Open Coding of Interview Transcript

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| Sentence / Fragment | Open Codes |
| Alright, so I'm [Name respondent] or people call me [Name respondent]. | Self-identification |
| Because I have one S, yes. | Clarification of name |
| So originally I'm from Slovenia. | Stating origin |
| I did my, let's say, primary secondary education there [and] also my bachelor studies there. | Educational background in home country |
| And then I came here to the Netherlands because back home there was not enough opportunity anymore to kind of grow in the set of knowledge. | Moving abroad for personal / career growth |
| Because if I would follow the same programme in my master's, it would be the same subject, the same topic, just more detailed and why waste another two years, right? | Critique of local education redundancy |
| Because you kind of already got the grasp around General Biotechnology, which is my background. | Previous education in biotechnology |
| So I came here in 2019, I studied Medical Biotechnology in [Place 1]. | Enrollment in master's abroad |
| I really liked it, it’s only good things in general. | Positive experience with program |
| And then at the beginning, I thought, I'm not going to do a PhD because this is not something that I see myself doing. | Initial reluctance toward PhD |
| But I had a wonderful time at the [Name institute 2] during my internship. | Positive internship experience |
| And I really grew as an independent researcher there because my supervisor burned out, unfortunately. | Developing independence |
| So I was by myself very quickly from the beginning of the project, so that was a little PhD trial period for six months. | Internship as trial PhD experience |
| And I realised that I'm really enjoying the freedom of being able to research what you're curious about and stuff like that. | Enjoyment of research freedom |
| And that's why I then decided, OK, maybe a PhD is not such a bad thing. | Shift in PhD perspective |
| And I must say, so far my experience is really good. | Positive PhD experience |
| My biggest motivation in general in career [and] life is being able to use my knowledge for the good of the patients. | Career motivation: helping patients |
| That's something that I was always passionate about. | Passion for healthcare impact |
| If the world would be different, I would love to study medicine. | Desire to study medicine |
| But I didn't see myself in that role because it's [a] very demanding environment. | Perceived difficulty of medical career |
| You really need to be super career driven, a lot of sacrifices have to be made. | Sacrifices in medical profession |
| So then I kind of wanted to still be in this world, but from the background, [as] the scientist that actually brings the impact and makes the change compared to doctors. | Alternative scientific role in medicine |
| So overall, I'm really enjoying the whole path at the beginning. | Satisfaction with career path |
| I didn't even want to study biotechnology, to be honest. | Initial disinterest in biotechnology |
| I wanted to be more medically related, so more laboratory science and stuff like that. | Preference for medical laboratory science |
| But destiny said, no, [and] I went with it. | Acceptance of academic path |
| I followed the flow and I wouldn't change anything. | No regrets about academic journey |
| I really like my path. | Contentment with chosen path |
| I really like my background. | Pride in academic background |
| I feel like during [my] education I got really equipped with a lot of valuable knowledge from different disciplines, | Interdisciplinary education value |
| but yet I can still apply these basically on a daily basis. | Daily application of academic knowledge |
| So then that's something I really appreciate for what [my] education gave me and the path that I took. | Gratitude for education and career |
| So the group I work with researches very rare blood cancers that we don't understand a lot about, | Research focus on rare blood cancers |
| so therefore we don't have a good treatment option for the patients because it's not leukaemia which has been well studied and well characterised. | Lack of treatment options for rare diseases |
| So we the aim of the group is to understand the disease better and therefore develop novel therapeutic strategies to help these patients. | Research goal: develop new therapies |
| But my particular project is more focused on neuroscience, although I don't have the background for it. | Working outside academic background |
| And I look into how these rare blood cancer affects the brain of the patients | Investigating neurological impact of cancer |
| because the patients are experiencing a lot of fatigue and concentration problems and brain fog and stuff like that. | Patient symptoms under study |
| But the doctors say it's the blood, your blood is poor. | Medical explanation by doctors |
| Therefore you have all these symptoms. | Attribution of symptoms to blood quality |
| But we're seeing that this is not the case and there are like more biological processes going on there. | Research contradicts conventional explanation |
