**Transcription of Interview with Participant 1.**

**Date: March 1st 2017**

**Location: Room T2, Limerick College Of Further Education.**

Key:

Q = Question

R = Response from participant.

[Interview Start]

Q: ... I'd just like to say thanks very much for participating in this pilot study.

Obviously in accordance with the participant information sheet you are instilled to

pull out of this interview at any stage during the interview and afterwards if you feel

that theres parts or sections or stuff you don't want going into the final piece, that’s

no problem. You are also entitled to a full copy both the content and the transcript

as well and its your right to require that at any stage. If you feel after even reading

the transcript that you want to withdraw and withdraw everything, we ah as again

according to the participant information sheet we will destroy everything

associated this interview and any sub relating content such as any content that goes

into the artifact. Just in (R: ok) such case the artifact will be the edited video essay at

the end.

R: Ok no problem ya.

Q: So firstly can you explain your role here at Limerick

College of Further Education?

[00:01:39]

R: I'm ah ahem a teacher at Limerick College of

Further Education. I taught at Limerick College of further Education for the last ten

years. Ahem , my role at the college would be to teach learners on QQI level 5 and

level 6 programmes. I would teach them subjects mainly to do with editing ahem pre

production production. Things like cinematography, camera operating, lighting

skills, so really everything from idea to screening films. I teach them you know

everything there but mainly my main focus would be editing.

Q: OK, so obviously this pilot study is more about investigating the space and tools

that you use (R: Yep) to teach and what the students use to learn. Could your tell us

about the equipment and space you use to teach the students?

R: For the students what we have is one theory room, which would have a projector

and that’s used maybe to demonstrate some principles. Ah we have an edit suite at

the back of that room as well. Ah we have a lab of twenty-seven iMac computers

with one teaching machine and the rest are for students. And then we have an open

space, which can be used by students, which has six mac computers. This iOS mainly

for them to use outside of class times to work on projects.

Q: Ok so firstly some follow on questions, (R: ya) the edit suite your describing is the

suite behind you here (R: Correct, that’s correct) I can see that you use within the

space it is quite open as an edit suite (R: yes) is that a problem?

R: It is really, it is not an ideal situation just due to space and constraints within

what we have at present. It is really an issue cos you really need defined edit suites

ya.

Q: And your definition of defined edit suites would be?

R: Really a separate room in which the equipment is and you have your space and

enough room for your directors your editor maybe and assistants come in and sit

down primarily to view and go through and edit the footage.

[00:03:58]

Q: Ok, so following on from that obviously my next question is ahem you now would

this equipment and again I am talking about equipment and space (R: yea) ahem

would this have been your well probably not have been your preferred choice by the

way it is set up (R: yea)...lets take the spaces first obviously to expand a bit more you

were saying about edit suites, I mean, is this idea of an idea of a preferred space

something that you seen through your experience?

R: I think it ah the idea of you know a define space for editing... I suppose if you are

teaching anyone any type of course really, as close as possible you have got to

mirror industry so if your producing students and they are going out into the work

place that’s really, they need to be able to have smooth transition straight into the

job. I would say ... when we have sat down and planned courses we have gone for

these types of spaces but due to the nature of the college offerings so many different

types of styles of programmes we've done our best with the resources available like

most educational establishments.

[00:05:06]

Q: Can you tell us just moving to the equipment, obviously you were speaking about

macs and we can see you have a mac pro behind you (R: yea) which would be pretty

high end i suppose from an educational point of view What types of, or would you

have a specific type of NLE (Non Linear Editing Suite) that you use?

R: Well the non linear editing software that we use at the moment we use Final cut

Pro X. we also do as well our ah second year or level six of the course would use

Adobe premiere pro as well. We have the whole creative cloud on the machines as

well. So they would be looking at things on Premiere pro they would also be looking

at things such as After Effects and you know things of that nature. (Q: ok so)... but

primarily they would be taught final cut pro x at the present time.

Q: Ok so was this decision that ye had an input in as regards what type of machine or

did you have a preference separate to adobe premiere?

R: I'll be honest when we first tried to cost up courses and everything else we

initially went with Avid and we you know from getting advise from industry and

even our own experience we wanted Avid. At the time due to kind of financial

constraints that wasn't maybe an option and at the particular time when budgets

were done etc, final cut pro x was you know, you know the version really maybe not

have been the ideal solution but from a budget point of view was the solution. Ya.

