Complete Open Coding Table

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| Sentence | Open Code |
| Well, I started out studying biochemistry, microbiology, that was my undergraduate degree in [Name institute 2], so from [Place 1]. | Initial academic background in biochemistry and microbiology. |
| So I did that, graduated from that and I basically decided I did not want to be so lab based, which is essentially what biochemistry is most of the time, kind of revolves around the lab. | Realization of disinterest in lab-based work. |
| And I decided that wasn't really for me, I like biology, the whole science aspect of it, so it wasn't like I want to completely be outside of a lab all the time, it's still part of the whole area. | Interest in biology but preference for more applied/outdoor work. |
| But I decided that I wanted to do something which is a bit closer to working with the outdoors and less locked away in a lab somewhere. | Desire for field-based science. |
| So I did a master's in marine sciences, always planning to focus on marine biology, but I wanted to keep it broad to begin with. | Shift to marine sciences with broad initial focus. |
| So that's how I ended up in the Netherlands, I did the masters in [Name institute 3], because that was the only place that actually had a master’s programme that really appealed to me... | Choice of location based on program suitability. |
| ...so that was literally the only reason that I came to [Place 2], because [of] that one specific Masters programme... | Program-driven relocation decision. |
| ...and then I finished that, that Masters and I hadn't really been planning to do a PhD, I was actually kind of planning not to do a PhD. | Initial intention to avoid PhD. |
| The plan was to deliberately not do one and then… | Deliberate decision against further academic pursuit. |
| I did not want to be in academia so much, that kind of still holds true. | Disinterest in long-term academic career. |
| I mean, I don't want to continue with academia once the PhD is over again, anything can happen. | Uncertainty about post-PhD plans. |
| I did a PhD now, which I didn’t plan on, but it's not really the direction that I see myself going in. | PhD taken despite no initial interest. |
| The whole academic system just didn't appeal that much [to me] basically, I figured I'd rather pursue what I'm interested in and other directions, maybe a private company, whatever that ends up being. | Preference for non-academic career paths. |
| But the right PhD came along and actually it was with the research group with whom I did my master's thesis. | Motivated to pursue PhD due to connection with previous research group. |
| So what they kind of said to me, there’s a PhD you should apply for. And eventually I did and I got it and yeah, I'm really enjoying it. | PhD taken on recommendation; enjoying the experience. |
| It's marine ecology, so I'm in the Department of Coastal Ecology and it's about restoration of ecosystem engineers, specifically mussels and oysters. | Research focus on marine ecology and restoration of mussels and oysters. |
| The main area that we work in is the Dutch Waddensea [and] which is on one muscle species and two oyster species and we work on restoration. | Fieldwork location and species focus in Dutch Waddensea. |
| I make artificial reef structures which are built in specific ways so there's a biomimicry element to it... | Involvement in designing biomimetic artificial reef structures. |
| ...basically we take principles that make natural Bivalve reefs work and we artificially build those into structures and then put them out in fields and test them. | Application of natural principles in reef design and field testing. |
| That's [it] in a nutshell. | Summary of project scope. |
| Yeah, I'm involved at all stages of the design and production. | Active involvement throughout design and production stages. |
| Dreaming up what the structure is going to look like and then trying different types and figuring out how to make it into what we want to make it. | Creative and iterative design process. |
| And then eventually putting it out [in] the Waddensea and running the experiments and analysing it, doing all that. | Field deployment and data analysis responsibilities. |
| So yeah, I'm involved at all stages. | Reiteration of full-cycle involvement in project. |
| Exactly why I like it, it’s very practical. | Preference for practical work. |
| That was biochemistry that I started in. | Reference to academic beginnings in biochemistry. |
| How has my trajectory shifted? Well, I'm still interested in biochemistry [in] particular things, marine chemical ecology I think is a really interesting field. | Continued interest in biochemistry, particularly marine chemical ecology. |
| Has it informed my direction much? I mean, I've always been interested in biology and with an interest in chemistry, generally an interest in science... | Lifelong interest in biology and chemistry. |
| ...but more so in the biological end of the spectrum rather than the physics end of the spectrum. | Preference for biology over physics. |
