Not to be all professional knowing everything.

CC: Confusion between students over theory and practice – Option might not be a bad thing.

LR: Dissertation leading to MA – 2-3 students per annum transitioning to MA. It could be done.

**CC: 3 rd. Arts Questionnaire – contradictions in the answers …….Attached**

 Reframe and explain why they are here and what to expect at the end of their degree.

BM: Students appear to be rigid in the presentation and absorption of information – PowerPoint and Blackboard.

GY: Important to remind them what to expect at the beginning of each year. All elements – what they are going to get. Tell them what to expect so it will sink in what they will learn.

GY: We never promised them Film School – not marketed as Film School. Emphasise the significance of theory. Pare back the practicals.

LR/GY: They are not going to Master Classes. We are providing forms of learning and they are not utilising them.

GY: MA students replying similar answers but they do not turn up either.

CC: Film Scholars – speak about different genres -

ALL: Not to be held to ransom – We are not a Film School!!

GY: The contract between lecturer and student – not holding up their side

CC: There is a good relationship between us all and between the class perhaps be a little harder on them and what we expect.

GY: Put in on paper.

CC: Introduction and read handbook.

CC: Timetable complaints – requests for moving class.

GY: We are too close to our students. They are too demanding

BM: We are still offering a good and responsible BA

LR: They function differently – its visual communication

GY: Master class should be made compulsory

CC: Marking for appearance is the only thing that works

GY: Attendance to Masterclass and write a report.

CC: Year Abroad – Erasmus.

 7 will probably go 2 are not.

MA – GY: \* Teaching finished

* Working on portfolios
* General feedback good
* FX6017 – complain too many people coming in
* Sent out evaluation form
* Assistance with second marking portfolios
* 6 Acceptance for MA
* 1 person from BA
* 3 have degrees in film
* Sent emails to 3rd year and to English perhaps to use the MA to advance skills

LR: They are getting too much in BA and its effecting transfer to MA

CC: Discuss this at Curriculum Meeting

GY: Who will be teaching core modules?

 Take out German

Computer Science, Music, French (Mary Noonan)

Doug Murray (John Godfrey has asked us to accommodate him)

BM: Work out the hours

CC: Pay a PhD student to teach referencing etc.

BM: Need to explore FTEs and extra students.

 Look at the workload – paying for marking

PhD Update:

Craig Barry coming 4th July

Prof Tony Moore – Monash University 26th April

Annual Progress Review

Teaching and Learning

BM: FTE complex – gives explanation

 Erasmus worth FTEs

LR: We are very appealing to foreign students. Put more energy into student who generate more FTEs. Perhaps offer film as a Minor, explore whether this could be possible?

GY: Take a look at level of modules which ones would be opened up?

BM: So much to say about FTEs.

Masterclass:

GY: Took a lot of work – perhaps reduce classes but make it compulsory.

 Interest from Colin Black.

 Schull- change of showcase. Mark O’Halloran is available. Arrange lift for Mark. Organise a reception. Dan to get numbers.

 Fastnet fundraiser does not list UCC. Have a conversation about this.

BM: Find out what they want.

GY: We need to be able to say what we can offer. It’s not clear.

BM: What is it going to be worth to us?

LR: There must be some way they are going to benefit from this.

DoC: Who are they targeting?

LR: A *‘quid pro quo’*

GY: Have a think about it

Research:

LR: UCC concern about research ethics. Distil the document for student. Added links. If this is approved and adopted this can be presented in class.

Bring to your attention: Feedback

* General Form itself
* No. of forms that stems from this
* Draft forms to be developed e.g. Anonymous /name e.g.
* Review form – what kind of procedures we want in place.
* Review form – what level we want to go with ethics form.

BM: We are not legally trained for this

LR: We are responsible to make ourselves aware

BM: BA level steer them away

LR: Get them to reflect on ethics.. They need to be aware of the issues e.g. content

DoC: We do try and push them towards documentary

CC: What do UCC require from us?

LR: \* Written consent

* Reliability
* Respect
* Accountability
* Copy rite
* Data protection

We are responsible to make them aware of the use of personal details

LR: When do we ask them to do a self-assessment?

DoC: It is a good exercise

DoC: Maybe adapt same questions to Film Risk Form?

LR/GY: Release for covers monetary issues

LR: Support introducing Research Ethics Guidelines to Students. Integrity in Research.

LR: How much do we want to introduce? Have it on record we have alerted them

LR: Read and put together an Ethical Review.

CC: Employability template – fill in expectations – need to include some student profiles

CC: New slot for S1, more back to S1

CC: Discuss further in curriculum meeting.

CC: GDPR review done.

 Any Other Business:

GY: Research funding?