| Because it's a rare blood cancer, we don't have a lot of patient materials. | Limited patient samples due to rarity |
| And also, getting a brain is also quite exotic, | Difficulty accessing brain samples |
| so our main model is, yeah, we use mice because this is the best we can do at the moment. | Use of mice as model organism |
| And when I came here, I was like, no, you know, I had my reservation[s] since [then]. | Initial ethical reservations |
| Anyone good I think should have. | Belief in ethical consideration |
| But then you also think about, OK, but if I would be that patient - which I might be, you know one day - | Empathy with patients |
| and knowing that we cannot at the moment do anything better, | Acknowledgment of current limitations |
| I would really appreciate [it] if someone would work with whatever we have in order to help out. | Justification for animal research |
| So that's kind of the justification I say to myself, and also when talking with other people | Personal and public justification |
| because people are not well-educated about these things and they only see the bad. | Public misunderstanding of research |
| But then if you put yourself in a position of a patient, then anything is better than nothing. | Perspective shift through patient empathy |
| I mean, I never really thought about it before in this way. | New ethical awareness |
| I was aware of it, but I was not faced with it. | Ethical detachment before involvement |
| But now being in this world, I think we really should talk more about it | Call for ethical discourse |
| and we should use our power and our knowledge to educate people | Responsibility to educate public |
| and to let them know that we're really doing the best we can. | Defending integrity of researchers |
| And I mean, of course there are bad guys as well, | Acknowledgment of ethical breaches |
| but in any kind of world there are people with wrong intentions, | Generalized view on ethics |
| but the vast majority of people is not doing this because it's fun or because we're enjoying it, | Motivations not rooted in enjoyment |
| but for the good of the patient. | Altruistic research motivation |
| I don't know, I had a wonderful course in my bachelors. | Positive experience with ethics course |
| It was about ethics and it was very philosophical and stuff. | Ethics course content |
| But we always talked about biological things, like for example in vitro fertilisation, what does that mean? | Bioethical discussion example: IVF |
| When is a human being, a human being? | Philosophical question on humanity |
| And when do you have the right to end the life of the embryo because you know you don't use everything, | Moral dilemma on embryo use |
| or genetically modified organisms and stuff like that. | Ethics of GMOs |
| I think majority of the population have completely wrong ideas, | Public misconceptions |
| because [of] how the media presents it, how the society works around it. | Influence of media and society |
| But if we would talk about it and if we wouldn't have a way to better explain these systems, these bioethical dilemmas. | Need for better bioethics communication |
| I think people would realise that… | Hope for improved understanding |
| I always say to people that I meet, the mice that you see in a pet's place, they have way worse life[s] than the mice that we have | Comparison of lab and pet mice welfare |
| because we are really under all these rules and regulations | Emphasis on research regulation |
| and we really need to make sure that the welfare of the animals [is] really well kept and maintained, | Commitment to animal welfare |
| whereas at the pet store, these rules don't exist anymore and also at home they don't. | Lack of pet regulation |
| But you at home, you don't get educated on how to take care of an animal | Public lack of animal care education |
| or you just buy it and then you [try to] do it right, | Amateur pet ownership |
| whereas we have to follow more than a month of courses in order [for them] to even be there. | Mandatory research animal training |
| Not that I know of. I don't think so, | Unawareness of institutional discussion |
| but I think the majority of, you know, you kind of need to have a good reputation, right? | Importance of institutional reputation |
| As a medical institution, you don't want to step on anybody's toes, | Need for cautious communication |
| so you need to be very, you know, keep things to yourself, | Culture of discretion |
| because it's not the environment where you can talk openly about it. | Lack of open discourse in medical settings |
| And whenever you do, I think there's this annual reports and stuff like that and people get very heated about the numbers, | Tension around transparency and statistics |
| so I think in general in any kind of education, I think it applies that. | General applicability to education |
| The societal kind of things should also be discussed, | Call for societal topics in education |
| and they're really interesting and they open up a completely different world and viewpoints that you probably did not have because you were only faced with your own opinions. | Value of diverse perspectives |
| And then you sit down with your class and you realise that we don't share the same opinions. | Realisation of differing views |
