

Transcript of Interview with P1

Speaker 2 00:04

Hello, [REDACTED]. Thank you so much for participating in this interview. I'm an assistant professor from the Beihang university. I'm very happy to talk with you. Please feel free to talk anything you like. All the information in this interview we collected will only use in our research and keep anonymous. Could you give a brief introduction about yourself?

Speaker 1 01:22

[REDACTED], I am originally from Germany. I am living right now in Japan. I studied in Germany and France, and then I came to Japan for my phd and I am a robotics software engineer, something between I have been a researcher and online signal case, which is a thick tank of online the electronic company a little bit. They wanted to make it like [REDACTED] but it's kind of small. No one is moving.

Speaker 2 01:59

It's very interesting. And I also just received my phd degree this summer. And I started working. Thank you. First, I will give a brief introduction of our interview. In this interview, I will show you the results of the pre online survey, including your answer and our overall finding. And I hope you can explain your answers and give the comments of the overall results. You can tell anything you like. And I think if you can give some personal examples, it is better. First, it's the motivation these questions are focused on why you participating in GSoC and become a mentor. Now, you can explain your answer and give some comments for the overall answer.

Speaker 1 03:24

I have multiple motivations of this. One big one was that I wanted to have the software become better and working or was working until recently as maintainer for move it, which is the organization that was part of the GSoC and there are many points where it's not good enough yet where we want to have more work put in, and we're trying to grow the community.

So I knew that there was both things to be done and we needed more new blood. Both those big reasons were there. And then secondary less than that. It was personal reasons, too. I like the program, I'd like to support it. I thought it was good to be a part of it.

Speaker 2 04:19

Do you think the GSoC participations have made too much progress for your software project?

Speaker 1 04:41

I think that was good progress. In our particular case, it wasn't bad.

Speaker 2 04:49

Yeah.

Speaker 1 04:50

In total, I mentored three students over the last 3 years. And this was one of the better ones. This year.

Speaker 1 05:01

Even though the time was small, the time was half the time that it used to be, right. But, yeah, I think we got something useful out of it, but not as much as we hope, but that's always the case.

Speaker 2 05:13

I noticed that you strongly agree that participating in GSoC can improve your technical skills?

Speaker 1 05:27

I know there is some explanation. Yeah, it goes together with the neutral on the instructibility, because this year it was a topic that I proposed, but we were multiple mentors on this. And we said a topic that was a bit in between a few areas, and I was on one edge, and the other mentor was on the other edge to the speed. The topic was somewhere in between there. And the student ended up focusing on the part where I was not as involved.

So during the meetings, I actually heard of learning quite a lot myself, and I didn't instruct that much. And that was similar to how it has been before. We've often done this sort of multi mentor set up. And it helps both of the mentors learn something about the other code area. And it gives the students a second opinion. For me, both times it happened to be more on the other side of the expertise. There would be two mentors with different, slightly different expertise, skill, and 2 times over 3 happen to be closer to the other one. So I ended up learning more and deconstructing this. That's why I responded the way.

Speaker 2 06:45

I noticed that you chose neutral for the instruct ability. But I think most of the mentors, they think, being a mentor in GSoC can really improve their instruct ability than technical skills. But I noticed that you think technical skills improved a lot. Did technical skills improve a lot than instruct ability? Why?

Speaker 1 07:22

It's the same reason? It's the same reason. It's because I happened to do more new stuff, more new technical things for me.

Then I taught almost and that's because we had this double mentor setup, which was a bit particular with a little bit different expertise. I did learn about how to instruct. But just this year, I felt like I wasn't as involved as I used to. So I checked neutral. And also, our student was super independent. So I almost didn't have to teach them anything. So he just went for it, and there was very little instruction.

Speaker 2 08:04

It is a common phenomenon that in your project, each student has the two mentors to teach together.

Speaker 1 08:13

It's not always.

Speaker 1 08:23

It's not always the case strictly, but I had it happened multiple times. And by the way, that is also a reason for why in a later question, I talked about the time zone difference on many of the questions about place, time zone, et cetera. I responded that it was more difficult for us. And that's because of my timezone in Japan. East Asia is particularly difficult for getting these arranged. Also, all of our mentors were in three completely different parts of the world in America, Europe, and Asia. So it was difficult. For us, I see. Okay.