| It’s been [a] part of my path. I guess it gives me certain advantages, like when you're trying to think about things on a molecular level... | Background in molecular biology provides advantages. |
| ...that's not the core of my work, thinking about things on a molecular level, but it definitely comes up sometimes... | Occasional application of molecular perspective. |
| ...particularly in an experiment we did last year involving proteins in oyster shells. | Example of applying molecular knowledge to field experiment. |
| And just having that grounding in organic chemistry and molecular biology, [it] definitely helps with what I'm doing now. | Scientific background supports current work. |
| Of course it got me to realise that while I like science, I don't want to be in the lab. | Realisation of preference for non-lab work. |
| It's been said that biology is applied chemistry, chemistry is applied physics and physics is applied maths. | Reflection on the hierarchy of scientific disciplines. |
| There's some truth to that. It's not like completely true, but in some sense there is a spectrum there, right? | Acknowledgment of conceptual spectrum across sciences. |
| So to be a biologist, I think you can be a biologist without much… you are [a] behavioural psychologist or behavioural biologist... | Recognition of varying depth of scientific focus within biology. |
| ...I don’t know exactly what that entails in full, but it's maybe not that involved in the chemistry end of things I would assume. | Not all biologists engage deeply with chemistry. |
| But all these things are useful at times, OK, the chemistry is useful when you're thinking about a chemical ecology angle... | Chemistry relevant to specific ecological contexts. |
| ...which I happen to [do] in my PhD at times, and then the physics is useful sometimes. | Interdisciplinary application of chemistry and physics in PhD. |
| So recently I run these large field experiments and I was trying to work out what the drag force has to be on a float in order for it to be able to drag its anchor across the seabed. | Use of physics in fieldwork setup. |
| So it's easy physics, just like basic physics and then maths, I use arithmetic all the time... | Routine use of basic physics and arithmetic in research. |
| ...so I think having a strong basis in very basic maths, it's been very helpful in my experience... | Value of foundational math skills. |
| ...it's very much the type of maths that involves numbers. It's not the type of maths where it gets so advanced that you don't use numbers you know, but it all helps, it definitely all helps as far as it is work for me. | Emphasis on practical, numerical math over abstract theory. |
| But I do have rather broad interests, so maybe I naturally gravitate towards incorporating those things anyway... | Natural inclination toward interdisciplinary science. |
| ...but it all, my education and all those things. definitely has been to use to me. | Broad education beneficial to research. |
| So certainly when I took the PhD project, that was part of it. | Interest in mussels and oysters influenced PhD choice. |
| I had happened to get really interested in mussels and oysters at the time and they're like ecosystem engineers, they're pretty important basically in ecosystems. | Fascination with ecosystem roles of mussels and oysters. |
| So I got involved in that and how they lie at the basis of certain natural systems in which they appear and those are a good one to focus on if you want to work on restoration essentially. | Understanding foundational ecological roles in restoration. |
| And then there was also the fact that there are species used for food, that's relevant to human interests... | Relevance of species to human consumption. |
| ...so in terms of my philosophical angle on the whole thing, I got into ecology because I care about the natural world and I think most people do. | Personal and ethical motivation for studying ecology. |
| And yes, it's important to me, it's an important thing. | Strong personal value placed on ecology. |
| I do think it has to be balanced with the requirements of humans or societies... | Belief in balancing ecological and societal needs. |
| ...sometimes people can get a bit unbalanced on both sides of this issue. | Recognition of extreme views in ecological debates. |
| Some people think that you shouldn't care about societies or the functioning of societies, because topics related to ecology come first... | Critique of eco-centric extremism. |
| ...and then other people think ‘Who cares about the natural world or ecosystems?’ Because I know we have to build these things or achieve these economic targets... | Critique of anthropocentric extremism. |
| ...both things are important. I think a balance is always important. | Advocacy for a balanced perspective. |
| So I guess, in terms of my philosophical basis of taking this project, I mean mussels and oysters do sort of fall in between those two viewpoints. | Symbolic value of mussels and oysters as ecological and economic agents. |