| Everybody sees these problems differently and then you educate yourself on different viewpoints, | Learning from diverse perspectives |
| so I really think this is a very cool topic that should be [taught], only like, I don't know, one semester, but just to kind of remind people. | Advocating short societal education module |
| Yeah, I remember. We talked about a lot, the GMOs and how these societies [are] completely against it. | Discussion on GMO controversy |
| We talked about the in vitro fertilisation, the use of the technology for the reproduction and genetic testing. | Bioethics of reproductive technologies |
| Also genetic screening, you know, these kind of things. | Topics in genetic screening |
| For sure. And I'm also certain that other fields, any kind of studies also have other dilemmas and things that should be discussed. | Recognition of ethical dilemmas across disciplines |
| And we should. I mean, it's hard to bring it to a broader population. | Difficulty in broad communication |
| But I think already within the scientific world, even within the biomedical world, if we would just be able to talk about it better and to understand, | Need for better internal discourse in science |
| then I think you can also communicate yourself and explain yourself better. | Improved self-expression through understanding |
| Myself, I didn't supervise any students yet. | No supervision experience |
| I would love to, but it also depends on what the project is. | Interest in student supervision |
| I did mentor a minor where I was meeting weekly with a group of bachelor students that were following this minor | Experience mentoring a student group |
| and this minor was from Nanobiology. | Subject of student group |
| I don't know how the organisation thing is, but basically one of our staff [members] within our department, he's the leader of this minor programme. | Uncertainty about programme structure |
| So he was kind of searching for people and I joined that and it was interesting. | Volunteering for mentoring role |
| How would I say that? There's this notoriously bad opinion about bringing bachelor students in because they're not skilled because they don't have the experience | Negative perception of bachelor students |
| and I agree and I also think that the university should do better when it comes to preparing these students for real life, | Critique of university preparation |
| because I come from [a] bachelors from another country and I see how much more hands on knowledge I got there. | Comparison of international education |
| And here's the problem right, because in the Netherlands, the university should really focus on a more theoretical background | Netherlands' theoretical focus |
| and it's really the emphasis of studying and learning and doing the books. | Academic system's theory orientation |
| But this is not the real world like, it's crazy. | Disconnect between education and practice |
| And I think universities here in the first [year] in the bachelor should also teach the students some sort of independence, | Need for independence training in early education |
| not just sending them to an institute and [let] the personnel there teach them | Critique of outsourcing practical education |
| because then what you get is very specific knowledge that you might not ever need ever again, | Problem with narrowly focused internships |
| because you picked an internship that, maybe it was interesting, but then you realise that this is not your thing. | Mismatch between internship and interest |
| And that's completely fine, but when it comes to practical knowledge, then what do you do with this, you know? | Uncertainty about applicability of learned skills |
| And then when you go to the master, then again, a lot of universities here - not everywhere, in [Place 1] I didn't have this experience - really just depend on the practical part being just for the internship. | Overreliance on internships for practical training |
| And then you do have a lot of internships, but again you are faced with, in six months you get familiar with one maybe two techniques | Limited technical exposure during internships |
| when you're out of the academia. You repeat that for six months and then you're done. | Short-term technical repetition |
| But what did you learn? | Questioning educational value |
| I think this should change here, | Call for reform |
| because then at least you educate and you create this well-rounded researchers that know the basic technology, know the basic techniques. | Advocating for foundational technical training |
| Also understand how this works and why it works. | Importance of conceptual understanding |
| Because that’s how you’re built for the future in my opinion. | Long-term educational preparation |
| Really just basic [techniques], you know, like knowing how to do a qPCR, what reagents you need, how do you do Western blot? | Need for basic lab technique training |
| All these very versatile techniques that can be applied to any kind of biological research. | Versatility of basic techniques |
| It doesn't matter what you study, but you should be able to kind of understand all of it, | Importance of universal technical competence |
