Clare Hibberd – Transcript MEd Case Study

**Jamie Mackay**

Could you say a little bit about who you are and what your role is.

**Clare Hibberd (she/her) -RCS- Sound Lecturer**

Yeah, so my name's Claire Hibberd, and I'm the sound lecturer on the BA Production Technology and Management course at RCS, and my background is in theatre sound. And I did a little bit of teaching before I came here as well.

**Jamie Mackay**

Great! And can you say a little bit about why you applied for the MEd programme?

**Clare Hibberd (she/her) -RCS- Sound Lecturer**

I was really keen to develop my teaching practice, but also to work out ways of incorporating my professional sound work because as somebody coming out of industry it's quite difficult to make the connections in your head between okay all this stuff, but I'm actually gonna teach that. And just to have a just a, it's a it's a confidence thing. I think I wanted to do that. But also I've been really interested in studying at master's level for years and years and years, and it's been really difficult to find an opportunity to be able to do that from a affordability point of view, of course, and time and fitting it in, but also a course that actually fitted what I was doing. Because I think at one point years ago… when I told somebody that I'd passed this, he said to me, oh, didn't you try and do like a music masters years ago, and I did, and it was totally not the right thing for me. But this felt like absolutely 100%, the right fit for what, for where I am and what I'm doing, and where I want it to be.

**Jamie Mackay**

Thank you, Claire. Could you describe your journey through the MEd?

**Clare Hibberd (she/her) -RCS- Sound Lecturer**

Yes, so I when I joined RCS, and got this job, I went straight into the PG Cert, which was fantastic because it well, I met loads of people first of all, and being in a new place that was really important, and I was getting to know the building and the institution and things, and finding my way in the Scottish sound scene. So that sort of helped me in that as well. And I did that, and then I really wanted to continue on to the straight into the master's program, but because I hadn't lived here for long enough, I had to have a year not doing that. Actually, it turned out all right, because then we had Covid, so that would have been a bit weird, anyway. So yeah, I did my PG Cert, and then I stopped, and then I did the fast track MEd to finish it off. So it turned out quite well in the end.

**Jamie Mackay**

And what did you focus on for your final project?

**Clare Hibberd (she/her) -RCS- Sound Lecturer**

My final project was about creativity and sound design in theatre, and teaching that, and with a real focus on teaching creativity, and that had really come directly from experience with teaching the undergrads, and what we were teaching them and what we wanted to be teaching them. So, it was just directly it was literally directly informed by it.

**Jamie Mackay**

And what impact has that had on your practice as an Arts educator, would you say?

**Clare Hibberd (she/her) -RCS- Sound Lecturer**

I'm still sort of… I'm still sort of coming to terms, coming to terms with the wrong phrase, but it does take a while to sort of sink in and the reflections on it as like it's massive, so it takes quite a long time to think over what that impact is. Because when you're on the programme, all these little changes are happening all the time over years, you know. So and there was a project that I did. It was the start of the creativity thing, actually, that that's what made me sort of get into it a bit more. And I went and talked to other sound designers, and then I was involved in a project where somebody had written a script, and that we were talking about content creation. And I was, I really realised that I was so nervous about talking about those things, and that was probably why I wasn't teaching it, because you don't tend to want to do that, do you? So, it's changed me massively, massively, I would say, but it's it's not in the way that you think it's gonna change you in the way that yes, it's a it's a confidence thing, and I still can't quite believe I've done it.

**Jamie Mackay**

Okay, I what else has changed as a result of you studying the MEd if anything?

**Clare Hibberd (she/her) -RCS- Sound Lecturer**

I feel like, I mean, this is like early days, because it's only I feel like I've only just passed it really but there, there is definitely a change in conversations, and I feel like people are quite interested in, but not that they weren't interested in what I had to say before, but now I feel like they're like, oh, maybe, maybe she's not completely bonkers. Sometimes I come up with some slightly crazy ideas. So that's quite nice that there's a recognition for what you've done. In my head, I don't feel like there's been that amount of change, but of course there has. It's just really, really slowly, and then you get the stamp of approval at the end of it. But from a point of view of research skills as well that has, that has developed massively. And years ago I did a PGCE, and I actually found the essays that I wrote for that the other day, and I remember nearly failing two of them. I was so close to failing it. And this has just given me, especially as a part-time thing, so you've got time in between to think about it and do lots of reading. My academic skills have changed hugely. And I think that is also down to having a really good relationship with the tutors. It's a really, it's a really tight knit group, so you don't feel like, I remember, on my PGCE I was like one of 200 in a lecture theatre. It was full time, and in person, but oddly this, I felt so much closer to the tutors on this even, you know, we were doing like weekend things, and it was so nice to see everybody in person it was just a different, it felt very different way of approaching it. So, I felt like I took loads from them. They were sort of they were, I don't know so sort of an RCS thing, really, because I think that I feel like I do that with my students as well, but you, you spend quality one to one time with your tutor and then you've got freedom to go off and reflect and think about it, and develop. That’s much more, in hindsight and reflection, that that is much better suited to me than being a number in in a lecture theatre. I didn't like that very much. I like getting to know people.

**Jamie Mackay**

Thank you very much. That's been great. I appreciate your responses.