

## Transcript of Interview with P4

Speaker 1 00:00

Yeah, hi, I'm [REDACTED]. I'm currently a software engineer at [REDACTED]. I'm here for 10 years. I'm doing GSoC for eight years, probably I've been mentoring, we started. I'm on behalf of [REDACTED] organization, right? Liberties of visualization library. If you don't know it, in the beginning, we started in the joint organization with [REDACTED] and the [REDACTED] where [REDACTED] served as an umbrella organization, you could say. But as we gain more and more GSoC students, it became obvious that [REDACTED] wants to split so that we take off some stress from [REDACTED] organization, right? I became an organization administrator.

Now I'm doing all the paperwork-related stuff, and also I'm mentoring as well.

Speaker 2 01:14

I'm very interested for your experiences. Firstly, I will briefly introduce our interview. In this interview, I will show the results of our previous survey, including your results and the overall results. I hope you can explain your options. I hope you can combine your personal experience to explain and please feel free to talk about anything you like, because all the data we collected in this interview will only be used in this study and keep anonymous. So please feel free. Let's begin. The first part is about motivation. In this part, We want to know what motivation do the mentors have to participate in GSoC you can explain your motivation,

Speaker 1 02:29

my motivation. There are basically two reasons why I do GSoC. The first one is [REDACTED]. I don't think it has enough contributors, meaning all [REDACTED] products or not all, but the majority of them depends on [REDACTED].

Therefore, if you would look at [REDACTED] community, you can find that like 90 % patches or even more are contributed by developers from our head, which means it has positive side and the downside.

However, I think that we could benefit more if we have more contributors and also more reviewers and stuff like that. So we suffer from review bandwidth having more contributors, and let's play that way.

The second reason why the GSoC is I find it satisfactory for myself. I love explaining stuff, I love teaching, I love mentoring. So that's another reason why I do it.

Speaker 2 03:54

Okay, so this is the reason why you strongly agree with the self-accomplishment and sustain of the project. I have a question. Do you notice that these GSoC students still contribute in your project after GSoC.

Speaker 1 04:16

That's something that I've been struggling with constantly. We only have very few cases where students did. They stay after GSoC candidate and stayed and contributed, even those like faded out after a year or even less. So it's only very, very few students that stay.

So I think part of it is maybe students were not that engaged with the community. They didn't get as much, probably. I can only speculate about the reasons there. Why is that the case? But yeah, so we don't really have. So I basically I'm failing in my first point, right? Getting more contributors. Yeah.

Speaker 2 05:21

I think it's very difficult. [REDACTED], do you have any suggestions for the organization to help them keep more GSoC students to contribute?

Speaker 1 05:43

Well, since I don't have a positive example, it's hard to give any of advice. But I think part of what might help, what's for this way? Like what might help is giving the student some not only credit for the work that's like no brainer, but maybe shifting some responsibilities onto them.

So they know that they're valuable to the community. If that makes sense what I'm saying. Because currently, I know it might be hard for them to like, no, I don't know how should I put it. So maybe we shift shifting some responsibilities on the students.

Speaker 2 06:43

It's a good idea. Do you hire full-time engineers in your organization?

Speaker 1 06:50

pardon, once again, please?

Speaker 2 06:55

I want to know, does your organization hire full-time software engineers?

Speaker 1 07:06

Right? We did hire some of GSoC students, okay.

Speaker 2 07:13

I think that's one of the ways to keep them. Yeah.

Speaker 1 07:18

that definitely helps because it happened.

So what we did, so I remember one particular case where I had a student and she was finishing her university studies.

After GSoC ended, she was looking for a job, right? So it was like we already had the experience with her, so we knew she could contribute, therefore we decided to hire her.

Nevertheless, she had to go through all the interview process, right? So it wasn't like, it wasn't I don't know. But that's I think. So when a student is still at the university, during both semesters that I think they are more focused on the university on studying, right?

They have some time spare during summer.

It's harder. I wouldn't really recommend hiring anybody while they are still at the university. but that might depend on the country. There might be country-dependent. So yeah.

Speaker 2 08:49

I have an idea. I think it is very important to evaluate candidate. When you evaluate whether this student will become a sustainable contributor, if this student has strong intrinsic motivation. For example, he is a user of this project. He may think his contribution is very valuable because he uses the software every day. So maybe this student can still contribute to your project after GSoC.