Speaker 2 09:06

Hi [REDACTED], you just mentioned that in this summer, you have learned a lot in the technical skills and less in the instruct ability, which means it is because that before the proposal, the project doesn't have a clear technical route and it is an open question for the GSoC student.

Speaker 1 09:46

I wouldn't say that the project is an open question, but what they end up being able to do inside the project where their interest really draws them, where it takes them is not clearly defined.

Usually what we come up with is a broad area where we need something done.

And we don't define a very simple or very well outlined code thing to code. Usually we find that it doesn't sound very exciting for the students, so we don't get much engagement on that, much interest. So things that sound a bit more open, get more attention from the student. And then something in there, they pick out. This time it happened to be something where we all have to investigate a little bit more.

Speaker 2 10:39

You strongly agree that you feel a sense of accomplishment? Why? Because the students think you have a lot of experience or anything else?

Speaker 1 11:03

It's not a compliment from the students or anything, mostly. I really like to see the software succeed and it gets the software further. It gets this project further. I believe that it's a good project and I like growing the community and making it great stronger. That was mostly also, the teaching is generally very rewarding. Morally.

Speaker 2 11:31

Thank you. Now, let's talk about the challenges, because the first part is the challenges about organization application. Um because, I noticed that you haven't participated in an organization application. So you can skip this part um. But if you want to add some comment for the overall results, you can give some comments, yeah do. You want to see anything.

Speaker 1 12:13

not strongly, but I know that it was not that easy for us to find mentors, at least one that could do it with full engagement. For us, I remember getting the topics and the mentors was not that easy. We don't have that big of a community with a lot of time. I would have expected that some communities now that I look at it more. Some other communities also agreed with difficulty in recruiting mentors. Just in my experience, just looking into, it can be hard to find mental.

Speaker 2 12:48

Do you think if the GSoC sets up some regulations, for example, give a reward for the mentors, it can attract moments.

Speaker 1 13:03

I don't think so, because I don't think that people do it for that reason. I don't think that it's even known to really anyone that you get the stipend or, anything of the sort I didn't know until I finished the whole thing. I think the first year or the first 2 years, I gave it to the organization because they do but what?

So I don't think that's going to be a motivator for many people also remember that most of them are accomplished software engineers and the money is compared to the wage.

Speaker 2 13:34

Yes. Do you have any good suggestions for attracting mentors?

Speaker 1 13:45

Good question. Maybe I'll think of one later. Maybe something comes to mind, not immediately. I do not correct myself for the university mentor. It used to be a good little bonus. We had one an ornamental team who is the on parental leave. And that was a nice thing to get up and swimming nothing.

Speaker 2 14:09

Yes I know it's very difficult because mentors, most of mentors, they participated in are just out of their interest. And they really want the project be become much better.

Speaker 1 14:29

Maybe it is a little bit like open source communities. In general. Maybe you will just see more engagement, the longer the program goes on. I think the best you can do to keep having mentors come in is to keep a, positive image of the program. Support all the mentors that have been in it, and it will grow by itself. I believe. I think there's not much more than you can do than to try to stay in institution, which I consider you are. I

consider to be a really mainstay in the open source community in general, and they're reflective, which is why I participate in.

Speaker 2 15:09

Thank you. Next part is about the challenges during student selection and community bonding period. Could you explain your answers and give some comments for the overall answer?

Speaker 1 15:30

I remember, I looked at this and I saw one where I was not quite agreeing with the majority of the community. One thing that I thought didn't come out of this was that it was difficult to find good applicants. It wasn't difficult for us to find applicant at all. There's always a lot of applications, but not a lot of good ones. That's definitely something else we hear from other organizations. And it's true for us. There's this point not having a formal procedure for introducing the community. I think I misread that.

Speaker 2 16:13

okay. The last one, you disagree there are too many applications to selected, but you just said there are many applications to select, but only a few of them they are expert.

Speaker 1 16:33

Only maybe one in ten is worth looking at, sounds so harsh, but only one in ten even has a chance.

And then of those one in ten, it depends on who matches with a mentor. And if multiple of them apply to the same project and one of the measly loses out. That's right.

Speaker 2 16:58

Do you think you spend a lot of time when you contact with too many applicants? Because maybe they have a lot of questions to ask you.

Speaker 1 17:14

Not a lot of time, a few approached me beforehand, but not that many.