| because then you can apply it to completely different questions, to completely different problems. | Transferability of skills |
| Well, I cannot speak from my own experience, but from what I heard from colleagues [is] that a lot of these students come and they never even held a pipet in their hand. | Lack of basic lab experience among students |
| Then you need to teach them everything. | Burden on supervisors |
| But you don't find this attractive as a PhD candidate where you have so much work | Supervision burden on PhD students |
| and I don't have the time to sit with a student for half a day teaching them how to pipet, you know what I mean? | Time constraints for mentorship |
| These are basic things that even the Bachelor students should know. | Expectation of basic competence |
| And a lot of them don't as far as I have heard. | Reported skill gap |
| But I'm not saying that everybody is the same. | Acknowledgment of variability among students |
| I think it really depends where the students are coming from | Impact of institutional background |
| because for example in [Place 1] - and also during my masters - we had a whole year of courses, | Extended practical training in master's |
| which is crazy compared to other universities where you have majority of the time just internships. | Contrast with internship-heavy curricula |
| We have courses where we were taught the theoretical part. | Balanced theoretical training |
| In our masters as well, along with all the practical parts that came with every single course. | Integrated practical learning |
| So we have hands on experience of what we were learning by the books. | Applied learning approach |
| We did it ourselves because you know the supervisors were there, | Supervisor-supported autonomy |
| literally when you did not know you raised your hand, you asked, | Interactive support system |
| OK, we didn't do the planning ourselves. We had the protocol. | Structured learning process |
| But at least to some point, we were independent and we were responsible for getting from point one to the last step | Fostering responsibility and independence |
| and only then we were allowed to do a thesis and an internship. | Prerequisite competence for advanced work |
| And in a lot of universities here I feel like this is not so emphasised. | Perceived gap in Dutch education model |
| But also in my bachelor's. | Practical exposure during bachelor's |
| So I came here with everything kind of already. | Preparedness from prior education |
| I got to know all the techniques. I already did them before in my bachelor years. | Early technical experience |
| But it was really nice, in my bachelor years, we were not so independent. | Lack of independence in earlier education |
| Because there was also a lot of budgeting problems. | Resource limitations in education |
| So we usually worked in bigger groups so we didn't have a hands on experience every single time, | Limited hands-on experience due to group work |
| whereas in [Place 1] we were always in a pair or a smaller group. | Smaller group work in [Place 1] |
| So whatever you did, you really had to work together as a team | Collaboration in lab work |
| and at the end of the day have something to deliver. | Accountability in educational tasks |
| But yeah, I really enjoyed it. | Positive reflection on experience |
| So I think it gave me a lot of good strength, not just theoretical one but also application wise. | Balanced theoretical and practical strength |
| And I got a lot of confidence as well | Confidence gained through practice |
| because it also is important that you are confident and that you know what you're doing | Value of confidence in research |
| and that you know you've done it before and it's OK | Experience builds reassurance |
| and you also learn from all the mistakes that we do. | Learning through mistakes |
| Overall, I think [it’s] a very important part of the education. | Value of experiential learning |
| Yes, I completely agree with that. | Agreement with educational philosophy |
| And I think it shouldn't be that because university isn't only about the theoretical knowledge. | University education should be practical too |
| Otherwise we're useless, right? | Critique of theory-only education |
| Specifically when it comes to the topic I'm researching now, I didn't have a lot of theoretical background: immunology, | Lack of theoretical background in current research topic |
| because blood, immune cells similar enough, maybe some physiology? | Partial overlap with existing knowledge |
| But all the other things were way more - when it comes to my knowledge background - about the cloning and using microorganisms and producing stuff and whatever. | Previous focus on microbial techniques |
| But then coming back, all the techniques that we learned in those courses are still relevant for what I do now. | Relevance of foundational techniques |
| So maybe the theoretical knowledge about what I learned is not so useful anymore, | Outdated theoretical knowledge |
| but the practical part is what I can apply on any kind of question. | Transferable practical skills |
| No, I don't think so. | Unlikely to change educational content |
