Respondent 6 Interview

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**SUMMARY KEYWORDS**

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**SPEAKERS**

Megan Roberts, Respondent 6

**Megan Roberts 00:02**

Cool. All right. So, I'm just going to ask you a couple of questions. Did you read through the interview guideline that I sent?

**Respondent 6 00:17**

Yes, I did.

**Megan Roberts 00:18**

Okay. So, then we can get started. So, my first question to you, before we start, can you just quickly state your area of expertise?

**Respondent 6 00:32**

Okay. So basically, what I am doing now, the expertise Well, I'm busy with my PhD. And I've been lecturing for the second-year botany course, and also the honors advanced phytomedicine course. With the second-year course, it's more focused on the secondary plant metabolism and the evolution, they're off as well as nitrogen metabolism and how those compounds are converted in the plant to make Well, basically all the compounds that the plant needs to survive. So that's where my field of expertise lie.

**Megan Roberts 01:11**

Okay, wonderful. Thank you. So, the My first question for you is, is plant blindness or lack of interest in plants a problem in your institution?

**Respondent 6 01:24**

Yes, I do think it is a it is a problem. First, because I think we really noticed it's a big problem seeing as how the number of students that enroll in plant science has declined quite drastically. And it's like, the thing is, so when people come to university, we don't necessarily realize what we can study. And Plant Sciences on some isn't something that is usually marketed. As greatly as medicine, law, business is marketed in schools. So, I mean, like with biology, that is the only subject in school that people get any exposure to plant sciences, and even that is very limited. And for people that want to enroll into plant science, this is difficult, because they have no idea what they can do with the knowledge. And they have no idea that what they know, can actually be incorporated in different fields. I mean, you can its plant sciences is incorporated in medicine, in law in business. I mean, yeah, it's quite a difficult situation. That one yeah.

**Megan Roberts 02:38**

Okay, um, do you think that it not being marketed enough? Is the only reason that we could be suffering from this? Or do you think it could be another reason?

**Respondent 6 02:51**

I'd say just repeat that just again, because if there was a bit of a connection issue, sorry, sorry?

**Megan Roberts 02:57**

Um, do you think that a lack of marketing is the only reason that we have this issue? Or could there be something else?

**Respondent 6 03:07**

I think the big thing is not necessarily the marketing itself. But it's more we don't understand how plants can be incorporated into different facets. So, when people think of plants, like I mean, when I was in first year, I, when I thought of plant sciences, I thought of crop science, so I thought of the only way that you're going to study plants is to become a farmer, I didn't realize that there's other avenues that you can go into. And only I only realized that in the end of my second year and beginning of my third year, when the different subjects that I took open my eyes to the different facets of plant sciences. So, I think it's more just that we I don't know, it's a lack of words, but it's we are naive towards what Plant Sciences entails.

**Megan Roberts 04:01**

Okay, thank you. My next question is, do you have issues getting students to enroll for your plant science degrees?

**Respondent 6 04:12**

Yeah, so that that just goes again with the issues of people not knowing what they can do with the knowledge. So, when you go to, I suppose University, then the idea is you want to get a degree and then apply what you know in the real field. So, if you don't understand exactly or know what you can do with your knowledge, and see how you can incorporate your knowledge in a broader aspect then it is difficult for you to enroll in something. So, for instance, if that can maybe be more Incorporated, like if the subjects can be more incorporated into each other, like for example with genetics. So, a lot of the first-year genetics modules are focused around, Sorry for the bells, just one of our clocks. So, the first-year genetics is focused on well genomes and things of animals and humans and to a lesser extent plant. And also, we don't really, in first year realize in genetics, for example that by knowing the genetic makeup of a plant, you can apply that in a variety of different fields. I mean, now what I'm working on in my PhD is I'm basically transforming a plant to synthesize something that has never made before. And I need to know a bit of genetics to do that. And I need to know what happens in the plant and what the process is on the plant to do that, because if you change the genetic code of something, then it has a lot of downstream effect. And I think that is just not ...I understand that in first year, we want to get students to have a broad basis of everything abroad, a nice big foot to stand on, I suppose. And what sometimes happens is people kind of we try and bombard students with so much information, and they don't really know what they can do with all of that information is just a lot. And then, like... okay... this is going to go into the other questions as well. But you, you, you don't realize that our moment, you know, so you study everything just to get by, because it's so much pressure. And I mean, the step from school to university is massive. Yeah. And yeah, you don't really get that aha moment of Oh, this is why I needed to know this pathway, or, oh, this is actually something that I can apply in a different field. You only get that later on. And I feel that if not necessarily to study these things. But if you kind of just inform students or inform people of what the application of your knowledge is later on, then you would retain the information longer for longer period and not just for a test, you know. So yeah, it is an issue to enroll students in it because they don't know what they can do with it, or what's the, you know, if you if you think of a plant scientist, I mean, if you go ask, I'm sure you did that you asked, like students in schools and things, what do you think of science? And what is scientist and a plant scientist and so on? The answers that people give is, it's like, you don't know, you know, they don't know what you can do with it afterwards, I think of someone with a lab coat on in a lab poking mice around and stuff. So yeah, it's not communicated properly, I think.

