



### **The example**

Since I started teaching animation classes I had to deal with an area that was quite difficult for students. The **rigging**. During several courses I tried various techniques, in face-to-face education, to try to facilitate the acquisition of skills by students. Year after year it has been difficult for me to find a way to respect the different rhythms and speeds of learning.

During the pandemic, when I had to face rigging again, I thought about how complicated it had been in previous years for students to follow classes in person. Then I also thought about how difficult it is to maintain attention in synchronous online sessions. Especially if you try to apply the master class model. In the end, I decided to try making video tutorials to explain the content, supported by the explanation in PDF, and then ask them to do certain jobs that they delivered based on the explained content. I left the classes by synchronous videoconference exclusively for the resolution of specific doubts, moral support and social contact between the students.

In the end, after the experience of the pandemic, I think that what works best is for students to distribute their time autonomously. I did it before the pandemic, in class. And I keep it for online training. And I leave the synchronous part for activities that require interactivity between students and teacher or to improve the feeling of loneliness that occurs quite often in online training.

### **Description of the practice**

The exercise in question that I present as an example is the construction of a column rig with a direct kinematics and inverse kinematics system, and with stretch&squash with volume maintenance. I propose all the steps to follow and the idea is that the students try to reproduce it and achieve a functional column (something that not everyone achieves to the same extent). Once done, they must submit it for correction and so that they can comment on what is correct and what is not through feedback. This is proposed for a group of first of the training cycle of 3D animations, Games and Interactive Environments, in VET. In general, the students receive these video tutorials very well, because they say that they allow them to repeat the parts they do not understand as many times as they need to. They are very used to learning things from video tutorials, so it is a familiar way of doing.

### **Example**

[VideoTutorial](#)