Speaker 1 09:33

Yeah, I totally agree with [REDACTED] It's slightly not feasible, I would say, because not everybody uses virtualization on a daily basis, right? So that's all like you return, but you get back home after work and you just started with a machine for fun, right? It's different with other organizations like, I don't know, firefox or Mozilla or whatever, which you use their products daily.

But with visualization, at least I don't know of anybody who runs with the machines on besides of my colleagues right differently.

Speaker 2 10:24

I have a question. I noticed that you agreed with recommendation. Did someone recommend you to be a mentor in GSoC?

Speaker 1 10:38

I don't know. Honestly, I have no idea. Sorry.

Speaker 2 10:52

Let's move to the next part. Uh next part is about the challenges during organization application. I hope you can talk a little bit more about this part because during the previous interview, there is a few mentors had such experiences.

Speaker 1 11:31

Unclear application and selection requirements? So one thing that is not clear to me is how what we are supposed to do as an organ means are we should write the application, which is basically the same every year. Right? And except for the question, how long have you been mentor? Or how long did your party organization participate? I constantly at one for the next, but I'm not sure how those applications are evaluated. It's not very clear, and it's probably ok I google is throwing money at the problem, so they can decide how they evaluate those applications.

And um. I've heard of projects that were long participants, but at 1 year, they were not accepted. And that's perfectly ok, I'm not saying that's bad, but at this point, you start to ask why they were not accepted, because I think every organization does it this way like they copy and paste the application. So that might be, that's a bit unclear there.

Speaker 2 13:13

What factors do you think is crucial for the organization to be selected by google in the application?

Speaker 1 13:25

I think it's crucial to show that we have projects that students can work on. And we can offer something.

So firstly, we can offer something. And secondly, we can offer something that is interesting for students. Right? It's not like.

Speaker 2 13:47

so you have to collect the ideas from different projects.

Speaker 1 13:55

Yes, we collect ideas throughout the whole year. I keep a separate page for that.

Whenever I came up with an idea or somebody tells me from our for my colleagues or somebody on the upstream or ii spot something that suitable for GSoC. I put it on the big page. It's kept fresh, you can say. In the application, I just put a link to the big page.

That's how I do it.

Speaker 2 14:27

Is there any difficulty in collecting the ideas such as some mentors may not come up with a new idea.

Speaker 1 14:39

So one, what's hard is to foresee or estimate whether given idea is feasible to be done in the GSoC of time frame and estimate whether it's hard enough or easy enough, whether suitable for the student.

So that's I me after 10 years being with a project, whenever I opened a new bugzilla or i'm assigned the Bugzilla to work on, my estimates about when it's going to be fixed, are always on the charts, right?

It's hard for me to do what about the student.

Speaker 2 15:42

ok but for different ideas, you have to list the technical skills the students should have.

Speaker 1 16:01

Yes, we do. We have three levels. We have a beginner intermediate and expert. Okay?

Speaker 2 16:11

In addition to list these ideas, do you need to write your support strategies for students in the organization application?

Speaker 1 16:24

We don't. No, not really, no. So in general, we have some several strategies, but we don't have it per project. Okay.

Speaker 2 16:43

Do you think these strategies are very important factors that Google considers to whether to accept this organization?

Speaker 1 16:58

Yeah, I mean that's the form. I'm not sure. I can understand, and I can see why Google would want to do it.

On the other hand, we don't really put it anywhere. I don't think I ever saw an organization where such support recommend would be at least public. I don't actually put it. We do have some general rules on how to handle students when they start to falling behind the schedule or something like that. We do have something, but I don't think it's for a project.

And also, ii think it depends on how the project itself is defined. When it's poorly defined. It can be very hard for students to keep the schedule. I know, yeah. Yes, maybe I didn't ask the question correctly.

Speaker 2 18:21

Do you think the previous experience of an organization is very important for its acceptance?

Speaker 1 18:35

It definitely helps because mentoring is a two way street. It's mentor transfer some knowledge, some experience, something of the students. At the same time. Mentor can learn whether they are good mentors for the mentee, right? So it's a two-way street. I think it definitely helps, because I can see clearly that I was not, I'm not going to, say, poor, but I was not a good mentor. At the beginning like 8 years ago, as I am now. So it definitely helps at the same time um. I wouldn't want to put any barriers onto new mentors, right? So we also want to keep the first blood or accept new mentors if they show some interest. Yeah.