What I read about the way that google imagines the community bonding period, I found that it didn't really work the same way. I didn't experience that kind of engagement from the students. It wasn't like a they didn't come up to us in a big amount of many people didn't come up until the last minute. Basically, that's a common pattern. It gets close to the deadline and think people think I should apply, and then they apply to something.

Speaker 2 17:55

I have a question before the community bonding period, when you as a mentor to select the students, do the students email you or send message to ask questions? So how much time do you have to spend to communicate with the students?

Speaker 1 18:15

Before they are selected not much, a handful of people, maybe 1 or 2 hours in total.

Speaker 2 18:29

not much. So you only have to communicate once or twice or less.

Speaker 1 18:37

Yeah, maybe 4 or 5.

Speaker 2 18:38

And another question. Is there any connection between the Communication time and the successful selection of students? Yeah. Do the students if one student, he communicate many times before the selection. Does he have a larger chance to be selected?

Speaker 1 19:09

If you just contact me or the mentor directly unless they had a good chance already, then usually no. if they are active in the community and they talk to people a lot and they actually submit a pull request and their chances are much, much naturally.

Speaker 2 19:25

I noticed that you agree the Challenge: difficulty in knowing application, applicants, personality during student, selecting and bonding period. Do you think applicants personality is very important?

Speaker 1 19:47

I think so, particularly the way that they approach work encoding has been hard to tell. I think you have the same, I think anyone has the same problem. It's hard to tell how hard they will focus, how much they will be able to focus, especially for software engineering. I think how difficult it is to tell how productive someone will be. That is to my experience, a large degree, or very often a function of how focus that can be. So that is difficult to tell and see these. Maybe it's just me, but I haven't had an easy time. I haven't had an easy time telling how good people are. I've also interviewed people for other positions, internships in my own old company. But every time, almost every time, my impression from the CV is completely different.

Speaker 2 20:51

What kind of personality do you think is much better?

Speaker 1 21:07

Open ended question. I think the more that they displayed something that I was looking for is the more that they have displayed, something proactive that they have worked on themselves, that they've built something themselves, private project, or that they've done something that required foresight and what I called being proactive earlier that are usually good sign. Someone who will be able to resist or endure frustration is usually a good thing too. software engineering is awful sometimes. And apart from that, communication is the not a personality trait, but pretty necessary. Something I've also looked for.

Speaker 2 22:03

Thank you. Now, we are going to the part of the challenges for official execution. Could you see these words clearly?

Speaker 1 22:21

I'm gonna open it myself because I just download it.

Speaker 2 22:24

you can explain your answers. Okay, can you see the presentation clearly?

Speaker 1 23:02

Should be good. All right, let me read that. Where did i uh? I said, agree and everyone disagreed and just being interaction to the style to meet different personalities. I sort of agree that in general, it's not that difficult. That isn't something that's fundamentally very difficult. I think in our cases, it just happened to be difficult because we had quite a few different cultures in the mix.

Speaker 1 23:43

There was no problem or anything. I also had strongly agree for ensuring that the mentors finished their work. I think that might be related to the fact that we don't delineate the project scope extremely tightly, because we find more engagement, if we were the project the less strongly define, that sounds more like a play field. They get more interesting students. We struggle a bit to get them to define a project that is just right in time that they can finish on time. Most of the time we get them to at least submit something after and carefully a little bit longer. So that's lucky, but ensuring that they keep doing it after the program is over, is not that easy or that they actually write up the pull request.

Speaker 2 24:39

Okay? You disagreed that you don't feel you don't face the challenges about convincing people to start small rather than big, because the students they prefer to start easy things than the difficult things. Is this the reason?

Speaker 1 25:07

No, I know the pattern that they tried to do more than they want to, but this time, in particular, because we knew that we didn't have much time. The student was aware of the necessity to do something reasonable, because they knew that they didn't have much time in the program this year. They were especially aware. So this time it wasn't hard.

Speaker 2 25:32

You strongly agree that you feel challenged about ensuring that mentees finish their work.

Speaker 1 25:41

Why? Like I mentioned earlier. Because we don't structure the work very strongly. We find that people apply for the project where they have a bit more wiggle room, where they have more freedom, or whether can imagine what they might do. They get more excited about it. So it's sometimes difficult to get them to stop working and just admitted where it is or to wrap it up in time. And then they usually spend a little bit of their own time after the end. That's something I think we could be better. So difficult.

Speaker 2 26:23

Do you think it's a problem for your project? Or because you said you don't have very clear milestone? Yeah.

