

## **Supplementary Information**

### **Student Reflections of TIDES: Training in InterDisciplinary and Ethnoecological Studies of Reef Passages**

**Supplementary Table 1:** Compilation of all responses from participants from different questions.

| Participants                                                                               | Discipline               | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>3.2 Student quotes and key take home messages from the TIDES Summer School (n = 11)</b> |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1                                                                                          | Marine Science           | “The approaches used in TIDES helped me understand the importance of listening and knowing the right moment to speak/reply. I will use the team mapping and <i>talanoa</i> exercises in the future, and I think it is an amazing approach to foster teamwork as well as gauge individual contributions and thinking. The approaches were different from my other professional training which was mostly class or lab-based. The approaches in TIDES were inclusive for each individual and their ability to think and meaningfully contribute, all while working together as a team.”                                                                                                                                                                                                                                                                                                                         |
| 2                                                                                          | Marine Science           | “The approaches used were quite different from the ones that I was familiar with which were individual interviews and surveys. In the Summer School the approaches created a safe space which fostered learning, attentive listening and sharing where individuals had equal freedom to speak. The <i>talanoa</i> session and participatory mapping are two exercises that I will use in future work and studies. Participatory mapping is one that I found most interactive. We had environmental scientists, social scientists, marine scientists, law students, and others in our group and we had to identify and name what we saw on the map given along with answering a couple of questions. It was interesting to learn the different technical languages we used in different disciplines, how we viewed the maps, and the approaches we each took to answer questions and try to find the answers.” |
| 3                                                                                          | Environmental management | “What stood out most to me was how interactive and hands-on the learning was. We had the opportunity to practice conducting interviews and receive feedback immediately afterwards, which was really helpful preparation for future fieldwork. The Summer School also emphasized important skills such as active listening, reflecting on what people share, and learning to identify key insights rather than trying to capture everything. These experiences helped build my confidence, especially when presenting ideas and speaking in front of others, and reminded me that research is not only about academic knowledge but also about communication, collaboration, and learning from mistakes.”                                                                                                                                                                                                     |
| 4                                                                                          | Marine science           | “I really appreciated the way TIDES training was structured. The design was practical in decolonizing mindsets and encouraging participants, facilitators and volunteers to step out of familiarity into a learning space of inclusivity. I can boldly say that I am not a Marine scientist, but the way the training was structured impressed on our perceptions, value systems and awareness of our surroundings. It made me realize that there is a difference between being a resource user and being aware of it. We then were able to map out what was around us, which was an awakening. The mapping activity proved that even those of us who live and work here in Suva can miss critical ecosystems like mangroves. We were challenged to look at the map through a different lens. This training also boosted my confidence and taught me that mistakes are opportunities to learn.”               |
| 5                                                                                          | Marine science           | “One thing that left an impression on me was ‘unlearning’, and using unique transformative approaches instead of adopting rigid academic theories and trying to fit it into the real world. The summer school provided a safe space that would allow for addressing systemic barriers like high publishing fees for researchers in the Global South, and offered the opportunity for a more collective writing and reflection. I have                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|    |                                  | learned so many skills that I will be using in my future work, qualitative methods like <i>talanoa</i> , a traditional storytelling approach that highlights the importance of empathy, relational harmony, and trust over rigid questioning. I also gained knowledge in spatial tools like participatory GIS and mental mapping, learning how to use color-coded legends and familiarising myself with community-driven platforms like OpenStreetMap, to help visualize local resource use and their cultural values. Using the GEDSI lens is one of the most important takeaways, which ensures that my future research intentionally seeks the voices of women, youth, and the marginalized groups who are often overlooked in the traditional conservation planning.”                                                                                              |
| 6  | Social science                   | “Taking part in this summer school strengthened my vision of ethics. I understood that it was absolutely necessary to practice inclusive research with everyone, regardless of gender, social and cultural background or age. I also acquired methods for taking better account of indigenous knowledge.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 7  | Marine science                   | “I found the training unique because it showed where you are in the bigger picture. The diverse disciplines and backgrounds of the participants and facilitators did not affect the way the training acknowledged and respected Pasifika identities and traditional knowledge systems made the learning personal and relatable. Moreover, sharing experiences, advice and perspectives showed me that research is not just responsibility for sciences but also the welfare of communities. One thing I will be utilizing for future works are mental maps and observation skills. I particularly enjoyed mental maps, simply because anyone can do it regardless of their academic background and there is no right or wrong approach. I also value different advice and techniques documenting observations especially from experienced lecturers and facilitators.” |
| 8  | Social policy and administration | “One of the things that was unique to me attending this training was teamwork and how each participant was placed into groups with different backgrounds. Instead of jumping straight to conclusion each of the group members has a diversity of ideas that really help me not only to listen and learn but also communicate. It really helped in critically deconstructing ideas and assumptions especially when bridging perspectives across different disciplines. In the future, the most important skill that I learned from the training moving forward is being open to other people's ideas is key. One thing I have learnt from my supervisor is note taking, it's an essential skill that is needed in research.”                                                                                                                                            |
| 9  | Social policy and administration | “As a social science student, my past years of training were heavily focused on qualitative data collection. However, participating in the TIDES workshop, it changed my approaches to data generation. Mapping was one of the unique activities that captured my attention as a medium of knowledge exchange. It did not discriminate against participants; however, it unites individuals to embrace and accept diversity. I realized that my training alone would not prepare me to be an effective social science researcher or early career researcher; however, I must equip myself with multiple research methods and skills.”                                                                                                                                                                                                                                  |
| 10 | Environmental management         | “The TIDES summer school program gave me a glimpse of what field research would go about and how working with interdisciplinary professionals can help speed up the results as these different fields can help complement each other rather than contradict each other. I for one have only been limited to my field which is environmental management. The summer school helped open my interest in other fields such as Geographic Information Systems (GIS) and anthropology and how these fields are closely connected and now I would consider broadening my studies. I now am very much interested in how the local or traditional governance systems help influence how the local                                                                                                                                                                               |

