



ULAB
**UNIVERSITY OF LIBERAL ARTS
BANGLADESH**

Program: Bachelor of Social Science in
Media studies and Journalism

Semester: Summer 2024

Course Code & Name
MSJ11498 & MSJ11499
Internship Project

Submitted by

Student's Name: Anjum Ara Riya

ID: 193012022

Date of Submission

17/09/2024

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Students Details

Name: Anjum Ara Riya
ULAB ID: 193012022

Department: Media Studies and Journalism
Major Concentration: Public Relations
Minor Concentration : Bachelor of Business Administration

Your career goal: Joining in Academics

INTERNSHIP DETAILS

Host Organization : Center for Excellence in Teaching and Learning, CETL ULAB
688 Beribadh Road, Mohammadpur, Dhaka 1207, Bangladesh

My Working Section: Planning

Supervisor : Mohammad Shazzad Hossain, PhD

Director | Center for Excellence in Teaching and Learning (CETL)

Designation: Intern

Start Date : May 1, 2024

End Date: September 30, 2024

Hours Per Week: 40

Total Working Period:

ACKNOWLEDGEMENTS

I am deeply grateful for the incredible journey I have had at ULAB, particularly during my internship at CETL. The experience of being both a student and an employee has been truly transformative, allowing me to grow both personally and professionally. My heartfelt thanks go to my supervisor, Dr. Mohammad Shazzad Hossain, whose guidance and support were invaluable. I learned so much under his mentorship, which has greatly enriched my understanding and skills.

I would also like to extend my sincere appreciation to the entire CETL team, whose camaraderie and collaboration created a peaceful and supportive workplace environment. It was a privilege to work alongside such dedicated faculty members as colleagues. Their encouragement and shared insights made this experience even more rewarding.

Finally, I am immensely thankful to my family, friends, teachers, and the supportive staff at ULAB, who have been pillars of strength throughout this journey. Their unwavering belief in me has been instrumental in my success.

PLAGIARISM DECLARATION

1. I know that plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one's own. I know that plagiarism not only includes verbatim copying, but also the extensive use of another person's ideas without proper acknowledgement (which includes the proper use of quotation marks). I know that plagiarism covers this sort of use of material found in textual sources and from the Internet.
2. I acknowledge and understand that plagiarism is wrong.
3. I understand that my research must be accurately referenced.
4. This assignment is my own work, or my group's own unique group assignment. I acknowledge that copying someone else's assignment, or part of it, is wrong, and that submitting identical work to others constitutes a form of plagiarism.
5. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as their own work.

Name: Anjum Ara Riya

ULAB ID: 193012022

Signature *Anjum*



MSJ042

INTERNSHIP REPORT APPROVAL FORM

Student Name: Anjum Ara Riya ID No. 193012022
Major: Public Relations Year: 2024
Local Phone: 01975115629 Email: anjum.ara.msj@ulab.edu.bd

INTERNSHIP/PROJECT INFORMATION

Internship

Organization/Project: Center for Excellence in Teaching and Learning (CETL)

Internship /Project Report

Topic: Internship

Semester (Tick one): ☐ Spring 202 ☒ Summer 2024 ☐ Fall 202

Advisor APPROVAL

(Please place a Tick)

☐ Approved ☐ Not Approved ☐ Partial Re-write ☐ Full Re-write

Remarks (If Not Approved/Pretrial/Full Rewrite):

Signature: _____ Date: _____

Name: _____ Title: _____

E-mail: _____ Phone: _____

Introduction

My internship at the Center for Excellence in Teaching and Learning (CETL) at ULAB has been a pivotal chapter in my academic and professional journey. Balancing the dual roles of student and employee, I had the unique opportunity to immerse myself in a dynamic environment that fostered both personal and professional growth. Collaborating with esteemed faculty members and working within a supportive and peaceful environment, I applied theoretical knowledge in practical settings and contributed to impactful projects.

Throughout this internship, I significantly enhanced my skills in video editing, interviewing, and shot composition. I developed a more nuanced understanding of event management by organizing CETL events, faculty-related activities, and ULAB non-academic staff events. This experience provided me with a comprehensive view of how ULAB collaborates with teachers to benefit students and offered me hands-on experience in social media management and content creation. The practical insights gained into PR, digital production, development communication, journalism, and media have enriched my academic understanding and prepared me for future challenges.

The supportive and peaceful environment at CETL, coupled with the collaborative spirit of the team, made this journey not only enriching but also deeply fulfilling. This internship has not only enhanced my academic understanding but also prepared me for future challenges by equipping me with practical experience and a deeper appreciation for the role of education in societal progress.

EXPECTATIONS

When I embarked on my internship journey at CETL ULAB, my primary expectation was to transition from a student perspective to that of a professional, gaining firsthand experience in a real-world working environment. This opportunity was particularly meaningful to me, as it aligned with a long-held dream of joining ULAB as an employee—a goal that had been on my mind since my first semester. Driven by this aspiration and a plan to eventually pursue a career in academia, I worked diligently to position myself for this opportunity.

- Acclimate to a professional work environment, balancing academic learning with workplace responsibilities.
- Apply the knowledge gained at ULAB in real-world projects, especially in media production, PR, and educational development.
- Acquire and refine skills in video editing, interview techniques, social media management, and event organization.
- Understand the dynamics of a professional workplace, including teamwork, project management
- Pursue my aspiration to contribute to the academic community, preparing for a future career in academia.

Host Organization

Organization Name: The Center for Excellence in Teaching and Learning (CETL)

Address: 688 Beribadh Road, Mohammadpur, Dhaka 1207, Bangladesh

Website: <https://cetl.ulab.edu.bd/>

About

The Center for Excellence in Teaching and Learning (CETL) has been established primarily for developing and implementing quality teaching practices for the faculty and staff at ULAB. As a leader in liberal arts education, we must promote and uphold a culture where excellence is celebrated, and professional growth is ensured in all aspects of teaching, learning, and research. The values that ULAB stands for, particularly those that encourage innovation, the pursuit of excellence, and the love for life-long learning, partly define our role. In order to achieve those values, we need to clearly understand what good teaching practice means, without which quality education cannot be ensured. CETL hopes to put a well-structured and transparent standard for teaching practice. Active learning is one of the guiding principles of ULAB that directly speaks to a path of excellence in teaching. To enhance the core competencies of our faculty and staff, CETL will be instrumental in creating a learning ecology that facilitates liberal arts education. If you are a practitioner in any of the disciplines taught at ULAB, this center is for you. We hope to walk with you on the path to professional excellence.

CETL Connections :

ULAB's Center for Excellence in Teaching and Learning (CETL) is actively engaged in promoting and aligning its initiatives with the United Nations Sustainable Development Goals (SDGs). CETL's activities and programs at ULAB are designed to contribute to the following five SDGs:

1. SDG 4: Quality Education

- CETL focuses on improving the quality of education by enhancing teaching and learning practices at ULAB. This includes training faculty members, implementing innovative teaching methods, and fostering a culture of continuous improvement in education.

2. SDG 5: Gender Equality

- Through various workshops and programs, CETL promotes gender equality in education. The center advocates for equal opportunities for all genders in academic settings, ensuring that gender biases are addressed and mitigated in the classroom and beyond.

3. SDG 8: Decent Work and Economic Growth

- CETL contributes to economic growth by equipping students with the skills and knowledge needed for the job market. By fostering employability through enhanced teaching practices, CETL supports the creation of a skilled workforce ready to contribute to economic development.

4. SDG 10: Reduced Inequalities

- The center works to reduce inequalities within the educational environment by promoting inclusive teaching strategies that cater to diverse student needs, including those from marginalized or underrepresented groups.

5. SDG 17: Partnerships for the Goals

- CETL emphasizes collaboration and partnerships, both within ULAB and with external organizations. By fostering a network of educational institutions, NGOs, and industry partners, CETL contributes to a collective effort in achieving the SDGs.

These connections reflect CETL's commitment to integrating sustainable development principles into ULAB's educational framework, ultimately contributing to a more sustainable and equitable future.

Tasks & Responsibilities

- Event Management
- Press Release writing
- Youtube channel Handling & Video posting
- Facebook Channel & Linked in channel Handling
- Research Proposal Developing
- CETL Corporate Video execution
- Project of 'Teaching Assessment on Gen Z' execution
- CETL event photography
- CETL event Videography
- Other necessary activities

Project Details

Part A Event Management

Project Overview :During my internship at the Center for Excellence in Teaching and Learning (CETL) at the University of Liberal Arts Bangladesh (ULAB), I have assisted in managing various events focused on faculty development. My responsibilities included supporting the organization of faculty seminars, training programs, and new teacher orientations. I helped with event planning, coordinating schedules, and managing logistics.

I played a key role in arranging catering services, selecting vendors, and overseeing food delivery and setup. I was involved in event photography and videography, capturing essential moments for future use. I also contributed to drafting and disseminating press releases to publicize our activities.

On event days, I assisted with venue setup, registration, and coordination with speakers and attendees, ensuring smooth execution. Postevent, I helped collect feedback, prepare reports, and manage communications to evaluate success and plan for improvements.

These experiences have significantly enhanced my skills in communication, organization, and problemsolving. My internship at CETL has been a valuable learning experience, preparing me for a future career in academia by supporting the planning and execution of academic events.

Project 1

Project Name: Mental Health, Wellness and SelfCare, Masudur Rahman Mannan
Psychological Counsellor, PHWC
Project Date : 19 May 2024

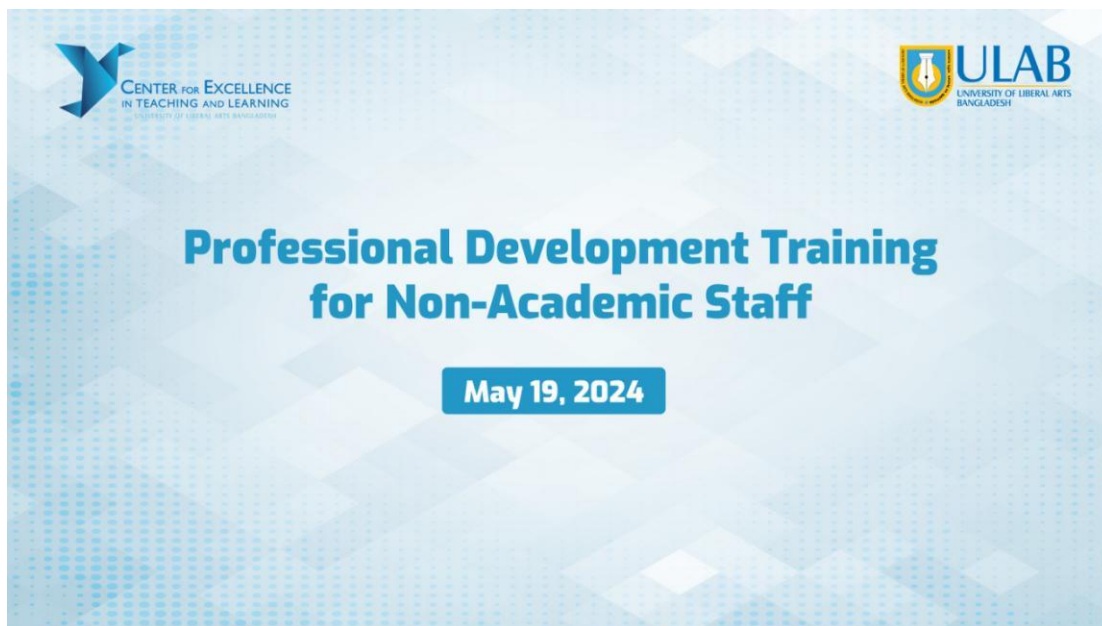


Image 1.1: Event's poster

Project Description: During the "Mental Health, Wellness, and SelfCare" event by Masudur Rahman Mannan on May 19, 2024, I played a crucial role in various aspects of the event. The event, organized by PHWC, aimed to prioritize mental health and selfcare for better performance in the workplace. With Mr. Mannan's extensive background in psychology and clinical counselling, the event focused on managing depression, anxiety, stress, anger, overthinking, guided mindfulness, and effective communication.