Speaker 1 26:36

I guess. So I guess you could say it. At the same time, like I said, we have projects where they live. We have also like a whole range of projects, and some of them have clearer milestones. It sounds more concrete, but those don't get as much engagement.

So maybe it's the choice of topics. Maybe it's that students don't like to have or to follow a clear guideline or be the ones that apply for us. I'm not sure, but the project that we found students for were the ones with less milestones, less clear schedules.

Speaker 2 27:14

I think it's a little strange why some projects they don't they have clear milestones, but they don't involve much engagement.

Speaker 1 27:38

It's a good question, it's a good start. I think it has to do with the fact that maybe at least for our project, it's a little bit of a dreamy project, right? It's a little bit of room robotics is a bit, typhoid and exciting and automation and bit like AI as a bit robotic level, too. So doing something boring in a robotic project probably doesn't hit the right note. I don't think it sounds very exciting to do restructuring or refractory, even though that would be very easy to put the schedule out for, I think the kinds of people who are interested in the robotics projects and our projects, they might be more inclined to those of the projects.

Speaker 2 28:31

Okay, I see. And you agree that you have faced the Challenge of the cognitive difference between mentors and mentees. Could you explain and the cognitive difference? What do you think of it?

Speaker 1 29:00

Yeah, to be clear, I don't mean that our mentees or the students were stupid or anything that was absolutely not the case. It was just really interesting to see that we approached problem. And we frame them in our head very differently. Like when we talked about it, and I think it had to do with tiny language barrier, but not much just how we structure the problem, how we approached it was difficult, sometimes was it was interesting and difficult at the same time. So it wasn't bad, but it was a bit of a chunk of work that was educational and different uh difficult at the same time.

Speaker 2 29:47

Is it because the students and the mentors they have different experience, especially their technical skills?

Speaker 130:00

Right. When I look at this thing, when I scroll through it on my phone, I saw this and I noticed too, and I actually that's the point that I wanted to bring up, because just the way that we looked at the project and only the problem is so different.

We, yeah, like you said with the mentors, we have a lot of experience, we know the code base which is quite big, okay? And we look at it differently. We think about it differently.

So just talking about it. It's sometimes difficult. And I in my mind, I immediately had the impression or the expression saying, you can't see the forest for the trees. And I'm sure that so we both saw the other side sometimes.

Speaker 2 31:46

Okay, I think cognitive difference between newcomers and experience is very interesting. In my last research, I found it's very interesting that some task that mentor think it's very easy for the mentees, but the mentees think is not so easy. I think it's yeah, due to the cognitive difference.

Speaker 1 32:15

I don't think it's really cognitive. It's a matter of experience and how difficult it is to pose a problem. I've heard the same difficulty for math teachers, not educated that incredibly difficult to judge how difficult the problem will be for students. And it's always very, very noisy. Yeah. A common problem.

Speaker 2 32:37

Most of people, they disagree that the challenge of harsh project atmosphere, is it an advantage of open source? Because open source is very friendly and is very open? I agree.

Speaker 1 33:05

We try for that. We try to keep the atmosphere friendly. I think we generally succeed.

Speaker 2 33:10

Okay. I noticed that you agree that you feel challenge in identifying an appropriate task for newcomers.

Speaker 1 33:28

that has to do again with the size of our code base.

And the fact that when you want to do something interesting, you kind of need to have a lot of background already. And especially maybe with our code base, since you need to know, not only software engineering, but oftentimes things that have to do with mechanics and physics, to do the Jacobina, et cetera, or the motion planning. It covers a lot of different fields.

And when you really have young people, they get confused by at least part of it. And then they end up having to study for longer than they even have time. So it's difficult for us. It was difficult sometimes to find out that were interesting but doable for newcomers. And then you need to have a lot of them to find someone imagine.

Speaker 2 34:24

I think it's because they have some requirements for the students. Just as you said, only one in ten student may be selected. And you also said they faced a lot of challenges. So I think maybe it's very difficult for normal student to participate in an open source project successfully. Do you think so?

Speaker 1 35:01

I don't think that is generally the case. And I think it is generally not that difficult, I hope, to participate in open source software to start contributing. In general, it is sort of difficult to find the well-rounded task within the frame of this project or within the framework of GSoC that is both interesting, useful, and doable for someone in the time frame.

