# Respondent 23 Interview Summery

Field of research: Plant Taxonomy

## Question 1

* Yes
* Typically, not a big interest for students
* Could depend on culture, level of education and upbringing

## Question 2

* Not really
* We don’t have a lot of students but for our capacity and availability of resources it is reasonable
* Not always sure they are doing botany because they want to do it, could be other reasons

## Question 3

* A narrow approach might help lay down a solid foundation for the students but it might not catch their interest
* A narrow approach won’t give them a good exposure to everything they can do
* Exposure and getting students interested will be done using a broad approach
* Broad approach might be too much information for the students to take in
* Need to consider what is being taught in second and third year
* Don’t think there is a right or wrong approach
* Narrow approach might bore students
* Broad approach might spark interest in various topics
* How the lecturer structures their classes is also important

## Question 4

* You can’t learn about plants if you don’t know how it looks so structure and function needs to come first and then you can build up on the function part
* Evolution should definitely be covered
* Systems can come later, first deal with what they are and how that influences how they function
* Top two: structure and function and evolution

## Question 5

* Process of science you can introduce people too but I don’t think they will grasp it until they actually experience it
* Interdisciplinary nature you can introduce them too
* Integration with society can be introduced
* Communication you can build into your assessments if you don’t
* Understanding and interpreting data is important but could maybe be kept to later
* Quantitative competency is important but must be related to what they are learning and not just random numbers
* Top two: process of science and communication and interpreting data

## Question 6

* Systems
* None should be left out, should be introduced and then they can build on it later

## Question 7

* No
* Can be a good guide for changing the curriculum

## Question 8

* Staff capacity in terms of number of students and availability of resources to do pracs
* The quality of students can be an issue, if they can’t perform at the level they are expected to
* Older staff members might not want to change or feel the need for change

## Question 9

* Don’t have any ideas as to solutions to barriers

## Question 10

* Staff might not be open to change
* It will mean extra work for someone, which they might not want to do this extra work

## Question 11

* Ensuring that the course is relevant
* Delivering a better end product, first years that have a better understanding

## Question 12

* Very important
* In pracs you start building skills you need to know for higher levels
* Also allows them to identify areas of interest
* It teaches them how to do the process of science and how it works in real life
* Microscopy work is very important
* General lab skills like making mounts and so on
* It depends on the subject matter; it needs to run parallel