**Megan Roberts 07:53**

Okay. So, my next question is, do you think a first-year plant science module should have a narrow approach that covers a few concepts in detail? Or a broad approach that touches on multiple concepts in the field?

**Respondent 6 08:10**

Yeah, so in this one, I'm, in a way, I suppose contradicting my previous answer. But I do feel that a broad approach is better. Just because if you if you have a broad approach of all the aspects, then when you go further on, then you can decide which fields you really want to go and specify. Whereas if you have a narrow approach, then you're quite limited. And then only later on, you discover are actually have a good interest in something else that I'm didn't get, you know, exposure to. So that makes it a bit difficult, because then you need to change your whole future layout of what you want to do. But yeah, so the broad approach, I think, is important. But I feel that the big thing is just more the application, like why do we need to know these things? Even if it's a narrow approach, it's just, you know, people need to understand why do I need to know these concepts and theory-based things? Where can I apply them. And with the broad approach, I mean, you can incorporate that then into different subjects, I feel that there's a bit of a disconnect between the different subjects so there's like, between botany and food science, for example. There's not a lot of incorporation between those two. And I feel that if they, if everything is a bit more Incorporated, then it will help students to kind of understand where the link is and not to just study a subject on its own, but to incorporate other aspects of other subjects as well, and I think that will help a lot.

**Megan Roberts 10:04**

Okay, so my next question is, which of the following concepts Do you think should be incorporated into the first-year plant science module, evolution, pathways and transformations of energy and matter, information flow, exchange and storage structure and function or systems. I can post that in the chat for you if you want?

**Respondent 6 10:32**

No, no, no, I have them here. So, that was a difficult one, actually, because it might just be the person that I am in that one where I enjoy a lot of information. So, I felt like all of those need to be incorporated. And the reason why I say all of them is just because like, for example, with evolution part, I feel it's very important for students to understand where certain plants come from and why they produce it and things. So, for example, with the second years that I'm teaching, I give them like this, it's a very basic, but a very nice diagram of the evolution of secondary metabolites. And in that it's a very nice diagram, which shows that certain stressors in the environment such as, for example, before land was exposed, a lot of the plant algae, they needed to kind of survive against radiation and sun radiation and the salinity of the of the oceans and things. So, they started to produce a specific compound lignin, to kind of protect them against the UV damage, and also prevent moisture loss. And then you know, that's quite a practical application of the plant. So that then you can remember, cool, this is why plants make this specific compound and also with the first plants that's that emerged on land, they needed to have structural rigidity, so they needed to stand up straight. And for that, they needed to make a specific compound, or class of compounds, enabling them to, to grow upwards towards the sun, and to outcompete the growth of other blondes, because if they now get shade, then they don't have enough energy. So, they could not grow. So, they need to make things to compete in the environment. So, this specific sample of allelochemicals so these are specific small chemicals that plants excrete that interfere with the growth of neighboring plants. And in doing that, it stunts the growth of a neighboring plant, enabling the donor plant to grow better, because then there is more nutrition in the environment. And, yeah, so with evolution, I think, just that basic overview of what happens, that'll also be incorporated then into the genetic fields, because then you can see where the link is, and why certain things are produced. And then with the pathway and the energy. So, this one is, you know, this can also be then incorporated a little bit in a sense to the evolution part, because then you can see where certain pathways have developed, you can see why plants need specific energy transport systems. And in these ones, you can also maybe what I'm thinking of, in each of the concepts, giving a practical example of where this is applied in the real world. So, there is now research coming out way they are trying to synthesize a synthetic chloroplast of plant to harness energy from the sun. So, it's like a bio solar panel, I suppose. And, you know, that just that not for the students to necessarily know the process of how it works, just to know that, you know, if you know how a system works and energy flow works, then you can use that in a business sense maybe, and produce your own thing, you know, does make sense? Yeah. Okay.