But small little things as many of those, but we can't make a GitHub project all of them. We were trying pretty hard actually to find good first issues. Usually either they're very small or they take time. They take many rounds and it's kind of hard to know how long they will take in total open and. A little bit. Okay.

Speaker 2 36:00

Sorry, I see the strategies. The first part is the strategies of organization application. I noticed that although you haven't participated in organization application, but you give your answer, do you want to explain it? I think some answers just as I thought it's a little strange. For example, you disagree, be sure that the URL linked to for the idealist works.

Speaker 1 36:42

I probably thought it was silly.

Speaker 2 36:47

Okay, no problem. I think so.

Speaker 1 36:51

I must have thought that I don't know why I would disagree. Sure that is important. Small things count. Okay.

Speaker 2 37:00

Uh how about have multiple ideas and have them categories.

Speaker 1 37:05

I don't really remember reading this. I'm not sure.

Speaker 2 37:13

Um uh, How do you think it now? Do you think it is important to how multiple ideas and categories?

Speaker 1 37:27

I don't know. I would have probably thought what I must have thought responding to this is probably better to have a sample direction or idea to propose and said this is what we wanna do. Instead of going on, we could do something that and that because it seems a little bit disorganized what can and focus is probably better. That's probably what I thought.

Speaker 2 37:53

You may think if just in one, seem it is much easier for the students to choose.

Speaker 1 38:03

especially the remind me what the section was about.

Speaker 2 38:08

It's a section about the strategy for the organization application.

Speaker 1 38:17

the organization application to GSoC.

Speaker 2 38:23

it's the organization. They submit their proposal for google administration. For the first item, the URL I think it is important because one organization, it may have participated many years of GSoC if one student wants to apply for this organization, he may want to see the previous year's projects and to have some ideas about how to apply for this organization.

So I think the organization they maintain, you mention a valid URL for the previous years, ideas, it is important. It's not just this year.

Speaker 1 39:19

That's another idea actually might have been a good idea for us to keep the history. I think we just updated the list.

Speaker 1 39:43

I'm going to bring it up into this one. I'm going to post that maybe someone will do it, is it? Okay?

Speaker 2 39:54

Let's go to the part of the strategies for the student selection and community bonding period. These are some strategies. And could you explain some of your answers?

Speaker 1 40:11

But notice that the first thing directly I disagreed with? I think it was the patient that I disagreed with. I thought that is not as important as being responsive and good on communication. But I think that's the detail. Just a matter of understanding the wording. What else. I didn't get this far, by the way. So this stuff I have to read for the first time, I didn't prepare this best, didn't get enough time at work.

Speaker 2 40:49

Okay? And I think it's a little strange why you disagree. The assess why the students is patient to apply every suggestion.

Speaker 1 41:07

I think I looked at the word patient and I thought if they can argue for themselves, if they can reason why they want to do it a certain way, a way to think this is the better way to do it, good for them. I think that's also respectable. That's probably what I thought. I noticed that I had go for it.

Speaker 2 41:33

You disagree. The strategy of inquiring about the student GSoC of the history, but some mentors, they think their history is very important, because it can suggest that student

have some expertise.
But why do you disagree?

Speaker 1 42:04

Possible. I figured that because so few people will have done it twice. I'm not actually sure about the numbers were so few of our applicants. I think I'm not sure we had anyone who had done it before. It wasn't a very informative factor for us. I don't remember anyone actually. Yeah.

Speaker 2 42:25

You strongly agree that you will look through the student GitHub profiles to check whether they have certain skills. So it's very important for students to explain their skills in their GitHub profile.

Speaker 1 42:46

Let's explain their skills than have a playground or show what they've done on the role that they've been interested in. Like actually struggled doesn't need to be a great project like I was looking specifically for stuff that they have spent their own like trial time. The only experimentation time with just the following tutorials is not that educational necessarily. Like getting to a good looking or repository is not that important to me. When I look at what they were doing, I was looking at how much of that struggle. Essentially, I was looking at that how much struggle was visible that has been my go to.

Speaker 2 43:32

You strongly agreed that to find out where else the student has applied, because you don't have that time, or do you think it is uh not very important?

Speaker 1 43:54

I think it's an important. I if they apply everywhere, then if they write a ton of applications, ensure that makes it less likely that this one is gonna be taken seriously. But either way, it's pretty clear that most people were ready to be taken seriously. So that wasn't anything it wasn't necessary.