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|                                                                                                   |                            | communities interact with the environment, especially in terms of local resource conservation and the use of geographic information systems to help document these areas.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 11                                                                                                | Environmental anthropology | “The mapping exercises, focus groups, and the workshop on gender equity were particularly eye-opening for me. They demonstrated how visual and participatory tools can uncover knowledge that traditional interviews often miss. This experience reminded me of the importance of inclusivity and creating space for marginalized voices in research. My anthropological background already equipped me with qualitative research skills, but the summer school helped me refine how I distinguish between different types of interviews and when to use each. For example, I learned to adapt my methods based on the context, the participants’ needs, and pre-existing local inequalities. These skills will directly improve how I plan and conduct my next fieldwork, ensuring that my research is both rigorous and inclusive.”                                                                                                                                                                                                                                                                                                                                   |
| <b>4.1 Challenges Derived from Attending TIDES Summer School from the students’ lens (n = 11)</b> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1                                                                                                 | Marine science             | “As a participant in the participatory mapping exercises, I understood the importance of listening and being inclusive of students and experts in other disciplines. Being part of a diverse group allows the team to have different levels of understanding where each different major (e.g., social science, marine science, etc.) should have some sense of responsibility to share the right information to other majors. This is the biggest influence in my learning e.g., a social science major sharing the importance of integrating local knowledge to a marine science major that has only worked with ecological data. Being part of a diverse group, especially from different disciplines composed of members of different career stages helped me understand the responsibility of sharing and correcting information e.g., as the only marine science student in a group of social scientists, there is a sense of responsibility to contribute meaningfully to questions surrounding marine science and discuss the replies from other team members while expecting the same from the other members when a social science question is being answered.” |
| 2                                                                                                 | Marine science             | “Participating in the TIDES Workshop has allowed me to pause and acknowledge the impactful contribution each discipline addresses in ocean research. It has also made me unlearn a lot. In group activities or the workshop as a whole, having participants/volunteers of different career stages, countries and disciplines has made me realize the limits of every discipline. This has fostered active listening during discussion and also seeking clarification when needed. Communicating scientific concepts across different disciplines and finding “common ground” was a challenge, at the same time it has weighed a huge responsibility on me to impart the right information during discussions to ensure other participants from other disciplines understood.”                                                                                                                                                                                                                                                                                                                                                                                           |
| 3                                                                                                 | Environmental management   | “Participating in the TIDES Summer School with such a diverse group was really rewarding, but also had its challenges. One of the main things I struggled with was some of the scientific terms, especially from marine science. At times, it was hard to fully understand the concepts, which made it harder to speak up. Also, the first couple of days were a bit intimidating. Being surrounded by experts and participants who seemed more experienced made me question whether I really belonged or if my contributions would matter. I also felt that some activities were rushed because of time constraints, so we didn’t always get to explore things as much as we could have. Even with these challenges, being part of such a diverse group was amazing. It taught me to listen more, be patient, and appreciate different perspectives. Spending time with other Pasifika participants reminded me of our connection to the ocean and our responsibility to care for it.                                                                                                                                                                                  |

