**Jamie Mackay**

Could you introduce yourself and say a little about your arts? Education, context?

**Ros Maddison - RCS**

Yes, I am Ross, Madison, and I am the head of production at the Royal Conservatoire of Scotland. So I mean, II am the program leader and academic lead for the BA production, arts and design and the BA production, technology and management professionally. My career was in stage management before I came to the Conservatoire, and then I taught stage management. And then I've ended up in the academic lead role. Kind of just over over time. In terms of my teaching practice. I currently teach kind of the critical contextual supplementary skills, such as health and safety, theatre history and kind of cultural context, awareness, raising discussion groups and such like. So yeah, that's that's me.

**Jamie Mackay**

And can you see a little bit why, you applied for the image program?

**Ros Maddison - RCS**

And I had done the Pg cert quite a long time ago. and at the time I'd thoroughly enjoyed it, and I'd felt it was really useful, and I knew that shouldn't Emed come up in the future that I would want to do it, and then, of course, time kind of took over and I just had never had the time to do it. So I decided more than anything, it was one of those situations where you just need to sign up for it, and then and then make the time. Otherwise it would never happen. So so effective. That's what I did, I mean. And again, in terms of the the kind of the broader context. Ii was just the the Pg cert was really useful because it helped me understand my own teaching practice. It wasn't that I felt like I'd learned new things. It just consolidated what I was already doing and and made me feel like II kind of had some kind of validation, really, I suppose. But what I did want to do then is to take that further forward, and I knew that's the Med would then stretch me and actually take me into areas that I'd never had the the opportunity to just sort of sit down and actually investigate. So so yeah. So that was kind of the the reasoning for for making myself find the time to do it.

**Jamie Mackay**

Could you describe your journey through the image.

**Ros Maddison**

Well, I decided, that it would be a good time to start in September 2019 which then obviously proved to be not the best of times to start so the first 6 months was lovely, and I really enjoyed my the beginnings of my my first module. I was when I was doing it, it was a context and culture module and it was very much about investigating my own arts practice. So my first challenge, I guess, was identifying my own arts practice because, having been either teaching or or taking on that kind of more of an academic administration role.For quite some time I had actually disconnected from my own arts practice, and I actually used that module as a way to reconnect with it and it was fascinating. Actually, II went into it with quite a lot of preconceptions, and and I thought I knew what I was going to learn but I decided that sustainability was was the paramount, paramount, important kind of subject that would be affecting production, management and stage management. Therefore that's what I was going to investigate, which I started doing. And and it was very, very interesting, but the more I looked into it the more I discovered that whilst it was a very, very kind of high priority in terms of my my students, it certainly wasn't the the highest priority for their for their learning. And so I started to veer off a little bit into well, what are the priorities then, for my current undergraduate students? And then Covid hit, and and I kind of went into a little bit of meltdown in terms of obviously the the amount of work that I was having to do for my for my day job And by the some, I think I'd I'd had a conversation, and the staff were brilliant that were really supportive, and said, no, we completely understand. Let's just pause for a minute. So II kind of restarted the the module in terms of I kinda carried on with what? My, with my research later on that year, and by then, of course, we'd had Covid, which was another social priority. And and it had. It had raised anxiety levels and and all of the knock off things that the knock on things that had been happening, then started to contribute to my research, and and ultimately what I came round to by the end of that module was that I was really interested in what were the social priorities of my students, and, more importantly, who were my students.and therefore why did they have the social priorities that they did have. So so, having done context in culture and done a lot of stuff about production management and sustainability and and the impact of of various things on the industry. I was then, in my final module. the final project, able to take that and and veer off, as I said, into this kind of realm of who are my undergraduate students, and what are their priorities in life? What are their social priorities? Which was fascinating? And I ended up going right right into kind of what? What are known as generation, z and the who who they are, and how they learn, and and so on. So that kind of took me off on a journey that I really wasn't expecting to go on and yeah, was, was was really really useful. Ultimately, yeah.

**Jamie Mackay**

yeah, you've already started talking with us. But could you say a little bit more about what you focused on for the final project? And what I became.