[00:06:44]

Q: Ahem just moving onto your teaching (R: yea) and obviously your here how many

years again?

R: Ten

Q: ten years (R: ten years) so obviously you have a bit of experience about between

using the equipment and so forth. (R: Yea) can you describe any of the challenges

that you.. have reoccurred obviously using this set up this equipment?

R: Yea, I think the challenge really is if you don't have a defined ah machine for

editing what can happen sometimes is students and maybe be taken off on different

track cos it maybe for example if the internet is on the machine and things like that

they can maybe drift off and go into different projects tasks and event simple things

like checking email can you know take away from the task at hand lets say or social

media now as well.

Q: Ok what about the amount of machines do you feel there are a sufficient amount,

like I know you don't have the edit suite, the space, (R: yea) but you feel there is

enough machines between the labs you described and ..

R: Yea i would say we could probably do with an additional lab of 26 because we

have our film courses but we have ahem games design and multimedia courses

which use the resources heavily as well and music technology courses as well so

there is high demand for the machines, (Q: Ok) you know.

[00:08:03]

Q: Just to deviate a little just from your students (mobile phone ringing)

R: Sorry (Q: you’re ok)

Q: Just to move away from you students for a second, how did you learn the craft of

editing and how do you think it differs today with how your students learn?

R: Yea, ahem I think when I learnt the craft of editing ah you know like themselves I

went I went to college I went on a formal course, ahem I think then I was in a very

fortunate position when I was on the course or slightly after the course I did a few

exams. That lead me to my best opportunity where I was an editor, an assistant

editor working with a trained editor who you know mentored me, took me under

the wing and showed me the industry standard as I would define it. How to edit

properly and what is expected from the assistant editor and what is expected from

an editor, the challenges you may face, how to come up with solutions, how to do

work arounds. You know, knowing the software inside out but more so the craft of

editing... why do you make a cut here why do do you, you know, insert silence here..

how do you tell the story and how do you let it flow, all of those kind of things and i

think to be honest its constant, constant continued professional development if

that’s what you want to call it. You have to keep up to date. I'm constantly going

away doing you know, retaking my exams and working on projects outside of the

college to kind of keep me to a level and skill, you know.

[00:09:42]

Q: Just to continue on that. and obviously you are updating your skills (R: yea) and

this has come from your experience from that editor and stuff... do you consider

yourself passionate about editing?

R: I did first of all, when I got into the whole media side of things I initially came in

to do radio but then I went in to do tele... but when I did the course I found out I was

more into television. And I had always liked computers but I could never really find

my neash in... I wasn't a coder you know,, I wasn't into spread sheets and I was a

creative person and liked telling stories and I think where the two the technical side

and the story elements met there was something that appealed to me and I thought

maybe this is a role for me that finally yea every things coming together and makes

sense.

Q: Do you feel so that the editor is where those two things come together?

R: I think so and I think its like any job, if you want to be any good at anything you

kind of have to source the best person you can find and you have to have to earn

from that person. You have to say right how did you get there, do I need certain

qualifications. What do I need to get to where you have gone? And I think if you go

that process and what I find in education is people are really good at sharing and

they'll tell you all this information. And you can get, you can cut so many years off

your learning because they'll give you all that information and you'll just step up

very quickly into the position you want to be, you know. (Q: you just mentioned...)

that’s massive, I think if you do that, if you... see the issue now is that software is so

freely available you know and you can even get free downloads that work in the

browser you know, editing software NLEs ah but going back to the whole point of

the story or the narrative... your not telling the story your putting bits together. Even

if I give you an example today with my students.. going through the whole process of

how you do things on set so when its passed to the editor he or she has all the

information just to start that work to put together the story. Because I think what a

lot of people are doing now with the editing is when it gets to them its rushed its a

rushed process because they don't understand the story process with the technical

enough to glue the two together so rather than being given time to let it breathe and

have a look and knowing the software inside out to tell the story. You know.

Q: Just moving on from that then, obviously you take about again I made the

suggestion you know were you passionate about it and you are ahem are you

passionate about teaching?

[00:12:47]

R: Ahem, I am its kind of funny cos I don't think I set out to be a teacher and I won't

use the words 'fell into it' cos that probably wrong way of saying it. I like helping

people and I like kind of passing on my knowledge in whatever area that is.

