# Respondent 18 Interview Summary

Field of Research:

## Question 1

* Yes
* In terms of recruitments and what students believe botany entails and how it applies to daily life and the functioning of society
* I think it is a problem
* We often have to put in extra effort to show people why they are learning what they are learning and what the point is

## Question 2

* Yes
* Usually, our students pick zoology over plant sciences
* This affects the number of students we have at second year and also the number of applicants we have for honours
* I think people are more aware of what zoology entails and how it can be applied to everyday life
* PS is just easily taken for ranted
* It takes some convincing to show students that we need plants and that there are career opportunities in PS

## Question 3

* Both
* Narrow approach allows them to grasp basic concepts within PS and this is important
* But they need to be exposed and made aware of how applicable the information is
* There needs to be a bit of both so they can relate what they are learning in the narrow approach to whats happening in terms of evolution and the uses of these plants in everyday life
* Maybe stronger on the narrow approach to make sure the basic principles are instilled
* Eventually the inofmration that they are learning will need to be used to solve real life problems which is why we need a multidisciplinary approach to things

## Question 4

* All of them but not to the same degree
* Evolution might be a bit advanced
* We can try explain relationships with information flow
* Top two: structure and function pathways
* Evolution and systems might be a bit advanced
* Information flow can be covered in structure and function

## Question 5

* Ranked as the following:
* Process of science (top one)
* Integration of science (top two)
* Interdisciplinary
* Communication
* Quantitative
* People need to be introduced to the quantitative side of things because it is a big part of the scientific method
* They need some basic concept of doing stats and looking at data
* Communication develops bit by bit as they develop in their studies
* Collaboration shouldn’t take priority
* People need to know why they are doing what they are doing and what makes it important

## Question 6

* Evolution, it could be introduced but not advanced
* Collaboration, its just not a priority like the others should be in first year

## Question 7

* Happy with the concept
* Should be mindful of the load of information, how much do the students actually remember? Is it worth giving them such a massive load of information?
* Should be trying to instil as much as possible not teach as much as possible
* Should be creating botany ambassadors even if they move away from the field

## Question 8

* Don’t think there are many
* Need a way to appeal to new recruits in terms of interest
* Make it appealing, relatable, technology inclusive
* The lecturers may need to do some catching up on what is recent if this is going to be implemented
* Accredited modules will need to be reaccredited by whichever organisation like SAAB or SANBI

## Question 9

* Interview industry stakeholders before the change so that you know how to approach the change in a way that aligns with their needs

## Question 10

* People involved with the module that may be challenged
* Could be a lot of extra work and extra hours
* Creating an incentive would help with this, so it doesn’t feel like they are doing an extra job at no cost or reward
* Doing interviews helps to check the standard

## Question 11

* Students wouldn’t have resistance
* Online teaching might restrict the access you have to the students
* Can use YouTube and LabStar for pracs
* Creating an incentive for staff members is helpful

## Question 12

* Can’t go without pracs
* Easier to remember something if you have experienced it
* There are ways to get around online learning
* Could be cool to introduce a prac that shows how a change in an environmental factor affects a plant