| They're important for producing foods and ecosystem services and they're important species, naturally. | Mussels and oysters serve dual purposes. |
| Because this is all stuff. In the day-to-day of the projects, I'm not kind of thinking ‘Oh, restoration’, that's not on my mind all the time. | Daily work focuses on practical tasks, not philosophy. |
| It's more the details of the day, you know? | Emphasis on operational over philosophical focus. |
| There’s obviously an underlying reason or reasons why I'm doing this and then that kind of gives direction as a whole. | Philosophical motivation provides overall direction. |
| Well, the focus is definitely more on the ecological side as you would expect, when it comes to issues with farmers also. | Institutional bias toward ecological perspectives. |
| Typically there's this kind of dichotomy between farming and nature, right? Or perceived dichotomy. | Perceived conflict between agriculture and ecology. |
| And I don't really think it has to be a dichotomy... | Belief in potential harmony between farming and nature. |
| ...but in [the] [Name institute 1] for example [the] sentiment would very much be on the nature side of that debate. | Observation of pro-nature sentiment in research institution. |
| And then if there is any kind of supports given to the farming side, it's in the sense of we need to preserve these ecosystems and take account of ecology in this way because then that will also help farms, it will help farm systems. | Support for farming framed through ecological benefits. |
| But, no, I would say like the balance isn't really there. | Perception of imbalance in institutional priorities. |
| Speaking generally, painting with a broad brush, it's definitely more in one direction than the other. | Acknowledgement of ecological emphasis over neutrality. |
| There are a couple of different groups involved. | Project involves multiple collaborative groups. |
| The field work company in [Name place 3]. They are basically practical, technical support. | Field company provides technical and practical support. |
| That's where we build the things and we brainstorm and [come] with technical solutions... | Collaborative technical problem-solving with fieldwork team. |
| ...and we have like a big 3D printing machine. | Use of 3D printing technology in project. |
| So we work with 3D printed polymers and a concrete, a non-industrial concrete that we've sort of devised our own recipe for. | Innovative material use: customized concrete and polymers. |
| Yes, we make all that happen with the fieldwork company and it's [a] very dynamic place: always a lot of ideas and actually bringing those ideas into reality. | Fieldwork company as a hub of innovation and practical execution. |
| And then we also work with [Old name institute 4], now they are called [New name institute 4], they are consulting, ecological consulting. | Collaboration with ecological consulting organization. |
| And then there's funding from Rijkswaterstaat and then from the [Name institute 5] and a bit from [Name institute 3]... | Project funded by multiple institutions. |
| ...but we don't deal with those so much, I would say like 90% of what goes on is just [Name institute 1] and the fieldwork company. | Core collaboration primarily between university and field company. |
| I am actually leading a tutorial as a teaching assistant in [Place 2] next month, so I only did that once before when I was a master’s student. | Occasional teaching assistant experience. |
| And I haven't done any teaching apart from those two occasions, one of which hasn't even happened yet... | Limited formal teaching experience. |
| ...but I supervise students pretty heavily, so I take them on for master thesis projects. | Extensive experience supervising master's students. |
| I've had, I think, maybe six master students and one HBO student, and then help out with a range of other things like running projects... | Hands-on supervision of diverse student profiles. |
| ...we're working as a team basically, or in some kind of supervisor role... | Teamwork and supervisory responsibilities. |
| ...but yes, giving classes hasn't been a part of my work at all, really, but supervising students directly has been a very big part of it. | Main role involves student supervision, not classroom teaching. |
| So do I enjoy it? Yeah, I do enjoy it. | Enjoyment of student supervision. |
| I enjoy basically taking on the students and then we have to work to come up with the experiments and kind of solve problems. | Engagement in collaborative problem-solving with students. |
| And just going to work together on whatever we may be working on. | Team-oriented collaboration with students. |
| I definitely have grown in my role as a supervisor over the years... | Professional growth in supervisory role. |
| ...so now I'm 2.5 years in, I've had a range of students and I've learned something each time about a student... | Supervisory experience leads to continuous learning. |
| ...because obviously they always have different personalities. | Acknowledgement of student individuality. |
