Respondent 3 Interview

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**SUMMARY KEYWORDS**

plant pathology, science, plant, disciplines, concepts, cover, incorporated, module, question, students, information, lectures, wonderful, competencies, ultimately, lack, degrees, practical, exposed, laboratory

**SPEAKERS**

Megan Roberts, Respondent 3

**Megan Roberts 00:01**

Okay, thank you so much for agreeing to participate. Um, so basically what I'm going to do is I'm just going to ask you a couple of questions, just get your opinion. And then yeah, that's pretty much it.

**Respondent 3 00:19**

No, problem.

**Megan Roberts 00:20**

Okay, so my first question is, is plant blindness or a lack of interest in plants a problem in your institution?

**Respondent 3 00:33**

Yes, it is definitely a problem in my institution.

**Megan Roberts 00:37**

And why would you say that?

**Respondent 3 00:42**

Because there's a, a lack of enrollment in undergrad already. So that leaves a ripple effect there is a lack of plant knowledge and an abundance of plant blindness.

**Megan Roberts 01:07**

Alright, so you would agree with the statement that you have issues getting students to enroll for your plant science degrees?

**Respondent 3 01:18**

That's correct

**Megan Roberts 01:20**

Okay, do you have a reason? Why you think that is?

**Respondent 3 01:25**

I think it's, um, I just think it's a lack of exposure, already in secondary school already. They're not exposed to these degrees sufficiently enough to be aware of these degrees and know enough to enroll for these degrees.

**Megan Roberts 01:49**

All right, so you think it's basically just a lack of knowledge about the degrees?

**Respondent 3 01:58**

Yes.

**Megan Roberts 02:00**

Alright, um, do you think that this is a big problem?

**Respondent 3 02:08**

Um, yes, I think it's a problem. Because ultimately, especially in my field in plant science, or plant pathology, ultimately, our goal is to produce more food. So that covers a lot. So, from food security, to community development, to employment to food safety, etc.

**Megan Roberts 02:38**

All right. Okay, wonderful. Thank you. So, my next question to you is, do you think a first-year plant science module should have a narrow approach covering a few concepts in detail, or a broad approach touching on multiple concepts within the field?

**Respondent 3**

broad approach on tackling as much as possible on the different fields, but also not too little to not spark an interest within the students.

**Megan Roberts**

All right. Can you explain that a little more for me, please?

**Respondent 3**

Instead of the module, focusing on two disciplines within plant science, the Module should rather focus on five disciplines within the module, because within Plant Sciences, they are not only the two disciplines, they are five disciplines. Alright, so yeah, it would be a good way to expose students to the different fields within plant science and it being a plant science module especially. So first, year. It should they should at least be an introductory lecture for each of the disciplines.

**Megan Roberts 04:13**

All right, wonderful. Thank you. Okay, did you have a look at the interview guideline that I sent you?

**Respondent 3 04:22**

Yeah, yes. I had a quick squizzy.

**Megan Roberts 04:25**

Wonderful. So, my next question to you is, which of the following concepts Do you think should be incorporated into a 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 those in the chat view if you'd like?

**Respondent 3 04:55**

No problem. I put them in front of me. I'll say evolution, yes. Pathways and transformation of energy and matter, yes. The information flow not so much. And I would say concepts within the different plant science module should also be incorporated.

**Megan Roberts 05:26**

Okay, so why would you not want to put information flow exchange and storage into the model?

**Respondent 3 05:34**

Um information flow exchange and storage? What information are you talking about?

**Megan Roberts 05:45**

It can be things like genetics, how information is processed by organisms

**Respondent 3 05:57**

Such a concept could fall under the evolution concept. Hmm, you see, so your I don't really get the information flow explained in storage. And if I try and think in it in a plant science view, what information you get it?

**Megan Roberts 06:17**

Yes.

**Respondent 3 06:18**

Because in the end, it's just products being produced and stored?

**Megan Roberts 06:23**

Yes.

**Respondent 3 06:25**

So, it's not really information. So no, I wouldn't say that concept should really be incorporated.

**Megan Roberts 06:32**

All right, and your reasons for adding evolution?

**Respondent 3 06:39**

That is a concept that is carried throughout your studies. Any applies to not only a plant science field, but too all, too many fields? And also covers what is your bare necessities, your basic building blocks needed to explain genetics.

**Megan Roberts 07:06**

All right, thank you. My next question is which of the following threshold competencies Do you think should be incorporated in a first-year plant science module, the process of science, the interdisciplinary nature of science, integration of science, with society, communication, collaboration, being able to understand and interpret data or quantitative competencies?

**Respondent 3 07:43**

I'll say A, B, C, D, E, and F. G. I'm a bit skeptical about

**Megan Roberts 07:55**

Okay if you have to pick your top two of the ones that you would want to incorporate, which would they be?