**Megan Roberts 14:27**

So, if you had to pick your top two of those are

**Respondent 6 14:33**

the top two of those, I would say, Oh, I also, I had another one at the other. So, it was basically the top two of all of them, I would say is the evolution part just as a basic background, because then you understand why things are made and why there is specific need for things. That one I feel and the application of these different sections in in the real world, like in the practical sense. Yeah, I think I think that should be incorporated a lot more of why? Yeah. What can you do with this? What can you do with this information afterwards? Yeah.

**Megan Roberts 15:13**

And the other?

**Respondent 6 15:16**

Yeah, so the other one was that that application of the sections in the in the practical sense, was like, for example, if you want to go into, let's say, the mining industry, and in that specific sense, you need to maybe understand how explosives work, because you might be the person that's responsible for manufacturing, or for inserting the explosives to blow them holes in the ground. And for that, you need to understand where those things come from. And a lot of them, you know, most of them come from nitrogen compounds, which are from plants. And that leads back to fertilizers. And you know, it's like a flow of energy. Yeah.

**Megan Roberts 16:08**

All right. So, my next question is, which of the following thresholds, competencies Do you think should be incorporated into a first-year plant science module? The process of science, the interdisciplinary nature of science, integration of science with society, communication, collaboration, understanding and interpreting data and quantitative competency?

**Respondent 6 16:33**

I, for those ones, I feel like the communication one is very important. Yeah, because, yeah, the communication and the interdisciplinary nature of science. Because Yeah, so that leads back to, to the school part, because if it's not communicated through, then people don't know of it. You know, and the little bit that you get exposed to might not necessarily be the truth. You know, it might, it might be someone's opinion about a specific field. And that could be positive, but it could also be negative. I mean, there's a lot of people that don't, that aren't comfortable with the scientific field. And then as it gets cultivated, and then they get a negative overview of science, they don't understand necessarily what science is and how it works. And then that also leads to like misinformation. I mean, with this whole COVID thing that came out, now, there's so much information out there that someone makes a statement, and then it just, it's like a veld fire, it just goes and that statement isn't necessarily very true. And the same with preliminary results, I mean, with this old situation of the vitamin D thing. So where, research has shown that well it’s not shown. But it's like a preliminary study where they looked at people that have vitamin D sufficiency compared to insufficiency. And in that specific study, the sample group that they took is very small. And not all of the patients in that study were tested for covid. But that symptoms, but they never were tested, so they might have something else. And there might be other factors that incorporated into that, but because the research study said that vitamin D sufficiency will prevent covid you know, people just take that further, and they just go with it and just put it on the media. And if you know how science works, have an idea of it. And people communicate it in a better sense, then, then I would think that, you know, if you hear something on the news or read some post on Facebook, then you might be able to understand, okay, you need to go into the source of this, maybe just read the actual paper and see if this is valid or not, you know, there's a lot of propaganda that people fall into because they don't understand how the scientific process works. I feel Yeah.

**Megan Roberts 19:17**

Okay, so if I had to ask you to pick your top two, it would obviously be those to them.

**Respondent 6 19:22**

Yeah. Yeah, I can't be that interdisciplinary in nature, just to kind of link everything together. And to have proper communication. Yeah.

**Megan Roberts 19:31**

Okay. Is it any one of those that you think should not be taught in a first year planned science module?