| I definitely have learned a lot and it is something I'm enthusiastic about, working with students. | Strong enthusiasm for working with students. |
| When I started out, when I first started the PhD, I was essentially still a master student. | Transition from master’s to PhD with minimal gap. |
| I was only a couple [of] months out of my master's, and I took on a master's student straight away. | Early start to student supervision. |
| So there wasn't really a lot of difference between us in terms of progression or knowledge or experience... | Small experience gap between supervisor and student initially. |
| ...that's kind of interesting. | Reflective curiosity about early supervision dynamic. |
| But something I certainly realised during that first year was that you need to be a supervisor first and a friend second... | Insight into professional boundaries in supervision. |
| ...because when you're working with someone like that - kind of closely all the time and they're the same age, roughly the same experience - you're kind of inclined to just, well, they're a colleague, but they’re friend, you know... | Challenge of balancing collegiality and authority. |
| ...but sometimes you need to be a supervisor rather than those things. | Priority of supervisory responsibility. |
| I kind of realised this because the student I was working with, she would… Sometimes basically she needed a friend, sometimes she needed a supervisor... | Difficulty managing shifting student expectations. |
| ...and I think it wasn't always clear to either of us which I should be at a given time, right? | Ambiguity in role during early supervision. |
| But that was honestly one of the most key lessons I've learned from supervising, and I've put that into practise since then... | Key supervisory lesson: defining role boundaries. |
| ...and it's actually been quite helpful in how I've worked with students. | Improved supervision through experience. |
| Obviously you can be friendly and all that, be friends in some sense. | Acknowledgement of the value in being approachable. |
| But it needs to be within the super structure of being a supervisor as well... | Friendliness must align with supervisory role. |
| ...and I noticed that with my own supervisors as well, I don't have to do it consciously, I had good relationships with them... | Positive model of supervision from own mentors. |
| ...but always at the end of the day, it's pretty clear who's the supervisor, you know? Which is good, I think it's really good to have it that way. | Clarity in supervisor-student roles is beneficial. |
| And at the end of my first year as a PhD student, I could definitely see the kind of progress I've made from master student into PhD student. | Personal progression from master's to PhD student. |
| And then the second question, in terms of the differences between different students. | Prompt to reflect on student differences. |
| I've had quite a number of university masters students. They have mostly been university students and then I had one HBO student... | Experience with both university and HBO students. |
| ...and something that stood out to me was I found the HBO [student] to be practical in a way, she was more capable of taking initiative with some things. | HBO student demonstrated strong initiative and practicality. |
| Which I guess is something they're probably trained for, but the difference was, it was pretty [re]markable to be honest. | Perceived training differences between educational tracks. |
| She was more capable of taking initiative and I feel [that] a lot of the time the university students still really worry about the details and don't want to get things wrong in a way... | University students more detail-focused and risk-averse. |
| ...whereas with her she would just go for it and I would of course correct [her] when that was needed... | Practical independence of HBO student. |
| ...but most of the time I was able to leave her to her own devices and that has not been the case so much with the university students. | Greater autonomy observed in HBO student. |
| And I've only had one HBO student, what does that really tell me, but I do think the fact that she was doing HBO made a difference in that sense... | Cautious generalisation based on limited HBO experience. |
| ...because I've worked with other people a bit who've done HBOs and I've also heard reports from others about the difference there... | Anecdotal evidence of HBO-practicality trend. |
| ...and there does seem to be a bit of a trend of that. | Emerging perception of systemic educational difference. |
| So you know, just the ability to take initiative and be practical about things. | Summary: value of initiative and practicality. |
| Again, this is one of the things with the friend-supervisor balance... | Reiteration of friend-supervisor dynamic. |
| ...sometimes I think university students are a bit more likely to be like ‘Why aren't [you] helping me with this thing?’ | University students may expect more direct guidance. |
| Well, sometimes you got to figure things out on your own, little things obviously. | Importance of student independence in small tasks. |