Speaker 2 44:16

Okay. I noticed that many mentors think they will look at students, other summer plans, but you strongly disagree with this strategy. Why?

Speaker 1 44:33

Specifically this year? Because it was so flexible with the hours. I don't think that it would be a big issue. It's probably smart ask if they have like a 3 or 5 weeks holiday plan or something, but it didn't occur to us. I didn't consider that would be a leadership.

Speaker 2 44:53

Yeah, you think student motivation is very important. Why?

Speaker 1 45:05

Like I mentioned earlier, I feel that is the biggest predictor for the success of the project, the motivation, their desire to work for the focus of their why they want to get it done.

Usually, the intrinsic motivation keeps them not only motivated through the project, but also after it's something that they want to see working if it's something that they feel ownership in, if it's for project and they can use afterwards and that they will keep working in.

For example, our student this year, he's going to start apd in robotics doing much more in the same direction. That's perfect. So planning out of that is the case that's very important for us to know if they will stay. And if they will do good, it makes it a lot more likely in, my experience.

Speaker 2 46:03

Yeah, so you think whether the students can continue contributing to your project is very important.

Speaker 1 46:12

in a way. It's not something that needs to be the case for them to be accepted. They are also more important. But if they show already interest in the project and it looks like they will stay with us, then that's a plus for sure.

Speaker 2 46:29

Okay, thank you. The last part is a strategy for official exclusion. Could you explain some of your answers or?

Speaker 1 46:53

I don't think there's one share contact details that disagree with that. Most people agreed. That's the detail because a we had a discord, we had a means of instant communication. I don't know if that counts a bit of a, the tigers agreement, but really nothing major. We were immediately available to everyone. We were on messaging services. I think I agree with most of the other. There's no big difference between me and the community, I believe. Let me see if I can see something that pops out.

Speaker 2 47:39

how many communication channels do you use?

Speaker 1 47:51

we use mainly GitHub itself and this one. We had one issue where the student recorded progress publicly. Also, I think that was used as their result in the end along with the pull-request is up. And then we had a discord and a channel for them. So the channel was also public. It wasn't the private check, but that's where we talk. That's where we asynchronous be chatted with the student. It was much more like a message of those two.

Speaker 2 48:31

Do you think these two are good communicating channels? Do you face some challenges when we used these two communication channels?

Speaker 1 48:42

Actually, the only one was that the video calling in discord didn't work that great, but that's all. Okay.

Speaker 2 48:55

So you think video calling is necessary during the GSoC.

Speaker 1 49:00

I think it's very helpful. Maybe I should have mentioned that separately, but we did have weekly meetings with the video call. Doesn't have to be video. It can be audio, but it's definitely good to be together at the same time, synchronous communication. We had once a week to definitely on the media. I think a weekly of video meeting in your organization is a little different with others, Because most organizations they don't have a weekly meeting, or the video meeting, they only communicate in the chat room or through the email.

Speaker 2 49:49

oh yeah. I think the video meeting is very effective because you can talk anything very quickly. When you use the chat box, you can only type some words.

Speaker 1 50:08

Yeah, you usually feel out from my experience where the student is a bit insecure or might not be as a confident in their knowledge about certain parts. And then without having to make them explicitly ask where, you can start explaining a little bit more. That's been the biggest advantage along with being able to brainstorm a bit more quickly or discuss when something is unclear.

Speaker 2 50:35

I noticed that you disagree that tasks and completion dates are associated with each milestone. Why? Just as the previous reason, because the milestone is unclear, it's very difficult too much the time.

Speaker 1 51:00

I think it's important. I think it's much better if you can do it. It's just something we were able to do. That's why I said this is not something we were able to follow.

Speaker 2 51:10

just because it is difficult to do it.

Speaker 1 51:16

Yeah, would so I couldn't say that we were able to do it. It should be done. I think it's better to do it.

Speaker 2 51:24

It helps student plan. It helps the expectations for both sides.

Speaker 2 51:29

Do you think you strongly agree request regular reports is very important? Could you give some comments on this?

Speaker 1 51:43

It is the same, really, basically, it's basically the same reason as deliver feedback early.

You have to be able to catch when the student isn't doing good, or when he's unsure, when he's a trading water. And I don't know if it's a better way.

Speaker 2 52:07

That's how we try to do it.

Speaker 2 52:12

You need them to give you the weekly report or some other report.

