

Transcript of Interview with P5

Speaker 1 00:00

I'm [REDACTED]. I'm working [REDACTED], but we participate in GSoC for many years. It's not that we're representing [REDACTED] there. We're representing our upstream projects. I'm a mentor for maybe 7 years now. I work on [REDACTED]. So anything related to [REDACTED] usually.

Speaker 2 00:34

Now let's begin our interview. It's about motivation which means why do you want to be a mentor in the GSoC. The left column is your own answer, and the right is the overall results. So you can explain some of your answers. I may ask you some questions based on your answers.

Speaker 1 01:52

It looks like one of the interesting things is that I might have understood slightly differently. Is the project development category question advertisement. I said disagree, but in a way that I did not want to advertise the project as itself, like not trying to push our project somewhere, but it looks like a lot of people agree with that.

And I can understand it because on at the same time, I would like to advertise the project in a sense of there is an open source projects.

Other people can work on or they can look at. Right? So maybe that looks like, it's not very clear what advertisements the survey was asking for. That might be why I'm out of the usual questions and the others look very similar to what other people' answer.

Speaker 2 03:41

I think the reason the other people agree with the advertisement is because GSoC can let people know about this project especially for some new projects or small organizations. But I wonder whether the reason for you is because the [REDACTED] is very famous.

Speaker 1 04:14

As I said, I'm not really representing [REDACTED] at all. In this case, we do GSoC just for the upstream of projects. That's the important part. What I understood from there is because there are two questions. There's one for sustaining the project, which we would very much like to do. And the other is about advertisement. I wasn't sure which type of advertisement you mean because I understand advertisement these two different things in this scenario.

One, where you're basically trying to let other people, other developers know that there is a project like this so that they know about it, they can start contributing. They can start using our project more. But since that, it fits into the sustain question. I understood the advertisement as the other type of advertisement as in. There's we're doing something and we just want other people to know about it. Maybe I misunderstood that. I'm probably not very good at explaining myself in this regard, but maybe you understand what I mean.

Speaker 2 06:20

What's your main reason for being a mentor in GSoC?

Speaker 1 06:28

I'm trying to help others to gain expertise, to learn new things. I'm not only participating in google summer of code, but I'm also trying to teach kids and in high school professors around the city so the whole community grows together so that everyone learns new things.

And we can go forward. I really didn't know about GSoC when I was in school. I'm not sure whether GSoC even existed. But now, it's such a great opportunity for students to learn something new, to try out what they can do in the future with open source, which is something that everyone should try.

I think it's a really good way to support this so that we can get more open source contributors, because but in my day, when there was the school ended, and we were waiting for the next year, we basically went for any job around. There was available and you cannot grow as much when you want to be a software developer. But the summer holiday, you work in a job that has nothing to do with it, even though you want to learn if the only job you can get around here is clerk or basically our driver. It doesn't really help that much.

So if there is an opportunity for students to grow into whatever they want to try to support them as much as I can.

Speaker 2 09:03

I know that your main reason is you want to support students' careers.

Speaker 1 09:16

Also, we would like to get more people looking at [REDACTED] than working on it, like more contributors to know about our own stream project. That would be great as well. So marrying those two together, things like a perfect fit.

Speaker 2 09:37

But you choose strongly disagree with career building. What's your reason?

Speaker 1 09:53

I don't really use GSoC to put it in my resume or mention it in a CV somewhere. That's why I said strongly disagree. I don't really use that as advertising myself, somewhere.

Speaker 2 10:14

I noticed that the mentors may be the young mentors. They will put this information on their GitHub homepage.

Maybe I guess it is related to the experience of the mentors because I know that you have participated in seven editions of GSoC.

Speaker 1 10:54

And I'm also not really searching or looking for a job. So that might be related to that as well.

One more thing, maybe I'm really bad at building my cv and I should do that. I don't know, but I don't see that as a motivation. I maybe would mention it somewhere that I do this, but it's not the reason I join GSoC. So that's definitely another motivation.