| I was trying to help out, but there has to be some initiative taken as well... | Need for balance between support and autonomy. |
| ...and I did find with that one HBO student, she was more capable of filling in the blanks, basically she could fill in the blanks a bit better. | HBO student showed better problem-solving initiative. |
| Things didn't have to be spelled out for her so much... | Lower need for detailed instruction with HBO student. |
| ...and I don't want to, I'm not trying to say anything harsh about university students... | Effort to remain balanced and respectful. |
| ...but I kind of felt like the HBO student was a bit more capable of filling in the blanks, or maybe even less scared to do so. | Perception of greater confidence in HBO student. |
| All the different, that's also been sort of a balance act and it is different for each student. | Supervision requires adapting to individual students. |
| I suppose one of the main things has been striking a balance between giving them enough work, not too much work... | Need to balance workload for students. |
| ...that they don’t feel overloaded, but not also [with] so little work that they feel like they're just hanging around doing nothing... | Avoiding both underload and overload in student work. |
| ...because both of those things have happened, so that's a fine balance to strike. | Experience with both ends of workload spectrum. |
| And have they developed into the role more? Yeah, I guess so. | Recognition of student growth over time. |
| I'm trying to think of different students. Yeah, it really depends on the students... | Individual variation in student adaptation. |
| ...but I would say generally, yeah, as time goes on, they settle into a more… | General trend of improved student adaptation. |
| ...because when they start out, there are a lot of moving parts to the projects and sometimes they join and they were like, what's going on? | Initial confusion due to project complexity. |
| And I had a student drop out there as well recently. | Example of student dropout. |
| So actually she was doing a master's thesis and she dropped out after a few weeks. | Master's student left project early. |
| And I kind of devised a mini project for her to do something else, just to get a few credits. | Supervisor’s adaptation to retain student engagement. |
| I think it was the routine and lifestyle [that] didn't work for her because she had to travel to [Name place 4] quite a bit... | Student’s lifestyle and commute impacted engagement. |
| ...and she had to do this work where she was deshelling cockles, which is not the most pleasant work... | Task unpleasantness may have contributed to dropout. |
| ...but it is really different with each students because they all come in with different backgrounds... | Students have diverse backgrounds and preferences. |
| ...but generally they have settled in more as time has gone on, they've learned a bit more about the projects as time has gone on. | Students improve project understanding over time. |
| I didn't have a lot of expectations, I suppose. | Initial lack of expectations for student supervision. |
| No I would say I didn’t have a lot of expectations... | Reiteration of minimal initial expectations. |
| ...but the only thing that really sprung to mind when you asked that was, sometimes I have a bit of a tendency to put too much time myself into the student projects... | Tendency to over-invest personal time into student work. |
| So there've been a couple of times where I had to deliberately involve myself a bit less... | Need to manage personal involvement in supervision. |
| ...because, if it works there and you work with the students, you're going to do it. | Natural inclination to engage deeply with student work. |
| And it's simple, it's part of my PhD, even if it's more of a student project’s side of it. | Student projects are integral to PhD work. |
| But when we were in the second year, we started prepping for the field experiment we were going to run... | Involvement in major field experiment planning. |
| ...and I remember we were printing, 3D printing these structures and building them and everything. | Hands-on work with 3D printing during field prep. |
| And I had in my head that I was going to build all of them by hand, which I'd done before. | Initial plan to take on full physical workload. |
| Then I remember one of the students I was working with, then said ‘Shouldn't you let us do this?’ | Student reminder to delegate responsibilities. |
| Yeah, I should... | Acknowledgement of need to delegate. |
| So I would say, the only thing that came to mind when you asked about expectations was… | Reflection initiated by expectations question. |
| I mean, I probably expect them to like work a bit less than they should sometimes... | Perceived low expectations of student initiative. |
| ...but I think that's more of a me things, that’s like some general observation. | Self-reflection on personal supervisory style. |