| I think it's really important to have different topics and to explore different possibilities, | Importance of topic diversity |
| because then you can realise what you're passionate about, what sparks your interest also on a theoretical level, | Self-discovery through exposure |
| which topics you like, which topics you don't. | Understanding preferences |
| So that's really something. You know, I learned everything I did really well in school, | Positive academic performance |
| but I also grew as a researcher, I developed my own interests. | Personal development through education |
| I knew in which fields I want to work because I knew what things I did not like when I learned them, for example. | Clarifying interests through dislikes |
| But one thing - I think I already said [this] in the interview and it's really nice that you have this background - | Reference to earlier point |
| I think we all learn statistics and it's so useful, but we never apply it and that is not OK, | Neglect of statistical application |
| you know, even in bachelor stuff, even in masters you always have statistics. | Universality of statistics education |
| And you always learn that course. But you never apply this, | Theory-practice gap in statistics |
| but there are so many possibilities where you could apply it. | Potential uses of statistics |
| All the results, all the data that you get from all the other practical parts. | Data generation in labs |
| There should be a requirement to do statistics on what you have | Need for applied statistical training |
| because the only way you can learn statistics is by doing it. | Learning statistics through practice |
| With being faced with your own biological problems and applying the knowledge that you got in [a] more theoretical course to your actual problem, | Contextual learning of statistics |
| and that's something that I still don't do because I'm not confident in. | Lack of confidence in statistical skills |
| No, because we never practised it and then you learn and you forget [and] that's normal, right? | Forgetting due to lack of practice |
| [The] majority of the things that you learn you forget. | Knowledge attrition over time |
| And OK, it comes back once you read it or once you refresh your memory | Relearning through revision |
| but the thing is, with math in general, you can only do well once you practise it. | Mathematics requires practice |
| It's not about understanding the formula, it's about literally sitting behind the book solving like 1020 equations. | Practice over theory in math |
| Then you get it. | Understanding follows repetition |
| I agree with that. Yeah, that’s exactly what I'm having because... | Agreement with learning challenge |
| I think it's hard. We especially were like a very fundamental biology department. | Challenge due to departmental focus |
| So there is not just us, there are different groups within and there's a lot of people that are involved in education amongst our supervisors, | Structure of research environment |
| but it's really, you know, you meet these students once, twice, and then you're done. | Brief student interaction |
| You have your lectures. | Limited teaching contact |
| So then I think to bridge it better, there would have to be way more financial resources. | Need for financial investment |
| Because especially now I'm all for students being paid and stuff like that, | Support for student compensation |
| but from which budget? We don't have the money. | Funding constraints |
| We cannot pay the student, yet we want to right? | Desire to support students |
| It's not that we want to keep the money for ourselves, | Justification of financial limitations |
| so that's one. The other one is the time and the space that you need to give for these students, | Time and space constraints |
| which is really hard because already majority of the time you do things by yourself, | High individual workload |
| you don't have a lot of technical Support. | Lack of technical assistance |
| I mean, we have technicians, but the amount of technicians is way too little compared to the help or support you would need. | Inadequate technician support |
| So I think it would be really hard to bridge the education with the practical part in a current state, | Challenges integrating theory and practice |
| I think with more financial support, with more hands on expertise, then you would have the time and the resources to bring the students in and to teach them | Requirements for practical integration |
| and I think [it] depends which department you look at. | Variation across departments |
| Some of them are really more involved, like [the] Neuroscience department where they have a whole master programme at the [Name institute 1] | Example of successful model |
| and then all the students are basically channelled back to the research, | Research integration in curriculum |
| because they need to have the experience, they need to be taught. | Emphasis on experiential learning |
| So basically they are all the PhDs, all the personnel picks them up and put them in the real world | Active mentorship by research staff |
| where for us this is not the case, for example. | Departmental contrast |
| Yes, indeed. | Affirmation |