Speaker 2 11:33

So I know that you have two main reasons. The first one is you want to help students. The second one is you want to bring more newcomers to your project. Is it correct?

Speaker 1 11:51

Those two are the most important things I would say.

Speaker 2 11:57

Okay, let's move to the next part is about challenges. The first part is the challenges during the organization application. I noticed that you haven't participated in the organization application.

Speaker 1 12:25

I wasn't sure really how to understand that question. If that means where I was an org. admin. And I was an org admin once as a backup. I wasn't dealing with creating the organization application, submitting it to GSoC, and so on.

So that's usually done by someone else. And I'm just focusing on mentoring.

Speaker 2 12:53

In your organization. Does it have someone who is responsible for submitting the proposal to google? Have you heard it is difficult?

Speaker 1 13:17

No. He does a really good job of telling us there's gonna be application time we're gonna apply. This is how it's gonna work. And if there is some difficulty, I haven't heard about it.

Speaker 2 13:39

Is it difficult to recruit more mentors?

Speaker 1 13:50

Sometimes it is, but it depends. We are keeping track of we're keeping a list of ideas for GSoC and not only for GSoC but also for any newcomers. And there's a list of people who came up with that idea. And whenever which it starts, we ask if someone wants to be a mentor. We usually ask those with who we have a good relationship with, or we know that there will probably be a good mentor. You're not trying to just get as many members as possible.

But I can see that there could be a problem with not enough mentors. But we did not run into that lately, because we are not having too many students.

Speaker 2 15:00

The previous interviewee said that it is very difficult to have enough mentors. Do you have some suggestions for this problem?

Speaker 1 15:19

We are not having enough mentors. I don't know probably because we did not have to deal with that. We have more problems attracting students or usable students. So once we have enough students, then we'll probably need to deal with having enough mentors to mentor them. But as I said, I don't remember, maybe if it's like 4 or 5 years ago that we had so many students that we wouldn't have mentors for. But maybe there was 1 year and it's a long time ago.

So I don't really know. Maybe one suggestion could be like asking really experienced people, really experienced contributors to help out. Maybe because one of the things we do is and I think either everyone or most of the organizations do is to have more mentors for students. So we have the main mentor and one co-mentor or two co-mentors. Sometimes maybe ask someone who's really experienced but doesn't want to do the internship. Maybe asked them to just help their co-mentor. There be mentioned, just in case, there's something a have a look at the patches and so on. And if there's but do not make them the main mentor who needs to submit everything so it's not dependent on them, but they can chat and they can see its they can learn from that as well.

And maybe the year after that, during 2 years, they will figure out I can be a mentor as well. So that could be one of the ways to do this.

Speaker 2 17:30

I agree with you. I think it's a very good suggestion. Maybe this co-mentor will be a mentor in future years.

Let's move to the next part. The next part is about the challenges during the student selection and community binding period. This chart shows your answers and the overall answers. Question: why did you strongly disagree with difficulty in knowing applicants' personality? So you think it's very easy to know the students' personalities during this process?

Speaker 1 18:30

It's not really, I don't feel it's difficult. It's not that you would easily get to know the personality. But you don't. I'm trying not to judge people based on that. It's more about how much they are willing to participate and be part of the community and what work they do. That's not much based on the personality itself. I would say it's more what they do or how they're gonna do it.

Speaker 2 19:14

yeah but. I think if someone likes communicating a lot, he is a good participant. Because you can communicate with each other very often to discuss the problems. But for a student who does not like talking, maybe it is not a good signal.

Speaker 1 19:45

And you will also figure a lot of this out during the community bonding period because one of the things we usually do is ask them to have a patch submitted when applying and it doesn't have to be anything difficult. It's just that they need to set up their environment, figure out how to send patches, all the things that would take time to learn. Once the coding period starts, they should already know all of that. So going through all of that is shows us how they behave in the community, whether they're trying to be part of it or not. And then during the interview before selecting student students, we give them really easy to ask, to write, like a couple of easy functions to do something as easy as you might think and would give them. First, we started giving them 1 hour to do this. And then we change to, let's have 24 hours to finish the task that can be done in 20, 30 minutes. It's really easy. You can ask whenever you get stuck or you don't get stuck, you can ask anything.

