

1 **Interviewer:** So. I will start by telling you a bit about this project and how the interview
2 will be conducted. And thank you again for agreeing to participate; it's very valuable. The
3 aim [coughs] of the project is to map how researchers work with research data today
4 and what their needs are regarding research data. And the goal is to develop the best
5 possible support for researchers so that researchers can focus on their research. (.) The
6 discussion today will be structured around a simplified model of working with research
7 data. I will show you what it looks like.

8 (..)

9 Can you see an image?

10 **Notetaker:** Now you can see it.

11 **Interviewer:** So, this model consists of different phases: planning (.), data collection and
12 generation, analyze, making data available, preserve, and report. And we will look
13 specifically at something called capabilities. It has nothing to do with a person's
14 capabilities, but rather it's a broad concept that describes the processes, the information
15 resources, the competencies, regulations, IT support services and so on, which relate to
16 the e-infrastructures that is used by research. That means all the support services that
17 are needed to be able to manage research data well through all phases of a research
18 activity. And we will not look at all the processes today but focus on what e-infrastructure
19 is needed to manage research data well.

20 (.)

21 This is what we mean by e-infrastructure. You don't need to memorize this; this is just an
22 illustration to show some examples of things that could be considered e-infrastructure.
23 At the lowest level, it can be systems and networks that you need to store and work with
24 data. And it can also be infrastructures and tools that you use to collect or analyze data.
25 It can be platforms that you use to collaborate around data or to publish data. And at the
26 very top are some examples of support services that you might use or have access to.
27 And all of this is e-infrastructure. And it might not be something that you think about in
28 your daily work, but you think about it when it's not available or it doesn't work, but

29 because it's necessary for your work as a researcher. So please keep this image in mind
30 during the interview because it represents the environment that you as a researcher
31 need to relate to and move in during your everyday work.

32 (.)

33 And today's interview will be done like this: we will start from a research activity that is
34 relevant to you, perhaps a current or recently completed project. It's usually easier to
35 talk about the specific case and if you come up with comments of more general kind,
36 they are also very welcome. I will stop sharing now. (..) And [notetaker] can show you
37 another picture. [smiles]

38 **Notetaker:** So, this is the empty one that we're going to fill in?

39 **Interviewer:** Yeah. (..) So, we will talk based on this wheel with the different phases of
40 research projects. And you can tell us how you work with data at different stages, but
41 you don't have to stick to them strictly. [Notetaker] will note briefly what you tell us in the
42 picture with the wheel, and then you can check that if you think we have caught what
43 you said and you can correct it, if necessary. At the end we will ask you to indicate which
44 of the figures up in the left corner that you feel represent your overall satisfaction with
45 each of the phases. Happy for good, neutral for well or frowning for dissatisfied. And it
46 can feel uncomfortable to mark a lot with dissatisfied but be as honest as you can. As I
47 mentioned earlier, we will record the audio during the interview, and it will be transcribed
48 after which the recording will be erased. What is analyzed is the transcription of the
49 interview and the notes that we take here during the interview. Do you have any
50 questions before we get started?

51 **Participant:** No.

52 **Interviewer:** Good. So, can you tell us briefly about your research with focus on data
53 that you collect or generate in general?

54 **Participant:** I'm a PhD student at the [unit at university] in [city]. And my project, it's
55 looking at an alternative way of using non-wood material for applications that right now
56 are mostly focused on wood. So, replace the very valuable wood with plants that are

57 more available and they have a different way of growing so it will be faster. And yes, not
58 as important as tree in terms of ecosystem and in terms of environment. Some of those
59 plants are, grasses mostly, so you go from yes aquatic grasses to hemp or cardoon.
60 Anyway, other plants is there like more grasses than trees. And the application can vary
61 from construction, which is the industry that right now is eating most of the timber most
62 of the wood, to *automotive* [uncertain transcription] (.) to in that case, to replace
63 synthetic materials and then, to textile. And the last one is again *construction* [uncertain
64 transcription], you will(--) We can replace some of the material with(--) some of the wood
65 with those kinds of fibers. A specific task in this bigger project is to get all this material
66 and characterize it. I need to look into the specific fraction of this material and
67 characterize the chemical composition, all the physical features from the microscopic
68 one up to the, you know the distribution size of those small fibers. And what else? Yes,
69 some other chemical analysis, crystallinity, I don't know. I can mention them all, for the
70 end of your(--) if it matters. And I don't know if I'm going in the right direction?