CC: Set aside some of our budget

GY: It would be nice to organise a symposium

CC: Reduce Master classes and divide money among lecturers

LR: Dependent on how much money

GY: It is a question that needs to be addressed at School level

CC: We can make a unique argument

GY: Library Budget – apply online – need it spent by June 1st.

CC: Use particularly for new modules

ATTCHEMENTS:

**First Arts Student Rep Meeting**

**Wednesday April 3, 10.00**

**Minutes:**

**In Attendance:**

**Staff:** Barry Monahan

**Student Reps:** Ilsa Flynn

 Eoin Shortiss

 Caleb Cotter

Generally, the group is content with all of the modules. Specific comments were made on individual courses as detailed below:

**FX1001.2**

Preference for a single lecturer, or more sustained blocks if it is to be shared. Sometimes continuity was a bit broken and the flow across subject matter a little lost as one lecturer picked up where another left off.

**FX1003**

Overall interesting but PowerPoint slides were sometimes verbally dense. More contextual and conceptually informed background would be useful as it was only when going back to notes – or notes from slides – that the subject became more interesting and the full meaning of the PowerPoint slides became obvious.

**FX1004**

Preference for more of a structure in Semester 2 along the lines of Semester 1, where they felt there was more useful hands-on assistance with the technology and the practical learning. In Semester 2, they felt that there was more self-directed learning, and learning on the job, when it came to working on their films. Some liked the being thrown in at the deep end, and having to learn as they go, but others felt that they could do with more guidance along the lines of that which they got on the shorter projects (the Lumière projects were mentioned as an ideal approach in this regard).

The meeting ended at 10.45.

***– BM, 5 / iv / 2019***

**MEMO - FSM COURSE FEEDBACK**

Over the past few weeks, we have been made aware of some concerns our fellow

classmates have in reference to FSM and the approach taken towards its delivery. It is

generally perceived that there can be small alterations made to the program and how it’s

executed to help provide the students with what is felt would be a more comprehensive and

productive education in film theory and practise.

It is understood that these changes may not be possible to implement immediately, however,

we as representatives feel it is important to bring the concerns of our fellow students to the

attention of the staff.

**1. Practical Skills**

Under the current curriculum, it is generally felt that students do not get enough of the

practical experience and knowledge that they need in order to approach their assignments

with full confidence. It is felt there is not an adequate amount of projects assigned or enough

variety in the ones that are. The students feel that in order to reach their full potential within

the course, practical classes would need to be more interactive and practically productive.

Students feel that hands on experience in earlier stages of each year with editing

(Photoshop, Lightroom, After Effects, and Premiere Pro), camera work and scene

development should be prioritised within the practical modules of the course .

It is felt that this would allow the students to further benefit from the excellent facilities

available to us full-time (such as the equipment and editing labs) and contribute to our

understanding of the industry as a whole.

An excellent example of the kind of experience students are looking for from practical

classes is FX3003’s ‘club’. A similar approach all year round within the practical modules,

**prior** to thesis work in 3rd year, would be extremely beneficial and appreciated.

**2. Practical Projects**

The second years, have been assigned three practical projects thus far. The montage, the

documentary and the twenty-four hour project. Each project has been assigned and attributed

to the second semester. These assignments were received extremely positively, and fitting to

our abilities as a class. It is felt that this level of continual practical assessment would benefit

the students greatly. This has been verbalised by students throughout all three years. There is

a strong confidence that more directed projects would not impede the rest of our studies, and

instead would help garner interest in and enthusiasm for the theory-based aspects of the

program.

**3. Feedback** .

It is felt that we do not receive sufficient feedback on our practical projects after completion.

A follow-up or more-detailed feedback would allow us to improve our work and motivate the

students. This was found to be a problem mostly with the screenwriting module for both

second- and third-year students, as well as with the first-year short films.

**4. Modules?**

Would it be possible for you to explain the motivation behind modules on repeating subject

matter ex.Genre.? FX2002 VS FX1001

So, in conclusion, it has become evident to us as representatives that the students are very

interested in obtaining practical skills for their future careers and course work and while we

understand and appreciate that theory is the primary focus of this program, we feel very

strongly that by developing the practical skills programme, the theoretical knowledge learnt

will only be reinforced and improve. Additionally, it will make students feel more comfortable

and prepared to enter the industry. Overall it is felt that these small alterations would make a

substantial difference to the quality of work being produced by the students.

We understand that implementing some of these changes may not be possible, but we felt

as representatives and advocates of this ever evolving much loved course, we hold a

responsibility to inform you of theses concerns. Thank you for your time and consideration,

and if you have any questions regarding the content of this memo, please feel free to

contact us.

-N.K., C.S. ,