And after those 24 hours, we see each other again, and then we talk about it, and you can find out about them how they communicate and what they do. If it's an easy task that should be done in half an hour. And they are not finished in 24 hours. It doesn't work, but they didn't ask even one question during those 24 hours, then you can gonna see how they're not trying, maybe or they didn't understand the instructions.

So this gives us a lot of insights into how the students behave, what their technical skills are, and so on. I think this works very well. Because even if they found someone who did the work for them, we just go through the code and ask a couple of questions, like what do they know how to debug it?

And I think we are pretty good at the beginning, whether they have the technical skills or not and how they work with possibilities like you can ask anything you want anytime you want. You find a lot about them.

Speaker 2 22:50

I heard in other projects, they don't have such interviews. I think the interview is a very effective way to select the student. I wonder to know the reason is it because there are few students in your projects? Because some mentors said they have very few students. So maybe they have such interview.

Speaker 1 23:34

We have few students as well. Maybe that's why we are still doing the interviews, because we have time to do the interview with each and one each and one of them. Sometimes we skip it. For example, I think last year we had a student who during the community bonding period was really active, and he started sending patches. And if he was not part of GSoC, we wouldn't know this, just someone who was really proactive and worked well and responded to suggestions and so on. That's why you can see it right away. But most of the time, we get a couple of applicants who just feels like they copy-paste the application, and they submitted it may be to more organizations, more projects, I don't know.

But a lot of the time we need to ask about things in the like, why are they interested but of the times they will just go for the, like, as I said, we have the list of list, of uh ideas.

And you can see a couple of students, just speaking the easiest one or what looks like an easiest one. Even though once we talk about it, it usually has a lot of other things that they do not see at first. But it also helps us figure out where to move forward with this part of the project. They have a couple of things they need to figure out themselves and so on. But they see the easiest thing. And for the easiest thing, we get the most applications. And a lot of them really look like they didn't really look at the project at all. We just submitted something. So we want to eliminate those who are not, I wouldn't say passionate. I don't think they need to be passionate per day, but like eliminate those who don't really care, and they just want to submit it and maybe not do any work. We want to ask them what other plans are? Because sometimes, especially the years prior, when GSoC was like a full-time thing for students. This year, it was slightly different.

But we wanted to really know whether they have other plans. During the interview, a lot of them say I'll be doing this and I'll be doing that, and so on. And we figured out you're not gonna have any time for GSoC. This cannot work. And just trying to take these students and select those students just to fail them on the first round. I think that first takes space for other students who might be more willing and more successful. It takes time and effort on everyone's part. So early elimination is key. So I'm really trying to, I think, if any project has it, which really helps.

Speaker 2 27:36

Do you think communication is a problem?

Speaker 1 27:44

I don't think so. Sometimes, some of the students are not very communicative. They you can figure it out pretty early. Except a couple of times when they just stop communicating or they just disconnect, and nobody knows about them.

Apart from that, I don't, I don't think there's a problem with communication. We usually adjust the time zones and we can figure something else like if both parties are willing to.

Speaker 2 28:27

How many communication channels do you have?

Speaker 1 28:31

I don't know. So we always use email, some chat in the IRC or if there is something else we can say privately, but we're trying to make everything public. So we're talking of public thread. If we were talking to email, it's we're trying to make it so that it goes through the upstream mailing list. So it's not private.

So everyone can see what's happening. We talk over Google meet a couple of times so that we can get faster feedback. I'll say that I may be forgot something, but I would say these three, at least three.

Speaker 2 29:48

let's move to the next part. It is about barriers during the official is execution. Could you explain some of your answers?