**Respondent 6 19:37**

Collaboration was the one that I feel is it not necessarily should not at all but I just feel that that one shouldn't be emphasized as much just because if you if you go into first year plant science module even the first year anything, in university they are so overwhelmed with so much work. And information. And I feel that you need to have a good basis first to stand on, like a good understanding of different concepts. Because before you can have a fruitful collaboration. Because what happens now is a lot of people say, a lot of people have, so you have like bits and pieces of information. And then (they're out No, there we go.) They have bits and pieces of information. And in a collaboration sense that sometimes happens, like with group work, for example, what happens is, usually the work goes to one person, because there's so much going on, then one person is so stressed, they just take the lead, and they do the whole assignment. And then it's not fruitful for everybody, you know. And, but then also with the collaboration, it could be a more of a collaboration between subject fields. So, if you collaborate, yeah, if you have that, that into the interdisciplinary nature going on way. It's not just only one subject at a time, but a collaboration between the subject fields, then I feel that that is very, very fruitful. And that should work. But in collaboration in the students’ sense, I don't think that is necessarily needed in the first year’s situation, because they are going to collaborate in any way. But it might not necessarily be for a specific assignment. But I know that, you know, when you're when you're in university, you do speak to your friends and colleagues and stuff. And then you do work together in completing assignments and studying together. And that is already collaboration, but it's not forced. Yeah. Yeah. Okay, is it makes? Was that kind of the question where you went, where you wanted to go in the sense of collaboration between students or was a collaboration between subject fields?

**Megan Roberts 22:10**

It's both any kind of collaboration, really, so your answer was a good answer. Okay.

**Respondent 6 22:17**

Yeah. Thank you.

**Megan Roberts 22:20**

Okay, so, um, then my next question we've already answered for the competencies. But which of the above listed concepts Do you think should not be taught in a first-year plant science module? So that first five of evolution pathways information flow? If you had to pick one, which would not be taught? Which would it be?

**Respondent 6 22:52**

Yeah, but see, that's so difficult. I would go with like the information flow. It should be taught, still I feel but it's not. Yeah, I don't feel like it's something that should be. I don't know, that one was a difficult one, because I couldn't really decide on which one is because all of them are linked in a way. But I know that now. When you're in first, you don't necessarily know that they're linked. Let me let me quickly see which one would I because this one, yeah, this one was a difficult one. And we just quickly check the what's the difference between information flow and systems? I wasn't sure about that. What did you mean by systems?

**Megan Roberts 23:46**

So, systems are more ecological perspective.

**Respondent 6 23:51**

I would say that's important. Because it cannot. Yeah, it's like there's the ecological cascade, which is like the flow of energy between things based on how things interact with each other. So that's important. I would say like he can maybe incorporate both facets of pathway and transformation of energy matter, and information flow and exchange and storage. I think those two can be incorporated into one.

**Megan Roberts 24:24**

Okay.

**Respondent 6 24:25**

Yeah.

**Megan Roberts 24:27**

Okay, cool. Thanks. Okay. Have you ever heard about vision and change before this?

**Respondent 6 24:34**

Actually, no, I did not I because when I went through, I went through your what you what you said or what you sent me, and then I saw the link there but I kind of forgot about looking onto it. And then I went through the questions and I saw this question and I was like "oh, what is this?" and I went and I looked and I Yeah, I remember that. I spoke to it with Angelique for a little bit, but I never really, you know, realized It never went in, I suppose. So then actually looked and I researched it a bit. And I do agree with it. Like, I think that people need to understand why things happen, and then why you need to know the information, what's the application of it afterwards, you know, and that'll make a will make it a lot easier. So, I think this is a good incentive. Yeah.

Okay. My next question is, what do you think the barriers to changing a first-year curriculum will be?