| A lot of the times right, because we work with chemicals, it would be really good to know what you're working with. | Importance of chemical safety awareness |
| Not per se on a fundamental level, but on a level of safety, on the level of how to handle these things. | Practical safety over theoretical knowledge |
| And a lot of people, you know, are just clueless. | Concern over knowledge gaps |
| Also, especially the statistical part, you need to know. | Need for statistical competence |
| On the other hand, I also think that science in general should be a collaborative approach, | Advocating scientific collaboration |
| so that you should also be able to reach out and connect to the people that are experts in that. | Encouragement to seek expert help |
| And I think that's maybe also something that's quite a gap because it's not like every group has a statistician in their thing, | Lack of statistical expertise in teams |
| but it would be really useful to have personnel that you can turn to, | Need for dedicated support roles |
| and especially now in biological studies where a lot of it is being now very computational. | Shift toward computational biology |
| Yet I don't have any background in that because when I studied six years ago, that was not the hype, | Gap in training due to rapid field change |
| and now all of a sudden all of us biologists need to be also skilled in writing a programme which is crazy | Overwhelming demand for new skills |
| because this is not something I've learned nor I want to learn because this is not what sparks my interest. | Lack of interest in programming |
| Of course, I really like to see the output, but really have no interest in doing that myself, | Appreciation for outcomes without personal engagement |
| and that's OK, I think. | Acceptance of specialization |
| But you then need to be surrounded with the experts that can support you from various types of problems. | Importance of interdisciplinary support |
| So I think on one hand, you need to be kind of a master of all these kind of disciplines. | Pressure to be multi-skilled |
| But on the other hand, I think it would be more beneficial if you would be able to also sometimes rely on the experts in those fields. | Balanced approach: skills and collaboration |
| Yes, so that's a good point. | Agreement with collaboration value |
| I guess so, right? Because subconsciously I think I'm doing that all the time, but I just never realised [it]. | Unconscious strategy awareness |
| But now that you said it, yes, for sure. | Realisation through reflection |
| You're aware of your strengths and weaknesses and then you find ways to answer the questions whether doing it on your own or finding someone else. | Self-awareness and adaptability |
| Just be aware of how far you can come yourself and to what extent you need external help. | Knowing one's limits |
| But I think that comes very subconscious to me. | Innate adaptive behaviour |
| I think so? I don't know. | Uncertainty about access to experts |
| But I would say that if I would have any mathematical problems, I probably could find people. | Confidence in finding support |
| The only issue would be that these people are really then taught on a patient level, [with] patient data, [a] kind of clinical approaches | Expertise rooted in clinical context |
| because a lot of these courses that we follow or have to follow - I even followed statistics here - everything was obviously medical world related. | Medical orientation of statistics courses |
| But we're not working with patients, we're not putting clinical studies together. | Mismatch between training and research context |
| We are fundamental biologists. | Identity as fundamental biologist |
| So then it doesn't always apply, | Limited applicability of clinical training |
| but I think finding an expert wouldn't be a problem. | Ease of accessing expertise |
| But then it would be maybe more challenging to align ideas, | Challenge in interdisciplinary communication |
| but since they have the proper background they would adapt quicker to vice versa. | Confidence in expert adaptability |
| I don't know. I don't think we work a lot with like, actual medicine students, | Limited collaboration with medical students |
| but they also have other programmes like the nanobiology together with Dell, | Existence of interdisciplinary programmes |
| but then something [like] clinical biology, and neuroscience and stuff like that, which is more fundamental and not medical. | Distinction between fundamental and medical programmes |
| So these people are kind of then absorbed by the groups and by the people that are within here. | Absorption of students into research groups |
| But getting an outside student is also not a problem, | Openness to external students |
| I mean then you need to be the one that reaches out and actively [search]. | Necessity of proactive engagement |
| If it would be me, I would send it probably to [Place 1] and search someone there | Preference for familiar institutions |
| because if I know what kind of background and knowledge I got, then I would also be more comfortable getting the people from there | Trust based on shared educational experience |