My Responsibilities :

- Assisted in event management for the "Mental Health, Wellness, and SelfCare" event by Masudur Rahman Mannan, held on May 19, 2024.

- Managed food arrangements, ensuring snacks and meals were ordered and distributed smoothly.
- Captured key moments through photography and videography, creating a visual record for future use.
- Enhanced skills in event coordination and multimedia documentation.

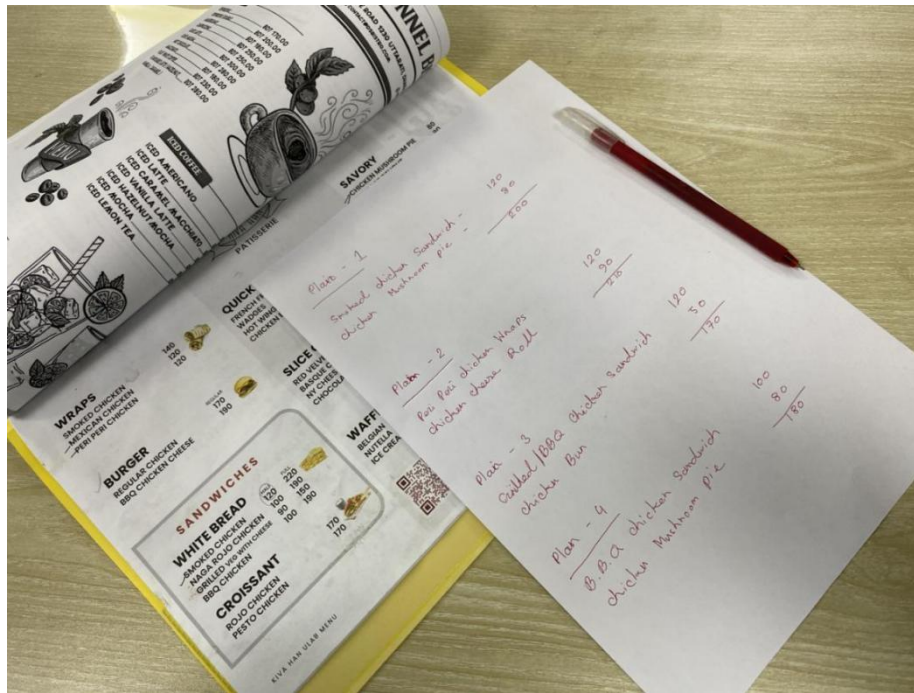


Image 1.2: Selecting the food menu for the event



Image 1.3: Trainer and the participants



Image 1.4: Group activities during event

My Mistakes:

- Improper framing affected photo quality.
- Forgetting to use the flash led to dark photos.
- Incorrect aperture settings resulted in blurry images.
- Capturing photos in the wrong size caused cropping issues.
- Overreliance on autofocus impacted focus precision.

My Learning:

- Importance of framing photos correctly for better quality.
- Always ensuring proper use of flash for adequate lighting.
- Understanding the need for correct aperture settings to avoid blurriness.
- Using appropriate photo size settings to prevent cropping problems.
- Learning the benefits of manual focus adjustment for sharper images.
- Understood technical issues

Project 2

Project Name: Purpose-Led, Impact-Driven Learning: A Case Study of Project Ibu.Niaga

Project Date: 23 May 2024



Image 2.1: Event's poster

Project Description: The seminar "Purpose-Led, Impact-Driven Learning: A Case Study of Project Ibu.Niaga," held in Dhaka on May 23, 2024, highlighted Taylor's University's commitment to integrating real-world problem-solving into its curriculum. Initiated in 2022, Taylor's Impact Labs focus on social and environmental initiatives, engaging students in projects that benefit diverse communities. Since 2023, over 4,000 students have participated in 106 Impact Projects, positively affecting 3,194 individuals and 43 organizations.

The flagship project, Ibu.Niaga, exemplifies this approach by empowering women from underserved communities in Malaysia through a multidisciplinary entrepreneurship program. The seminar detailed how purpose-led learning is incorporated into the undergraduate curriculum and showcased the tangible impact of Ibu.Niaga on the ground, involving academics, practitioners, partners, beneficiaries, and students. The event concluded with an analysis of the project's ongoing impact since its inception.

Roles and Responsibilities:

- Assisted in event management
- Conducted photography and videography
- Wrote the press release, the main task for the event



Image 2.2: The Guest with CETL director and Pro VC

Press Release First Draft:



Dhaka, 23rd May 2024:

Press Release

University of Liberal Arts Bangladesh (ULAB) Hosts Seminar on Purpose-Led, Impact-Driven Learning

The Center for Excellence in Teaching and Learning (CETL) at the University of Liberal Arts Bangladesh (ULAB) organized a comprehensive seminar titled "Impact-Driven Learning: A Case Study of Project Ibu.Niaga," conducted by Dr. Anindita Dasgupta on May 23, 2024. The session was introduced by Dr. Mohammad Shazzad Hossain, PhD, Director of CETL.

Professor Dr. Anindita Dasgupta's presentation delved into Taylor's University's commitment to purpose-driven education, showcasing the tangible impact it's making in Malaysia. Dr. Dasgupta highlighted Taylor's transition towards becoming a purpose-driven institution and its efforts to address real-world problems through education, research, and advocacy.

The seminar provided insights into Project Ibu.Niaga, a transformative initiative under Taylor's Impact Lab: Eradicating Poverty. This project focuses on empowering underserved women in Malaysia through multidisciplinary entrepreneurship programs. Dr. Dasgupta illustrated how purpose-led learning is incorporated into the undergraduate curriculum, emphasizing a holistic integration of education, research, and advocacy.

Faculty members from ULAB actively participated in the seminar, engaging in discussions and posing questions to Dr. Dasgupta regarding the implementation and impact of purpose-led learning initiatives. The seminar served as a platform for collaborative learning and knowledge exchange, highlighting the importance of purpose-driven education in addressing societal challenges.

Contact Person: Anjum Ara Riya, Intern CETL

Phone: 01975115629, Email: anjum.ara.msaj@ulab.edu.bd

Press Release Final Draft:



Dhaka, 23rd May 2024:

Press Release

CETL Hosts Seminar on Real-World Problem Solving through Education

The Center for Excellence in Teaching and Learning (CETL) at the University of Liberal Arts Bangladesh (ULAB) hosted an insightful seminar titled “Purpose-led Education: A Case Study of Ibu.Niaga Project” on May 23, 2024. ULAB Pro Vice-Chancellor Professor Jude William Genilo inaugurated the session with a welcome speech, and CETL director Dr. M. Shazzad Hossain hosted it.

The seminar featured a comprehensive presentation by Professor Anindita Dasgupta, who explored Taylor’s University’s commitment to purpose-driven education and its significant impact in Malaysia. Dr. Dasgupta discussed Taylor’s transition to a purpose-driven institution and its initiatives to solve real-world problems through education, research, and advocacy.

A key focus of the seminar was Project Ibu.Niaga, part of Taylor’s Impact Lab: Eradicating Poverty, is a transformative initiative that empowers underserved women in Malaysia through multidisciplinary entrepreneurship programs. Dr. Dasgupta highlighted the integration of purpose-led learning into the undergraduate curriculum, stressing a holistic approach that combines education, research, and advocacy.

Contact Person: Anjum Ara Riya, Intern CETL
Phone: 01975115629, Email: anjum.ara.msj@ulab.edu.bd

CETL Hosts Seminar on Real-World Problem Solving through Education

Publish Date:

Tuesday, May 28, 2024

The Center for Excellence in Teaching and Learning (CETL) at the University of Liberal Arts Bangladesh (ULAB) hosted an insightful seminar titled “Purpose-led Education: A Case Study of Ibu.Niaga Project” on May 23, 2024. ULAB Pro Vice-Chancellor Professor Jude William Genilo inaugurated the session with a welcome speech, and CETL director Dr. M. Shazzad Hossain hosted it.

The seminar featured a comprehensive presentation by Professor Anindita Dasgupta, who explored Taylor’s University’s commitment to purpose-driven education and its significant impact in Malaysia. Dr. Dasgupta discussed Taylor’s transition to a purpose-driven institution and its initiatives to solve real-world problems through education, research, and advocacy.

A key focus of the seminar was Project Ibu.Niaga, part of Taylor’s Impact Lab: Eradicating Poverty, is a transformative initiative that empowers underserved women in Malaysia through multidisciplinary entrepreneurship programs. Dr. Dasgupta highlighted the integration of purpose-led learning into the undergraduate curriculum, stressing a holistic approach that combines education, research, and advocacy.

Faculty members from ULAB actively engaged in the seminar, participating in discussions and posing questions about implementing and measuring the impact of purpose-led learning initiatives. The event facilitated collaborative learning and knowledge exchange, underscoring the vital role of purpose-driven education in tackling societal challenges.

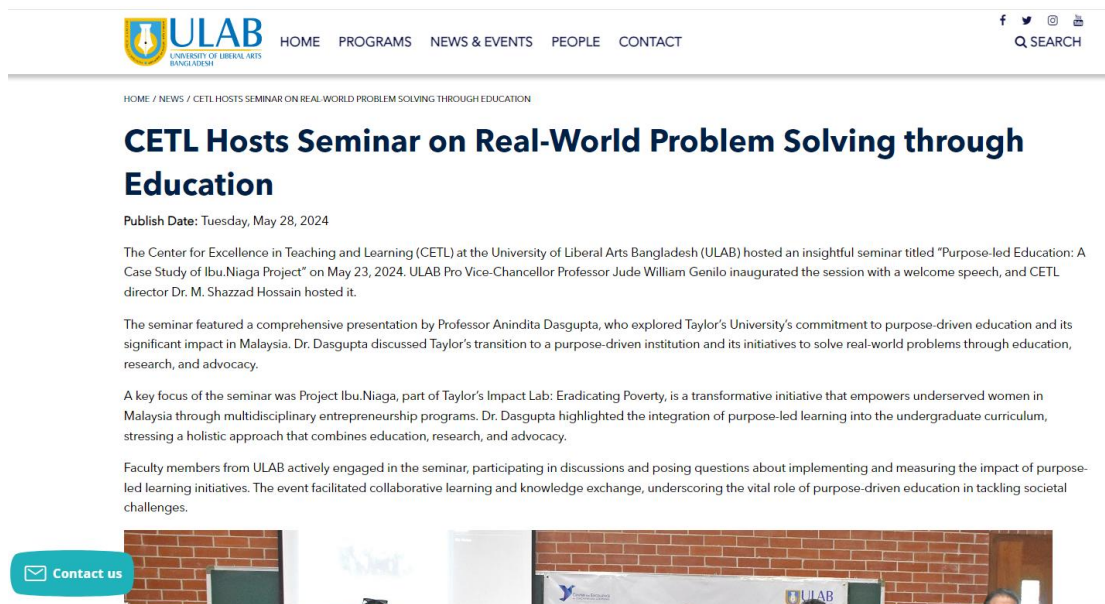


Image 2.3: Screenshot of published copy on website



Image 2.4: Screenshot of published copy with photo

Corrections:

1. My Version : "University of Liberal Arts Bangladesh (ULAB) Hosts Seminar on Purpose-Led, Impact-Driven Learning"

Updated Version : "CETL Hosts Seminar on Real-World Problem Solving through Education"

2. My version: the session was introduced by Dr. Mohammad Shazzad Hossain, PhD, Director of CETL.

Updated Version :ULAB Pro Vice-Chancellor Professor Jude William Genilo inaugurated the session with a welcome speech, and CETL director Dr. M. Shazzad Hossain hosted it.