Speaker 1 30:11

Preventing people to start small rather than big? That's usually a lot of people want to have everything done.

At the same time. I'm trying to split things into small pieces. Sometimes it is difficult guiding mentors who are resistant to coaching. If they do not, there are sometimes students who gonna ask questions who want to help with something. But it's like that.

Not just students like everyone, you wanna help, but they want to do that by themselves. It's and that was.

Speaker 2 31:56

Every time I have a question, why do some students prefer to do big tasks instead of the small task?

Speaker 1 32:14

I think it's just a matter of thinking about things. Again, it's not just with students. You can see. Some people just look at it the end goal, and they start working on the end goal, but it usually has a lot of programs.

If you go bottom up, start understanding the goal to start changing small things and coupling things together, you can get to the end goal ready easily. But if you, I don't know, maybe they see that they're not progressing if they're not working on the end thing, which usually is a problem until they figure out how I just work or how much work better.

Speaker 2 33:10

I guess maybe it is difficult to split into more pieces. So they may want to complete this big task.

Speaker 1 33:34

Yeah, and sometimes it's issue on our part as well. I'm not gonna lie. There are some mentors who are um for whom it's not that easy to split the work into small pieces. I'm trying to do that, I'm trying to encourage others to do that, but not even every mentor can think of it that way.

When you're setting up some milestones for the whole course, we're trying to go little by little, but not every mentor is able to think of it that way. Some just especially those who are really out of. I don't know, maybe not those who are really experienced, but some they understand what the goal is and how to do it. And they're not they're just saying how it should be done, but it doesn't really help the students so that maybe it can be an error on the mentor spars as well. And sometimes I catch myself doing that as well.

So I usually say, look, stop, sorry, let's start again. You try to figure out how to do it. I can help you. But I'm trying to not push my own thoughts into their head. And then it usually gets easier because they first need to figure stuff out for themselves and they need to start small. So I think it's both on the students and the mentors part. This happens.

Speaker 2 35:27

Do you think there is a cognitive difference between mentors and mentees? Sure. do you think it's a big problem?

Speaker 1 35:46

But I don't think it's a problem, I think it can be a problem when you're trying to. It's somewhere in the middle right you. It can be a problem when you're trying to explain something or go to the bottom of something. It might be difficult to explain some hard problem when you're looking at it from a different point of view than someone.

Else, you see, for example, some more experienced mentors might see as a what are the low-level issues and so on. But the student needs to understand how it works in the big picture, like what's the reason for it? What's or why are we doing this? So at that point, it can be a problem. But on the other hand, it's also really helpful to have someone look at it from a different perspective. So I think it's both. It can be a problem, but on the other hand, it can also help figure out new ways of doing things.

Speaker 2 37:06

Whether you agreed with difficulty in switching contexts.

Speaker 1 37:19

I see that there is sometimes difficult because not only during the community bonding period or during the interview, even during the whole summer, we're trying to encourage students to ask questions whenever they are stuck and talk to us.

But because they can do that any time. And I feel like I should reply or discuss with them anytime when they have a question. It might be in the time when I'm working on something else. Yes, and it's not my GSoC time, but I'm working and I need to, I'll read the email or read the question, and I'll start thinking about both things. And I need to focus on one.

And then when I finished work, I need to switch to the other. But it's for me, it's hard to only think of one and stop thinking about the other because they are tightly coupled usually. So that's difficult. I think that's a difficulty for me. I don't really think it's a difficulty for the students themselves.

Speaker 2 38:43

How many mentees do you had this year?

Speaker 1 38:54

How many? I had one. And we are usually trying for mentors not to have more than one. If they have more than one. Usually they should just be a co-mentor. Or that's what they're trying to match more mentors to mentees because usually we sometimes we have a mentor who was interested in 60% of tasks. But then they will not be able to commit a time.

Speaker 2 39:36

Co-mentor is very good. Could you talk about the difficulty in setting milestones for mentees?