And I think if you are passionate about the craft and trying to pass that on that

comes across to your students and they see that and you know hopefully that comes

across.

Q: Right as regards to your students and again going back to the tools and spaces

that are available here, what you use to teach here, do you feel the students respond

positively or negatively to the tools and space for editing, and if so why?

R: I think its a difficult one and I think if I was to place myself in my students

position and if you were to ask them these questions I think they would say things

like more resources are needed, I think they would say more computers and edit

suites are needed. They would definitely say more computers within the lab and

more, more computers in rooms that are free. That there aren't timetabled lessons.

You see that is probably a major issue at the moment is we have computers but then

lessons are timetabled in that room so they can't get at the machine so it might be,

you might have six machines in there but it can physically get to the machine cos

there’s., you know they have timetabled a class.

Q: I mean obviously and I’m talking about your own catchment do you think that

issue of timetabling and stuff and the lack of dedicated editing suite is maybe

hampering any possible passion that they might have?

[00:14:29]

R: I think in any college in any country what happens is sometimes editing is treated

like computing subjects and sometimes the fact you actually have to have space you

have to have to listen to music you need a quiet space, you can't have everyone

talking from other classes and doing other activities. You need just the space. That

causes issues because its not always understood, you know, I think.

[00:15:00]

Q: ok, ahem, again do you think the tool or space hinders or enhances creativity in

the students as they edit. Now again that’s a kind of a weird question I suppose as

the current situation you have here do you think the current situation either hinders

or enhances creativity with the students in your own opinion?

R: I think to be honest even if you have the whole, any college, full of all the machine

and has all the equipment possible, I think really creativity comes from within and

its not really, maybe it can be taught, something you are born with, but I think its

about igniting the passion and I think luckily now with things like YouTube and

especially online courses or even courses within the college and resources that are

on you know things that are on you know different colleges moodling, virtual

learning environments, if you are interested you can go away and learn. I see it in

some of our own students I've seen that they have gone off and followed similar

routes to myself. They’ve gone off working with the best in the business they've

gone off working for companies like Screen Scene and been in with the best in

Ireland and they've looked into exams and they have looked into all these things.

[00:16:23]

Q: Ok, do you currently still edit yourself, outside of the your environment here as a

teacher (R: yea) ahem and if so do you still consider yourself a practitioner?

R: I wonder when you are working so hard, but yea I do try and keep my hand in. I'll

be honest I haven't done as much as I would like as of late but even I think when you

are sitting in... the time my passion probably is ignited the most is teaching and

sitting down with students and I’m going through their edit and maybe were setting

up projects and were doing actual working on the project and your going 'this is

really why I got into it and this is what I enjoy about it' you know.

[00:17:09]

Q: Right do you have your own edit suite of your own?

R: I have my own edit suite at home yea.

Q: and is that edit suite similar setup to the one you have here or (in audible due to

over lapping)

R: well really I have tried to do is over the years I've tried to keep pace or in a lot of

instances be ahead of what we have here and to be honest that’s something that

maybe needs to be looked in education as well. A lot of the software companies are

starting to be really good now they are offer teacher and student discounts or free

software so that’s been very helpful but the hardware, buying your own hardware

and everything else yea I have felt my ah edit suite over the years and built onto that

from the money I've been earning as a teacher and you just keep buying and buying.

Q: and do you use that, obviously, is is this edit suite is it for something you are

primarily honing up the skills?

R: yea i suppose for example there about two weeks ago I went to Galway and I sat

one of the exams for Adobe premiere pro to get recertified in Adobe Premiere Pro

and at present we are not funded to do that but that’s something I’m continuing to

do cos I want to stay up to a...

Q: Was that a requirement from here..

R: No, that’s me cos I want to stay up as current as I can with the software that’s

maybe ahead of what we are teaching at present. I want to be as good as I can be and

you know try to do these things.

[00:18:40]

Q Ok we've just a couple more (R: Yea) With equipment there is one thing that

editors, lecturers and students have to use which is content, (R: yea yea) do you

think there is certain film or programme content that has an impact on how

students engage with editing and if so do you have an example of something you

might have seen in your class.

R: I think if you are trying to get engaging content for your students, and your trying

to teach them how to edit I think its kind of it a difficult one in the respect that really

you maybe need to start off and show people films, maybe short films and actual

footage from those short films maybe a project you have worked on, past students of

note have worked on. Get them you know understanding all of that material get

them working on ahem real projects. A collogue of mine filmed a music video and he

gives the students all of the from the action of the music video and they work on that.

