

An Analysis of the Structure of Skill-build Learning Process: from the Narratives of Senior Animators.

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Abstract

This study investigated the cognitive process of the senior animators how to build and integrate their leaning skills related to expertise in the Japanese animation field. Each process consisted of four sub-categories (immersion in a new culture/ imitation/ patterns/ internalization), latter two was composed from two categories of metacognitive (metacognitive knowledge/ metacognitive control). Based on interviews with eight senior animators and a director who had worked more than ten years in the animation domain, the research was conducted within the framework referred to the *Waza* acquisition process model (Ikuta, 2000). Results indicated that the four stages affected motivations and promoted expertise, especially with making the most of metacognitive strategies within the learning process. In addition to these findings, it was apparent that influential seniors and peers provided tremendous support and encouragement to animators through their work.