Speaker 1 39:54

I think the difficulty is, as I told before, with how they perceive the work with the difficult part of the cognitive difference, like if from mentors point of view, the project works in some way, and you're trying to figure out how you would do it. But at the same time, the students should figure out how they would approach it. So that's if only the students set milestones, they will be wrong. Because they do not understand a lot of the difficulties they will in contact with. That happens a lot.

But if only we set the milestones, then it usually is, if I go into too much of detail, I'm basically doing the work, and I need to figure out a lot of the blood of their work to just set the milestones. And like write them in too low level, let's say. But if I write down just a couple of points, what I think, then they might misunderstand it. So we need to somehow meet in the middle. And that might sometimes be different because maybe it's just time consuming because you need to explain everything. What do you think about it? How you would approach it and so on. But at the same time, give them enough time to explain themselves and give them enough confidence to try their own approach. So that's why I think it's a little bit difficult. But other than that, like the end milestone, we can usually agree on that. And say, if this is done, we know it was successful. If it's not, we know it wasn't successful. It's one milestone at the end. Probably that's usually easy. Right? If it's not met, or if it cannot be met, there are some difficulties along the way you will figure it out in, let's say, in the middle of GSoC not at the end.

Setting the milestones throughout the whole course. That's what I see problems with. And also it's hard for us to judge how difficult certain tasks are for students. So for example, I can say you can do these first two things. There's gonna be not like 2 days or let's double the time. Let's give you a week for that. In 2 weeks, they are still stuck with that. It's not because they didn't do the work, but is that it's really easy for me to figure it out, because I'm working on the project for so long, but it's not that easy for them.

Speaker 2 43:40

You need the student to talk with you to decide on this milestone.

Let's move to the next part that is about the strategy during the organization application, could you explain about don't be vague about the ideas? Why did you choose neutral?

Speaker 1 44:17

There some of the ideas we have are not really are easy things that should be done, just like opening an editor, finding what should be done, and doing it. Lots of the things are, we're trying to basically encourage them to do their own research and figure out some things.

I think I'm fine with some big ideas because sometimes you want the work to be done. It should be something they should learn from and it's gonna be how it should be done. You just leave that to the students. That's fine. You can be very precise in what should be done and how. But sometimes it's more of, let's make this better in some very weak way where we said, we know what the goal should be, but there's a lot of ways to approach it. The students need to do a lot of learning and a lot of research, and they need to figure out what would be the best way to approach that goal.

In that case, sometimes it like a weak, vague idea could help because also before the application during the community bonding period. But they should talk with us about it. And it can just be an idea, not really the whole project. It can just be an idea. And they come in and they say, look, I would like to do this. And based on their reaction and what they understand from it can learn about the student whether he just sees us do something easy. I'll just do that or whether they really try to understand what we're trying to achieve, try to understand the project, and then figure out, look, that's going to mean I need to only to figure out what are the modern ways of doing this, how can we do this? For example, I don't really have a good example now, but let's say you want to improve some testing. Right? There are a lot of ways to improve testing. And some might fit our project, some might not, but now if I say, implement using this CI they will do it, but they will not really learn what are the differences between various options. But if you say, we wanna CI for this, and you can figure out

which one to choose how to implement it and so on, they need to figure out what the differences are, whether it fits the project or not. And in the end, it's also beneficial because they can explain the reasons they learned the differences.

And so in that case, I think sometimes it's really fine to be vague about the ideas, because you can figure out you can make the idea very precise before the application, if the students are talkative. And we talk together enough before which they should not that they do every time, then we can figure out something else, but I see the ideas as really just an idea that the projects will grow from. That's my understanding.

Speaker 2 48:17

It depends on the tasks. For some research tasks, it's difficult to define this idea in detail. Let's move to the next to the strategies during the student selection and community bonding period. Could you explain some of your answers?