71 **Interviewer:** It's perfect direction. It's very interesting to hear about your work! If you
72 would choose one specific project or an area of your research to talk about more in
73 depth, one specific research project that you're doing.

74 **Participant:** Microscopy

75 **Interviewer:** Yes, okay.

76 **Participant:** Small things.

77 **Interviewer:** Okay (.) so, what (--) the focus is on the data management throughout the
78 project that you're thinking about. Before during and after the project and you can talk
79 completely freely based on what comes to mind. But we would like to sort of structure it
80 around this wheel so (.) if we start about talking about the planning phase. How did you
81 think about or work with data when you were planning the project before you started?
82 Were you involved in the planning? No? [laughs]

83 **Participant:** Not really (..)

84 **Interviewer:** No.

85 [inaudible]

86 **Participant:** So, no, I wasn't very much involved in the, let's see (.) planning. Well,
87 [sighs] normally, I was mostly focusing on the report. Because of the nature of this
88 project, being a [funder] big project, it was very much from the beginning focused on,
89 "okay, this is what we need to deliver". Everything in between was very much, not
90 planned. It obviously came, but it wasn't planned.

91 **Interviewer:** So, how did it come about? Was it (--) How did you decide that this
92 was the specific thing that you would research?

93 **Participant:** Tell it one more, sorry?

94 **Interviewer:** This is part of the bigger project, or?

95 **Participant:** Yeah.

96 **Interviewer:** So, how was it... How did it come about? How was it decided that you
97 would work on this specific thing with the microscopy? Did it come from other parts of
98 the project, or...?

99 **Participant:** No, not really. No, because this was our (--) Again, because of the nature of
100 the project, you have a little bit of work on a bigger project. You do your part, and then
101 you sort of enter your report into this bigger project. I don't think actually the way we did
102 it was the right way because we worked with the errors in the other direction [laughs].
103 Again, this is probably because of the project, the way it's built. We have to deliver those
104 data. "How do we plan to take those?" Which I think is very different from what is here.

105 **Notetaker:** May I ask something? If it's a [funder] project, normally the deliverables are,
106 also kind of include (.) creating some planning materials, like data management plans
107 and stuff like that. For instance, [funding program] projects, they require that within the...
108 When they kind of seek the money, then you have to have a data management plan, a
109 preliminary data management plan, in the application. And then once you are granted
110 the money then, you have I think within a year, you have to come up with this plan and
111 then it has to be looked over. Were you involved in that as well or it's just... Is that part of
112 your process?

113 **Participant:** I was not involved in this process and it is [funding programme] so I believe
114 there is something... I mean I can look into the grant agreement, but I don't remember
115 anyone ever talking to me about the data (.) management.

116 **Interviewer:** Yes, okay, maybe we should move on to the data collection then. How do
117 you work with collecting data in this project?

118 **Participant:** So... (.) let's see, for the microscopy is I create the sample. I received the
119 material; I made the sample in a way that the microscopy that I have available here
120 makes(--) I process the sample to look at the microscopy because we have different
121 microscopes around. Some need a particular preparation. Then (.) there are like built in
122 within the machine, there is software that translates the images into different files.
123 Normally are CSV files because there's images...