3. My Version : "Impact-Driven Learning: A Case Study of Project Ibu.Niaga"

Updated Version : "Purpose-led Education: A Case Study of Ibu.Niaga Project"

4. My Version : "tangible impact it's making in Malaysia" and "transition towards becoming a purpose-driven institution."

Updated Version: "significant impact in Malaysia" and "transition to a purpose-driven institution."

5. My Version : "The seminar provided insights into Project Ibu.Niaga, a transformative initiative under Taylor's Impact Lab: Eradicating Poverty."

Updated version : "A key focus of the seminar was Project Ibu.Niaga, part of Taylor's Impact Lab: Eradicating Poverty."

6. My Version: "This project focuses on empowering underserved women in Malaysia through multidisciplinary entrepreneurship programs."

Updated Version: "is a transformative initiative that empowers underserved women in Malaysia through multidisciplinary entrepreneurship programs."

7. My Version : "Dr. Dasgupta illustrated how purpose-led learning is incorporated into the undergraduate curriculum, emphasizing a holistic integration of education, research, and advocacy."

Boss's version: "Dr. Dasgupta highlighted the integration of purpose-led learning into the undergraduate curriculum, stressing a holistic approach that combines education, research, and advocacy."

8. My Version : "Faculty members from ULAB actively participated in the seminar, engaging in discussions and posing questions to Dr. Dasgupta regarding the implementation and impact of purpose-led learning initiatives. The seminar served as a platform for collaborative learning and knowledge exchange, highlighting the importance of purpose-driven education in addressing societal challenges."

9.

Updated Version :Does not include this section.

My Mistakes:

1. Mistake: I incorrectly mentioned who opened the session.
2. Mistake: My press release was too detailed
3. Mistake: I included too much background information and not enough focus on the main points of the event.
4. Mistake: I didn't structure the press release with the most important information first.
5. Mistake: My press release was too generic.
6. I didn't follow properly my organization style.
- 7.

My Learning:

1. The importance of keeping the press release short and to the point became clear.
2. Aligning the press release with the organization's style and tone was essential.
3. I realized the necessity of highlighting the most important parts of the event.
4. Keeping the tone and structure simple and focused.

5. Ensuring the event title was consistent was important.
6. I learned how to use the inverted pyramid structure to prioritize the most important information at the beginning.

Project 3

Project Name : Training for Tertiary Teachers: Student Advising

Project Date : 4 July 2024

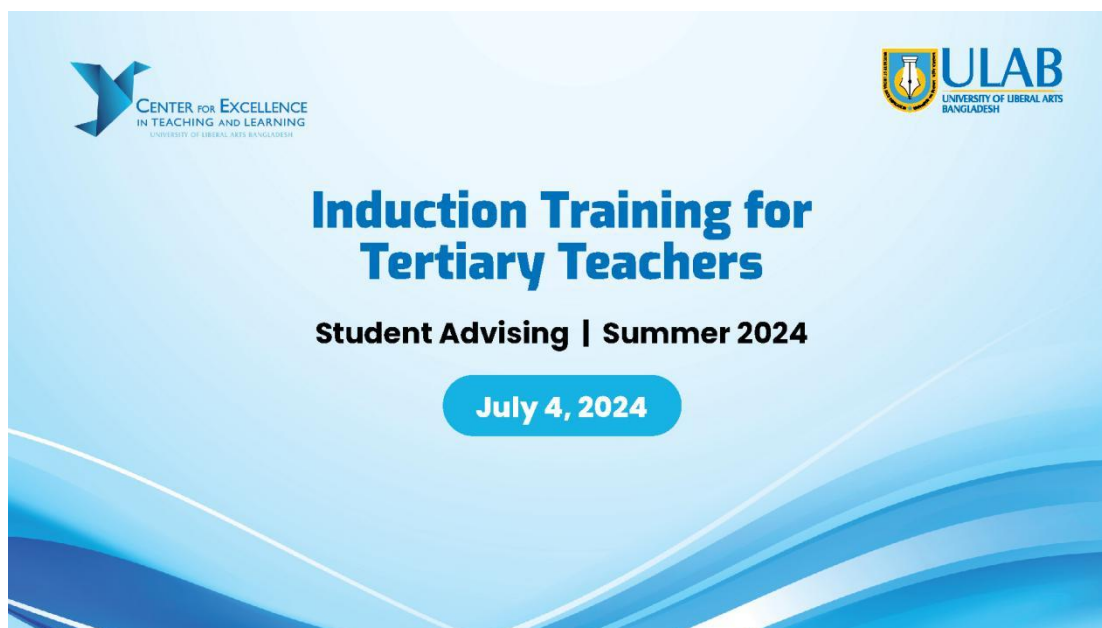


Image 3.1: Event's poster

Project Description : The Center for Excellence in Teaching and Learning (CETL) at ULAB organized an induction training on July 4, 2024, focused on enhancing student advising practices. Faculty members from ULAB participated in sessions covering academic and non-academic advising, the open credit system, internship and thesis guidance, campus facilities, co-curricular activities, and e-learning guidelines. The event concluded with a Q&A session aimed at addressing faculty concerns and highlighting ULAB's commitment to improving student advising and supporting faculty development.

My Roles:

1. Managed event logistics for smooth operation.
2. Coordinated catering and ensured timely setup.
3. Set up event spaces and arranged seating.
4. Provided on-site support during the event.
5. Documented the event through photography, capturing key moments and participants, which was a mandatory task assigned to me.
6. Aligned photography with the event schedule.

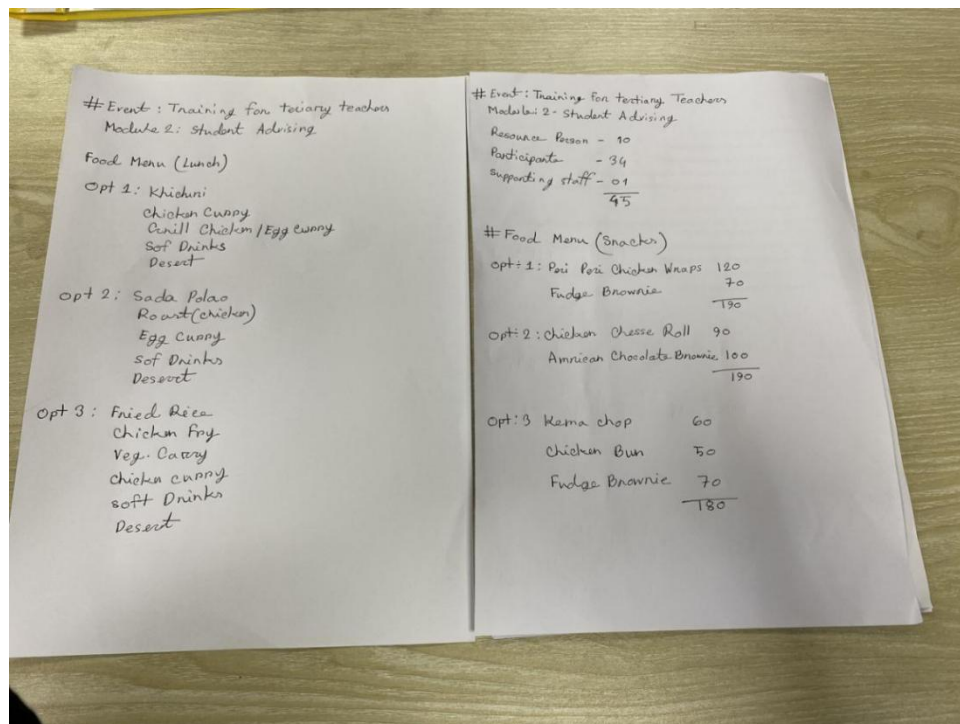


Image 3.2: Selected food for the event



Image 3.5: Participated faculty members



Image 3.6: Internship coordinator as speechifying



Image3.7: ULAB duty officer speechifying about facilities



Image 3.8 : Photo capturing moment at the event.

My Mistakes:

1. I should have edit the pictures in better way.
2. Failed to adjust aperture settings according to the specific lighting conditions in each room, leading to few blurry pictures.

My Learning :

1. Practiced framing photos correctly for better quality.
- 2.Used proper flash settings for adequate lighting.
3. Learned to adjust aperture settings to avoid blurriness.
4. Employed appropriate photo size settings to prevent cropping problems.
5. Used manual focus adjustment for sharper images.
6. Understood technical aspects related to photography.

Part B : CETL Corporate Video

Project Description : The CETL (Center for Excellence in Teaching and Learning) corporate video project was created to showcase ULAB's dedication to improving teaching methods and supporting faculty development. The video included interviews with ULAB's Vice Chancellor, Pro Vice Chancellor, and CETL Director, highlighting how the center helps teachers adapt to new educational strategies, especially for Generation Z students.

This video was designed to increase CETL's visibility and promote ULAB's innovative approach to teaching on social media and other platforms.

Project 4

Project Name : CETL Corporate Video Script

Project Date: 1 June 2024

Published Date: 9 August 2024

Project Description:

The script for the CETL corporate video was crafted to highlight ULAB's commitment to enhancing teaching quality through CETL's initiatives. It featured key interviews with the Vice Chancellor, Pro Vice Chancellor, and CETL Director, where they shared insights on CETL's role in supporting faculty and improving teaching methods. The script focused on ULAB's mission to equip teachers with modern strategies to better engage and educate Gen Z students, ensuring the content was clear, informative, and aligned with the institution's goals.

Script Draft 01

Narration	Visual	Audio
Narration will be Good Things about CETL. About ULAB CETL Liberality , Faculty Bonding , the Different environment ULAB CETL teaching.(Changing will be occur if it is needed)	First Scene will be start with at ULAB shuttle station, Where the faculty / admin bus stops. Scene 1 EXT: The faculty shuttle will come and stop at the usual spot. The way bus will come , in bit speedy form. Location Parking Space Dissolve to Scene 2 EXT: the door will slightly open; faculties will come down. (selected faulty/ Director) Location: Parking space Dissolve to Scence 3 EXT: this scene will capture the footstep of faculties in a dramatic way. Lopcation : Near D building footpath.	An happy + dramatic music will be continue to Scene 1-6. From 6- 11 a Slightly lighter happy music will heard. The purpose of it focusing on interviews.