Speaker 2 19:43

The last question, do you have some recommendations for google to improve the process of organization application?

Speaker 1 20:02

Not really, except maybe. Yeah, as so as I was saying, I always copy the past, copy and paste the application. So maybe if it could like, no, the [REDACTED] was or a given organization participated for 5 years. So when it's filling application for 6 years, you can fill out its application for the 6th year. That's only a joke. I don't know, I think it's okay. It's good as this.

Speaker 2 20:36

I think maybe it's for a new organization, It may need a lot of work.

Speaker 1 20:46

Yes. But that's you are going to participate in a project where you can gain, like you are as an organization can gain more contributors, more visibility, more everything. And you don't have to pay a sense. You don't have to pay anything for that. And it only requires you to sit down for maybe an hour if you are a new organization and fill out some papers or that form or whatever it is, doesn't matter.

So if you can sacrifice 1 hour of your time to get this much, why not do It?

Speaker 2 21:29

Some mentors from other projects said it is too difficult to recruit more mentors. Do you have such problems?

Speaker 1 21:46

I can understand that and I can see it meaning, fortunately, it doesn't happen in my organization, because I'm surrounded by likely-minded people. Let's play this way. I have colleagues who are also enthusiasts about mentoring. Right? So it's like um, no brainer for them to be mentors. We all do mentoring even outside of GSoC. I don't think that we struggle with new mentors, but I can see some organizations or I can understand why some organizations would strive to get the new mentors.

Speaker 2 22:52

Okay, let's move to the next part.

Next part is about the challenges during student selection and community bonding period. The left column is your answer. Could you explain your answers?

Speaker 1 23:14

Let me just say that what I love about GSoC is the freedom for organizations to select students. How they want like, for instance, I know some organizations select students solely on the student applications, right? So they don't even talk to students. They just read whatever applications will send, and they decide whether to accept students or not based only on the application. We do it, differently at [REDACTED] So we hold during the student selection process. We get in touch with the applicant, with the student, and we talk on our IRC or on google meeting or whatever.

I try to estimate their technical background, because it has happened that some students were just applying without having any skills, right? They're knowing how to call it all. And that's bad for both sides of the story. I talk to them, I try to estimate their technical background. I don't require like perfect skill, right? Because the GSoC is an opportunity for them to learn there. It's not there like daytime job in this sense. And so if they are not perfect, that's okay. I'm just trying to see whether they are capable to learn new things. There are eager to learn your things, and they have some solid foundations that we can build on. So this is what I like. There is no process how to how to sell like or no rules are posed by google on to us at this stage, which is great.

Speaker 2 25:46

Okay, I noticed that you strongly agreed with difficulty in knowing applicant's personality. Do you think personality is very important and very difficult to know during this process?

Speaker 1 26:04

Yes, I think that. I had a student it was. I don't know, 4 years ago, 5 years ago, maybe ii don't know. And I remember this particular case. We get along very well. He was doing pretty good job uh, sending good patches.

And all of a sudden, so back then was the stipends was divided into two payment, right? So you get one after a month and a half, and the other one was sent after three months. As soon as he received the midterm payment stipends. He just disappeared. I was like, he stopped replying to my emails and everything.

So it was hard to, I was thinking, how could I have foreseen that this could happen? And I didn't. So that's why I think that it's hard to, like no one's personality based on just interview. I don't know.

Speaker 2 27:31

Yes. So at last, you don't know why the student left.

Speaker 1 27:37

I still don't know。

Speaker 2 27:41

What if it is not related to the personality, but some accidents happen?

Speaker 1 27:50

Maybe I'm not saying it's a personal thing, but at least he could have replied, hold on, there's an accident I need to take care of, I don't know, a family issue something, right? And it would be perfectly ok, no stress. But if it's just silence and such a disappearance without anything else, that poses some questions, right? So yeah.

Speaker 2 28:22

Do you think it is difficult to know their technical skills during this process?

Speaker 1 28:32

Throughout the years, I crafted questions to know how the technical skills.