Speaker 1 49:29

What is personality type and work match the style of mentors? I don't think it has too much. There's a thing. I think they can have different personalities. They can have different work styles. It only depends on whether they do the work or not.

And it's finally, it's good to have someone with a different way of think aout things. Of course, if they're really bad at committing to the work or something else. But if they just have a different personality type, I don't see a problem with that should not be something we even choose the students based on.

Speaker 2 50:23

How about assess whether the student can resolve some medium priority task?

Speaker 1 50:35

I think that's usually an issue because what we do with the interview, we figure out whether they can do something easy. Right? What they can do, medium priority tasks are usually in our project, I think, pretty difficult for newcomers, especially newcomer students. Yeah, it takes a lot of time to get to that proficiency to be able to do something like that. So maybe I should have answered this differently, because maybe it's not that difficult to figure out where they can do it. Most of the time I think they cannot do it based on whatever the project is like our project is pretty complex, I think.

Maybe it's not that difficult to assess it.

But I said that because it's something that I feel like they should learn. That's something that it's not that important at the start, but it's something I feel like they should be able to do when they finish. They should know how to solve those tasks. And they don't need to know how to do that when starting.

Speaker 2 52:23

Yes, it is. Could you explain the last one? When in doubt, fail the student early?

Speaker 1 52:45

They are good students. There are students who are trying to do a lot of work. There were good at it. We can see it with our students as well, right? Sometimes they are struggling, but trying a lot. And sometimes it's just you feel like there's something missing and a lot of times we have discussions with other mentors, how to continue, what to do, what to do to give them another chance.

But I feel like whenever you have a question, should I give the student another chance? It's all it already means. He's not performing like there's something wrong.

I don't really like the fact that there are students who are trying to benefit from GSoC without doing any work, which there are some students like that, to be honest, right? And I don't think it's fair to everyone else. If we give them an extra opportunity, especially when there were more students. This is about the student selection community binding period. So it's even before that.

I don't want them to benefit if they do not do the work because that means there could have been someone else who really wants to do who would really be good at it. But they would instead of take their place. And just for the sake of, we want to get some money, we don't want to learn about it. So those, I think should be failed, and those will be filled early.

Speaker 2 55:26

I agree with you. Maybe in, this period, students have some difficulties. During the official execution, he may have more difficulties. It is very difficult for the mentors to support.

Speaker 1 55:48

And it also depends if it's a difficulty that we can help with, and they are willing to ask and work on it. That's perfect. Like I the most important thing in a student for me is whether they are willing to learn. I don't need them to be so professional. They can just join the project and work on anything. I want them to learn, right?

If they might not know almost anything like we need some basics, right? We're not gonna teach them how to type on a keyboard, right? But with this, if they know some basics and they are willing to learn, then I am willing to teach them as much as I can. That way, if we see, they are really trying to be great. But if they're not performing and they do not want to get better, then what would you do? Right? It would be unfair to take such students.

Speaker 2 57:01

Yes, I agree with you.

Let's move to the next part is about the strategies during the official execution. I noticed that to you, for most of the strategies you choose strongly agree or agree with.

Could you explain this one: deliver feedback early?

Speaker 1 57:48

Delivering feedback early is something I strongly agree with it being very important. I put neutral there because I feel like we could be way better. Like sometimes it takes us longer than I would like to deliver some feedback, as I said, when we were talking about switching context, if I'm working and I'm doing something at work, I cannot really stop doing that. Just to reply to the student.

Sometimes they need to wait for me to have GSoC time.

So then I have time to work on GSoC. So I would put neutral there because I would really, really like to reply right away every time. But I know we are not doing it, and sometimes it takes longer.

Speaker 2 59:11

yeah, it's difficult. Could you explain set achievable goals, and a, progressive milestone?

