# Respondent 2 Interview Summery

## Question 1

* Yes definitely
* Not for lecturers but students are very unaware of the general importance of plants
* There is a disconnect of where food comes from, as an example, and this is an indicator to me of plant blindness

## Question 2

* Not for honours modules no
* Enrolment for ecology modules is low, have to almost justify the existence of the modules because of this.
* People don’t realise career opportunities in the field, very science-based field, not a lot of opportunities other than becoming a researcher, not a lot of industries that clearly employ ecologists.

## Question 3

* Broad approach
* Sounds new and nice but also makes more sense
* Important that students still understand the basic tissues and organs, which is narrow, so maybe a combination
* Narrow approach doesn’t show students how plants fit into the bigger picture of the natural world
* Can be boring to just learn about certain things without opening their eyes to plants and linking it to other things like evolution and bringing in other disciplines
* First year module enrolment is high because it is compulsory but using a broad approach could help with later modules enrolment

## Question 4

* Evolution is great, it’s still a bit controversial so it piques interest.
* Pathways can be a bit boring
* My ideal module should be one that really piques interest, once that has happened then we can go in depth.
* Pathways and such are important but we don’t want to lose them early on.
* Evolution and information flow are strongly linked and the genetics side is exciting to many people.
* Structure and function are important, can’t really talk about plants without understanding that.
* Systems is also good to include
* Top two: structure and function and evolution
* Structure and function because it’s the very basics that they need to know

## Question 5

* Fine line between keeping the interest and boring them
* Process of science is important
* Definitely the interdisciplinary nature of science, shows them the bigger picture and what opportunities might be in the future
* Integration of science and society is important because it shows them why they are learning about plants and can address plant blindness, especially when talking about things we use that comes from plants.
* Understanding and interpreting data is important being a university degree, they need to have critical thinking
* Quantitative competency might be pushing it a bit for first year
* Top two: process of science and integration of science and society

## Question 6

* Competency to be left out: quantitative competency, too analytical too soon, collaboration and communication is out of the scope of first year knowledge
* Concept to be left out: pathways and systems, both can come later

## Question 7

* Didn’t know about it
* Good model, curriculums need to change constantly
* Hopefully the change will help preserve the planet
* Even primary and high school curriculums need to change
* It’s going to need constant adaptation
* There should always be room for change, changing with the times and the needs of society

## Question 8

* Time
* Lecturers are swamped trying to balance teaching, research and normal life with family and friends
* Daunting task to suddenly change all your lectures
* People can be set in their ways
* A lot of lecturers are probably aware that it is time to change, could even be refreshing for them to start sharing different knowledge
* Everyone needs to agree to change

## Question 9

* Make the changes compulsory, coming from higher up like the HOD or dean
* Would be good if changes were nationwide
* Changes should happen over a certain time period

## Question 10

* Time
* Students won’t have resistance
* Good idea to make sure there isn’t a lot of repetition between HS and first year otherwise interest would be lost
* Could be important to show them why it is important to change and start hinting at future careers

## Question 11

* Show lecturers that by making the change we won’t lose interest of students
* This way we will keep good students in plant sciences and get them through into PG
* Long term it will strengthen PG students

## Question 12

* Essential
* It keeps interest levels high as you see and learn new things
* Involves a bit of self-discovery and not just parrot learning
* Would be great if students could go out into natural areas, this would open a lot of eyes
* Would address plant blindness to a degree
* Students could go home and find a bunch of random household items and see what plant species are involved in the making of the items