



GLOBAL EDUCATION FORUM **3rd Act**

**HACKATHON REIMAGINING THE
FUTURE OF HIGHER EDUCATION**

**Universidad Camilo José Cela
3° - Cine y Ficción Audiovisual**



FINAL CONCLUSIONS **THE FUTURE OF HIGHER EDUCATION BY UCJC**

The process to arrive at the nine proposals included in the video consisted of three stages.

First, we dedicated some time for each member of the group to draw up a personal list of the 9 things they would keep, add, or eliminate to improve university education.

Subsequently, in a brainstorming session, each student presented his or her list and those that best represented the opinion of the majority were discussed and chosen; with the added difficulty of synthesizing the proposals as much as possible to include them in a one-minute video.



FINAL CONCLUSIONS

THE FUTURE OF HIGHER EDUCATION BY UCJC

There was a lot of affinity in the proposals put forward by the students. The time we were able to dedicate to deepen the topic and define exactly the nine points to be included in the video (approximately an hour and a half), in my opinion was a very enriching experience for everyone because it allowed us to get to know different points of view.

The normal dynamics of the classes obviously does not allow us to go too far outside the subject matter and address such important issues.



FINAL CONCLUSIONS

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Finally, the making of the video was a time for everyone to work towards a common goal and try to reach an agreement, which is not easy when dealing with artistic-technical issues and having very little time to make many decisions.

They did not assign specific roles (director, camera, etc.), a common practice in filming, but worked sharing these tasks, something that in audiovisual production is not easy because it involves making many subjective decisions.



FINAL CONCLUSIONS

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The proposal to work with three colors (blue for what would be kept, green for what would be added and red for what would be eliminated) was an idea that generated absolute consensus and allowed us to take the following steps with an easy and quick consensus dynamics (set, shot size, etc.).

In my opinion, the experience has been very interesting because it has allowed us to cooperate towards the achievement of a complex objective in a very limited time. Although the class lasts three hours, the whole process took us almost four, but no student objected to stay to finish the shooting.



FINAL CONCLUSIONS

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Lastly, I must clarify that this group is small (ten students), something that undoubtedly contributed to generate a very productive work environment and that decisions could be made in a short time.