So at this point, I can ask simple questions, and i like understand or, roughly guess, but in general, I know it's 50, 50, I would say it's 50-50, because at some point, you can, it's 5050. Let's put the way.

Speaker 2 29:13

During this period, do the students will submit their code to the project.

Speaker 1 29:23

Some did. Yes, and um. We encourage applicants. You're in student application phase, when students are choosing their projects and applying to the organizations, whenever I get contacted by a student, they are showing the interest work on the idea on a project. I strongly encourage them to send a patch to [REDACTED] where it can be very simple patch that fixes the typo. We even have another wiki page where we keep sort of like even the name says best starts.

So you know like very simple tasks or for newcomers for beginners. I don't know, we're writing, a function to so we are now we look adopting gleep, so you can pick a function and rewrite it to gleep, or whatever right it's, very simple tasks for beginners. So they are encouraged students at that point to post a patch. And it is not what I'm trying to get at is if they are able to send a patch, that means that they have sorted it out like how to clone a repository, how to configure their email client to send patches. Stuff like that, right? So that's the aim. That's what I'm trying to get. It's not about the patch, it's not about the patch at all like.

Speaker 2 31:20

I think it's very good. Maybe through this process, you can know the technical skills of the student.

Speaker 1 31:32

yeah.

Speaker 2 31:34

Are there too many applicants to select.

Speaker 1 31:42

We don't have many applicants. I must say that it's slightly increasing the number.

Speaker 2 31:51

Do you know the reasons?

Speaker 1 31:54

I think part of the reason is that the ideas that I keep on the wiki page are not as catching, right?

So it's more on a technical side, meaning you there we only have one or two ideas that are for beginners. And the rest is labeled for intermediate or expert, which may be scary for newcomers, right? For students.

So when they go and look at the wiki page, they only see one or two ideas listed for labels are beginners. So that might scare them off. Because they immediately start to think so this is labeled as expert and then definitely an expert. Stuff like that. So I need to think about or come up with more catchy ideas.



Speaker 2 33:04

Do you think it's difficult to come up with such catchy ideas?

Speaker 1 33:13

Yes and no, yes or no, it depends. Even [REDACTED] comes through a phases. Right? So at some point, we have some low-hanging fruit that can be done, by a student. Right? Or I don't know I have idea of what the student can do. At some point, we are working on the requested feature or something like that. And at that point, there is not that much that the students can help with. I don't know, it's 50-50.

Speaker 2 34:03

Thank you. Let's move to the next part.

The next part is about the challenges during the official execution. Could you explain your answers?

Speaker 1 34:25

Right? So as I said there, google summer of code, you get to meet and mentor students from different parts of the world, different backgrounds, different cultures, different time zones, even. Right? And these are all these, some problems, or some challenges, like challenges to overcome. Right?

So for instance, I remember I used to have a couple of students from china or India, which is, I'm basing in central Europe.

There was a time difference, right? And we have to come up with a schedule when we will talk so that we are both online and stuff like that. Right? So that's one of the problems. Another one is like the cultural difference, like when they were may be afraid to ask questions, thinking they will, they will look stupid if they ask a question. Right? So it's not really, and this is something that we need to overcome together with the student. This is another challenge. Yes.

Speaker 2 36:06

I noticed that you strongly agreed with the difficulty in guiding mentees who are raised resistant to coaching. Do you have such experience?

Speaker 1 36:20

I do have experience with a student who I tried to give some tips on how to communicate better on the mailing list. We didn't really come through, but it wasn't anything abusive or anything like that. It was a more technical problem.

Nevertheless, so when you have somebody who doesn't really listen to your advice, you are trying to mentor him or them. It's really hard to do, right?

Speaker 2 37:11

Do you think it is because of his personality?

Speaker 1 37:22

maybe. The communication is key, right? When you are mentoring somebody, the communication has to happen. Right?

Speaker 2 37:30

I noticed that you strongly agree with the difficulties in ensuring that mentees finish their work. Why do you have this choice?

Speaker 1 37:41

Mentees finish their work. So I think finishing the work is satisfactory for the student like they have something to put on their CV even like, for instance.

