# Respondent 5 Interview Summery

Research: focuses on abiotic factors that affect plant development and growth

## Question 1 (1, 4,7,6,8)

* Yes, but also a general issue in South Africa
* People don’t consider how important plants are in their daily lives
* Have enrolment issues in the department
* People view plants as static objects
* People don’t understand how complex and incredible plants are and that they aren’t static

## Question 2 (1, 5, 9)

* An issue in undergrad
* Not an issue in postgrad but these people have already found an interest in plants
* This is potentially because students don’t understand the importance of plants in day-to-day life

## Question 3 (1, 4, 10, 11, 12

* Both
* Want to introduce students to all the different aspects of plant science before they start specializing
* Focus on key concepts in each field so not to overload them with theory
* Plants are a very broad topic

## Question 4 (3, 4, 10, 11)

* Evolution should be all the way through
* Information flow is important
* Structure and function are an important baseline for the rest to be built on
* Evolution is important because it is a controversial topic in the world and more people need to understand what it proposes
* Top two: information flow and structure and function

## Question 5 (1,2, 13)

* Process of science is very important
* Interdisciplinary nature of science is important because it will help them connect the dots between what they are learning in plant sciences and their other subjects
* This might help them study their other subjects
* Integration of science and society is important because it shows them why plant science is important
* Making it personal can encourage them to study plant sciences
* Collaboration and communication are key, especially in network-based research
* Top two: process of science and integration of science in society

## Question 6 (5,7)

* Systems, that’s higher level and will be easier to teach when you have the basics
* Quantitative competency, higher level that you can do in second or third year

## Question 7 (1)

* Yes, Angelique and Gary spoke about in when they first proposed recurriculating BOT 161

## Question 8 (2, 9,6)

* Changing the minds of older academics that have been teaching for years and don’t see an issue
* Making sure that the new structure fits with the second- and third-year modules and that the other modules can still rely on 161 for doing basics
* Students won’t have an issue with change because they’re coming in fresh, changing second and third year modules will probably have more pushback

## Question 9 (6,1,7)

* Make sure that lecturers who are involved in the course, are on board
* Younger, new lecturers might be easier to convince
* Use personal communication to find out what people’s concerns are and they to address them
* Make sure you communicate efficiently with others

## Question 10 (4)

* Don’t want to do more work, don’t have a lot of time as it is
* Lecturers are pushed to capacity and it would be a big ask to remake the class notes

## Question 11 (3, 2, 1.5)

* Show people that there is going to be a massive benefit to the change
* Better students in second year
* Make it easy to adapt to the changes proposed and give those implementing the plan a step-by-step plan (communication)
* Make them feel part of the process

## Question 12 (1, 3, 7,4,)

* Very important
* We have small enough numbers for it to be feasible
* Can inspire students to love science in the practical hands of sessions
* Certain students also learn better/more during practical sessions
* Keep pracs simple in first year
* Make them run parallel to the theory side of the module