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|   |                                  | It also showed me how important it is to include local and Indigenous knowledge in ocean research. With these knowledge systems, solutions can become more culturally grounded and effective.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4 | Marine science                   | “Challenges for students would be that there is extreme physical and mental intensity of the qualitative fieldwork, which often requires up to 14hours a day in the field, and this could lead to fatigue. I also navigated through practical hurdles like language translation barriers, which could usually complicate the sharing of complex ecological concepts between a researcher and the community. Managing technical recording equipment and also explaining the formal consent forms in a way that would be clear and culturally appropriate, highlighting the need to be more refined social and communication skills. Beyond the immediate tasks, I became acutely aware of the systematic power imbalance within academia, where natural sciences would often dominate the funding and coordination, which, as a result, would lead to the late involvement of the minority disciplines like social sciences, reducing their ability to provide meaningful input.”                                         |
| 5 | Marine science                   | “Participating in a diverse group, from different discipline, countries, communities and career stages I would say was challenging for me as it required me to move beyond my own educational silos. During this training I learnt that inclusive research is not just about sharing data, it is about navigating the different paradigms. It made me realize that that true inclusivity cannot be forced it must be cultivated. However, once cultivated, the most rewarding aspect was bringing together the diverse knowledge and views to achieve the overall aim of the training. It’s like a complex puzzle, the challenge is finding where each unique contribution fits. It required the participant to move away from rigid and individualistic ways of working and be more flexible and collaborative.”                                                                                                                                                                                                        |
| 6 | Marine science                   | “It has taught me that there is no one side to learning, it is holistic and interconnected. Similarly, it demonstrates to me that inclusive ocean research should not be compartmentalized nor discriminatory. Participating in a diverse group helped me realize that my voice matters just as the next person and being an ocean steward starts with me embracing other knowledge systems and approaches. However, a key challenge I’ve encountered in this process was explaining marine terminologies or concepts to other students from other disciplines. I am so used to being a student that being a teacher, and a good one at that, was nerve-wracking. I was second guessing myself every second, unsure if they truly understood my explanations. In the end it was rewarding having someone on the same page as me, conversations were deeper and flowed better.”                                                                                                                                           |
| 7 | Social policy and administration | “I learned from participating in a group of people in a diverse group not only just by listening but how I can understand what is communicated. As such people from different disciplines frame their ideas about a single issue differently, it was important to be inclusive about differences in views and hearing from people who worked in the field as well as academics. Some of the challenges I have encountered in the process is difficulty in communication especially when different peoples from different professions and disciplines use vocabularies that are new and also research skills that they used and their unique experiences from the field. To add on, the training was intense and there were a lot of ideas and knowledge to take in, especially with the workshops and lectures. However it was rewarding in the end as it teaches resilience and also teamwork in terms of working with peers and colleagues and clarifying details from them from the notes and learning step by step.” |

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| 8                                                            | Marine science                   | “Participating in a diverse group reminded me how much different perspectives shape the way we understand marine environments. It also reinforced that capacity building is not just about sharing skills, but about co-learning and supporting local priorities. One challenge was navigating different ways of communicating across disciplines, but this I guess is also just an important part of learning.”                                                                                                                                                                                                                                                     |
| 9                                                            | Social policy and administration | “The only challenge that I face was unlearning some skills trained for me in social science for data collection especially administering interviews. I was told by one of the participants to avoid interfering with the interviewees answer or providing ideas to lead their answers. However, it was a great learning for me and I proved it correct and important. However, I did not really encounter any other challenges because I enjoy all learning and processes each day because the majority of all the activities conducted on the TIDES Workshop, was all new to me.”                                                                                   |
| 10                                                           | Environmental management         | “For me the first few days, it was very intimidating to be surrounded by a very diverse and well educated group, in which I was afraid to speak up and answer some questions with the thought that my answers was not good enough, but after sharing skills and spending a few days with the group, I learned that everyone valued each others ideas no matter how small or different it was which gave me the confidence to speak my mind. Also, learning a lot of new things like GIS tools was a challenge for me, trying to grasp all this was hard but rewarding for me.”                                                                                       |
| 11                                                           | Environmental anthropology       | “Working with the group was both enriching and challenging. It made me more aware of the inequalities that can arise in collaborative projects, as well as the strengths that emerge when everyone’s expertise is valued. The experience reinforced my commitment to inclusive research, where local knowledge and community perspectives are not just included but actively shape the work. One challenge was navigating the differences in disciplinary languages and priorities. However, this also taught me the importance of patience, active listening, and compromise, skills that are essential for fostering empathy and cultural competence in research.” |
| <b>5. Transformative Impacts of these Challenges (n = 6)</b> |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1                                                            | Marine science                   | “One of the important lessons I learnt was focusing on the activity objectives. In a diverse group, it is easy to make the research about ourselves and our research interest. Like the puzzle it wasn’t about which piece was most important but staying focus on the objective was what helped glued the pieces together.”                                                                                                                                                                                                                                                                                                                                         |
| 2                                                            | Marine science                   | “Being open to listening, facilitating, and considering all perspectives. Practicing patience and empathy helps understand and navigate differences in disciplines, cultures, and career stages, while strengthening collaboration and compromise.”                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3                                                            | Social policy and administration | “The strategies that I used to overcome the challenge during the training were being an open-minded person. In the classroom, I experienced learning from diverse groups of students, and each individual has their own mode and way of learning and approach to solving problems. It’s challenging to unlearn, relearn, remain positive all the time, and especially remain calm under pressure. But these obstacles are where the learning truly begins. It was the same scenario during the TIDES Workshop. However, I remain resilient and flexible to new                                                                                                       |