So I'm based in a city where we have a technical university right. And you can study computer science, at the, technical university. And at the end of every year, we get new applicants trying to work at RedHat, right? And their CVs look all the same because they come from the same university. But if there's a candidate who can put into their own into their cv like I participated in GSoC. And here is the code that I've written as a part of that. I and I finished this feature in that project. Right? That's something that can distinguish you from the rest of the students. Right? So that's one of the things for one of the reasons why I think the students should finish their work. Another one is also like satisfactory for the mentor.

Or at least it's some feedback for the mentor, meaning the mentor is capable of mentoring the student in such a way that they can finish on time or finish at all. Sure, there are a lot of cardiac you can run into problems, as I said, like, even after 10 years on new [REDACTED], even I embedded estimating how long implementing a feature will take or fixing the bug will take. Right? So that's perfectly acceptable. If it turns out that students start working on something, and they are not able to finish it in 3 months, because problem turns out to be much more difficult than anticipated or that's perfectly okay, but I think what the question was asking was not the case when something turns out or something pops out.

Speaker 2 40:41

Okay, do you think you are difficult in providing constructive feedback based on mentees' backgrounds?

Speaker 1 40:58

Yes I think. As I was saying like you get to work with different cultures and what do you think is acceptable to say in one culture might not be acceptable in another culture. Right? You really have to pick words when you are giving feedback, especially if it's feedback when you want to give not only positive feedback and even if I leave all those like cultural reasons, aside, like giving negative feedback and not putting the person down is hard.

Right? You have to give them negative feedback in such a way that it will motivate the student try harder. And that's not an easy thing to do.

Speaker 2 42:26

I noticed that you agreed with the difficulty in setting milestones for mentees Could you explain it?

Speaker 1 42:37

Yeah, so this is my idea there was. So how it works. And the weird is, when a student gets accepted, the program shifts to a community bonding period, right? I what we do with students is we virtually sit down together and discuss the schedule, right? Discuss what should be delivered? Sorry, my English. So what should be delivered? And what is the rough schedule for when parts should be delivered? Parts of the finished project to be delivered, right? At this point, I don't really know the student. It's hard to foresee, even for a student what the summer will look like, whether um you know there might be some emergency, there might be some issues, especially last year, was totally crazy in this sense, because you didn't know with the virus and everything you didn't, you can couldn't really foresee anything.

So that was setting milestones was hard.

But it's so what I like to do is if we if I don't get the feeling, when I mentor something and I get the feeling that we are falling behind, or I can see that we are not on a track to finish the project.

I try to adjust firstly what needs to be delivered. So the ideas that the students are working on are often. So it's a spectrum that can of things to be delivered. It's not only just one thing, and it's true or false, but it can be, it's usually layered. So you can work even more and more. So one thing that I when I see that we are falling behind is I try to size down the work like what needs to be delivered.

And the other one. So if I think that it's because of students not trying as hard as they could, there are other measures that I can take like we often require status reports, right? And what are they planning? So in the morning, when they wake up, they write an email to me like, so this is what will be working on today. This is what I plan to have to finish today. So stuff like that. So that's there are some measures that we can take when the student is falling behind.

Speaker 2 46:00

So you need your mentees to submit daily report.

Speaker 1 46:05

In the worst case scenario. Yes. Worst case scenario, I had some students that were perfectly like their self-discipline were so good that we only met once per week to discuss how the things are going. They are, they would say everything's great. I know what I need to do. This is what I've done in the past week. It was very perfect. So we met once per week. It was perfectly ok.

But so as I said, like, I if I see that student is falling behind, because they are doing everything else, but GSoC So that's where I start to put some restrictions.

Speaker 2 46:52

I think you must spend a lot of time mentoring a student.

Speaker 1 47:01

It takes time. Yes.

Speaker 2 47:07

Okay. Do you think it is difficult to identify appropriate tasks for the students?

Speaker 1 47:20

Yes and no? So as I said, like what technical background the student has. If a student has, or for instance, I had a couple of students that we're coming back each year, so as they as they were studying university, each year they would come to [REDACTED] to GSoC.

So in the first year, I when we met for the first time, they worked on a small idea on the beginner label, right? And in last year, they worked on the expert label, on the ideal labeled expert, because they already knew all the details needed. Right? because they were recurring students, I knew that, they could handle it. But if the newbie like a student I never met, I know nothing about showed up and wanted to work on something more advanced.

