# Respondent 4 Interview Summary

## Question 1

* Yes
* Plant sciences struggle in comparison to get students to register for subjects compared to animal sciences

## Question 2

* Yes
* Students more interested in doing genetics or micro
* First and foremost, most of them want to do meds or vets
* Typically go into genetics or micro with an animal focus when they don’t get into vets or meds
* Only once we have grabbed their attention do we get students
* Lots of potential reasons; upbring, exposure to plants, teachers in HS making botany boring, public perception of success if you are a vet or a doctor

## Question 3

* Broader approach
* Expose students to role plants play in society, ecosystems, food security,
* Need to touch on a number of aspects and give them a basic foundation
* Later on, you can build on that and go into more narrowed down detail
* Would hopefully help with interest levels, part of the issue here is people down understand the importance
* Don’t understand that most of what we use is made of plants and we really need them for survival
* If they get an appreciation of how fascinating plants are it could grab their attention

## Question 4

* Systems, shows how everything links together
* Structure and function and evolution are important
* Pathways and information flow can move to later levels, its too narrow for a broad approach
* Top two: systems and structure and function, will give a good enough foundation to build following years

## Question 5

* The first three and communication
* The last ones move into a deeper understanding of science
* Collaboration isn’t something first years need to know
* Process of science, they need to understand because they are going into a science field, it is a foundational issue
* To keep interest, we can show them that different fields and disciplines are interlinked and thats where the interdisciplinary nature of science comes in. this is very important
* Plants and society go back to keeping their interest
* Communication could move to a second-year level, in first year they are not at a point where they have to communicate their own results but they should be able to communicate why plants are important.
* Comms can probably go on later levels
* Collaboration isn’t something a first year needs to know
* Data is done in very basic format but I don’t think its something that needs to be focused on in first year and that same with quantitative competency
* Top two – interdisciplinary nature of science and integration with society

## Question 6

* Collaboration and quantitative competency
* Information flow exchange and storage, and pathway and transformations

## Question 7

* Yes
* Heard about in various documents and policies, corporates have vision and change
* Good way to change the module, vision gives you something to aim at and to work towards a specific question
* Change is how you’re going to get there, what you’re going to do to achieve the vision

## Question 8

* The amount of work involved, academic staff are already overloaded
* No barriers in terms of the principle behind in, thinks the dept is keen to do it
* Older more stuck in their ways staff might not want to change things
* Think there is definitely a shift in our dept and globally to wanting to change the way things are done

## Question 9

* To get around the workload we could maybe have teams so that the workload is spread
* Changing stuck in their ways people could maybe be helped by small group discussions and trying to win people over by showing them arguments in favour of change but avoiding confrontation.

## Question 10

* Might not want to change if they have been doing it for many years
* Amount of work
* Don’t see any resistance to the actual idea of changing

## Question 11

* Increasing the number of students which will lead to a stronger department making it easier to get research funding and investors into the department which will eventually benefit everyone.
* More students in research means we can have bigger programs running,
* Long terms focus
* Don’t foresee issues from students regarding the change

## Question 12

* Very important, for all sciences but specifically ours.
* Practicals should be based on what is done in the main curriculum
* Learning things in theory is one thing but when you see it for yourself it really sinks in.
* Visual skills of identification but then also the cognitive skill that comes in and matches what it looks like with its function then linking that into the system in someway
* Plant morphology could be a good one,