**Respondent 3 08:06**

I will say the integration of science and society and the interdisciplinary nature of science,

**Megan Roberts 08:13**

why would you pick those two specifically?

**Respondent 3 08:18**

In the integration of science with society, you covering your communication already from there and also ultimately, you like to communicate your findings to society in a way that they'll understand and can ultimately benefit from your, let's say Master's PhD project, and then the interdisciplinary of science. Yes, science is not only one to one field, plant science is not only medicinal science, it incorporates many different disciplines, and which each, it stands disciplinary plan signs on its own. Never mind just the nature of science.

**Megan Roberts** 09:06

Okay is there anything on those two lists that you would like to add that's maybe not there with the quantity for the concepts, competencies?

**Respondent 3** 09:24

For concepts also, I'll cover in the specific jargons that fall under plant science. All right, but some introductory jargons let's say the plant science language.

**Megan Roberts** 09:45

Yes,

**Respondent 3** 09:47

That stood out, so would have to go in there and now on the one hand for competencies is already the understanding interpretational data.

**Megan Roberts 10:02**

Okay, wonderful. Thank you. My next question to you is have you ever heard of vision and change before you read the information?

**Respondent 3 10:16**

Um, yes. Yes, I have.

**Megan Roberts 10:22**

Okay, where did you hear about this?

**Respondent 3 10:26**

From the University, maybe from each vision and our department vision? And then you know change is inevitable.

**Megan Roberts 10:41**

Yes.

**Respondent 3 10:42**

So, it’s inevitable

**Megan Roberts 10:45**

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

**Respondent 3 11:06**

I don't think there should be any barriers.

**Megan Roberts 11:10**

All right.

**Respondent 3 11:12**

I don't think... No, no, I don't think they should be any barriers

**Megan Roberts 11:20**

All right. And so, resistance from lectures or students? Do you think there would be resistance to this change?

**Respondent 3 11:31**

I don't think there will be resistance it will be more a kind of situation where the lecturers within the different disciplines would want more of their specialty in the module, Incorporated, yeah, like if I get, I want to just speak to them for five minutes I would rather have a full lecture for them and five minutes in telling them of plant pathology

**Megan Roberts 12:05**

Do you have any suggestions as to how we could maybe overcome that resistance?

**Respondent 3 12:13**

I'd say make it fair. If you have if you have five disciplines and you have 25 lectures, five lectures for each discipline

**Megan Roberts 12:26**

All right,

**Respondent 3 12:26**

I mean what do you as the lecture within the discipline want to put through to the students it’s what you want to do, you can put a lot of things in there let them point of amount of time. Or you can put a few important things you know a lot of time to make sure the students understand or etc.

**Megan Roberts 12:51**

Okay, which of those two would you prefer to do if you are going to be giving five lectures?

**Respondent 3 13:03**

I prefer introducing the different specialties within my discipline. Like under plant pathology, they seed pathology, there's mycology, there's bacteriology, there's etc., etc. So, I would try to cover the introduction of these different concepts, at least over the five lectures, instead of speaking of one concept, or one does specialty within plant pathology over the over those five lectures

**Megan Roberts 13:35**

All right, wonderful. Um, okay, so my final question to you is, how important do you think hands on practical sessions official plant science course,

**Respondent 3 13:49**

Utmost importance. Utmost. Very, very important.

**Megan Roberts 13:54**

All right. Why would you say that?

**Respondent 3 13:59**

learning with the hands on an exposed physically with your hands in your eyes, in your senses to the things compared to a book you can’t compare it. And if you cover everything in the theory side, and you cover everything in the practical side, and then at least you give students who are stronger theoretically a chance, and also students who are stronger practically and not theoretically also a fighting chance.

**Megan Roberts 14:35**

Do you think that it could help with interest?

**Respondent 3 14:38**

Yes, it could also spark interest would definitely spark interest into the plant sciences to cause the reading of an experiment. And looking at a video of an experiment being done, and you physically doing the experiment, it's totally different, it’s totally it’s different. So, the hands-on sessions, practical sessions, so it's a must.

**Megan Roberts 15:09**

Do you have any suggestions as to practical’s that we could potentially implement?

**Respondent 3 15:23**

I can't say so off my head, it depends what disciplines will be covered in the in the theory side because it has to go hand in hand, your practical can't run on its own in its own direction in your theory and its own direction, no, it has to run parallel.

**Megan Roberts 15:43**

Are there any specific skills that you think would be important to pass on in a practical session, regardless of the content?

**Respondent 3 15:53**

I'll say definitely laboratory skills and laboratory safety, because you're going to use that throughout into your post grad if you're going into postgrad. So definitely, laboratory techniques, and laboratory safety.

**Megan Roberts 16:15**

Okay, wonderful. Thank you so much. Do you have any thing that you would like to add or any questions for me?

**Respondent 3 16:24**

Um, no, ma'am. No none at all.

**Megan Roberts 16:28**

Okay, then, I'm going to stop recording.