| because I know that skill wise they should be quite good and the background doesn't really matter. | Confidence in cross-disciplinary skill transfer |
| We have an intern that studied in [Place 1], but she did Marine Biology. | Example of interdisciplinary internship |
| Yeah, but she was doing research with our group on blood cancers. | Marine biology intern contributing to blood cancer research |
| But because she knew all the techniques that were required for what the project was, she was the best candidate there is. | Technique knowledge over domain expertise |
| And she did learn all about the biological background. | Adaptability in learning background |
| It was interesting. You see the fluidity of the scientifical knowledge. | Scientific knowledge is transferable |
| She was not my student, but she was very enthusiastic. | Positive impression of intern |
| She seemed very competent in new [things]. | Competence in unfamiliar areas |
| And any kind of good scientist will be able to teach themselves about the topic, | Self-teaching as trait of good scientist |
| but not every good scientist will be able to grasp the techniques and the competences in the short time that you have. | Technique learning requires time |
| And I think she really enjoyed it. | Intern's positive experience |
| I don't know where she is now. | Lack of follow-up |
| But she did say that there was a spark and there was a question how far she can go out of the marine background in order to follow other interests in life. | Exploration beyond original discipline |
| Yeah, just what I already said, that it should be a mix of everything. | Advocating for balanced education |
| That should be a mix of getting the theory done, knowing how to study, where to find materials, | Components of effective education |
| how to - maybe one thing that I didn't emphasise enough - how to critically look at the stuff. | Importance of critical thinking |
| I think that's really important and that's something that we're not taught in the education, right? | Critical thinking gap in education |
| Like how do you look at the research? How do you look at the paper and say, OK, do I believe it completely or you know, is this a good paper? Is that not a good paper? | Evaluating research quality |
| Is this information reliable or not, what are the red flag? | Assessing reliability of scientific information |
| This is also something, the more you do it, the better you get it. | Learning through repetition |
| But you really need to do it. A lot of the times, you know, to practise that, | Practice required for critical evaluation |
| and I think that could be easily incorporated in the education. | Proposal for curriculum improvement |
| It doesn't take a lot of effort from the professors. | Low-cost educational reform |
| Yeah, I think these are the things that make a good scientist. | Qualities of a good scientist |
| And then I think education is responsible for equipping us, give us the tools. | Role of education in preparation |
| It's not all about the theoretical knowledge because whatever you do - also probably whatever I'll do next I hope - is something completely different that I'll have to learn again from basically 0. | Continuous learning in science |
| But being able to apply what you learned in different perspectives and different topics, that's what education should be. | Transferability as core educational goal |
| Yeah, I agree. That's is funny, right? We all follow the scientific track and everything. | Agreement on educational path |
| And then all of a sudden you become a group leader without any background on how to lead a group. | Lack of leadership training |
| I mean, [in] a lot of cases that does not work out unfortunately, | Leadership gaps lead to problems |
| and then it costs a lot of effort and emotions and you're not progressing the way you could if the managing would be better. | Consequences of poor management |
| And I guess the same is for the professors, right? They are experts in their own field, and then all of a sudden they need to be the teachers. | Teaching role mismatch |
| And that's not the same. | Teaching and research are different skills |
| By education? No. By life, yes. | Life teaches what education does not |
| But that's something I think... I don't know how you would teach that and also not in university level. | Uncertainty about teaching life skills |
| But I think in earlier education, sometimes it should be a bit less about all the history and geography and all this stuff that we were taught | Reconsidering school curriculum |
| and also a little bit about life because it's not easy. | Need for life preparedness |
| And nobody teaches you that, and you're not equipped with the right tools, | Lack of life skill training |
| and you need to learn yourself. | Learning through experience |
| But at the same time, you need to figure out how life works, you need to work, you need to take care of yourself and everything else, | Managing life responsibilities |
| and that can be quite overwhelming. | Life can be overwhelming |
| Yeah, I hope so. Because you know, two years in I'm like, what? What? How? | Struggles with early career |
| No, but you just adapt, right? And you grow and you do the best you can, I guess. | Adaptation and perseverance |