Yeah, so this is actually quite a difficult one, just to kind of phrase it, I suppose. Because the thing is, I think the big barriers would come from the instructors, instructors and the lectures themselves, and not so much from the students. Because if you go into university, you don't know what to expect at all. So don't think that they would necessarily know and resist the change of a specific curriculum. Whereas with the instructors and the lectures, I think that, you know, passion plays a big role here as well. So, a lot of lectures, have been teaching a subject for many years, and they have, like, an extremely amazing passion for certain things. And they understand the process well, and they know where the knowledge is applied. But that's not necessarily given across. And I think, to suggest to someone that has done something for a long period of time to change, that's going to be a bit difficult, you know? Yeah, I think the big barrier would be more. Also, not the institution itself, it might be a bit from the institution, because like, the arguments might come up where, where, people might say that, you know, that the old curriculum is a tried and tested method, you know, we know exactly where the weak points are, we know how it works. It works. Okay, and with the new one. They don't really know if it if it includes enough information, you know, does it actually help the students later on. But I feel if you incorporate the weaknesses of the old curriculum with, like, the advances of the new one, then then people will be more likely to open up and to understand why this is needed. You know, because there is there is a lot of issues with students even finishing their undergraduate degree and not knowing what to do with it. You know, they get this undergraduate degree, and then they're like, okay, but so for instance, with microbiology, a lot of folks go do microbiology, they get a degree in microbiology, and then they're like, okay, but what do I do now, you know, and then they apply for a job in a lab, because they think that that's what they need to do. And then when they get there, then they have no idea really what to do. And then the company needs to train them, you know, because they never thought of what can you do with the knowledge that you have? And I feel if you if you incorporate, like those aspects in like, with the motivation of why this is a good idea, I think that'll help. Like, kind of try and resist the barriers, I suppose. Yeah.

**Megan Roberts 28:39**

Okay.

**Respondent 6 28:40**

Yeah. Does it answer your question?

**Megan Roberts 28:42**

Yes, it does. It also sort of answers my next question, which is, do you have any suggestions as to how we might overcome the barriers?

**Respondent 6 28:53**

Yeah, there was a thing that I realized recently because so how it came to me being able to lecture is my supervisor, he went on a sabbatical. And then he provided myself and one of my other colleagues that opportunity to lecture some of his courses, because he wasn’t here. And by doing that, we're kind of realized it's a lot easier for us to change, like the content in the work and things because we haven't been teaching it at all, you know? And then I thought was this answer like it would be. I feel advisable to incorporate younger lecturers and students into the lecture thing. So, for example, you have a lot of demonstrators that have been demi-ing in practicals for years, and maybe to incorporate them into letting them teach maybe one or two of the lecture sessions that I feel would help and ease the process of transformation because they have a new way of stating things, they, they understand more what the students are going through. So, they know how to explain different concepts in a way that, you know, is understandable to someone that is haven’t been in the field for that long. You know, so I think incorporating young is a difficult word to use, but I say more people that haven't been walking in the lecturing shoes, you know, I think in incorporating that would help a lot.

**Megan Roberts 30:38**

Okay, then my next question, what kind of resistance? Do you see what lectures have if this change is being introduced?

**Respondent 6 30:54**

Yeah, so the resistance, I feel would be… because, okay, so one of the parts is that I feel they would resist if a specific course, or a specific topic is cut out. Because, you know, when you have been lecturing for a long time, and this is just I haven't, I don’t have that, that experience, but I have seen how people react to certain things. And yeah, it those, they all lectures that I've been teaching a certain subject for many years, they're very passionate about that. And they, they have a strong feeling that people need to know the specific area and the specific subject field. And to change that now, it's going to be difficult because they, they now need to change their way of doing things I suppose. And yeah, they need to start incorporating different things that they might not be comfortable with, different ideas and concepts that they might not be comfortable with. And you know, if you put someone outside of their comfort zone, then usually people resist a little bit. And then there's also this issue. So, this is this is not based on different institutions, it's not all over the world. But in many institutions, the lectures are a little bit overworked, because they do, they have lecturing things that they need to do, and they have projects running, and they need to supervise students and all of that, then it's a bit difficult to start a new course or a new lecturing way, because they may need to put time aside to go and research these new things and make sure that everything is fine. So, I think it's the resistance might not necessarily be because of the content of the work, but might be because of the time available. Yeah.

**Megan Roberts 32:57**

Okay. So, my next question is what could potentially be a good selling angle for us to motivate people to be willing to take part in the change process?