Then I would probably do it more thoroughly or longer or something to really know um, whether they are capable of handling all the work, because everybody wants to finish the project as we were discussing.

Speaker 2 49:07

I understand you need to combine the student skills and the development status of your project. Let's move to the next part. This part is about the strategies you may apply the during the organization application. Could you explain some of your answers?

Speaker 1 49:39

Yeah, so I think we already discussed this when we were talking about the student application, sorry, organization application at the beginning.

We keep ideas page, never linked to a bug trigger. I don't know. We definitely have to make sure that all the links are available like that. So I think um we already talked about it. So I don't know whether you have some specific question or.

Speaker 2 50:14

yeah, the previous is about the challenges. These are the strategies.

Speaker 1 50:23

Yeah, such is right. So like we keep the ideas page around, we have it on the wiki. I try to keep it updated. And when I'm writing an idea, I tried to put myself into shoes of somebody who doesn't know anything about [REDACTED], so that when they are reading the idea description, they know what to expect what the problem is about. Right? I don't want to use our own internal terms that everybody working on the bird is used to, because they don't know the terms, right? The terminology is foreign to them.

Speaker 2 51:09

Right? Could you explain why don't you strongly agree with don't be vague about the ideas?

The second one, why don't you choose strongly agree?

Speaker 1 51:26

Yes, I don't. So mostly because I want to tailor the idea to the student. So when a student, so as I was saying, in the beginning, my goal is to for students to finish their work. Based on that, I have to balance or just the idea to their technical skills, to their time capabilities, constraints would not right? So everything. So when a student applies for an idea, so maybe vague is not the best term, but I want to like make the idea fit the best for the student, tailor the idea to them. Right?

Therefore, I would make the idea like 100 % written in stone, not vague at all, there's no not much room for me to do that. Yes.

Speaker 2 52:46

Do you want to test the student?

Speaker 1 52:49

So student is in the center of everything. Student is in the center of all of this, right? Therefore, I take a piece there, I put it there but. So that's where I being vague. I'm not saying like write that way, idea description, not at all, but make it so that you can make the idea fit the student. You can add something to it. If a student that applies to the idea is perfect, they write perfect code, they write thousands lines of code a day, make the idea so that you can add more to it. But if you have a student is just starting to code, learning how to code, make the idea so that you can take something, and still it can be a valid idea for them to work on.

Speaker 2 53:54

Thank you. Let's move to the next part. Next part is also about the strategies, but these strategies is during the student selection and community boarding period. Do you want to explain some of your answers? Right?

Speaker 1 54:25

As I was saying, like we have an interview. And during an interview, I try to learn about a student like about what university they are studying in, even though that's in the back, that's in the as an application. What they try to achieve in google summer of code? What they are trying to get out of school summer of code? I also ask questions whether they are capable are willing to work 4 hours a day, previously was 8 hours a day. So are they willing to work? Because for them, it's like the money they get from it is it's like a regular day job, right? So that's how I do it. They're paid good amount of money for the work. I would say. So they have to what I'm trying to get at is I it did happen that I had a student who just hide the fact from me that he has another job. He wasn't able to put 8 hours into GSoC. Right?

So this is something that I'm trying to avoid. Because then I had to fail them at the first term, because at the first evaluation, because they didn't deliver anything, they were not able to put the powers in.

Speaker 2 56:30

Yes. Why did you disagree with checking whether the student has been around contributing before the application period?

Speaker 1 56:43

This goes back to what I was saying early earlier. So when the student approaches me, send me an email I want to participate in the GSoC. I'm interested in this idea. I often reply them describing what the idea is about answering their questions.

And at the end of the email, I encourage them to send the patch to [REDACTED] beforehand, right? Which I mentioned this again. it's not about the patch, it's about them being able to clone the repository.

Speaker 2 57:29

You put disagree.

Speaker 1 57:33

Right? I put disagree. Why did I put that?

Speaker 2 57:41

Maybe it's a mistake, maybe.

Speaker 1 57:44

right? But the same. So at the same time, we don't have the recurring students are an exemption from the role. So when you want to accommodate newcomer, they don't have any previous commits, right?

Speaker 2 58:04

Let's move to the next part. Next part is also the strategies. But these strategies are during the official execution. Could you explain some of your answers? Sure. Right.