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|                                                                                   |                                  | learning and changes, which have shaped my approaches and strategies of providing feedback. Providing a culture-based solution rather than an individualistic approach. Using all these techniques allows me and other members of my group to become active and meaningful contributors and well-prepared to work in interdisciplinary environments.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4                                                                                 | Environmental management         | “For me being partnered up with a diverse group, I had to be a very good listener and try to understand what my other group members' perspectives are and be very open minded to all ideas and opinions. It was very interesting to hear their side and their opinions.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5                                                                                 | Environmental anthropology       | “Being in a group as diverse as the TIDES Summer School required confronting multiple layers of difference, not only in disciplines, cultures, and career stages, but also in language proficiency, particularly the use of English as a common yet often imperfect medium of communication. These challenges, rather than being obstacles, became drivers of growth. The language barrier, in particular, taught me the value of patience, clarity, and adaptability in communication. It reminded me that effective collaboration depends not just on shared vocabulary, but on the ability to listen deeply, ask clarifying questions, and remain open to alternative expressions of ideas. Beyond language, the experience underscored the importance of intellectual humility, recognizing that what may seem intuitive to me might not be to others, and vice versa. This adaptability, combined with a commitment to empathy, allowed me to build stronger connections with peers, transforming potential misunderstandings into moments of shared insight. Ultimately, the ability to thrive in such a diverse environment lies in the willingness to learn from others as much as to contribute. These lessons in cultural and linguistic negotiation will remain central to my future work, ensuring that my research remains not only interdisciplinary but also inclusive and accessible.” |
| 6                                                                                 | Marine science                   | For me, I think one of the fastest way to break the awkward barrier was finding common interests and hobbies outside of academics - music, art, goals, and passions. I found that by finding out these things it's easier to overcome differences in disciplines, cultures, and career stages. Creative approaches like plastic art and privilege walk are excellent activities to stimulate conversations and opportunity to strengthen connections. When you have that connection with someone, it's easier for both people to open up and compromise- people become more enthusiastic and are more open to accepting new or conflicting perspectives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>5.1 Building an Equitable and Inclusive Future for Ocean Education (n = 4)</b> |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1                                                                                 | Marine science                   | “Strengthening capacity building through structured mentorship, targeted training, and accessible funding opportunities would help bridge gaps between senior researchers and early-career researchers. Creating spaces to debate topics and explore controversial ideas openly would encourage critical thinking and respectful exchange of perspectives.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2                                                                                 | Social policy and administration | “The TIDES training for me was well planned and administered. The outline works perfectly well, as it complements the interdisciplinary and cultural relevance. Way forward, it needs to have a title that is inclusive and allows all students from each respective discipline (social science, marine science, education studies, climate change, environmental management etc.) to relate to it, rather than looking at ‘TIDES’ and thinking that the opportunity is limited only to marine science or science students. There were a few social science students who participated in this training, and there was no balance in training participation. Workshops like this need to be shared on all platforms and conducted in a timeframe that allows students to participate. Also, the locations of the training should be in a place where each participant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|   |                            | feels included rather than feeling out of place. Support from donors and other related partners is highly recommended, so it can support the planning of the training, such as taking participants to have hands-on experience on conducting interviews with clients, but also to have an experience of what to expect when going out into the reef, the currents, and their connections to the sea etc. This way, it promotes and introduces students to interdisciplinary approaches, it fosters and shapes a future where there will be more local marine social science researchers in the Pacific.”                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3 | Environmental anthropology | “In my view, future TIDES training sessions could be improved or adapted in three key areas. First, strengthening transversal skills by offering workshops focused on scientific communication and recognizing the unique contributions of each participant. Second, integrating modules on decolonizing knowledge, such as sessions on Indigenous oceanic epistemologies and promoting collaborations between islands. And third, bridging hierarchical divides through reverse mentorship (where early-career researchers lead discussions) and informal spaces (like field trips and role-playing exercises) to encourage open dialogue. During my time in Fiji, I experienced firsthand the value of informal exchanges, such as a day spent shopping in town with one of the organizing researchers. Our conversations and her guidance were incredibly insightful and meaningful. These suggestions aim to democratize access to knowledge while ensuring that research remains grounded in local realities and collective learning.” |
| 4 | Marine science             | “I believe this summer school was an excellent start to bridging career gaps. From what I have observed as a workshop assistant, I suggest two main approaches for future TIDES training. Firstly, to provide a glossary or 'dictionary', explaining key marine or scientific concepts for non- science students. This could also be made available in multiple languages (e.g. French), as some participants may not have English as their first language. Secondly, to use more scenario- based activities and share real failure stories. Real life issues and problems on ethical or technical dilemmas and allow students to discuss their own solutions. Lastly, to also share tips on how to secure grants and maybe provide recognition badges that can be attached to linked in accounts or CV.”                                                                                                                                                                                                                                   |

**Supplementary Table 2:** Most frequent words used in participants' responses on **(A)** key take home messages from attending TIDES and **(B)** challenges faced while attending TIDES.