124 **Interviewer:** The data that you create are digital images. How are they stored when
125 you(--) Where do you keep these images when you have generated them? [titters]

126 **Participant:** Because it's a big problem for me [smiles] because those are very big,
127 especially for this for the microscopy, they're very big files. They are stored in the main
128 machine but now that we're a lot of people, that machine is getting... [titters]

129 **Notetaker:** At the microscopy machine?

130 **Participant:** Yeah. Has a lot of data. But what I normally do is, to select the images, the
131 files that I will need for further analysis or for data collection, for presentations, for both
132 purposes to have as an image, to show something, or to analyze further, measuring
133 some stuff from the images. Am I clear? [smiles]

134 **Interviewer:** Yes, absolutely.

135 **Participant:** Because that computer is not in the(--) There's no internet on that
136 computer. I have a USB drive that I get the sample, the images, that I come back into
137 my own computer. And then I have them on the drive, on the USB driver. And then I
138 bring it to my computer, I use them. Sometimes I download them, sometimes I keep
139 them in the USB.

140 **Interviewer:** And when you download them to your computer, where do you store them?
141 Do you store them in on your desktop or?

142 **Participant:** I have a file. I have a file for the images of that plant. I divide it into... to
143 plants and then each plant has its own folder with the images, depending on which
144 microscope they're coming from.

145 **Interviewer:** Do you know if there is a backup for the files that are on the equipment?
146 Are they backed up in any way, or are they only stored there?

147 **Participant:** That's a great question. I'd like to know! [smiles]

148 **Interviewer:** Okay. [laughs]

149 **Participant:** I keep the one I really care but then I don't know if there is a backup. I
150 assume there is [titters] but I don't know. I'll write that one because I need to know that
151 too. Who would be the person in charge here to ask this question? If there's a backup on
152 that machine, for instance?

153 **Interviewer:** (.) No, do you have a technician at your department?

154 **Participant:** No.

155 **Interviewer:** No? You know, if you want to discuss data management issues and would
156 like to (.) have advice on how to manage different kinds of data, you can contact us in
157 [university data support unit]. We can have a meeting, and we can talk about these
158 things if you like. (.)

159 Can you keep up with the writing, [notetaker]?

160 **Notetaker:** Yes. Do you know if you have a backup of your local computer? (.) You said
161 you don't(--) It's not connected to the network?

162 **Participant:** The one with the microscopy, mine is.

163 **Notetaker:** Ah, okay!

164 **Participant:** I know that one is.

165 **Notetaker:** Okay.

166 **Participant:** Great.

167 **Interviewer:** So (.) do you collaborate with anyone around these images? Do you share
168 them with someone else during your work or is it this work that you do alone?

169 **Participant:** I do it alone until I need some advice like “what is it that I’m seeing?”.
170 Sometimes it’s not that obvious. Or when I’m excited about something [laughs] I share it
171 but not normally with them.

172 **Notetaker:** Is the microscopy work(--)) You mentioned before as well that you looked at
173 the chemical or the structure of the fibers and other aspects. Are all those covered
174 through the microscopy work? Or do you, do you also(--)) Are you using other
175 instruments to cover other aspects of this analysis?

176 **Participant:** I do. There’s the chemical part that (.) I do the chemical lab myself and
177 those are not very many data to collect. I do have an Excel [smiles] and I just keep the
178 records there.

179 **Interviewer:** Do you write them in manually or do you have a log file that you import?

180 **Participant:** Manually because I really need to write down like grams that are before
181 there. And then I do a reaction and then I need to know what was lost in that reaction.
182 So that I can build the composition of that material that I have. And then I have other
183 instruments that, again you make them read your sample and then they(--)) Normally
184 there’s a file that is the software that (.) translates what the machine does into, that is an
185 Excel file. Yes, most of them, the other machines.

186 **Interviewer:** Do you know what the software is called?

187 **Participant:** Those are the software of the companies that build the machine, and I can
188 look it up if you’re interested in that particularly. But it’s the software, normally it’s owned
189 by the company that built the machine, the instrument.