Speaker 1 58:34

So as I was saying, like, some students are trying to or not asking questions, be in fear of looking silly. But that's where you as a mentor make sure that they are not even thinking about that. Right? So you have to create such atmosphere that no question looks silly or stupid. That's what I'm trying to achieve with my students.

Speaker 2 59:13

May I know how many communication channels do you use?

Speaker 1 59:20

We often use IRC because so we have colleagues who work on the [REDACTED], some are based in the US. We have some people here in Europe. And then we have some in Australia or China. So there's somebody on IRC like 24 hours a day. So when they go and we have a separate channel for liberate like public IRC channel. So when they go, I'm already gone for the day, right? And they ask a question like, what does this function do? I need to rewrite the function so that it behaves differently or stuff like that. There's always somebody on the other channel that can help, right? Or so that's one of the channels reviews. Another one is email, because we still use EMAIL based workflow. We send patches, we don't have merge requests yet, slowly getting there. Probably we'll see.

We have emails, especially if the student is a different time zone, is good, because I can reply, as soon as I get to the office and start reading emails or something.

Speaker 2 01:01:08

mentors said they use a video call and also some phone call. Do you think it is necessary?

Speaker 1 01:01:20

if student, I had one student that was into video calls and we did that. But I prefer not too mostly because I don't want student to.

So to me, what I think is English is not the first language for majority of my students. Right? When you are in the on in the phone call or your conference, you not only have to think about what you were trying to ask in the first place.

But now you have a second problem where you have to answer or ask that in English, which is not your first language. Right? So you had one problem. Now you have two. If you use EMAIL or IRC you can think about it. It's not real time. So you can think about what you are asking, how you ask is. But if if students as well. Then again, I had one student, and he was into video conferencing. Yeah, we did that. Why not?

Speaker 2 01:02:42

Okay um. Thank you. Let's move to the next part. This part is about the suitable tasks for new commerce. Could you explain your answers?

Speaker 1 01:02:58

Yeah, so then like, as I was saying, a couple of ideas that we have listed on the wiki page is lowing fruit, like stuff that we don't have time to do about it. It would be nice if somebody did that.

What we are now trying to set up is some ci so that's also, there's a lot of asks that student can help with the ci and I want tasks to be fun for a student, right? Because then if it's not catchy for them, they won't be interested. They won't be motivated to finish the tasks.

Speaker 2 01:04:13

Why don't you choose risk or exploratory task.

Speaker 1 01:04:21

mostly, I think, because I'm I know, I as I was saying earlier, I think the students should finish their work at the end of GSoC.

So if they were engaged with something risky, there is a possibility that it may not end up good.

Speaker 2 01:04:51

I see. Let's move to the last part, the gains. What did you gain during the GSoC you can explain your.

Speaker 1 01:05:09

it's almost like. I get the satisfaction because I like teaching, explaining, mentoring so that one of the outcomes, another one is being organization. So I'm not only mentor. I'm also the admin so I get to mentor other mentors. So it's like a little and that's challenging too. But it is completely different. Well, that is different to mentoring students. I get to practice and work on my organizational skills. Right? Managements. Right? So that's I get to learn a lot.

Speaker 2 01:06:11

Thank you. Do you have some recommendations for the GSoC program or for our research?

Speaker 1 01:06:31

I don't know, not really, I think the program is good at this. I think that's there were to one major change. Major change was like bringing the size of the tasks to half you know. The change that happened last year, the size went into half a solid step and that is good. But maybe we should, maybe could have both, like we could have some tasks that are just the small size and some that are large size, because I think some students are still capable of working 8 hours a day.



Speaker 2 01:07:26  
Right?

Speaker 1 01:07:27  
So that might be right? Yeah. So maybe you can have both not only one or the other。

Speaker 2 01:07:38  
good idea. Okay. This is the end of our interview. Thank you so much. You have given us too many interesting and valuable ideas.

Speaker 1 01:07:56  
Thank you.

Speaker 2 01:08:00  
To show our appreciate appreciation. We will offer you a reward of \$50.

Speaker 1 01:08:07  
I don't need the money, just give it to charity or children or whatever. Thank you very much.

Speaker 2 01:08:16  
Thank you. Bye.