| <b>A.</b>     |             |
|---------------|-------------|
| <b>word</b>   | <b>freq</b> |
| different     | 10          |
| future        | 7           |
| skills        | 7           |
| helped        | 5           |
| mapping       | 5           |
| knowledge     | 5           |
| systems       | 5           |
| local         | 5           |
| traditional   | 5           |
| interviews    | 4           |
| social        | 4           |
| ideas         | 4           |
| methods       | 4           |
| unique        | 4           |
| approach      | 3           |
| exercises     | 3           |
| importance    | 3           |
| inclusive     | 3           |
| individual    | 3           |
| talanoa       | 3           |
| disciplines   | 3           |
| learn         | 3           |
| map           | 3           |
| maps          | 3           |
| participatory | 3           |
| scientists    | 3           |
| academic      | 3           |
| important     | 3           |
| facilitators  | 3           |
| resource      | 3           |
| learned       | 3           |
| qualitative   | 3           |
| background    | 3           |
| fields        | 3           |
| listening     | 2           |
| team          | 2           |
| teamwork      | 2           |
| environmental | 2           |
| identify      | 2           |
| individuals   | 2           |
| interactive   | 2           |
| marine        | 2           |
| questions     | 2           |
| safespace     | 2           |
| sharing       | 2           |
| studies       | 2           |
| confidence    | 2           |

|               |   |
|---------------|---|
| experiences   | 2 |
| mistakes      | 2 |
| opportunity   | 2 |
| practice      | 2 |
| inclusivity   | 2 |
| lens          | 2 |
| space         | 2 |
| structured    | 2 |
| value         | 2 |
| conservation  | 2 |
| cultural      | 2 |
| gis           | 2 |
| marginalized  | 2 |
| tools         | 2 |
| voices        | 2 |
| advice        | 2 |
| backgrounds   | 2 |
| communities   | 2 |
| mental        | 2 |
| perspectives  | 2 |
| diversity     | 2 |
| data          | 2 |
| researcher    | 2 |
| science       | 2 |
| field         | 2 |
| geographic    | 2 |
| information   | 2 |
| ability       | 1 |
| amazing       | 1 |
| class         | 1 |
| contribute    | 1 |
| contributions | 1 |
| foster        | 1 |
| gauge         | 1 |
| knowing       | 1 |
| labbased      | 1 |
| meaningfully  | 1 |
| moment        | 1 |
| mostly        | 1 |
| professional  | 1 |
| speakreply    | 1 |
| thinking      | 1 |
| together      | 1 |
| understand    | 1 |
| well          | 1 |
| along         | 1 |
| answer        | 1 |
| answering     | 1 |
| answers       | 1 |
| attentive     | 1 |
| couple        | 1 |

|                      |   |
|----------------------|---|
| created              | 1 |
| equal                | 1 |
| familiar             | 1 |
| find                 | 1 |
| fostered             | 1 |
| freedom              | 1 |
| given                | 1 |
| interesting          | 1 |
| languages            | 1 |
| law                  | 1 |
| name                 | 1 |
| ones                 | 1 |
| participatorymapping | 1 |
| quite                | 1 |
| saw                  | 1 |
| session              | 1 |
| speak                | 1 |
| surveys              | 1 |
| technical            | 1 |
| took                 | 1 |
| try                  | 1 |
| two                  | 1 |
| viewed               | 1 |
| activelistening      | 1 |
| afterwards           | 1 |
| build                | 1 |
| capture              | 1 |
| collaboration        | 1 |
| communication        | 1 |
| conducting           | 1 |
| emphasized           | 1 |
| everything           | 1 |
| feedback             | 1 |
| front                | 1 |
| handson              | 1 |
| helpful              | 1 |
| immediately          | 1 |
| insights             | 1 |
| people               | 1 |
| preparation          | 1 |
| presenting           | 1 |
| receive              | 1 |
| reflecting           | 1 |
| share                | 1 |
| speaking             | 1 |
| stood                | 1 |
| able                 | 1 |
| activity             | 1 |
| appreciated          | 1 |
| around               | 1 |
| awakening            | 1 |

|                 |   |
|-----------------|---|
| aware           | 1 |
| awareness       | 1 |
| boldly          | 1 |
| boosted         | 1 |
| challenged      | 1 |
| critical        | 1 |
| decolonizing    | 1 |
| design          | 1 |
| difference      | 1 |
| ecosystems      | 1 |
| encouraging     | 1 |
| even            | 1 |
| familiarity     | 1 |
| impressed       | 1 |
| live            | 1 |
| look            | 1 |
| mangroves       | 1 |
| mindsets        | 1 |
| opportunities   | 1 |
| perceptions     | 1 |
| practical       | 1 |
| proved          | 1 |
| realize         | 1 |
| say             | 1 |
| scientist       | 1 |
| step            | 1 |
| surroundings    | 1 |
| suva            | 1 |
| taught          | 1 |
| user            | 1 |
| volunteers      | 1 |
| addressing      | 1 |
| adopting        | 1 |
| allow           | 1 |
| barriers        | 1 |
| collective      | 1 |
| colorcoded      | 1 |
| communitydriven | 1 |
| empathy         | 1 |
| ensures         | 1 |
| familiarising   | 1 |
| fees            | 1 |
| fit             | 1 |
| gained          | 1 |
| gedsi           | 1 |
| global          | 1 |
| harmony         | 1 |
| high            | 1 |
| highlights      | 1 |
| impression      | 1 |
| intentionally   | 1 |