	Disolve to Scene 4 EXT: Selected faculties will be talking with each other with smiling face and going forward . Location : Near D building Disolve to Scene 5 INT: faculties will be opening the door of their setting room. Loaction A building , in front of faculty room . Disolve to INT: A hand will be opening the door by pushing the handle. Disolve to Scene 6 INT/ EXT: Clips of previous CETL programs, where teaching and learning and presentation were occurring. Disolve to Scene 7	
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Interview on CETL. Questions Introduction of Director What is ULAB CETL? HOW ULAB CETL Works? What is the purpose Of ULAB CETL?	INT: Interview of Director CETL regarding CETL. Loaction : Director Office Dissolve to Scene 8 INT: The view of the name plate of director on his desk while running the interview. Dissolve to Scene 9 INT: The shot of CETL Name plate outside of the room will appear here. Dissolve to Scene 10 INT: The clips of director taking workshop; while interview. Dissolve to	
Introduction of Professor He will talk about the vision and aim. What is ULAB CETL 's Vission and Mission? What ULAB CETL Planning for?	Scene 11 INT: Interview Of Professor Jude William Genilo about CETL. Location: Pro VC Office Dissolve to Scene 12 INT/EXT: Pictures of CETL workshops	

	including Pro VC, Director, Faculties. Dissolve to Ending with CETL logo and members name who worked to make the Corporate Video (behind the camera) If Needed The End	
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Final Draft :

Narration	Visuals	Audio
Narration will be Good Things about CETL. About ULAB CETL Liberality , Faculty Bonding , the Different environment ULAB CETL teaching.(Changing will be occur if it is needed) University of Liberal Arts Bangladesh is a private university based on captial of Bangladesh in Dhaka. The narration will cover the Scene 3 & 5. ULAB quality assurance has taken steps towards recognition from international accreditation bodies and has become a member of the Asia Pacific	First two /three Scene will be start with ULAB views. Scene 1 EXT: The main entrance view of ULAB. Dissolve to Scene 2 EXT: A tittle will be shown on blur screen of ULAB view. It will be; 'ULAB CETL Explore Innovative & Cutting-edge Approaches to Teaching and Learning.' Dissolve to Scene 3 EXT: First scene will be of ULAB D building. The shot will be from till up. The next shot will be of D	An happy music will be continue to Scene 1-6 From 7-18 a Slightly lighter happy music will heard. The purpose of it focusing on interviews.

Quality Network (APQN\ The narration will cover the Scene 5 & 6. ULAB that complies with the UGC directives on Quality Assurance. CETL will develop and maintain a Professional Development Program (PDP) for faculty and staff. Interview on CETL. Questions Introduction of Director What is ULAB CETL? HOW ULAB CETL Works? What is the purpose Of ULAB CETL?	Building pan left to right. Dissolve to Scene 4 EXT: Drone Shot of entire D building including ULAB Field from Extremely high angle. Dissolve to Scene 5 EXT: Entire ULAB View. Dissolve to Scene 6 EXT: Glimpse of faculty Members. Dissolve to Scene 7 INT: Interview of Director CETL regarding CETL. Location : Director CETL
--	--

Pro VC will talk about the vision and aim. Introduction of Pro VC. What is ULAB CETL 's	Office. Dissolve to Scene 8 INT: The shot of CETL Name plate outside of the room will appear here. Dissolve to Scene 9 INT: The clips of director taking workshop; while interview. Dissolve to Scene 10 INT: Interview of VC, Professor, Imran Rahman regarding ULAB & ULAB CETL Policy. Angle: Fontal & ³/₄ Fontal Location: VC Office Dissolve to Scene 11 INT: The view of the name plate of VC on his Desk while running the interview. Dissolve to	
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	Scene 16 INT: Interview shot will be added of Director Of CETL. Dissolve to Scene 17 EXT: View of ULAB Field (Internal) from building A walkway. Scenario of ULAB Field & Ground. Dissolve to Scene 18 Ending with CETL logo and members name who worked to make the Corporate Video (behind the camera) If Needed The End	
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Comparison:

a) - Draft 1: Less formal.

- Draft 2: More formal and professional.

b)- Draft 1: Basic visuals.

- Draft 2: Detailed visuals, including drone shots and campus scenes.

c) - Draft 1: Focuses mainly on the Director.

- Draft 2: Includes interviews with the Director, VC, Pro VC, and others.

- Draft 1: Simple introduction to CETL and campus.

- Draft 2: Organized with specific scenes and interviews.

d)- Draft 1: Ends with the CETL logo.

- Draft 2: Includes visuals of CETL workshops and team members with CETL logo.

e) - Draft 1: Uses a mix of happy and dramatic music.

- Draft 2: Mostly happy music, adjusted for interviews.

My Mistakes :

- Draft 1 lacks formal language appropriate for a professional script.
- It has fewer detailed visuals, which affects the overall impact.
- Script 1 has Limited Interviews, Focuses mainly on the Director without including other key figures like the VC and Pro VC.
- The structure is less organized, with scenes appearing disconnected.
- Ends abruptly with the CETL logo without summarizing or highlighting team contributions.
- Uses a mix of happy and dramatic music inconsistently.

My Learning :

- Formal tone suitable for a professional script.
- Including interviews with key people to give a complete picture.
- Script 2 is well Structured.
- Script 2 carry Effective Ending:
- Better Audio Consistency.

Part C : Project Gen Z

Project Overview :

The Gen Z Project at CETL is focused on equipping ULAB teachers with practical insights and strategies to effectively engage and educate Generation Z students. The project involves creating a series of videos where selected faculty members share their perspectives and tips on teaching and managing this unique generation. As part of this project, I was responsible for preparing interview questions, conducting interviews with 10 faculty members, and managing the entire video production process. This included shooting the interviews using professional equipment, editing the content based on feedback, and ensuring the final videos were uploaded to CETL's social media platforms, including YouTube, Facebook, and LinkedIn. The project aims to foster a deeper understanding of Gen Z characteristics among educators, helping them to better connect with and support their students.

Project 5

Project Name: Interview Questions on Gen Z (Bengali & English)

Project Date: 04 May 2024

Project Description: For the Gen Z Project at CETL, I developed interview questions in both English and Bengali. This approach ensured inclusivity across all departments, with English questions for general use and Bengali questions specifically for the Bangla Department. By accommodating the linguistic preferences of each department, I facilitated clear and effective communication, enabling faculty members to provide valuable insights into teaching and engaging Gen Z students.

English Questions:

First Draft :

1. What is the meaning of assessment in the content of teaching and learning/ Active learning?
2. What do you think about assessment for Active learning?
3. How do you acknowledge?
4. What is your perspective on student centralization in learning aspect
5. How you will/ do you ensure quality in teaching/ learning? and this what wrote after my boss suggested and after discussion and edit ,

Interview Questions for ULAB Faculties on Teaching Approach

Final Draft :

1. The universities are having Gen Z (born between 1995 to 2015) students. As a teacher, how do you define them?
2. What are the effective teaching techniques for Gen Z?
3. Would you please share one of your teaching techniques that you find effective for Gen Z?
4. Based on their (Gen Z) learning style which assessment process works better?
5. Do you want to share exciting teaching experiences in your career?

6. Any suggestion for CETL-ULAB to sensitize teachers about Gen Z?

Differences:

1.

Initial: General teaching and assessment.

Revised: Specific to teaching Gen Z students.

2.

Initial: Some questions were unclear or broad.

Revised: Clear, specific, and targeted.

3.

Initial: No request for examples.

Revised: Asks for specific teaching techniques and experiences.

4.

Initial: Theoretical questions.

Revised: Seeks actionable recommendations for CETL-ULAB.

Learning

- Focused Approach: Transitioned from general teaching and assessment questions to ones specifically tailored for Gen Z students.
- Clarity in Questions: Improved question clarity and specificity, leading to more actionable and relevant answers.
- Request for Examples: Included requests for specific teaching techniques and real-life examples to enrich the responses.
- Actionable Insights: Shifted from theoretical questions to seeking practical recommendations for CETL-ULAB.

Mistakes

- Initial Broadness: Early questions were too general, leading to less focused responses.
- Lack of Specificity: Initial questions lacked clear direction, which was addressed in the revised set.
- Absence of Practical Examples: Initial questions didn't ask for practical examples or experiences, which was added later.

- Theoretical Orientation: Early questions were more theoretical, whereas later revisions aimed to gather actionable insights.

Bangla Question:

First Draft:

১. বিশ্ববিদ্যালয়গুলোতে Gen Z (১৯৯৫ থেকে ২০১৫) শিক্ষার্থীরা রয়েছে। একজন শিক্ষক হিসেবে আপনি তাদের কিভাবে সংজ্ঞায়িত / ব্যাখ্যা করবেন?
২. আপনি কি মনে করে থাকেন, Gen Z -এর জন্য কার্যকরী শিক্ষাদানের পদ্ধতিগুলো কী কী/ কি হতে পারে?
৩. আপনার একটি শিক্ষাদানের পদ্ধতি শেয়ার করবেন CET যা আপনি Gen Z এর জন্য কার্যকরী বলে মনে করেন?
৪. আপনি কী মোনে করেন Gen Z শিক্ষার্থীদের জন্য শৈলীর ভিত্তিতে কোন মূল্যায়ন প্রক্রিয়াটি ভালো কাজ করে?
৫. আপনি কি আপনার একটি নতুনত্ব শিক্ষাদানের অভিজ্ঞতা শেয়ার করতে পারবেন?
৬. জেনারেশন জেড Gen Z সম্পর্কে শিক্ষকদের আরও সংবেদনশীল করতে CETL-ULAB এর জন্য আপনার কোনো পরামর্শ আছে কি?

Final Draft:

- ১। যেহেতু আজকাল বিশ্ববিদ্যালয়-গুলিতে Gen-Z শিক্ষার্থীরা আছে/ রয়েছে, একজন শিক্ষক হিসেবে আপনার মতে তারা কেমন / আপনি তাদেরকে কিভাবে বর্ণনা করবেন?
- ২। Gen- Z শিক্ষার্থীদের জন্য কি ধরনের শিক্ষা-কৌশল গুলি বেশি কার্যকরী?
- ৩। আপনার ব্যবহার করা এমন কিছু শিক্ষা-কৌশল যেটা আপনার মতে Gen- Z শিক্ষার্থীদের জন্য কার্যকরী হয়েছে, যদি বলতেন?
- ৪। Gen- Z দের শিখার ধরনের উপর ভিত্তি করে কোন মূল্যায়ন প্রক্রিয়া, আপনার মতে, সব থেকে ভাল কাজ করে?
- ৫। আপনার একটি উল্লেখযোগ্য শিক্ষার অভিজ্ঞতা যদি আমাদেরকে বলেন।
- ৬। CETL এর জন্য কি আপনার কোন পরামর্শ আছে?

Differences

- -Question Clarity: Final draft is more conversational and nuanced.
- Tone and Language: Final draft uses softer, more approachable language.
- Specificity in Context: Final draft is more targeted, focusing on practical application for Gen Z.
- Use of Examples: Final draft explicitly asks for examples, encouraging detailed responses.
- Refinement of Queries: Final draft uses open-ended questions for more in-depth answers.