**Respondent 6 33:12**

So, I thought here that, you know, if you do like a preliminary rollout, maybe, like you're testing this out in certain universities, I think from that, it might be good to, to kind of, if you see how it works, like, two students do better in a certain course. What happens, and I think that would be a good starting point to kind of motivate people to get on board. Because if there's evidence of something working, then the resistance would be less, you know, yeah, because many of the lectures they are in, in the, in the field of science, I mean, all of them are, and they want evidence of certain things, you know, so if you know that it works, or you can motivate well enough that this, this would work, I think that would be a good selling point. And also, to open up discussion sessions, you know, so just to kind of get this idea flowing, so that lecturers and colleagues can speak to each other in their own private time, you know, and then, you know, that would kind of reinforce it in a way to see that this is a good idea because a lot of times people aren't comfortable when presented with a change, but when you discuss it with friends and colleagues and things then you become more comfortable with the idea. So I think with the discussions, it will help a lot just to kind of open up the idea and exactly state to people. What is the reason for this, you know, so that your assumption that you make of why we need to change This curriculum, for example, that the assumption is reinforced by what it is actually, you know, a lot of people, you have that situation where you assume again, I know exactly what's going on, then later you find out the reason behind it, it's actually completely different. You know, and you were resisting because of the idea that you had. But then when you heard the actual plan and the actual idea, then you then you realize, Oh, this is actually a good idea, you know, but I think, you know, just to explain the importance of changing this and why it's needed is a good turning point, yeah.

**Megan Roberts 35:36**

Okay, so my final question, how important do you think hands on practical sessions are for a first-year plant science course.

**Respondent 6 35:51**

It's, that's a two-way street, I feel. So, it's good to have a hand on practical, I definitely think it is valuable. But at the moment, where we are, I mean, the quantity of students that we have in a first-year practical is ridiculous. I mean, you can't spend enough time on each individual person to really help them out. And it's also so rushed. I mean, when I was in first year, I remember that the practicals. For chemistry, for example, you had three hours to do a specific, practical, and it was so rushed, you, I never had the time to really understand why I'm doing something, I kind of you just follow a recipe. So, I think with smaller groups, definitely, I think that's a good thing, or even less practicals and more tutorial. So in the sense of way, you split, instead of having two practicals a week, you may be have one practical with a smaller group per week, or one practical every two weeks, but then that practical is you know, more hands on real understanding practical, instead of just, you know, you need to quantify a specific quantity of something in a plant, you know and write a report on it, because that's just, it's just, you know, you're rushed to finish it, because you want to get a good mark, and continue, you know, instead of being present in the practical, and really being like, Oh, this is really interesting. You know, so I think I think, yeah, practicals be good, but smaller groups? And if it can't be smaller groups, then I don't know if it is actually valuable.

**Megan Roberts 37:40**

Okay, do you have any suggestions as to like practicals that we could run or specific skills that you think are particularly important to teach first years?

**Respondent 6 37:58**

I think, like practicals, what that would, I feel would work out is if you So, yeah, okay, so let me take the second-year example where, I think it's, we have five themes in the second-year botany. And then each theme has about three practicals in it based on the work. And what I think would be more fruitful, is to have maybe a practical that is based on like each theme. So, then you have maybe five practicals instead of I think there is now 12. So have five practicals of say that span across a few days. And then in that you are reinforcing one basic concept of the theme. And I feel that that practical should maybe be more applied on something in the real world, you know, like what you studied in a theme? How can you apply that in the real-world setting? So doing a practical in that sense where you will, maybe you can, you can put a scenario out there. For example, you can say that you are now a botanist working for this company, and they are recruiting you to do this situation or this thing. Here are all the reagents and things that you need. How would you go about solving the problem? You know, so then you guide the students through a process of thinking. So how would they collect samples? How would they do these things? But it's a more, you know, practical based hands-on experience, instead of just, you know, a mass practical where everyone needs to do microscopy, and get it done and over with. No. Yeah, I think the practicals applied in the real-world setting would be really That would really work well.

**Megan Roberts 40:02**

Okay.