|                     |   |
|---------------------|---|
| left                | 1 |
| legends             | 1 |
| many                | 1 |
| mentalmapping       | 1 |
| offered             | 1 |
| openstreetmap       | 1 |
| overlooked          | 1 |
| planning            | 1 |
| platforms           | 1 |
| provided            | 1 |
| publishing          | 1 |
| questioning         | 1 |
| real                | 1 |
| reflection          | 1 |
| relational          | 1 |
| researchers         | 1 |
| seeks               | 1 |
| south               | 1 |
| spatial             | 1 |
| storytelling        | 1 |
| systemic            | 1 |
| takeaways           | 1 |
| theories            | 1 |
| transformative      | 1 |
| trust               | 1 |
| values              | 1 |
| visualize           | 1 |
| women               | 1 |
| world               | 1 |
| writing             | 1 |
| youth               | 1 |
| unlearning          | 1 |
| absolutely          | 1 |
| account             | 1 |
| acquired            | 1 |
| age                 | 1 |
| better              | 1 |
| ethics              | 1 |
| everyone            | 1 |
| gender              | 1 |
| indigenousknowledge | 1 |
| necessary           | 1 |
| part                | 1 |
| strengthened        | 1 |
| understood          | 1 |
| vision              | 1 |
| acknowledged        | 1 |
| affect              | 1 |
| anyone              | 1 |
| bigger              | 1 |
| diverse             | 1 |

|                |   |
|----------------|---|
| documenting    | 1 |
| enjoyed        | 1 |
| experienced    | 1 |
| identities     | 1 |
| just           | 1 |
| lecturers      | 1 |
| moreover       | 1 |
| observation    | 1 |
| observations   | 1 |
| pasifika       | 1 |
| personal       | 1 |
| picture        | 1 |
| relatable      | 1 |
| respected      | 1 |
| responsibility | 1 |
| sciences       | 1 |
| simply         | 1 |
| techniques     | 1 |
| utilizing      | 1 |
| welfare        | 1 |
| works          | 1 |
| wrong          | 1 |
| across         | 1 |
| assumptions    | 1 |
| attending      | 1 |
| bridging       | 1 |
| communicate    | 1 |
| conclusion     | 1 |
| critically     | 1 |
| deconstructing | 1 |
| essential      | 1 |
| forward        | 1 |
| jumping        | 1 |
| learnt         | 1 |
| listen         | 1 |
| members        | 1 |
| moving         | 1 |
| needed         | 1 |
| note           | 1 |
| peoples        | 1 |
| placed         | 1 |
| skill          | 1 |
| straight       | 1 |
| supervisor     | 1 |
| things         | 1 |
| accept         | 1 |
| activities     | 1 |
| alone          | 1 |
| attention      | 1 |
| captured       | 1 |
| career         | 1 |

|                   |   |
|-------------------|---|
| changed           | 1 |
| collection        | 1 |
| discriminate      | 1 |
| early             | 1 |
| effective         | 1 |
| embrace           | 1 |
| equip             | 1 |
| exchange          | 1 |
| focused           | 1 |
| generation        | 1 |
| heavily           | 1 |
| medium            | 1 |
| multiple          | 1 |
| must              | 1 |
| participating     | 1 |
| past              | 1 |
| prepare           | 1 |
| realized          | 1 |
| student           | 1 |
| unites            | 1 |
| years             | 1 |
| anthropology      | 1 |
| areas             | 1 |
| broadening        | 1 |
| closely           | 1 |
| complement        | 1 |
| connected         | 1 |
| consider          | 1 |
| contradict        | 1 |
| document          | 1 |
| environment       | 1 |
| gave              | 1 |
| glimpse           | 1 |
| governance        | 1 |
| influence         | 1 |
| interact          | 1 |
| interdisciplinary | 1 |
| interest          | 1 |
| interested        | 1 |
| limited           | 1 |
| management        | 1 |
| much              | 1 |
| professionals     | 1 |
| program           | 1 |
| results           | 1 |
| speed             | 1 |
| terms             | 1 |
| adapt             | 1 |
| already           | 1 |
| anthropological   | 1 |
| conduct           | 1 |