It makes a huge different than if you give them the stock you know might get out of

different books and different websites like that, its best to give them real footage.

What I would say however from my experience is when you first start off I think you

really need everyone to start on the same footage and you need to give people the

basics and once they have the basic tools and understand that after, I would do that

in the form of a boot camp you know where a few days where everyone gets up to

speed very very quickly. I wouldn't stretch it out over weeks. I would define days

like Monday Tuesday Wednesday everyone like if you were doing your Apple or

Adobe courses and I would get everyone up to speed very quickly. and then I would

give them this footage but you gotta ignite the passion before you do anything really.

You gotta spark the fire with people and if you show them very boring material she

you start off first of all that’s not going to really work for them..

Q: I asked this question before (R: yea) just have it in here again... do you feel the

current equipment and space in inspires or pushes away your students from

editing? and obviously it won't be everybody.. meaning could you explain an

example of maybe something within the equipment does inspire (R: yea) maybe

some of your students and maybe that it doesn't?

[00:21:08]

R: I think ah with editing equipment the things mainly inspire our students... you can

get hands on you can get hands on very very quickly. Form day one when you come

on the course you can go straight onto an editing machine and you can work away.

the college opens from eight o clock in the morning and it stays open till ten o clock

at night ah you know just the sheer fact of that, a lot of our students may or may not

have their own machine. Most of them wouldn't have their own Mac so straight

away they have a machine they can work away on and you know its great. If you're

interested come in practice in your own time once you have the foundations.

Q: Obviously, I mean you have your own edits suite (R: yea) do you think your

students should have their own edit suites, again obviously its quite expensive (R:

yea yea) do you think from your experience that they should have their own

workshop as it were?

R: Yea I think its like anything we would have a lot of students who'll come in an buy

a camera and they have interest in there. We may have a lot of students who are

interested in you know editing... I think where this maybe goes wrong is and maybe

suggestion for colleges is before anyone buys equipment if you have core sheet of

equipment they should buy. Should tell people to hold off from buying laptops

because a lot of time people buy a bog standard laptop which maybe themselves or

their parents feel they are getting a great deal on for college but it won't really be

good enough for what you need it for for editing purposes.

Q: Ok, and finally, ahem I'm going to end with this.. would you have any ideas or

improvements to tools and space that would help your teaching? (R: Yea, yea) and

their learning?

[00:22:53]

R: Ahem I think sometimes it can be as simple as the way the desks face, you know

cos we have a lab where all t the desks face down way and they are looking at each

other. They are not looking at a central board where you can explain things. Things

like ahem depending on which tool you have where you can take control of screens

and you know various programmes. I don't think they work for editing and I'm not a

fan of really taking control of peoples machines cos you are taking away you know

they don't like that, students don't like that you know. they want to be in charge of

their computer in which i can totally understand. So I think first of all you need to be

maybe facing, ya, if you are having a viewing screen you need to be facing that

screen. Doesn't necessarily need to be in rows or blocks but I think it could be you

know the layout of the room is very important on a simple thing ahem I think

technology needs to keep pace, I know its expensive and I know with everything else

but you do nee to keep pace with industry if you're offering these types of courses

you need to kinda have that.

Q: Finally, obviously, we have taken a few shots of your lab and that (R: yea) and I

have taken a shot of this wider room but ahem that lab do you think that in a lab

environment where you don't have the edit suite as it were (R: Yea yea) do you

think they bounce ideas off each other? Do you think or do they just going in on their

own themselves (R: yea) do they, have you over observed them swapping ideas...

[00:24:26]

R: yea, I think if I’m honest the best room for that which is actually has been a bit of

a revelation to myself is the room we have downstairs which in some respects

would be a little bit like a common room but the bank of six Macs together, that I

find works really well because you might find two or three people sitting next to

each other the person next to them leans over and offers their opinion on the edit

and you know yea might be a little bit noisy but they have you know a splitter for

the headphones and they just say 'what do you think of this?' and yes its probably

more kind of sharing things in there I would say.

Q: Ok, Mark that’s all my questions and thank you very much (R: alright, thank you

very much) and we'll leave it there thank you.

R: thank you.

[INTERVIEW ENDS] [00:25:06]