# Respondent 7 Interview Summery

## Question 1 (1, 8, 7, 9, 10,

* Yes
* Low enrolment for PS degrees, despite job opportunities
* Low enthusiasm for BOT modules other than in a few students which normally develops during the semester
* General lack of appreciation for plants and plant diversity
* Lack of exposure to PS
* HS curriculum gives limited exposure and doesn’t touch on the stuff that’s actually exciting
* Not taught in a way that is relevant to society
* Don’t realise the importance of plants

## Question 2 (1, 11, 12

* Yes, very low enrolment
* Dual majors have helped a bit but not a lot
* Attribute this to lack of exposure which leads to lack of interest

## Question 3 (3, 9, 7, 4

* Should have a bit of both
* Broad approach is more valuable but students need to have the foundations of the narrow approach before they start benefitting from the broad approach
* The broad approach is teaching more about thinking and the integration of knowledge which is far more valuable than memorising facts that you don’t need to memorize
* Broach approach won’t necessarily help with interest on a large scale but might grab a few students if we can get them excited about botany in general
* I think making people understand the relevance of plant sciences to society and the jobs associated with it will be what makes people want to shift, not necessarily the teaching approach

## Question 4 (4,5,7,9,12

* All are important its more about what needs more attention on a first-year level
* A lot of them link together really nicely and can fit together in a module
* Top two: structure and function and systems make the most sense and they fit nicely together

## Question 5 (1,2,11,14,16

* All have value, just which ones have more value on a first-year level
* Communication and collaboration aren’t well suited for big classes so would work better higher up
* Both data ones are also not well suited for big classes but they are essential so they should be touched on
* Process of science is important
* Integration of science and society makes sense for a module but may be considered kind of obvious
* Interdisciplinary nature of science is probably not super appropriate for first years but a module with a broad scope might lend itself to teaching that
* Top two: process of science and integration of science with society

## Question 6 (3/4,5)

* Information flow, not entirely sure what it entails and therefore probably not relevant
* Comms and collab

## Question 7 (1,3)

* Yes, from Prof Uno
* Makes sense, is a suitable framework to use in terms of changing the module

## Question 8 (4, 3

* Convincing lecturers to do extra work of redesigning and identifying content
* Giving up direct access to first years is an issue for some lecturers, how do they know that their field will be represented as well and with as much passion as they could do it themselves

## Question 9 (4, 3,

* We need time to work on the new content and topics
* Covid has obviously slowed everything down
* Once the department has committed then I don’t think there are barriers just hurdle we need to move over
* Nothing will stop the process once it is started

## Question 10 (4,3,

* Same as 8, time to do the work
* Getting everything together in the crazy year we’ve had might prove harder than normal
* But everyone seems committed

## Question 11 (2, 6,

* We need to recruit people to plant sciences
* Potentially less lecturing work in the future, potentially less work in terms of setting papers depending on if its continuous assessment or not
* Presenting a better module that attracts more students and gives them more excitement and enthusiasm for botany
* There needs to be a clearer and more coherent story running through the different themes

## Question 12 (1, 6, 3

* Hugely important
* For some kids this might be their only experience doing hands on prac work
* It connects us with the plants
* We could maybe even do less lectures and more pracs
* There’s lots of opportunities for really nice and interesting pracs with the botanical gardens and the experimental farm