# Respondent 1 Interview Summery

## Question 1

* Academically no
* Definitely less interest than in animals, can be considered a form of plant blindness
* Societal problem, not just in one institution
* Possibly cultural influences
* Naturally more drawn to things that interact with us and show signs of intelligence in real time

## Question 2

* Happy with number of students in his courses
* No signs of decline over the years
* Never too few to justify doing the course
* Scope for a few more in hons but not much more, otherwise would be too much too handle
* Hasn’t been actively recruiting, students come of own accord
* Having a larger class would require how he approaches the course

## Question 3

* Broad approach
* Sometimes only exposure students will get to some of the things they can do if they continue with plant sciences to a higher UG and PG level
* From an exposure point of view, you need to cover as much as possible
* Not fair to staff who have niche interests if they aren’t given an opportunity to interest students
* Supposed to be foundational, giving you a broad basis in terms of science knowledge
* Deeper knowledge can come in second, third and honours years
* Should be aimed at a broad an audience as possible.

## Question 4

* Most of them
* Information flow could be taken out because it is handled in first semester
* Could maybe be touched on if there were unique plant aspects there
* Not worth repeating something that has already been handled.
* Top 2: evolution and systems
* Don’t want to sort them as one being more important than the other, can’t see students understanding components of one without understanding components of the other.
* Biased answers because those are his interests
* Doesn’t feel he needs to add anything, doesn’t see any major gaps.

## Question 5

* Don’t repeat what has already been done
* Nature of science covered in S1, could be refreshed
* Interpreting data is important
* Passionate about experimentally driven science, and that’s what practicing scientists do, collect data, test hypotheses.
* Collaboration is less important, forced to do group work so will come naturally or will be forced to learn it
* Practical skills are valuable
* Communication skills could come through all of the courses
* Process of science handled in S1
* Top 2: Process of science and interpreting data
* Science and society, interesting but should come up organically and not be focused on specifically, could be used to grab first year’s attention
* Including it could spark interest to up enrolment
* Won’t leave out anything, not equally important but definitely all important

## Question 6

* Information flow, handled in S1
* Science and society and communication

## Question 7

* No

## Question 8

* Staff who are involved who think it is working well enough
* Staff who think it isn’t working well enough but don’t like the direction of change
* Investing time and effort only to find student apathy remains the same, no increase in enrolment or pass rates.
* No problem with students or faculty

## Question 9

* Listen to what they think is working from the course, there are probably nice aspects that can be maintained
* Listen to those who don’t like the direction of change
* Give detailed feedback and be transparent
* General feeling that it does need to change

## Question 10

* Same as 8

## Question 11

* Be open, be willing to listen to people’s complaints and suggestions
* Be honest with your answers
* Won’t ever get everyone on board
* Make people feel like they are being heard and being actively engaged in the redesign.

## Question 12

* Cannot get rid of them
* Online pracs don’t cut it, they are ok once or twice a semester but they don’t give students the chance to actually experience plants
* Experiencing plants is a sure-fire way of sparking interest and passion
* It’s a sure way to grab the students’ attention in a way you can’t do in class