My Learning

- Improved clarity and tone in question formulation.
- Learned to make questions more conversational and approachable.
- Enhanced focus on practical application and specificity.
- Gained understanding of the importance of asking for examples to elicit detailed responses.

My Mistakes

- Initial questions were too formal and lacked specificity.
- Some questions were unclear or too broad in the first draft.
- Missed the opportunity to encourage detailed answers by not asking for examples in the initial draft.

Project 6

Project Name: Interview Of Dr.Md.Mahadhi Hasan

Project Titled: Teachers Need to make Gen Z feel that their opinions, and experience are valued- Dr.Md.Mahadhi Hasan

Project Date: 25 June 2024

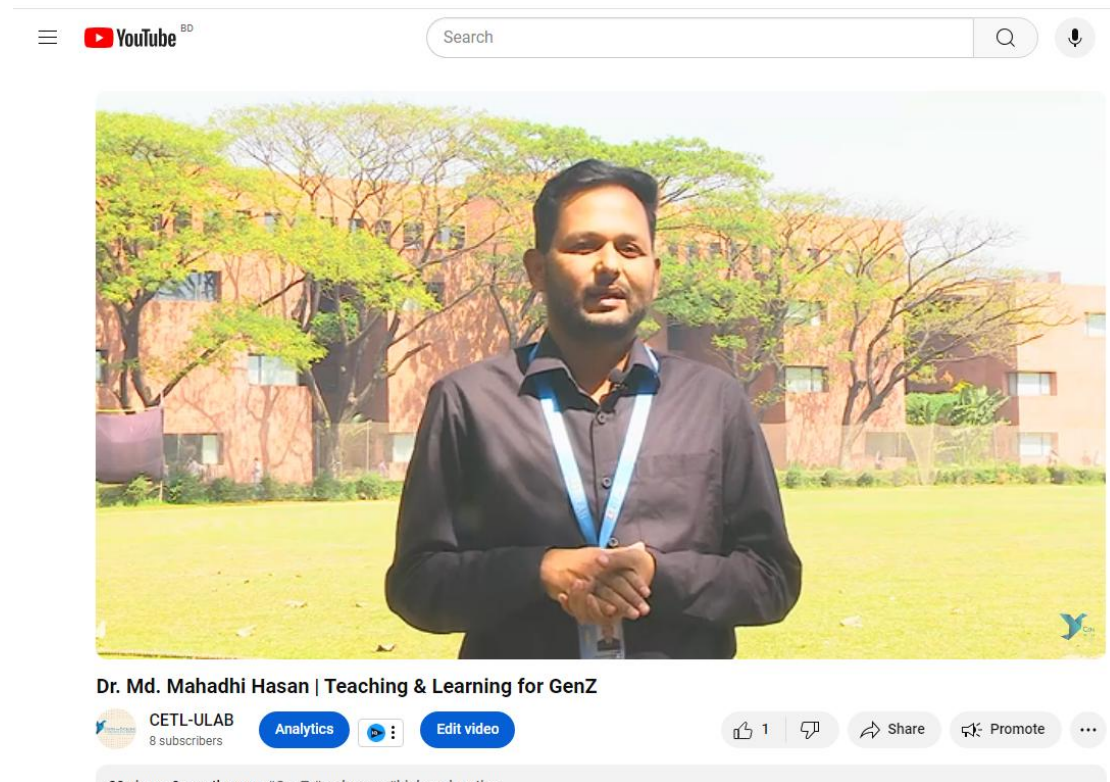


Image 6.1: Screenshot of Dr.Md.Mahadhi Hasan video

Project Description:

In the summer of 2024, I conducted a series of interviews with ULAB faculty members as part of a project focused on understanding and addressing the needs of Gen Z students. The project aimed to gather insights from educators on effective teaching strategies and approaches for engaging this generation.

The interviews, including one with Dr. Md. Mahadhi Hasan from the DEH department, were recorded using a professional video setup. Throughout the project, I managed the entire process—from preparing interview questions and setting up the equipment to conducting and editing the interviews. This project provided valuable

learning experiences in technical setup, interview management, and content creation, highlighting the importance of preparation and adaptability in professional settings.

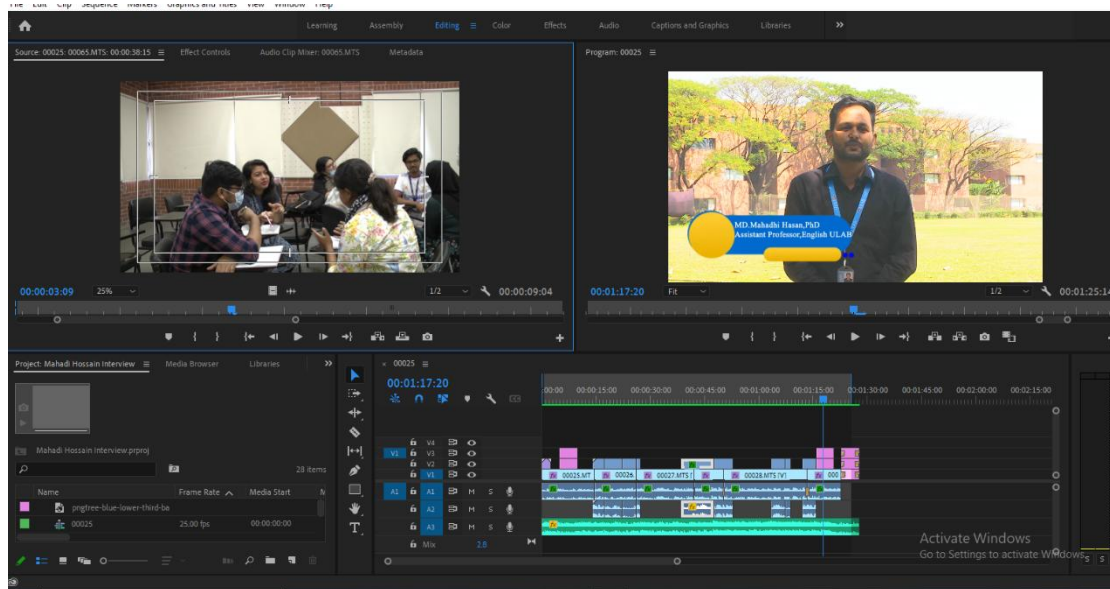


Image 6.2: Screenshot of Editing

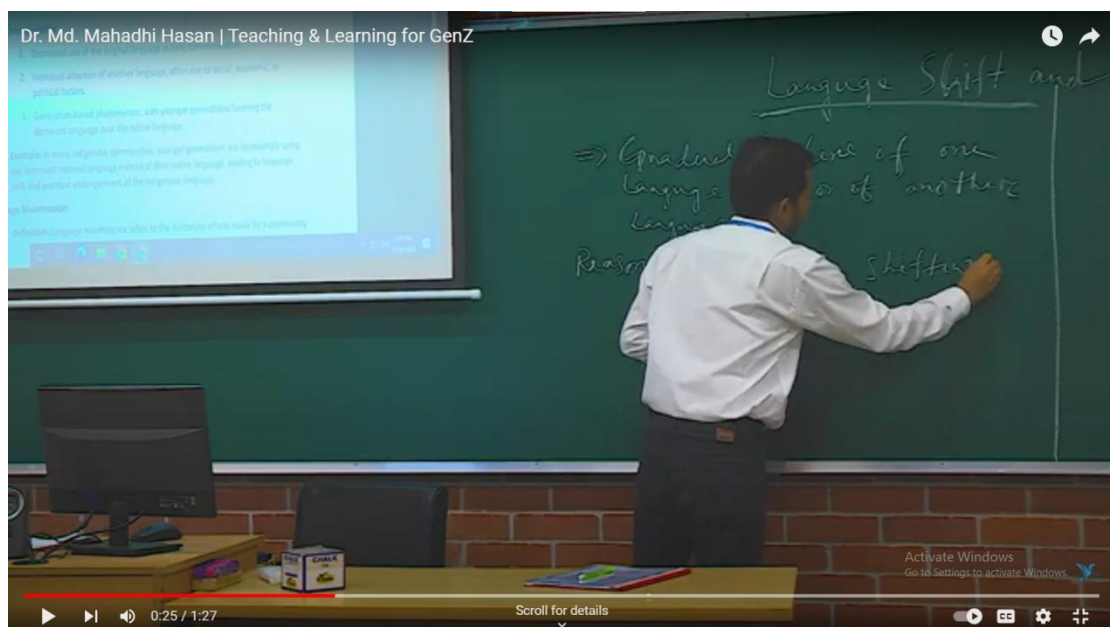


Image 6.3: Screenshot of video

Challenges

1. Technical Issues: Faced a low camera battery during the interview, which required retrieving an extra battery to continue recording.
2. Lighting Problems: The interviewee was positioned in shadow, which affected the shot quality and highlighted the need for better lighting and shot composition.
3. Nervousness: Initially felt nervous conducting the interview alone, which impacted my confidence.
4. Learning Experience: Learned the importance of proper lighting, shot composition, and carrying extra batteries to avoid interruptions.

Learning:

1. Preparation: Importance of carrying extra batteries for the camera to avoid interruptions.
2. Technical Skills: Enhanced understanding of shot composition, lighting, and background setup.
3. Interview Conduct: Gained experience in handling interviews independently, including setup and execution.
4. Practical Experience: Learned to adapt quickly to technical issues and manage interview conditions.

Mistakes:

1. Battery Management: Initial oversight in checking camera battery levels led to an interruption.
2. Lighting and Setup: The interview setting resulted in poor lighting and shadow effects, contrary to best practices.
3. Equipment Readiness: The need for backup resources and preparation for unforeseen issues became evident.