190 **Interviewer:** Okay, no, that's enough information. So, you said that you sometimes
191 share the share the image files when you need support with something. Where do you
192 turn when you need support, when you need advice on how to work with your data?

193 **Participant:** There's a very knowledgeable professor here and is my person to go when
194 it's about microscopy (.) stuff.

195 **Interviewer:** [smiles] How do you work with analyzing your data?

196 **Participant:** Okay, so here... It's divided in two parts because I have the... Again, the
197 report for the [funding program] project and that need very deep analysis. Me and my
198 collaborator of this project, we decided to go for just(--) I'm ashamed of saying it out loud
199 even, but we do Excel, small like analysis. And then(--) But for my thesis, I have to just
200 dig a little bit differently so I'm using R normally. (.) Studio, RStudio.

201 **Interviewer:** Okay [speaks quietly]. Do you share the data with someone during
202 analysis? Do you work with that alone, or do you collaborate with someone during the
203 analysis part of the work?

204 **Participant:** Yes, for the report because... Yeah, we have a(--) Yeah, we have a file, we
205 have a Team file, maybe this is interesting for the collective. But anyway, we have a, me
206 and my collaborator at this [funding program] project. We have a Team file where we
207 share all the results. And what we call results are the raw data (.) and then sometimes
208 we(--) Yeah, there are other folders where we put the analysis in there too.

209 **Interviewer:** Have you experienced any problems during the data collection or analysis,
210 any difficulties?

211 **Participant:** (.) Well it's, yeah, the process. I guess understanding, it's been a process.
212 So being able to analyze some of the data. But I guess... it's normal. And some of the
213 software that we have to use are not... How do you say? When you... So, for instance,
214 someone add... (..) How do you say? Install the software upstairs in, I think with a
215 different system of...

216 **Notetaker:** Operating system?

217 **Participant:** No, it's the same, but it's a different keyboard system. When I download
218 that data on the USB and then back into my computer, because it's trivial that, instead of
219 being the numbers, the decimal with the dot, the decimals are signed with the comma.
220 And whenever [laughs] I transport them to my computer, then I need to do a little trick
221 that now I'm familiar with. But before it was, it took a little bit because instead of reading
222 decimal, I would read, how do you say, *decine* [note: Italian for tens] like a bigger
223 number, not a decimal. How do you say that in English? I don't know.

224 **Interviewer:** You know that better than me, I think. [laughs]

225 **Notetaker:** I know that problem as well. We normally use punctuation. In [country], we
226 normally use punctuation instead of a comma. And the commas are used, as you said,
227 to delineate million, thousand, and so on.

228 **Participant:** Yes. And I think in, yeah, whoever installed that was either from [country] or
229 from [country], because I know that in [country], they do the same. [smiles]

230 **Notetaker:** When you use RStudio, do you then, like share... Or when you're analyzing
231 it, do you kind of... RStudio has this R Markdown thingy, where you can produce like
232 PDF's or HTML or something like that. And that way you can also share, kind of
233 visualizations or results do you use that as well?

234 **Participant:** (.) [thinking] No. I normally just extract the figures.

235 **Interviewer:** Have you turned to anyone for support during the analysis, have you?

236 **Participant:** No, I mean I sometimes ask [spouse] but I don't think that counts. [laughs]

237 **Interviewer:** When you analyze the data, do you store it on your own computer?

238 **Participant:** Yes.

239 **Interviewer:** That's connected to the [university] network.

240 **Participant:** Yes.

241 **Interviewer:** So, if you go to the making the data available. Have you published any
242 data or made it available to others in some way?

243 **Participant:** Well... Or... Is this me making this sound? I don't know [note: referring to
244 noise in the background]

245 **Notetaker:** Is it my writing? [titters] I can mute myself.

246 **Participant:** No, it doesn't bother; I just wanted to stop it. Available? Yes, they are
247 available for project partners.