| I suppose with the bachelors, I was trained for something different, [so] it's hard to judge them by the standards of [a] biology PhD... | Undergraduate training not aligned with current PhD field. |
| ...but to the extent [of] that what I learned in studying biochemistry, molecular biology has stood to me. | Foundational knowledge in biochemistry remains useful. |
| Sure, they did a good job, it kind of applies, but ecology is one of those fields that can be very broad, it can be all-encompassing... | Ecology seen as broad and interdisciplinary. |
| I guess it would be hard to see any kind of biology degree going completely correct. | No single biology degree fully prepares for all subfields. |
| And then in terms of the masters, that also covered all aspects of marine sciences which I was looking for. | Master's program offered desired comprehensive coverage. |
| And [to] the extent it prepared me for this. I definitely built skills during my masters... | Master’s helped develop useful scientific skills. |
| ...certainly from then on I got better at finding and reading and understanding and using scientific papers. | Improvement in literature review skills during master's. |
| My writing improved and I suppose in a less technical sense, I also gained the belief that I could probably go and do a PhD... | Increased confidence to pursue PhD. |
| ...not sure I would have thought that so much during the bachelors, I didn't really think it was going to be something I ever did. | PhD ambition developed after bachelor's. |
| And then also I transitioned into a different field and I was not really sure how this is going to go... | Transition into new field created uncertainty. |
| ...the Masters definitely helped me gaining some kind of technical skills, not with building structures or anything... | Master’s provided technical science skills, not engineering. |
| ...but just in terms of the things you generally have to do in science and then just developing my skills. | Master’s built general scientific competencies. |
| And also me recognising that I developed these skills and I was able to do them. It was quite helpful in that way so. | Self-recognition of skill growth was motivating. |
| Maybe writing, you know, it's pretty much the only thing, that is actually something that I'm only really starting to pick up the skill of now. | Writing identified as a skill still in development. |
| I'm just writing up my first manuscript now, and it's quite a different skill to writing [than] students assignments. | Difference between academic writing and student assignments. |
| There's that. But again, I'm 2.5 years in, I feel like that's just starting to click now. | Manuscript writing proficiency developing mid-PhD. |
| In my experience, when you're writing some student submission, you put on the page whatever is relevant in a way... | Student writing focuses on coverage of relevant content. |
| [with] writing an introduction, you can put in there like… you just tick the boxes. | Student introductions often follow checklist style. |
| But [with] my very limited experience of writing the manuscripts, you really have to craft the narrative a bit more... | Manuscript writing requires narrative crafting. |
| ...and you almost have to reverse engineer the experiments. | Reverse engineering needed to frame manuscript content. |
| That actually quite helped me because when I started writing this manuscript, I was kind of writing it like it was a student’s assignment... | Initial struggle due to using student-style writing. |
| ...and it felt, it was actually kind of confusing. | Confusion from misapplying student writing habits. |
| I was… I don't know why, I'm writing certain things, the standard things that I would write about... | Habitual writing patterns clashed with manuscript needs. |
| ...but I was like… [it] doesn't seem [like] it describes the experiment where it's relevant. | Realization of mismatch between content and context. |
| So then I sort of reverse engineered the experiment and I was like ‘We did these things and we wanted to find these outcomes.’ | Reframing writing based on experiment logic. |
| ...so based on that, what should go in an introduction. | Improved structure by aligning intro with experiment goals. |
| And then I did it that way and [it] made a lot more sense and actually more enjoyable to write. | Writing improved and became more enjoyable with experience. |
| So that’s definitely a skill that has developed from student to PhD. | Writing skill progressed through PhD experience. |
| And then supervising, it's been a huge aspect of my PhD. | Supervision is a major part of PhD work. |
| It's something that I've developed and I think I just kind of [have] gotten better at it over time. | Supervisory skills improved with time. |
| I did the exact same thing when I was a master student... | Repeated teaching experience from master’s to PhD. |
| ...because one of my supervisors, he was also my supervisor during my master's thesis... | Continuity in mentorship from master’s to PhD. |
| ...and during my master's thesis I had to learn how to use GIS... | Acquisition of GIS skills during master's thesis. |