|                |    |
|----------------|----|
| context        | 1  |
| creating       | 1  |
| demonstrated   | 1  |
| directly       | 1  |
| distinguish    | 1  |
| ensuring       | 1  |
| equipped       | 1  |
| experience     | 1  |
| eyeopening     | 1  |
| focus          | 1  |
| genderequity   | 1  |
| improve        | 1  |
| inequalities   | 1  |
| needs          | 1  |
| plan           | 1  |
| preexisting    | 1  |
| refine         | 1  |
| rigorous       | 1  |
| types          | 1  |
| uncover        | 1  |
| visual         | 1  |
| <b>B.</b>      |    |
| different      | 15 |
| disciplines    | 10 |
| diverse        | 10 |
| science        | 9  |
| knowledge      | 7  |
| marine         | 7  |
| social         | 7  |
| challenge      | 7  |
| sharing        | 6  |
| participating  | 6  |
| skills         | 6  |
| inclusive      | 5  |
| responsibility | 5  |
| ocean          | 5  |
| challenges     | 5  |
| rewarding      | 5  |
| local          | 4  |
| part           | 4  |
| understand     | 4  |
| concepts       | 4  |
| important      | 4  |
| ideas          | 4  |
| career         | 3  |
| data           | 3  |
| importance     | 3  |
| information    | 3  |
| major          | 3  |
| members        | 3  |
| stages         | 3  |

|               |   |
|---------------|---|
| understood    | 3 |
| activities    | 3 |
| discipline    | 3 |
| realize       | 3 |
| time          | 3 |
| workshop      | 3 |
| perspectives  | 3 |
| speak         | 3 |
| taught        | 3 |
| field         | 3 |
| lead          | 3 |
| navigating    | 3 |
| working       | 3 |
| new           | 3 |
| people        | 3 |
| ecological    | 2 |
| experts       | 2 |
| helped        | 2 |
| listening     | 2 |
| questions     | 2 |
| sense         | 2 |
| student       | 2 |
| team          | 2 |
| worked        | 2 |
| activelisting | 2 |
| contribution  | 2 |
| countries     | 2 |
| finding       | 2 |
| scientific    | 2 |
| culturally    | 2 |
| first         | 2 |
| hard          | 2 |
| intimidating  | 2 |
| spending      | 2 |
| surrounded    | 2 |
| systems       | 2 |
| terms         | 2 |
| aware         | 2 |
| beyond        | 2 |
| communication | 2 |
| community     | 2 |
| complex       | 2 |
| explaining    | 2 |
| sciences      | 2 |
| challenging   | 2 |
| collaborative | 2 |
| cultivated    | 2 |
| unique        | 2 |
| views         | 2 |
| encountered   | 2 |
| good          | 2 |

|                        |   |
|------------------------|---|
| differences            | 2 |
| learned                | 2 |
| priorities             | 2 |
| shape                  | 2 |
| answers                | 2 |
| valued                 | 2 |
| allows                 | 1 |
| answered               | 1 |
| biggest                | 1 |
| composed               | 1 |
| contribute             | 1 |
| correcting             | 1 |
| discuss                | 1 |
| etc                    | 1 |
| exercises              | 1 |
| expecting              | 1 |
| influence              | 1 |
| integrating            | 1 |
| levels                 | 1 |
| majors                 | 1 |
| meaningfully           | 1 |
| participatorymapping   | 1 |
| replies                | 1 |
| scientists             | 1 |
| share                  | 1 |
| surrounding            | 1 |
| understanding          | 1 |
| acknowledge            | 1 |
| addresses              | 1 |
| allowed                | 1 |
| clarification          | 1 |
| discussion             | 1 |
| discussions            | 1 |
| ensure                 | 1 |
| fostered               | 1 |
| ground                 | 1 |
| huge                   | 1 |
| impactful              | 1 |
| impart                 | 1 |
| limits                 | 1 |
| needed                 | 1 |
| participantsvolunteers | 1 |
| pause                  | 1 |
| seeking                | 1 |
| unlearn                | 1 |
| weighed                | 1 |
| whole                  | 1 |
| common                 | 1 |
| always                 | 1 |
| amazing                | 1 |
| appreciate             | 1 |

|               |   |
|---------------|---|
| become        | 1 |
| belonged      | 1 |
| bit           | 1 |
| care          | 1 |
| connection    | 1 |
| constraints   | 1 |
| contributions | 1 |
| couple        | 1 |
| didn't        | 1 |
| effective     | 1 |
| even          | 1 |
| experienced   | 1 |
| explore       | 1 |
| felt          | 1 |
| fully         | 1 |
| get           | 1 |
| grounded      | 1 |
| harder        | 1 |
| include       | 1 |
| indigenous    | 1 |
| listen        | 1 |
| main          | 1 |
| pasifika      | 1 |
| patient       | 1 |
| rushed        | 1 |
| seemed        | 1 |
| solutions     | 1 |
| struggled     | 1 |
| times         | 1 |
| whether       | 1 |
| ability       | 1 |
| academia      | 1 |
| acutely       | 1 |
| appropriate   | 1 |
| barriers      | 1 |
| became        | 1 |
| clear         | 1 |
| complicate    | 1 |
| consent       | 1 |
| coordination  | 1 |
| dominate      | 1 |
| equipment     | 1 |
| extreme       | 1 |
| fatigue       | 1 |
| fieldwork     | 1 |
| formal        | 1 |
| forms         | 1 |
| funding       | 1 |
| highlighting  | 1 |
| hours         | 1 |
| hurdles       | 1 |

