# Respondent 8 Interview Summary

## Question 1 (1, 11, 12, 9, 4,

* Senior management yes, don’t see the value in the experiments going on the experimental farm especially if there are no people involved
* Students, not so much, at least in the agricultural side because they know what they are getting into if they are choosing to study agriculture
* Students are uncertain about job opportunities if they follow a plant science degree
* The general student body probably has a plant blindness issue and in school children and probably the general population as well
* Management might be blinded by the need to make money, they can do a lot with the experimental farm that can make money for them and it’s a good investment but in the process, they destroy valuable research facilities and areas for plant and crop research, they don’t make the connection between that and the research that will make food available for them in the future

## Question 2 (1, 8, 6, 9, 13,

* Yes, but not necessarily to do with the plants
* Schools lack good guidance in terms of the different degrees you can take in university and tend to concentrate on the higher paid more well-known jobs
* There is a lock of introducing plant-based degrees to people and then also what you can actually do with the degrees in terms of job opportunities
* Also, a lack of understanding what the degrees actually entail which makes them less appealing
* Parental pressure on students is also an issue, often because of the stigma of success around certain jobs and the income they provide
* Agricultural schools also pose an issue in that the students love agriculture but they are given the wrong advice and so take the wrong subjects and such and then can’t come to university because they have the wrong subjects and so on.

## Question 3 (3, 7, 11,

* There needs to be a compromise between the two
* You need to cover certain topics in terms of the narrow approach but not necessarily leave out some broader topics
* What’s important is that you consider what builds on the module in second and third year
* In terms of incorporating agriculture, most of the content is already there it just needs to be linked better, we could be using more agricultural examples and linking these to daily life
* Soil science needs to be included, and students needs to understand the process of photosynthesis and crops producing sugars and so on

## Question 4 (2,4,12,6

* Need to consider who the students in your class are and what they will need in their second- and third-year subjects
* They need to have the basic knowledge to be able to apply it
* We need to find out what’s happening in the modules running alongside BOT so we don’t necessarily need to include everything because some of it might already be being covered in the other modules
* Pathways of transformation and structure and function and systems
* Information flow can maybe come a little later on

## Question 5 (2,3, 14

* Process of science they will hopefully get throughout first year
* Interdisciplinary nature of science isn’t something that needs to be instructed on but maybe something they just need to be made aware of, we just need to link things better
* Integration of science and society is more important because it shows how plants link to their daily lives
* Communication is important but they can do this later on
* Collaboration is hard because there will always be stronger and weaker students in a group which can cause issues, so maybe not in a first-year level
* Understanding and interpreting data is something they should know from school so we shouldn’t need to reteach it but rather just refresh on it
* Quantitative competency can come a bit later since they will have to do it later on anyway
* Top two: integration of science and society and interdisciplinary nature of science

## Question 6

* Competencies: understanding and interpreting data and quantitative competency
* Concept: information flow

## Question 7 (1,3,

* Yes, from Prof Uno
* It can be a good guide; it makes sense to use it that way

## Question 8 (2, 9, 5,

* For lecturers who have been teaching for a long time, the change can be hard to adapt to and get used to in terms of new terminology and such
* The unknown is scary, it takes time to think about things and put them into practice
* Changing is hard at a university because of all the different opinions, what might happen one day will change and then it’ll go back to the old way in 3 weeks’ time
* Will the what’s taught in the new BOT still be relevant in the higher up modules or are they going to leave something out that someone else will now have to teach
* Need to link what’s going on in other modules to what we are doing in BOT

## Question 9 (8, 1

* Convincing older lecturers to try and take on something new can be difficult
* How can we convince people that the change is going to work and that they will be able to cope with the new way of thinking and presenting the module?
* Certain staff members may want to focus more on the research than the teaching aspect

## Question 10 (4,5,

* People might be keener on the idea when they see its working and have a positive effect on the students
* We also need to alleviate the pressure on lecturers, second semester is a busy time in terms of modules and hons students that are handing in so getting someone to help out with the work load would be helpful.

## Question 11 (7, 4

* Doing it under the current circumstances is hard because a lot of people are demotivated and feeling very negative in general because of the covid circumstances
* Unfortunately, there is no financial incentive one could offer but even so a lot of people wouldn’t take this on
* Showing people, the potential about what can be done and how it can change, basically marketing the module to the staff members might encourage more people to get on board
* I think the change is good, especially the way they want to do the practicals, especially getting people to do things themselves
* Hands on pracs always get very positive results

## Question 12 (1, 5,3

* Can’t go without it
* It always gets a positive response, especially if they can be shown the application of what they are studying in theory
* Using the experimental farm for pracs is a good idea, it’s close to the university and easily accessible to all the students and there is lots of opportunities to introduce them to things they are doing in class
* Pracs like this can be fun to do and quick and easy as well