| ...so then he offered me a role where I could teach and then I actually asked him about half a year ago if I can do some more teaching stuff... | Proactive request for additional teaching responsibilities. |
| ...take some lectures or whatever or give some lectures and he was like ‘There's not a lot to be done, but you can do the thing again.’ | Limited availability of teaching opportunities. |
| And I was like, OK, I'll do it. | Willingness to teach despite limited opportunities. |
| I probably won't stay here after the PhD, I think I'll go back to Ireland... | Intention to return to home country post-PhD. |
| ...but if I wasn't going to Ireland, the Netherlands would probably be [my] first choice. | Positive view of Netherlands as an alternative. |
| A lot of things work very well. There's a great infrastructure. | Appreciation for Dutch infrastructure and functionality. |
| I mean, I've just got[ten] off the ferry, which goes back and over to [Place 5] all the time. | Convenient transport as example of Dutch efficiency. |
| I'm going to catch a train down south later today. | Utilizing efficient public transport. |
| Things are laid out very well and to travel across the country for two hours feels like nothing... | Ease of travel within the Netherlands. |
| ...whereas in Ireland to go across the country for two hours feels like a really big trip now. | Contrast with less efficient travel in Ireland. |
| But there's not a lot of nature. Which is, you know, I mean, I am [an] ecologist, it's something I like to be around. | Lack of natural areas in the Netherlands noted by ecologist. |
| So it that is something which I find a little bit harder to deal with at times. | Missing nature is a personal drawback. |
| It's super developed. | Observation of Netherlands as highly developed. |
| And personally, I think I prefer places with a bit more of a healthy chaos. | Personal preference for less structured environments. |
| I'm a fan of the Netherlands, I’ve lived here for nearly five years, since it's been very good to me... | Positive sentiment toward the Netherlands. |
| ...the Netherlands have been very good to me. | Gratitude for opportunities in the Netherlands. |
| At the [Name institute 1] or [Place 5] itself? | Clarification about specific location context. |
| So I don't, I don't have my finger on the pulse of [Place 5] too much, because I live in [Place 6]... | Limited awareness of activities in main work location. |
| ...but I like [Place 6], it's peaceful... | Preference for peaceful living environment. |
| I suppose it's a bit less organised than other places in the country, which I actually like. | Appreciation for less structured local environment. |
| And [Place 5]’s the doorstep. So I feel pretty lucky overall, you know? | Gratitude for proximity to work and living balance. |
| Yes, so I guess I do have some extra thoughts. | Prompt to share final reflections. |
| I've definitely noticed a certain gap between theory and experience in what I do. | Perception of disconnect between theory and practice. |
| I can't really speak for biochemistry because I was doing that at undergrad level, it's kind of different... | Limited applicability of undergraduate biochemistry to current work. |
| ...but certainly in what I do now. | Emphasis on current ecological context. |
| So the first time it became apparent to me was when I was doing the Masters, doing a coastal ecology course... | Realization about theory-practice gap during master's course. |
| ...and we learned about three species that were living in the sediments... | Example of theoretical ecological interaction. |
| And then for some triangle interactions between them, like a flow of entity, so to speak. | Illustration of ecological interaction model. |
| And it was very clearly laid out in the page, and I can see how that works. | Theory presented clearly in coursework. |
| And then I remember the first or one of the first times that I really went out to the field, things are not as clean as that at all. | Field experience revealed ecological complexity. |
| And it's a lot more fuzzy and when you're talking about something like nature and ecosystems, almost by its nature it means everything right... | Ecosystem complexity defies simplification. |
| So it's very hard to break things down to really specific interactions and components, as if they're like gears and machine, I think it doesn't quite work that way. | Challenge of applying mechanical models to ecosystems. |
| Whereas maybe in maths or physics there's less of a gap between those things, from theoretical physics to reality... | Theoretical clarity perceived greater in physics/math. |
| It's maybe a bit more predictive in some ways, I'm not a physicist, so I don't know... | Acknowledgment of limits in comparing fields. |
| ...but that's definitely something that has stood out to me in what I do now, just this gap between theory and practise. | Reinforcement of theory-practice divide. |
| And it's also why I wanted to take on a practical PhD in the first place. | Preference for applied over theoretical research. |
