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# Education Papers

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## Preface

One of the most innovative aspects of the annual Eurographics conference is its Education track. This track aims to disseminate research and experience about education related to computer graphics and computer graphics education. Each year attracts papers and presentations from a wide array of topics, underscoring the relevance and application of computer graphics education to a diverse set of domains. The actual session during the conference has historically attracted a unique audience of people specifically interested in pedagogical issues related to computer graphics. The track is unique in encouraging publications and discussions related not only to principled research in education, but also practical experiences and resources.

This year we expanded the scope of this track and invited submissions on additional topics that are relevant to today's pedagogical challenges, as applied to computer graphics. This included designing and teaching online and hybrid courses in graphics, classroom challenges in graphics courses, incorporating modern technology (e.g. Virtual Reality, 3D printing, etc.) in computer graphics courses and bringing graphics research into the classroom. We also continued the tradition of recognizing exceptional student projects.

This year's Education track is divided into three sessions comprising of 8 paper presentations and two panel discussions. The first session is dedicated to the teachings and assessments for beginners, with presentations of first courses in Computer Graphics, an interesting assignment and a course for art students. The second session consists of tools to improve our teaching, pedagogy and the use of VR as a teaching medium. The third session presents two panels and discussions, one on how a class in Virtual Reality should be held and one on CGEMS. We do think these sessions will provide both interesting and meaningful material for educators.

We thank all the reviewers for their hard work, and hope that these papers add to the growing body of research that enriches the classroom experience for the computer graphics teacher and student.

Jean Jacques Bourdin and Amit Shesh

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