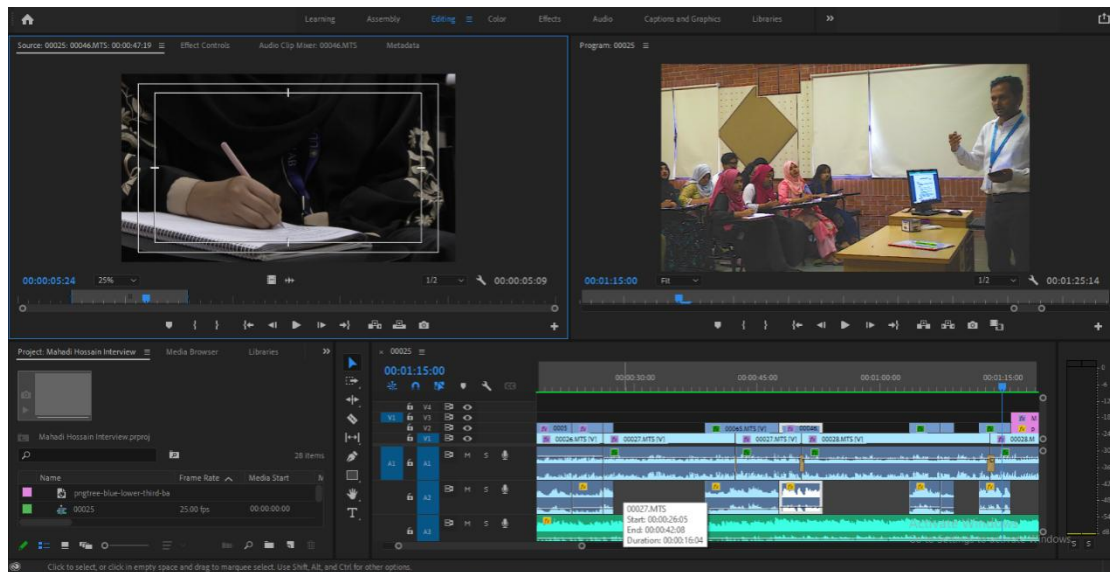


Image 6.4: Sequence editing

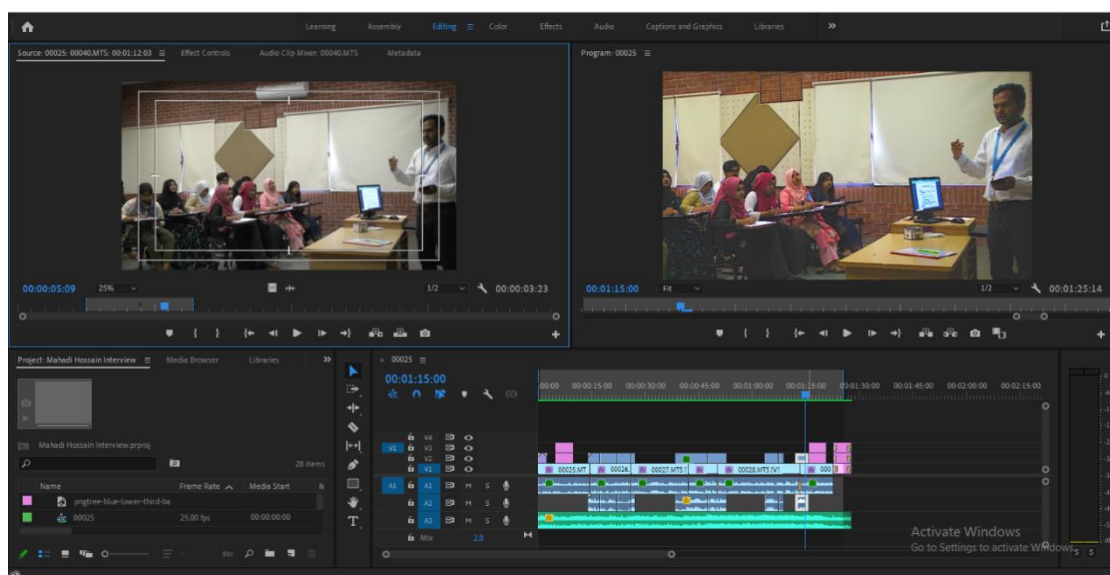


Image 6.5: Colour editing

Post-Production Learning & Challenges

During the editing phase of my project, I developed comprehensive skills in Adobe Premiere Pro, which included:

Video Editing:

1. Importing and Exporting Footage: Gained proficiency in importing raw footage and exporting final edited videos.
2. Effects and Transitions: Learned to add and customize effects and transitions to enhance video quality.
3. Lighting Adjustments: Acquired skills in adjusting lighting to improve visual clarity.
4. Trimming and Segment Management: Mastered trimming, replacing, and deleting video segments to refine the final cut.
5. Text Management: Learned to add text, apply text transitions, and manage text placement and motion.
6. Motion and Positioning: Developed abilities to fix motion and positioning issues to ensure smooth video playback.

Audio Editing:

1. Volume Adjustments: Gained knowledge in adjusting audio volume levels, including gradual increases, decreases, and balancing throughout the video.
2. Background Music Integration: Learned how to add and adjust background music to complement the video's audio.
3. Volume Level Interpretation: Understood how to read and manage volume levels using Premiere Pro's interface.
4. Additional Scenes: Acquired skills in adding extra scenes seamlessly into the video.

This comprehensive learning experience has significantly enhanced my technical capabilities in both video and audio editing.

Project 7

Project Name : Interview of Jahanara Tariq

Project Titled: I want my classroom to be a non-hierarchical and inclusive place.

Project Date: 23 July 2024

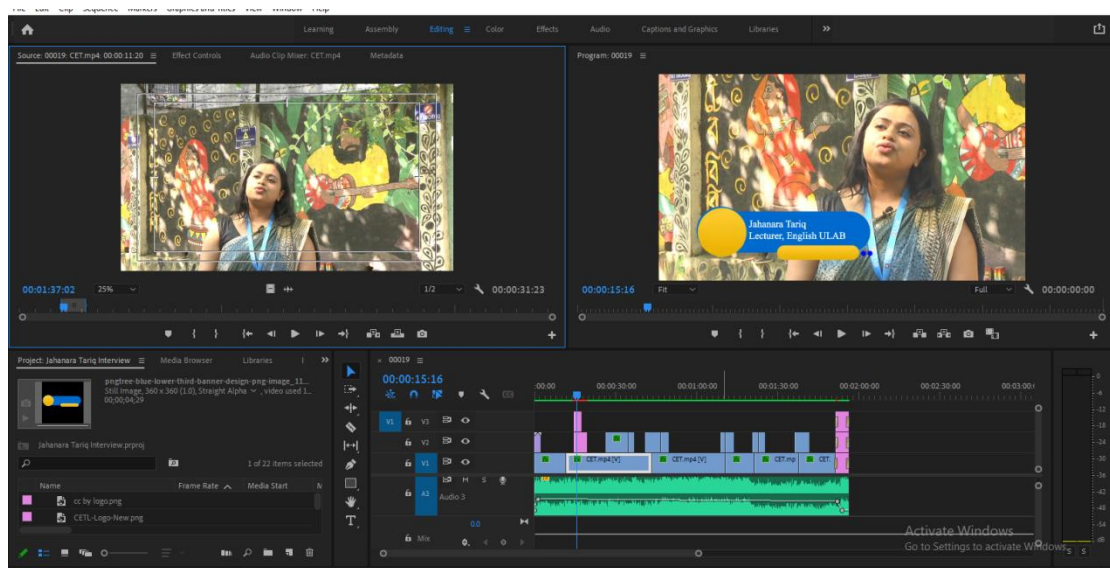


Image 7.1: Screenshot of Jahanara Tariq's video

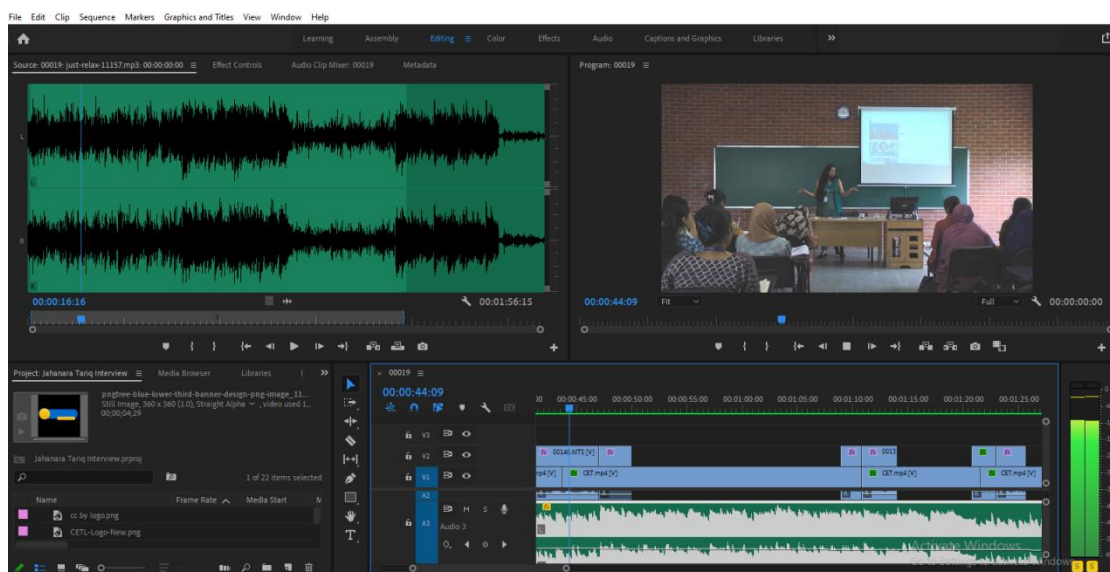


Image 7.2 : Screenshot of scene editing

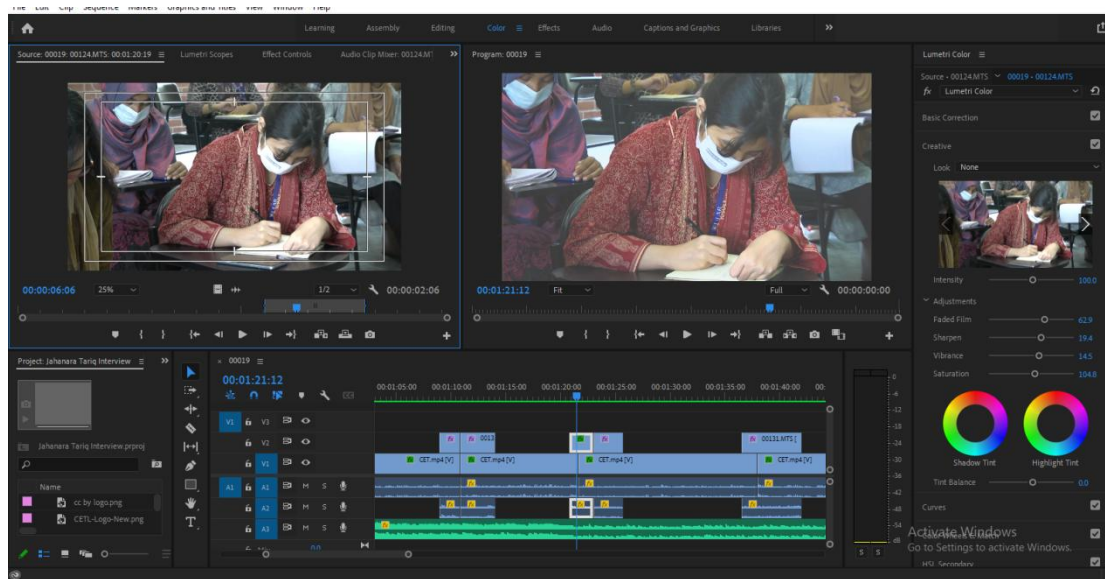


Image 7.3: screenshot of colour editing

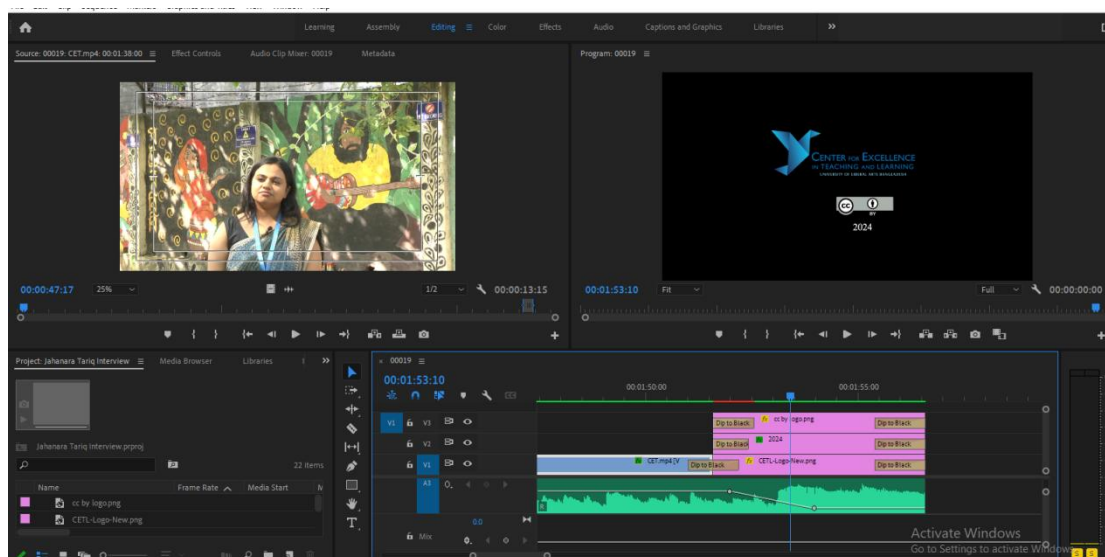


Image 7.4: Screenshot of ending editing

Project Description:

In this project, I conducted an in-depth interview with Jahanara Tariq, focusing on her teaching philosophy and approach to creating a non-hierarchical and inclusive classroom environment. I managed the entire process, from formulating questions to videography and post-production editing using Adobe Premiere Pro.