**Respondent 6 40:04**

But it did. Yeah, I suppose it would be really difficult. I mean, there's so many students are like, in the botany, there's less though, just because I think people didn't know a lot about it. But I mean, if you if you look at genetics, or if you look at chemistry, it's like 800 to 1200 students per group. And it's just, it gets ridiculous. I mean, you can't have so many students and give enough attention to everyone. It's just too many. Yeah. And the thing is also to incorporate I feel, to explain to first year students or even like, the students in school, that's going to go to university, how if you do, for instance, if you want to become a geneticist, then you don't necessarily need to only study genetics to do that. I mean, you can go into Plant Sciences and take genetics as subjects, you know, and then you can later on develop your skills from that and to explain to students that after your three years, you don't necessarily need to go and work in a company, you can go further and do your honors and your masters. And then what that means, you know, it's not just, it's not just studying, you know, what, what does an honor student do? What does a master student do? You know, that is more, I feel. It's like a work-based study situation. So, you are working in a sense, but you are really still a student. So, it's like the, the best way of, you know, learning and teaching yourself what to do, and what's going to be expected of you in the real world. And I mean, I did not know in first year that you can go and do an honors and a masters and a PhD in science, I never really thought about it, because nobody really mentioned it to me. And yeah, I think the flow of science and how it works, needs to be communicated more because usually, I remember when, when we were in, in grade 11, there was a university group that came to our school, and they discussed a lot of medicine and, and they had law there. So, then they explain exactly what you're going to do. And what can you do later on. That was fascinating. And that's why I wanted to go do medicine in the first place, because I was like, Ah, you know, you can become a doctor and you do these things. So, you know what to do? And then only later on realized that, you know, there's lots of other stuff to do. Yeah.

**Megan Roberts 42:44**

Okay, well, that's Thank you very much. That's it from my side from questions. Is there anything else that you would like to add or any questions that you have for me?

**Respondent 6 42:58**

So, what's the process? Now, after this, what are you going to do with all of this information?

**Megan Roberts 43:04**

So, I'm going to code thematically. I'm not sure if you remember my honors project. So, I'm going to code it in a similar way to that, and we're going to run some stats on it. And then we're going to probably have to have another meeting with everyone, depending on how that comes out. And then you guys will get a report and anonymous, obviously, so and then you'll have the opportunity to read through what everyone else said. And then you can make comments or changes or anything like that, and then we'll take it further from there.

**Respondent 6 43:48**

Okay. Okay. That's cool. Yeah. But then what, what, what, what's your idea behind this? Like, what do you feel is a big thing lacking and why people don't do Plant Sciences?

**Megan Roberts 44:03**

I think it's a lack of, I think people don't do Plant Sciences, because it's a lack of interest. And I think it's because they don't really know about us. And even for myself, I was very lucky that I grew up in a home with my dad is a geologist. So, he's very sciency. And we've always, you know, everywhere we go on holiday, it's always been look at the rocks, look at everything. Look at this, you know, we were brought up that way. Science was a very big part of our lives. And even for me going into first year, I wasn't doing Plant Sciences in my first year. And I stumbled across it by accident. So even for someone who grew up in a home that was very sciency and always has been very interested, interested in nature, it wasn't really anywhere. on my radar, and I think that that plays a big role. Like, we need to get it out there that it is a thing and it's interesting and it's Yeah. And high school plant sciences is boring as well. Like, yeah, it's I hated high school plant sciences, I really did,

**Respondent 6 45:17**

Hmm. Yeah, because it's not something you know, it's been taught for so many years the same thing. It's not applicable anymore. Things change.

**Megan Roberts 45:27**

Yeah, they do change. Yeah.

**Respondent 6 45:30**

No, cool. Okay. All right. Yeah. But that's, that's what I have from my side. Yeah. If you're, if you need any more comments or things, let me know.

**Megan Roberts 45:42**

Okay. Oh, thank you so much.

**Respondent 6 45:45**

All right. Thank you for arranging this. Um, I am happy to see what's going to happen with this.

**Megan Roberts 45:52**

Thank you for your time. I really appreciate it.

**Respondent 6 45:55**

Anytime,

**Megan Roberts 45:56**

Okay, thank you. Have a good day. Okay.

**Respondent 6 45:58**

You too