# Respondent 22 Interview Summery

Field of research: medicinal plant biotechnology

## Question 1

* Mentions plant awareness disparity
* Usually, a negative attitude towards studying plant biology especially in students who are interested in other subjects
* They don’t understand why they have to have a module associated with plants
* Plant blindness comes in the form of them not understanding the role of plants in everyday lives
* Not just first year students but generally
* People don’t understand the role of plants in nutrition, building materials, pharmaceuticals etc.
* Could be down to animal instinct, we are animals so we are more drawn to animals
* From a young age we think animals are cute and cuddly
* We know that animals can be used as stress relief, but are unaware plants give us the same amount of stress relief
* PS is only taught as a small part of the school curriculum
* Often not taught to the same quality as animals sciences either, school educators don’t necessarily understand and appreciate PS
* Lack of interaction with PS in our day to day lives, in the media and television and social media, this can create bias
* Students can say, plants are boring, but that has to come from somewhere

## Question 2

* Their course is integrated, teaches about the interactions of plants and animals
* No standalone plant sciences dept
* Everyone has to do these modules, cover a very broad basis of plant related topics
* Gave PS module to medicine students on medicinal plants they might encounter from traditional healers
* At first year level the students are exposed to everything, and will sometimes change their modules after having these PS modules and realising how interesting they are
* Various different lecturers present the module and really, they inspire the students with their passion and curiosity
* Students are allowed to take these modules if they want, even if they are in a different stream of studying

## Question 3

* When she was in first year, we covered a very broad range of topics and some of them were covered very intensely and others were not covered as deep
* Depends who you are presenting to and what the next tier of their degree is going to be
* For someone who is going to become a botanist you need to lay a good foundation
* For someone who is going into a different field it might be of use to cover topics that are exciting and interesting
* It is important to consider what is going to be taught in the second- and third-year PS courses, to prepare them for what is coming and also do things more in-depth that they aren’t going to do again
* Students don’t often realise the broad spectrum which plants can be studied in, from ecology to animal interactions to marine biology
* May need to focus on areas that are not taught well in school

## Question 4

* Depends who you are teaching and where they are going
* Some of them I could group together like, systems and evolution
* Structure and function can be grouped together with both pathways and information flow because they link together
* These don’t have to be taught singularly but can be integrated into a functional unit

## Question 5

* Process of science can be combined with communication, collaboration, understanding data and quantitative competency
* Integration of science of society can be combined with interdisciplinary nature of science
* Some of the stuff we do includes these things in what we teach, pracs can incorporate these things like communication such as writing skills and using quantitative analysis
* Can be included with how we teach things, not necessarily needing to be focused on individually
* We need to teach these things as a continuous process, building on skills as we move up in the academic years

## Question 6

* Concepts: depends on who you are teaching what the next tier in their degree will be.
* Competencies: can include them all by including them inadvertently to what you teach as appose to taking specific time out of them

## Question 7

* Question not asked

## Question 8

* We need to make everyone aware that we have changed the curriculum so that people who are expecting us to touch on particular topics know what we are teaching in the new module
* Older staff might be opposed to change or teaching exciting new concepts when students don’t have the basics under control
* Need to make sure it keeps up with both local and international standards

## Question 9

* We need to understand our micro-environments
* Continually look at redesigning or adapting the module structure
* Look at who your staff are and what they are strong in, if you are teaching more one way because that’s where the strengths of your staff lie then that’s ok
* Need to consider who it is we want to produce at the end of the module

## Question 10

* Change without their participation is a problem, a lot of people don’t like being told what to teach
* Needs to involve their participation
* Some people might not see the need to change or update the curriculum

## Question 11

* Encouraging lecturers to get back into reading literature and keeping more up to date with current research
* Remind them that the student body is constantly changing, what the students need to know now is different from what they needed to know in the past
* The world is changing and if you don’t change you get left behind

## Question 12

* Very important
* Its very difficult under the current covid conditions
* It’s a big part of reinforcing what you teach in class with a practical experience
* I don’t think you can do first year without them
* They help give us a platform to teach some of the competencies like collaboration and communication