The project presented several challenges, including managing camera equipment in extreme heat, which caused initial technical issues that I had to resolve on the spot. I improved my shot composition techniques and learned valuable lessons about handling audio equipment, particularly when interviewing subjects in traditional attire like a saree. The audio complications I encountered led to a deeper understanding of sound editing, where I applied various techniques to enhance the audio quality during post-production.

This project not only honed my technical skills in both videography and audio editing but also provided me with crucial insights into effectively managing interviews and overcoming unexpected challenges in a real-world setting.

Pre-Interview Challenges:

1. Heat Impact on Equipment: Moving the camera from an air-conditioned room to an outdoor environment caused the lens to fog up due to the temperature difference. This unexpected issue delayed the start of the interview and required time for the camera to adjust.
2. Audio Setup Issues: The Boya microphone was difficult to position securely due to the interviewee's saree, which is a common challenge when using clip-on microphones with certain types of clothing.

Post-Interview Challenges:

1. Blurry Footage: The initial blurriness of the camera required extra time and effort to clear up before the interview could proceed. This highlighted the need for better anticipation of environmental factors.
2. Audio Quality Issues: During editing, I noticed that the audio had inconsistencies due to the microphone placement. This required significant time in post-production to adjust volume levels, apply audio effects, and balance the left and right audio channels.

My Learning:

1. Equipment Handling: I learned the importance of allowing camera equipment to acclimate to the surrounding temperature before use, particularly when transitioning between environments with significant temperature differences.
2. Shot Composition Improvement: I positioned the interviewee at a 3/4 frontal angle, which provided a more visually appealing shot. Although not perfect, it was a step forward in improving my videography skills.
3. Understanding Appropriate Audio Mediums: Through this experience, I recognized the limitations of using clip-on microphones like Boya for interviews involving traditional attire. I learned that an omnidirectional microphone or an external audio output would be more appropriate for such scenarios to ensure consistent sound quality.
4. Audio Editing Skills: I improved my audio editing capabilities by learning how to manage transitions, adjust volume levels, apply audio effects, and balance audio channels. These skills helped me rectify the sound issues that arose from the initial microphone placement.
5. Interview Techniques: This project enhanced my ability to conduct interviews under challenging conditions, emphasizing the importance of being adaptable and prepared for unforeseen technical issues.

My Mistakes:

1. Temperature Oversight: I did not anticipate how the camera would react to the drastic change in temperature, leading to a fogged lens and delayed interview.
2. Microphone Placement: I underestimated the challenges of securing a clip-on microphone on traditional attire, resulting in compromised audio quality that required significant post-production work.
3. Shot Composition: Although there was an improvement in camera angles, the shot was still not perfectly aligned, indicating the need for further refinement in framing techniques.
4. Inadequate Preparation: The issues faced during the interview, including the camera fogging and audio challenges, underscored the need for more thorough preparation and contingency planning before conducting interviews.

Project 8

Project Name: Interview of Sanjan Rahman

Project Titled: Not selected yet

Project Date: 2 September 2024 (Not Published yet)

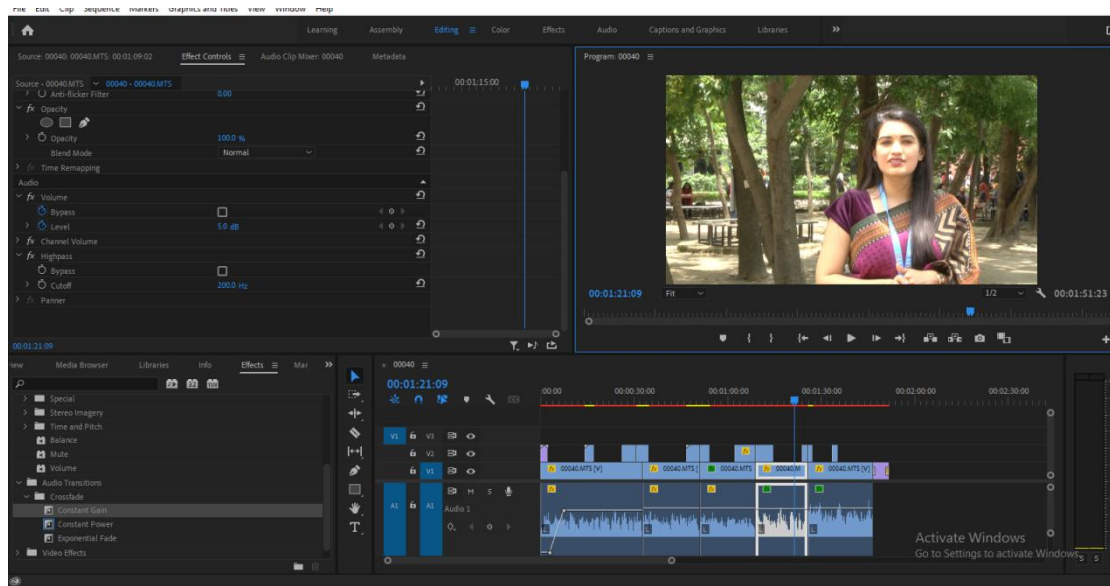


Image 8.1: Screenshot of Sanjana Rahman's video editing

Project Description

The final video interview project involved capturing an in-depth conversation with Sanjana Rahman, a faculty member from the MSJ department. The goal was to apply all the knowledge and skills I had acquired from previous interviews to produce a polished and professional video. This included focusing on proper shot composition, lighting, and sound quality, while also designing a new ending segment specifically for the CETL interview series.

Throughout the project, I encountered challenges such as fluctuating weather conditions and a dynamic background, which required me to adapt my filming techniques. By utilizing an omnidirectional microphone and carefully selecting the

camera angles and background, I was able to create a visually appealing and technically sound interview video.

The project culminated in a video that effectively captured the insights of the faculty member, demonstrating my growth in video production, editing, and problem-solving.

Challenges Faced

1. **Weather Conditions:** Unpredictable changes in sunlight and cloud cover affected the lighting consistency during the shoot, requiring adjustments and the use of Auto mode on the camera.
2. **Dynamic Background:** A moving background with people passing by created difficulties in maintaining focus on the subject and required careful shot composition.
3. **Lighting Adjustments:** Variations in natural light led to inconsistencies that needed correction during editing.
4. **Audio Equipment Setup:** The omnidirectional microphone setup had some initial issues, especially with balancing the audio when it inadvertently appeared in the visuals.

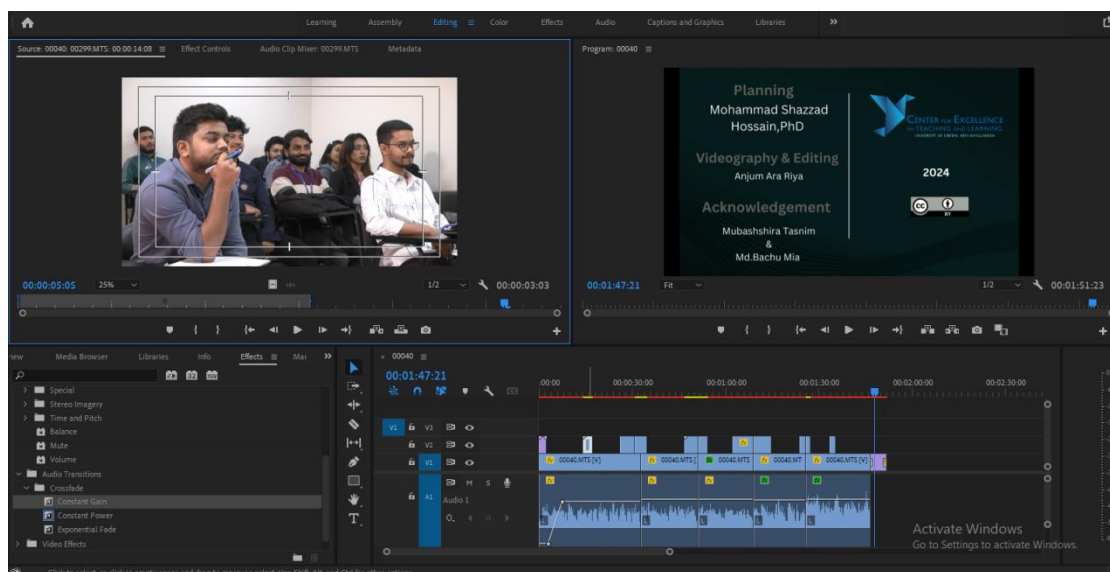


Image 8.2: Screenshot editing new ending scene for CETL

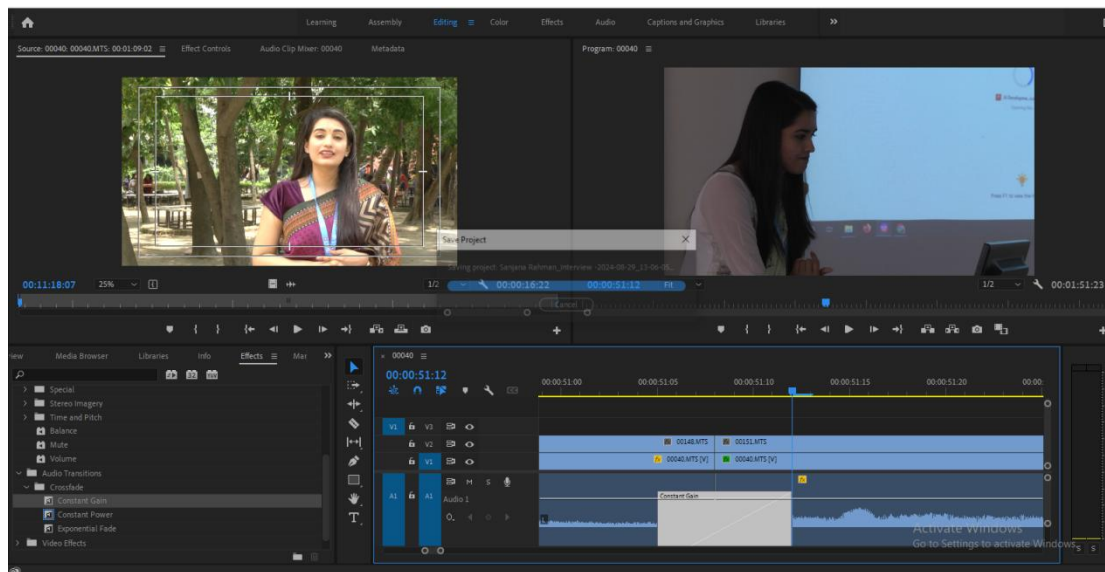


Image 8.3: Screenshot of editing of scene and sequence

Post-Production Challenges

1. **Lighting Consistency:** The fluctuating natural light required significant correction in post-production to achieve a consistent look.
2. **Shot Composition:** Managed and adjusted unnecessary shots from the moving background, including retakes for better visual alignment.
3. **Audio Balancing:** Needed to balance the audio from the omnidirectional microphone with the visuals, as some audio elements were accidentally included in the video.