248 **Interviewer:** In the [funder] project, or?

249 **Participant:** That's right. Yes.

250 **Interviewer:** So, do you have a platform that you collaborate over the whole project?

251 **Participant:** It's Teams.

252 **Interviewer:** Is it something about my sound? Should I fix something? [note: short
253 sound problems]

254 **Participant:** No, it's something, it's my laptop that is running out of batteries but...

255 **Interviewer:** Okay, yes.

256 **Participant:** But it's okay now.

257 **Interviewer:** How far along are you in the project? Have you published anything or
258 written any report or?

259 **Participant:** It's... It's now going to the rest of the co-authors, so they're not published
260 yet.

261 **Interviewer:** No, okay.

262 **Participant:** My own papers.

263 **Interviewer:** Have you a plan for how you intend to publish them? Have you talked
264 about it in the project with the co-authors where to publish?

265 **Participant:** Well, there are different opinions. So, I did talk about it but we don't, we
266 haven't come up with a solid decision.

267 **Interviewer:** Do you know if you intend to share the data as well or will you(--) Are you
268 talking about just an article at the moment?

269 **Participant:** What do you mean for sharing the data? I mean when you publish (.) the
270 data are, well... Yeah, no, what do you mean?

271 **Interviewer:** Sometimes when you publish an article, you also publish the underlying
272 data for the analysis that you made.

273 **Participant:** (.) Unless it's necessary.

274 **Notetaker:** The raw data.

275 **Interviewer:** Sorry?

276 **Notetaker:** The raw data.

277 **Participant:** Yes, unless it's necessary (--) They're going to be available, but normally
278 we're thinking about just publishing the analysis.

279 **Interviewer:** And I guess we're kind of coming into the reporting part as well. How are (-
280 -) what are the plans regarding the report to, regarding the financing? Do you report
281 back to the funder. So, is there a report that you will write to the funder as well? Or is it
282 the articles, the end results?

283 **Participant:** There are certain deadlines for the [funder] project. One is like (--) I think
284 it's the same for every [funding program] project, but after 18 months, after the beginning
285 of the project, you have to enter a report. What has been so far done? What is the
286 project status till that point? And if certain things has been reached. And I think that will
287 give the, yes, the [funder], a kind of sense of if everybody's working in the right direction,
288 if steps are taken. And I think it has to do something with the funding too, if the next
289 batch will come in or not. But this is, I don't know really anything about funding.

290 **Interviewer:** Okay

291 **Participant:** But there are certain, yes, deadlines. One is at 18 months, which was the
292 big one for us, for our part of the project. And then I think there's one at... I don't know...
293 I should look it up because I can't remember right now.

294 **Interviewer:** Do you know if there is anything that you need to report regarding data (.)
295 or specifically?

296 **Participant:** (.) [thinking] That's a good question, but I don't know the answer.

297 **Interviewer:** No, that's fine (.) I was thinking also about this part about preserving data.
298 Have you talked anything about, in the project, about long-term preservation of data,
299 what will happen to the data when the project is finished?

300 (...)

301 **Participant:** Can you tell me more(--). In what sense preserve, because... Yeah?

302 **Interviewer:** No, I was just wondering what your thoughts or plans for the data were
303 once the project is over? What will happen to it?

304 **Participant:** (.) [thinking] I don't know.

305 **Interviewer:** No? Well, that's an answer.

306 **Notetaker:** Do you, like, have routines in your group or department that (.) once the
307 projects are finished that... that the folders should be moved somewhere and then kept?

308 **Participant:** No. Because since I moved here there are several of this [funding program]
309 but none of them had finished. So, I don't think I ever heard of anything about it (..) This
310 is a good question.

311 (..)

312 **Interviewer:** So, if you look at this picture now and the things that we have written here,
313 is there anything you want to change or add?

314 **Notetaker:** Is it big enough? Can you can you read it?

