# Respondent 19 Interview Summery

Field: Plant taxonomy

## Question 1

* Yes, students more interested in animals and insects
* Plant taxonomy especially low interest
* More mature students have more interest and see the opportunities to link with other subjects
* Misinformation is part of the problem
* Plants not treated well in high school

## Question 2

* Yes
* In lower levels they take courses because it is compulsory but the higher levels where it isn’t there are very few to know students taking some courses
* Firstly, they are not interested
* Secondly, they think it is difficult so they don’t want to do it
* Also, a field-based subject, students aren’t interested in going into the field

## Question 3

* Broad approach
* Expose students to the lines of research in the field
* If students don’t go into plant biology in later years, they should walk away knowing the basics of everything
* Could help spark interest
* Need to use lecturers that are the best at expressing themselves and drawing interest so we can grab the students
* Should be using the best lecturers to teach first year

## Question 4

* This depends on what else is taught in the first semester and the first year
* Not necessary to redo anything that has already been done in other courses
* Evolution is important so students see the bigger context of where we come from
* Structure and function should be touched on but is properly better for higher levels
* Pathways and transformations fit the bigger picture
* Top two: evolution and pathways and transformations
* The second is boring but you can make it interesting
* Need to keep an eye on how the students will perceive the course, they need to find it interesting

## Question 5

* Process of science is most important
* Understanding and interpreting data is higher level
* Others are all more topics of discussion but not highly important
* Integration of science can show students the value of science which can also help catch their interest
* Top two: Process of science and integration of science and society

## Question 6

* Structure and function can be kept for later
* Interpreting data and quantitative competency

## Question 7

* No
* Looks like a good guideline but has limited information on it so doesn’t feel strongly about this

## Question 8

* Lecturers may not want to change their courses from scratch
* People aren’t given time to adapt and change they are just expected to change and not given time to prepare
* Don’t see an issue with the students because they won’t know the difference
* Changing the course will have a ripple effect, you may need to change the others higher up
* The whole curriculum needs to make sense as a whole

## Question 9

* We need to give them more time and mitigate the pressure
* Lecturers have a lot to do, academics, research etc, they are under a lot of pressure
* Taking away something while adding something would be more fair

## Question 10

* Could help if someone drives the process and involves everyone
* See points in Q8

## Question 11

* We should be attracting more and better students towards postgraduate study
* We don’t want people studying plant science just because they have no other option

## Question 12

* Absolutely necessary
* The more prac sessions they have the better
* It motivates the students and they enjoy the practical sessions
* Can focus on the basic things, learning how to draw basic drawings with scales and labels. How to use a microscope and a pipette
* We are missing this at the moment with eLearning