|                 |   |
|-----------------|---|
| imbalance       | 1 |
| immediate       | 1 |
| input           | 1 |
| intensity       | 1 |
| involvement     | 1 |
| language        | 1 |
| late            | 1 |
| managing        | 1 |
| meaningful      | 1 |
| mental          | 1 |
| minority        | 1 |
| natural         | 1 |
| navigated       | 1 |
| need            | 1 |
| physical        | 1 |
| power           | 1 |
| practical       | 1 |
| provide         | 1 |
| qualitative     | 1 |
| recording       | 1 |
| reducing        | 1 |
| refined         | 1 |
| requires        | 1 |
| researcher      | 1 |
| result          | 1 |
| systematic      | 1 |
| tasks           | 1 |
| technical       | 1 |
| translation     | 1 |
| usually         | 1 |
| within          | 1 |
| achieve         | 1 |
| aim             | 1 |
| aspect          | 1 |
| away            | 1 |
| bringing        | 1 |
| communities     | 1 |
| educational     | 1 |
| fits            | 1 |
| flexible        | 1 |
| forced          | 1 |
| inclusivity     | 1 |
| individualistic | 1 |
| learnt          | 1 |
| must            | 1 |
| overall         | 1 |
| paradigms       | 1 |
| puzzle          | 1 |
| say             | 1 |
| silos           | 1 |
| together        | 1 |

|                   |   |
|-------------------|---|
| TRUE              | 1 |
| â€™s              | 1 |
| better            | 1 |
| compartmentalized | 1 |
| conversations     | 1 |
| deeper            | 1 |
| demonstrates      | 1 |
| discriminatory    | 1 |
| embracing         | 1 |
| explanations      | 1 |
| flowed            | 1 |
| guessing          | 1 |
| holistic          | 1 |
| interconnected    | 1 |
| key               | 1 |
| matters           | 1 |
| nervewracking     | 1 |
| page              | 1 |
| person            | 1 |
| side              | 1 |
| similarly         | 1 |
| someone           | 1 |
| starts            | 1 |
| steward           | 1 |
| teacher           | 1 |
| terminologies     | 1 |
| truly             | 1 |
| unsure            | 1 |
| voice             | 1 |
| â€™ve             | 1 |
| academics         | 1 |
| add               | 1 |
| clarifying        | 1 |
| colleagues        | 1 |
| communicated      | 1 |
| details           | 1 |
| differently       | 1 |
| difficulty        | 1 |
| experiences       | 1 |
| frame             | 1 |
| hearing           | 1 |
| intense           | 1 |
| issue             | 1 |
| lectures          | 1 |
| notes             | 1 |
| peers             | 1 |
| peoples           | 1 |
| professions       | 1 |
| resilience        | 1 |
| single            | 1 |
| take              | 1 |

|               |   |
|---------------|---|
| teaches       | 1 |
| teamwork      | 1 |
| vocabularies  | 1 |
| workshops     | 1 |
| building      | 1 |
| capacity      | 1 |
| colearning    | 1 |
| environments  | 1 |
| guess         | 1 |
| supporting    | 1 |
| administering | 1 |
| avoid         | 1 |
| collection    | 1 |
| conducted     | 1 |
| correct       | 1 |
| encounter     | 1 |
| enjoy         | 1 |
| face          | 1 |
| great         | 1 |
| interfering   | 1 |
| interviewees  | 1 |
| interviews    | 1 |
| majority      | 1 |
| processes     | 1 |
| proved        | 1 |
| providing     | 1 |
| told          | 1 |
| trained       | 1 |
| unlearning    | 1 |
| afraid        | 1 |
| confidence    | 1 |
| educated      | 1 |
| enough        | 1 |
| everyone      | 1 |
| gave          | 1 |
| gis           | 1 |
| grasp         | 1 |
| mind          | 1 |
| small         | 1 |
| thought       | 1 |
| tools         | 1 |
| trying        | 1 |
| actively      | 1 |
| arise         | 1 |
| commitment    | 1 |
| competence    | 1 |
| compromise    | 1 |
| cultural      | 1 |
| disciplinary  | 1 |
| emerge        | 1 |
| empathy       | 1 |

|              |   |
|--------------|---|
| enriching    | 1 |
| essential    | 1 |
| everyone     | 1 |
| experience   | 1 |
| expertise    | 1 |
| fostering    | 1 |
| included     | 1 |
| inequalities | 1 |
| languages    | 1 |
| patience     | 1 |
| projects     | 1 |
| strengths    | 1 |