| I do think it's a bit easy sometimes [to] get bogged down in theories and models about things... | Critique of overemphasis on theoretical models. |
| ...and sometimes those things need to be grounded in real things that are happening... | Need for grounding theory in real-world phenomena. |
| ...and basically there can exist a gap between those two things. | Summary of disconnect between theory and reality. |
| That has definitely been maybe why I got interested in your research in the first place. | Research interest sparked by practical relevance. |
| I thought that and that definitely occurred to me that that distance is there... | Awareness of conceptual vs. applied gap. |
| and also when you have results about something, you have to interpret it. | Data interpretation adds complexity to research. |
| But that's also something else I've learned through my scientific career. | Scientific insight gained through experience. |
| When you're starting out, you see something in a scientific textbook and you're like ‘Oh, that must be true, if you question that…’ | Naïve acceptance of textbook knowledge early in career. |
| And then as time goes on, and especially once you start doing experiments, you see [that] the results really depend on the methods. | Experimental outcomes depend on methodology. |
| And the interpretation really depends on the results and then on the person involved. | Subjectivity in scientific interpretation. |
| And also the narrative you're trying to craft as well, which is the way it's done. | Scientific writing involves narrative construction. |
| Definitely, and I've had this conversation with friends as well, who are like non-scientific, I mean, they're not in science. | Discussion of science communication with non-experts. |
| They'll read a scientific paper and they basically read the title and be like ‘Look, that's here's, the proof of this thing.’ | Public tendency to overinterpret scientific titles. |
| And then you go and read the paper and it's not really saying that. | Misalignment between headline and paper content. |
| And it has a certain way of arriving at that conclusion and it's just not really… | Scientific conclusions require contextual understanding. |
| ...if you just read the title, or have some like very loose idea of what the paper means, it's not really the right idea. | Superficial reading leads to misunderstanding science. |
| And I think maybe that's something that happens in the way people perceive science more broadly. | Broader societal misperceptions of science. |
| Because, I mean, I certainly did. And it took a career, at least the beginning of a career in science to see that it's not quite that way. | Scientific career reshapes perception of truth. |
| Of course, I think that people could be a bit more aware of… generally science is also an art. | Science perceived as both an art and a process. |
| Well, I think when you're working with very complex systems, you do need to break it down into components to an extent. | Necessity of simplifying complex systems for understanding. |
| And there's this difference between complex systems and complicated systems... | Distinction between complex and complicated systems. |
| ...and I think maybe one of the issues with representing ecological interactions, is that you take a complex system and you break it down into a complicated system. | Risk of misrepresenting complexity through simplification. |
| Which is a different thing by its nature, but there's necessarily a way around it... | Simplification is inevitable but imperfect. |
| ...because you do have to understand things in slices in a sense... | Incremental understanding through abstraction. |
| ...and when you look at something scientifically you automatically have to isolate certain conditions... | Scientific method relies on isolation of variables. |
| ...whereas if science is the study of how nature behaves, there's a lot going on there and you can't do it all at once. | Limitations of holistic analysis in scientific practice. |
| So generally it works as a system, certainly for understanding these things like progressive levels of abstraction or progressive levels of understanding. | Advocacy for layered scientific comprehension. |
| They say that in physics you learn what an electron is when you're in secondary school, and then you go to university and you study physics and it's something completely different. | Science education evolves with academic progression. |
| And then if you go on do a PhD in physics, then an electron is something different again. | Concepts deepen with advanced study. |
| It’s all kind of steps on the road, they are all blocks in the wall... | Scientific learning is cumulative. |
| ...so have to do it in a way, but maybe it should be a bit more acknowledged that that is how it is. | Need to acknowledge abstraction in scientific learning. |
| They're not easy answers, they're just practical answers... | Scientific explanations are pragmatic not absolute. |
| ...they're answers that work for the purpose they are intended for. | Scientific conclusions serve context-specific goals. |