315 **Interviewer:** Yes, that's a good question. I cannot actually, I need to expand my
316 window, I think. [titters]

317 (...)

318 **Participant:** (..) No, it's good! [smiles] Good job, it's impressive!

319 **Interviewer:** Is there anything you want to add, like you feel like we forgot to include?

320 **Participant:** No, no.

321 **Interviewer:** Or something you thought about? No? Okay then I would like to ask you
322 about these smileys up in the corner. If you look at each phase, if we start with the
323 planning phase. Do you feel it went well, very well or are you dissatisfied with it? Well,
324 you were not so much part of that. But how do you feel about it? Do you feel maybe you
325 should have been or is it fine that you were not (.) Or are you happy with the planning?

326 **Participant:** Well, because it was (.) let's see. Well, because this is(--) It goes back to
327 this particular division, where you're very much left to decide things for yourself. So, that
328 planning was very much... developed by myself so I wish... Yeah (.) So I was happy
329 because I did it by myself [smiles]! I wish I had some [titters], like a little bit of direction,
330 from the beginning, just to save time and frustration! But now I feel very much satisfied
331 by the fact that I planned it myself, that every single step of the way was a little creature,
332 which is probably a monster by now. [laughs]

333 **Interviewer:** But so, is it a happy, you're happy with the...?

334 **Participant:** Yes, yes.

335 **Interviewer:** The situation(--) The question is more about the situation regarding the
336 planning, not so much--

337 **Participant:** Yeah, yeah, okay.

338 **Interviewer:** Your own work.

339 **Participant:** Yeah, okay. [speaks quietly]

340 **Interviewer:** If you look at the data collection part, do you feel like... Well, how do you
341 feel about that part? [laughs]

342 **Participant:** Happy. Yeah, maybe even more than the planning.

343 **Interviewer:** Why do you feel happy with this part?

344 **Participant:** Well, because this was (.) very much straightforward and it was (.) yes,
345 well, I don't know because (--) now I'm confused because I found it interested but I don't
346 know if it's that's the figure, if it's about my own satisfaction or how it was structured.
347 Because I enjoy the part of data collection, but I don't know if it's--

348 **Interviewer:** The focus is on the data and digital infrastructure, like do you feel like you
349 had the tools you needed? Do you feel like you got the support you needed? Do you feel
350 like(--) What did you have problems with collecting data that were like, frustrating or? So,
351 it's more if you're happy with the situation you were in.

352 **Participant:** Yes, I'm happy.

353 **Interviewer:** And the analysis? How do you feel about the analysis part?

354 **Participant:** Especially the one I share with the project. Yes, working on a Excel, yes, it
355 wasn't ideal. It was always tricky, to work from the desktop or online and then every time
356 we will share things then the figure would change. So yes, that was a little bit frustrating.

357 **Interviewer:** The unhappy one or the neutral one?

358 **Participant:** Neutral.

359 **Interviewer:** Neutral. And the data sharing, making data available, how do you feel
360 about that?

361 **Participant:** Fine. Good. (.) This preserve, I'm not happy, not neutral, nor anything,
362 because I don't know anything about it.

363 **Interviewer:** Okay, and the reporting part, the deliverables, do you feel like they, that
364 worked well, or do you feel like there's some frustration there or?

365 **Participant:** Neutral, yes, not good, not bad.

366 **Interviewer:** So, the last question here is your dream situation. If everything in the
367 environment around you, the digital tools and the platforms, if everything worked
368 perfectly and you had all the support you needed, what would that look like? Is there
369 something you wish for?