Speaker 1 59:27

that's similar, right? Like we talked about creating the milestones, it's sometimes difficult. Sometimes I'm consuming to make them create the milestones and achievable goals really well. Because sometimes we set it for the whole GSoC, and then we need to change them many times, because especially with those areas where the students are about to research something. Then after that, we can figure out how to continue. So it's not always easy to who said very exact goals. If they go through a couple of options, they research a couple of options, and they figure out, look, this one works with this part before works with this part, then based on what they figured out, we need to, we need to say whatever you chose is okay, and we can go with it or we deliver our feedback.

Then we need to rework whatever the idea is so sometimes it cannot be that precise. And sometimes it's just sometimes it's easy. Sometimes it's judge. You just go through. There's the list of functions and these need to be implemented. And we can go through, you can do five a week, and that's sometimes it is, sometimes it's just especially for the research projects.

Speaker 2 01:01:11

that's all. So it's also the reason for tasks and conviction dates are associated with each milestone. So it's also difficult.

Speaker 1 01:01:25

Yeah, that's the same thing. I would say.

Speaker 2 01:01:27

Let's move to the next part. What kind of tasks do you think are suitable for newcomers?

Speaker 1 01:01:40

I wrote everything, I replied everything except infrastructure automation. Because infrastructure automation, I think they first need to learn a lot about how the project works. Maybe it's not true for all the projects, but definitely, with our project that's difficult, especially, for example, with ci infrastructure, you can use a lot of b MS and so on.

But because we are testing the end, it makes things kind of difficult. But other than that, I think we can take they can do anything. With a lot of the things we can find something that's good for them. We're also trying not to limit ourselves, because each student preferred something else. For some students prefer working on something that's visible, so they won't look there's a new command that they wrote. But even the one that has the least answers which are risky and exploratory. I think that's perfect for new commerce because you are not dependent on that. And they can try their own approach. And they can research and explore and by exploring some new territory, they will learn about the project.

Speaker 2 01:03:34

yes, I agree with you. The last part is about gains, could you explain your answers?

Speaker 1 01:03:47

I think, for example, the improvement of technical skills. Yeah, I think the students improve a lot. Yes. But for me, I don't really feel like I get better at technical skills because usually, we will not get as technical as I usually do during my day job with the students.

So with the students is just, I'm remembering the easy things, or I don't usually need to learn something new. I just need to teach them something new. So I don't feel like I'm improving in my technical skills. The same way, with interpersonal skills. I think I'm not saying I'm perfect with that,

but I'm trying to be outgoing and inclusive to everyone. So I don't feel like I'm learning more like I'm progressing somewhere. And it's also not really going, for me.

Speaker 2 01:05:33

how about the ability to identify suitable tasks for newcomers?

Speaker 1 01:05:38

Yes. I don't feel like I'm better at it, but I don't think I'm not trying to figure it out more it's. Maybe I'm just slightly learning how to identify the tasks better, but not much, really not. I'm not learning that much in this regard.

Speaker 2 01:06:29

First, at the end of the interview, do you have some suggestions for the GSoC program and our study?

Speaker 1 01:06:52

I've written some in the usual GSoC forum, a couple of years ago, and I think it works pretty well. I really like the program. And especially when I was in called the mentors to get together and say, right? It was really nice to see how the whole thing works. I would suggest something, but it looks like it's gonna be the way next time where I think not only students could benefit from this, but for example, people who want to change their job who want to learn something new.

We have a couple of organizations here or who are trying to help, for example, mothers after a maternity leave to get into something you are. A lot of people want to learn something. They know where and how to start, or they don't have the time for it because they need to work their job. So I think that could be helpful and also trying to like having an option to select whether this project for this, a student would be a full-time project for 3 months, or whether it would be how some project for 20 hours, a week, for 1 month.

Because now, when we switched it, I think from last year to this year, there was the switch and we figured out we can split the work and have like half of the project being like the house of the idea being project. But I think we could accommodate both.

Speaker 2 01:09:10

Yes.

Speaker 1 01:09:11

We have some ideas that are not that easy to split, and some that probably should just be a smaller ones. We would need to figure out like artificially and more work for the students. So having the option to choose that would be nice.