# Respondent 6 Interview Summery

## Question 1 (1, 8, 9,10)

* Yes
* Not a lot of students enrol for plant science
* Plant sciences isn’t normally marketed well as something to study like medicine or law
* Biology is the only exposure HS students get
* Also don’t know what they can do in the field and how it can be incorporated into other things, this is a big issue
* Have a limited idea of what you can do with the degree

## Question 2 (1, 6,9

* Yes
* People don’t know what they can do with the knowledge
* People don’t understand how the knowledge they are getting from a degree can be applied into different fields
* Its important to show students the application of what they are learning
* The job opportunities are not communicated well

## Question 3 (1, 4, 8, 9,

* Broad approach
* If you are shown all the aspects, you can then decide later on which fields you really like and then specialise
* The narrow approach can be quite limiting
* Th important thing is showing the students application of what they are learning
* With the broad approach you can also incorporate how it can be applied to completely different fields

## Question 4 (1,2,7, 12

* All of them should be incorporated
* Evolution is important to understand where plants come from and why they work they way they do which goes back to the practical application of things
* Evolution can also be used in other fields of research like genetics
* Pathways can be kind of incorporated with evolution, why things produce what they do and why the pathways developed
* This can also be used to show how this knowledge can be used in application
* Top two: Evolution to understand why things work the way they do and why they are needed and pathways
* Showing the applications of the sections in a practical sense is important

## Question 5 (3,4,15

* Communication and interdisciplinary nature of science
* Need to communicate well to expose people to science
* Science that isn’t communicated properly can lead to misinformation, especially with something like covid or something that can be put onto social media
* Collaboration between fields could fall in with interdisciplinary nature of science and be fruitful

## Question 6 (3,5)

* Collaboration isn’t needed at first year, first focus on the basics and then you can have fruitful collaboration
* Collaboration can be detrimental, group work going to one person if forced but students often collaborate on their own terms so they are learning the skill
* Information flow can be incorporated into pathways but it is less important

## Question 7 (2, 3

* No
* Researched it a bit and realised he had discussed it with Angelique once
* I do agree with it
* It’s a good incentive

## Question 8 (6, 2,3,10,1,

* Barriers would come from instructors and lecturers and not students
* Passion plays a role, if people have been doing something for a long time, they have passion for certain things and they know the subject well but might not be able to give it across
* Suggesting to someone who has done something for a long period of time that it is time to change is hard
* The institution itself might be an issue
* The old curriculum is tried and tested how do we know the knew one will be as good
* We also need to show students what they can do with their undergrad degrees

## Question 9 (7,

* It is easier for younger people to change than older ones
* We should be incorporating younger lecturers and students into lecturing classes
* We could be using students who have been demi-ing modules for years that could be used to lecture, this could help modernise things

## Question 10 (3, 4,

* There could be issues if a specific topic is cut out of a course
* They might be asked to start incorporating things they are comfortable with and if you put people outside their comfort zone, they usually resist a little
* Lecturers are usually overworked, asking them to structure a new course while doing everything else they have to do might cause resistance
* It might be a case of too little time and not a resistance to the change itself

## Question 11 (2,1,5

* Showing people that students do better in the new course could help people get on board
* The lecturers are all scientists so they like evidence that things are working
* Open up discussions sessions where people can discuss things and become more comfortable with the changes
* It is good to open up the idea to people and explain why it needs to happen and explain exactly how you plan on going about it

## Question 12 (1, 8, 5, 4,

* They are valuable
* At the moment the numbers are just so high that I have to wonder how much good they are doing, you can’t help individual students
* Students also rush because of the time constraints
* Its also better to understand why you are doing something instead of just following a recipe that someone gives to you
* Doing less practicals but in smaller groups might be more valuable
* Make sure the pracs are in line with the content
* Have pracs that apply the knowledge you are learning to the real world
* The flow of science and what you can do with science degrees needs to be communicated better