Speaker 1 52:21

Yeah, in fact, actually, my own opinion was that weekly is even borderline, not enough kind of one almost daily like little report on what they've been doing ground style. Maybe I should have introduced that this year.

Speaker 2 52:37

But with only half the time, with a part time schedule, I don't think that's going to be as easy.

Speaker 2 52:45

I'm not sure what to do about it.

Speaker 2 52:48

Yeah, I also think if you ask them to send you daily report, is you also need to spend a lot of time to communicate with students true?

Speaker 1 52:59

It also takes them time.

So, okay.

Speaker 2 53:06

Next part is about what kinds of tasks do you think it is suitable for the newcomers? I noticed that you choose low hanging fruit, fun/, infrastructure or automaton, automation. Why don't you think core development and risky exploratory tasks are not suitable for newcomers?

Speaker 1 53:41

There's two reasons for that are maybe at the particular to our project, which, like I said, is a big cold base used for motion planning and robotics which is a big project with a lot of different moving parts in the code base, because it is so big.

Anything risk exaggeratory runs the risk of being out of date and not maintain very soon. We already have a lot of spaces in the code base that I just kind of dusty and old. And no one has touched in a long time that I kind of withering away on the side. So we don't really need more of that. That's been our impression as in the maintainer group. If anything, we need to work a lot more on getting all of the things that we've done in the past in the form and maintaining them, trying to get them like into the circulation, into like the bloodline, get blood, pumping through the

So what I called low hanging fruits and infrastructure automation is in the vein of that documenting. So things don't get lost or making our jobs easier, making things easier that let us do or let us work towards that. Getting streamline. Maybe not cleaning up tasks, but there are many and the project that we have this year is a part of that there are many projects where you need to have a lot of knowledge to start them or to be able to say what needs to be done. But then doing them is just kind of not very difficult. It takes time, though. Those for me were the best. Those were the ideal one, because then you kind of don't need to do anything, extremely difficult, extremely wide reaching, far reaching in the code base. But they do get to do something useful. Our students see that lucky because you got, I think, two of them effectively.

Speaker 2 55:49

You also give an very interesting other options. You think tedious is not the right word, but attacks that are too time intensive or maintenance will not be in particular challenging. Yeah, I agree with this answer.

Speaker 1 56:10

I don't know if I will repeat myself, but there's all these kinds of tasks that come to mind. You think. When you see more of the complex things, you think we should have done this in the same way. You don't really kind of, you can't afford to spend time rewriting that. But if you told someone to rewrite it, then you can see if you can tell them how to do it and it would be really worth doing. So those are good moments, especially when afterwards.

Speaker 2 56:41

Can we say this task are low-priority.

Speaker 1 56:46

True. It can mean that too, usually can mean that I think that could be a good task for students. But in in our case, usually we had enough high priority stuff that we didn't need to look for the low priority thing to do.

Speaker 2 57:10

We have many pain points.

Speaker 2 57:16

Okay. Now, let's uh go to the part of the games. These questions are about what did you gain from participating in GSoC, as a mentor? Yeah. Could you explain your answers?

Speaker 1 57:36

In learning? I mentioned that I was not as involved in the teaching and instruction. This time, I gave feedback but not as much as the other mentor. So there are also few parts were thought we could have organized the better. So I don't know how much I learned. I don't know how much I learned in the sense that I can do it better.

Now. That's where I responded neutral. But.

Speaker 2 58:05
okay.

Speaker 1 58:05
I can say I notice that I say agree where everyone said disagree about the donation.
Maybe I misunderstood what I was supposed to. Yeah.

Speaker 2 58:16
Because some matters they think rewarding is not very important. So they disagree with this.

Speaker 1 58:29
Yeah, I agree. But we gave it to one of our mentors who was home with two kids, so it was rewarding.

Speaker 2 58:38
Okay, you also think the contribution of the student was very useful yeah. Yeah. So the students' code was merged in the main repository.

Speaker 1 59:00
If I remember, right? Some of it has been merged. I don't remember if the main code has been merged, but the main poll request that has been lost already, because I'm in a new job and then not as involved anymore.

Speaker 2 59:13
Thank you. We have finished our semi-structured interview. Do you want to have some comment for our interview or do you have anything else want to say?

Speaker 1 59:34
I don't think so. I don't think anything comes to mind.

Speaker 2 59:37
Thank you. Yeah, thank you for your time.