370 **Participant:** I don't know if I'm getting the question, but I think (.) sort of having, some
371 kind of guidelines in advance or, like, for instance, every machine here has its own
372 software. Every machine has its own way of operating, and just having some kind of
373 easy manual user manual to actually go through simple things. Then if you want to dig
374 into the infinite possibilities of those machines, then it's up to you. But to operate, like the
375 basic analysis, data collection with those machines, it'll be great! It'll save time, and yes,
376 exactly, frustration! And then, not having this kind of (.) help, then it makes you ask(--)
377 it'll make you ask for help to, since we don't have a technician, to the more experienced
378 student. And that also means that when the new student comes then it's up to you to
379 guide them into the data collection. And some students are faster, some less. It will be
380 nice to have more like already structured manual to look at (.) And then (.) like yes
381 knowing all the steps, that would be also interesting (.) to have some kind of guide.

382 **Notetaker:** How do you mean? Which steps?

383 **Participant:** This, the plan, the create, collection. I've never seen(--) It's pretty, it's pretty
384 cool. Just like split it this way and then (.) Because, I mean, how important are the data
385 is for us? We don't do anything really, we just collect data and do all the steps (.) I never
386 thought about it in this way. I never thought like the single steps, very much.

387 **Interviewer:** Have you heard about data management plans?

388 **Participant:** Not really, except from a year ago I never(--) I was asking what are you
389 doing? [laughs] But not really, unfortunately.

390 **Interviewer:** Because in the unit that [notetaker] and I work, we can help researchers
391 with structuring their management of their data into plans and can also give advice on,
392 for example, you had questions around long-term preservation. We have people who
393 know a lot about that, that you can talk to.

394 **Participant:** Do you know if someone in my division is using your help?

395 **Interviewer:** I don't know! But anyone at [university] can turn to us, so you can talk to us
396 directly if you want.

397 **Notetaker:** Did your(--) Is your boss, does [they] have the [project]?

398 **Participant:** Yes.

399 **Notetaker:** Then [they] should have had an introduction. From two of our colleagues
400 who [they] actually invited. But then I guess it was probably just a limited number of
401 people there. Or I don't know actually, but obviously, you weren't.

402 **Participant:** Okay.

403 **Interviewer:** And there's also a PhD course that the library holds. I think it's every
404 semester and part of that is data management. It's also about, generally, like working
405 with information resources, finding literature, and such as well. And also, working with
406 your research data so you could look into that course, I think it's good

407 **Participant:** Thanks.

408 **Notetaker:** When you look at analyzing your data, are you(--) could you have, in a
409 dream scenario. Like, doesn't [university] has a kind of a statistics unit or? I think.

410 **Interviewer:** Yes.

411 **Participant:** Yes, it does

412 **Interviewer:** [university data support function]

413 **Notetaker:** Yes, [university data support function].

414 **Interviewer:** Yes, I think that all...

415 **Notetaker:** Could that have helped as well, like, could they have helped with anything?

416 **Participant:** (..) This is also something I don't know if is a(--) Because when I went to
417 these classes, statistics. They mentioned this institute but I'm not sure if it's consult.
418 Like, if you pay them or not essentially [smiles] to have this service. In that case I think,

419 because our analysis is very basic. We don't do any modeling or, I mean it's really
420 straightforward. I don't think anyone will ever pay for your statistic analysis here, pay to
421 have them done.

422 **Notetaker:** I don't know whether you have to pay for that. I don't know whether you have
423 to pay them or not, but, yes, it could be.

424 **Participant:** Right.

425 **Notetaker:** Yes.

426 **Interviewer:** Yes. Do you have any other questions, [participant] or?

427 **Participant:** No, thank you. It was nice to think about this, all this.

428 **Interviewer:** Is there something you would like to add, [notetaker]?

429 **Notetaker:** No.

430 **Interviewer:** Well, then I think we're done. Thank you so much for your participation. It
431 was very valuable and thank you.

432 **Participant:** Thank you.

433 **Notetaker:** Thanks a lot [participant]!

434 **Participant:** Sure! See you soon.

435 **Notetaker:** See you soon. Bye, bye.

436 **Participant:** Bye.

437 **Interviewer:** Bye.