**Ros Maddison - RCS**

Yeah, and absolutely like I said, I kind of started off with, you know, thinking that the the social priorities of my students would be XY and z and then by default, ended up kind of on this journey, looking into into generations and that kind of social construct of of different generations. And again, obviously preface with all of the this is a big generalization. And there's there's lots of change, lots of differences based on a a background, and geography, and and so on. But II saw it reading into this this construct of generation Z. And who they were, and the fact that the thing that I found more than more fascinating than anything else was the fact that that Generation Z is positioned at the point that the Internet became kind of commercially. available. And the the impact that that has had on young people growing up. So so that that's kind of where I went and the the what it came out, as was, you know, and I've had a lot of conversations with colleagues, and and over the years people have said, and I've said myself. and oh, grief! Young people today. And oh, you know they aren't. You know they aren't very resilient, and they need to do this, and they need to do that, and everything that I we were saying was all very much about how they needed to change in order to engage with our higher education programs. And of course, on my journey. Then I discovered that actually, it's us that need to change. It's not them. They're they're in a, in a set of circumstances that are not of them. Their choosing they have been, they have grown up into an environment where the Internet is just there, and that's that's, you know, that's just part and part of their life. So they are privy to a whole range of kind of stimuli that just weren't there when previous generations were growing up, and it has shaped them, and it's turned them into who they are. So what we now need to do as the the XX and Y before them in terms of generations, we, we need to actually look at how we are delivering our our degree programs and and ensure that we are in the way that we always have done in terms of learning styles. We'll know about learning styles, and how some people learn like this, and some people learn like that. But actually, you know, I personally had never thought well, how? How? What has changed about the learning style of young people because of the generation, and because of the the you know, the, the the life that they've they've grown up into. So. So yes, so it. My my final project ended up being, you know. how should we be changing our curriculum in order to best support the learning of generation z students. so yeah, so that's that's kind of what. And and it's it's turned out to be to be really useful. Actually, I've I ended up with 1 one kind of appendix document that was kind of mapping the characteristics of generation Z. Through kind of different learning and teaching styles into what are our graduate attributes. So I was able to try and map that through. And then kind of, you know, kind of think about different things that we can do on the undergraduate programs to help them get from where they are, to where we aspire for them to be. Again. You're already beginning to answer this question. But what impact did this have on your practice as an arts educator? Then? Yeah, absolutely that. It made it just made me think I wouldn't say I've made any big drastic changes to to the way our our curriculum is is currently delivered. We're just going through a program review. So it's definitely impacting on the way I'm looking at that whole process. But it certainly made me stop and think quite a lot in terms of well, this is how I've always done this class. And why are they now? Not responding to what I'm delivering to them? And what what can I do so so less on a grand curriculum scale, and more on a learning and teaching in in the moment. What can I do in the individual modules that that I deliver. Obviously, it's also had an impact on my staff, because this has become a subject that I talk about quite a bit in staff meetings, and and I've shared, you know, my my final project with them. And and interestingly, some of the people that I was on the Med. With have been in touch in their own context, and said, You know that thing that you were doing. Can you share that research with me, or can you send me your final project, or whatever and it's been. It's been used in other kind in another university. It's been used in the high school, one of the and the people I was with. Was working in a in a secondary school. So, and she was saying, if that would that really helps my staff understand what we're what we're dealing with with, you know, young people coming through. So so yeah, so I would say, it's it's certainly it's changed the way that II think about my students and the way that I prepare my own module delivery. Absolutely

**Jamie Mackay**

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so in summary, what has changed as a result of you studying the mate, Jesus.

**Ros Maddison - RCS**

And I think probably that that's the I think my relationship with my students has improved. I think I have interestingly, as a sideline at my relationship with my children has improved them th them both being within that within that generation. I think it's it has made me stop and think about what I do and what I do in my, in my teaching practice. And it has made me consider the impact of that on the people that I am the people that I am teaching, and I think as well one of the other things that II do a lot in my job is that kind of more of a pastoral care. It's young people coming to share things about their personal lives with me because they they need me to know, because it's having an impact on their learning. And I think it's really helped me understand where some of these individuals are coming from in their thinking, and why certain things in their life are having the impact on them that they are and I hope that's that's made me, you know, a more a more empathetic voice. your pair of ears to to listen, or yeah, hopefully, it's it's helped them feel like that. They they can come to me with some of these things, and I can help support them through their their learning journey, because, I think, be without a doubt they have more challenges than Certainly, then we're we're obviously being faced by previous generations of students. It may be that we're still dealing with some of these things. But it was very much quiet. It wasn't something you shared with your program staff. It was something you just dealt with outside the institution for for better or for worse. But but students now are are far more vocal and far more open to discussing a a lot of the stuff that they're dealing with. And I think that's really helped me understand who they are and where they're coming from, so that hopefully, I can like say, Be more of a support to them through their through their learning journey.

**Jamie Mackay**

It's great. Thank you very much for us this