My Learning

1. **Shot Composition:** Applied improved shot angles and background selection for a more professional interview setup.
2. **Lighting Management:** Learned to handle unpredictable natural lighting by adjusting camera settings manually and making necessary corrections during editing.
3. **Audio Equipment Selection:** Understood the importance of choosing the right audio equipment and learned how to effectively balance audio in post-production.

4. Video and Audio Editing: Enhanced proficiency in Adobe Premiere Pro, including importing/exporting footage, adding effects, transitions, adjusting lighting, trimming, and managing audio levels.
5. Post-Production Techniques: Developed skills in correcting lighting inconsistencies and refining shot composition during editing.

My Mistakes

1. Lighting Control: Reliance on Auto mode led to less control over video lighting, highlighting the need for manual adjustments.
2. Background Management: The dynamic background created challenges in maintaining focus and required careful management of shot composition.
3. Audio Equipment Setup: Initial issues with microphone setup emphasized the need for thorough preparation to avoid audio-related problems.

INTERNSHIP OUTCOME

My primary objective during the internship at the Center for Excellence in Teaching and Learning (CETL) at ULAB was to bridge the gap between theoretical knowledge and practical application. As a Media Studies and Journalism major, I had acquired a broad spectrum of skills and insights in the classroom, but this internship provided the platform to implement and refine those abilities in a real-world setting.

Realizations

Throughout this internship, I came to appreciate the dynamic and multifaceted nature of working in an academic environment like CETL. The dual role of being both a student and an employee offered a unique perspective, allowing me to experience firsthand the complexities of managing academic initiatives while also contributing to them. This experience has made me realize the importance of adaptability, teamwork, and continuous learning in a professional setting.

One of the key insights I gained was the importance of collaboration. While I have often been in leadership roles during group projects at university, this internship required me to adapt to a different role where I supported ongoing projects rather than leading them. This shift in perspective helped me understand the value of being a reliable and supportive team member, and it reinforced my commitment to becoming a professional who can be trusted to deliver quality work, even under tight deadlines.

I also learned that the professional world is not as linear or organized as I had previously imagined. The overlapping of tasks, the need to prioritize effectively, and the ability to handle multiple responsibilities simultaneously were all valuable lessons that I had the opportunity to master during my time at CETL.

Achievements

During this internship, I made significant strides in my professional development. My video editing skills, ability to conduct interviews, and understanding of shot composition improved remarkably. I had the chance to manage several events,

including those related to CETL, faculty initiatives, and events for ULAB's non-academic staff, which enhanced my event management skills.

I learned about social media handling and content creation, gaining a deeper understanding of how ULAB works with teachers to support students. My ability to adapt to different roles and challenges has grown, and I now feel more prepared to tackle the demands of the professional world.

My internship at CETL has been an invaluable experience that has not only deepened my understanding of media and communication but also provided me with the practical skills and confidence needed to succeed in my future career.

SELF-ASSESSMENT FORM

The purpose of this survey is to obtain students input on how they think they have performed.

Name of Intern: Anjum Ara Riya

University ID: 193012022

Name of the Institute/Organization:	Center for Excellence in Teaching and Learning (CETL- ULAB)
Corporate Office Address:	688 Beribadh Road, Mohammadpur, Dhaka 1207, Bangladesh
Email: <u>cetl@ulab.edu.bd</u>	Web: <u>https://cetl.ulab.edu.bd/</u>

1. During a typical week, approximately how many hours did you dedicate to your internship?

40 Hours

2. Was your internship paid? If yes, how much?

Yes, it was a paid internship. The amount was 5000TK.

3. Was your site supervisor available to meet when needed? Tick any one of the following.

☐ Not at all
 ☐ Slightly
 ☐ Moderately
 ☐ Quite a bit
 ☒ A great deal

4. Next, we would like to know how you were affected by your internship. Using the scale below, please indicate the degree to which participation in your internship experience increased or strengthened your abilities, attitudes, awareness or understanding in each of the areas identified:

1=Not at all 2=Slightly 3=Moderately 4=Quite a bit 5=A great deal

NO	CRITERIA (Personal)	RATING
1	I have a sense of satisfaction in doing something worthwhile.	4
2	I believe in my ability to make a difference.	4
3	I am open to new experiences.	3
4	I have gained the capacity to be more productive.	4
5	I can recognize my personal strengths.	4
6	I can recognize my personal weaknesses.	4
7	I have a sense of personal achievement.	4
8	I have the ability to persevere in difficult tasks	4
NO	CRITERIA (Social/Interpersonal Impact)	
9	I demonstrate concern for the welfare of others	3
10	I can be understanding and appreciative of people with diverse backgrounds	5
11	I have the ability to work cooperatively with others	5
12	I have the ability to communicate effectively	5

13	I have increased my ability to be a leader	5
14	I feel more connected to my community	5
NO	CRITERIA (Academic learning impact)	
15	I have acquired knowledge from the job duties I performed	5
16	I have broadened my critical thinking skills (reasoning, problem solving)	4
17	I have learnt the ability to work independently	3
18	I feel my classroom learning was enriched	4
19	I have the ability to connect academic subject matter to the real world.	3
NO	CRITERIA (EMPLOYMENT/JOB SPECIFIC IMPACT)	
20	I developed specialised technical skills for a specific job function	3
21	I broadened my future employment possibilities	3
22	I received an opportunity to explore a specific career	4
23	I developed realistic ideas about the work world	4
24	I narrowed my future possible career choices.	4
25	What is your average score from this test?	96

5. General Comments

First, I would like to thank CETL for giving me the opportunity. As my organization is within my institute and my supervisor is my teacher; I found a great place to learn and apply my classroom learning to this platform. I learned a lot of things from my organization, supervisor, colleagues. I applied what I have learn t from my academy. Regarding this, I came to know my weakness, ability to work with new challenges, manage performance, corporate value and honesty.

Anjum

Signature of Intern

Workplace Log

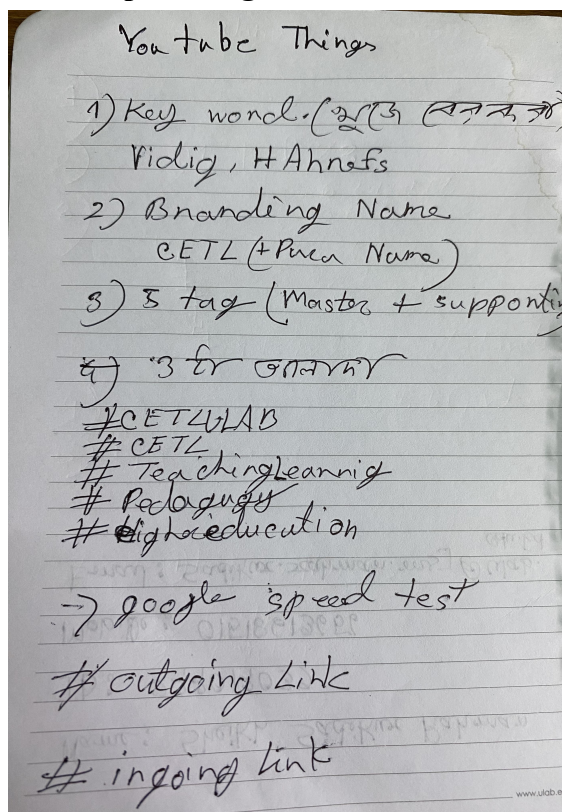


Image 1: YouTube management tasks

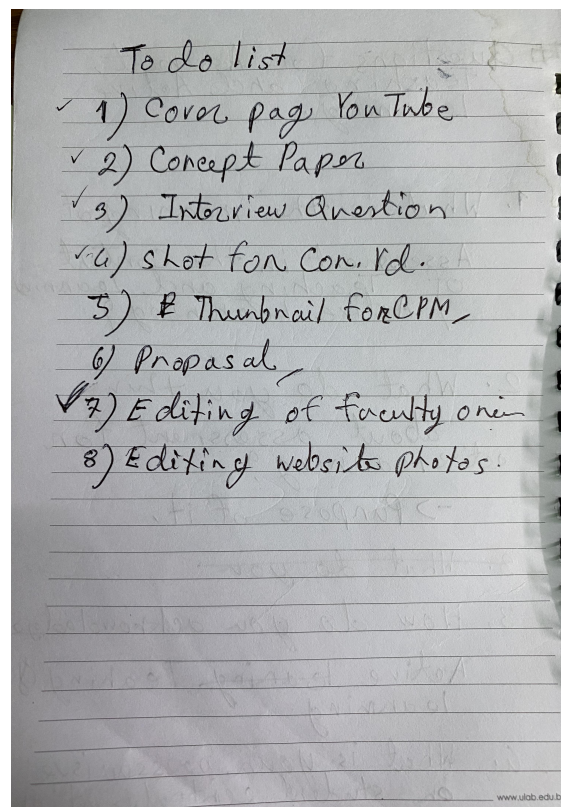


Image 2: CETL to do list

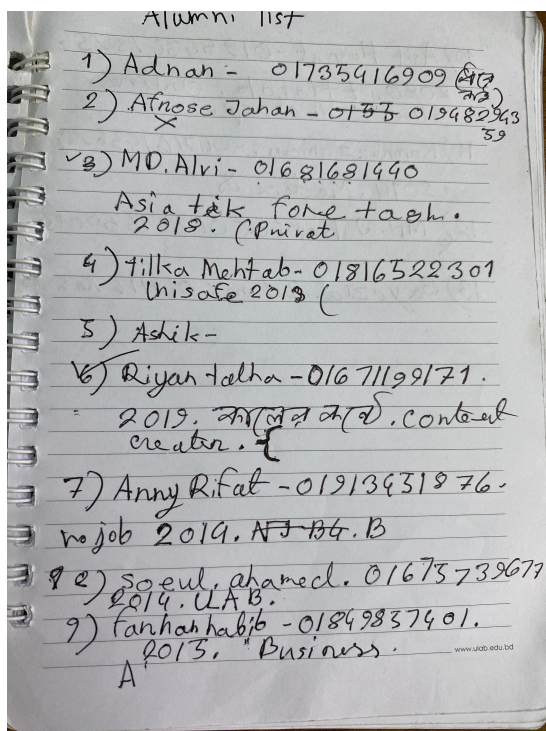


Image 3: Updated Alumni List

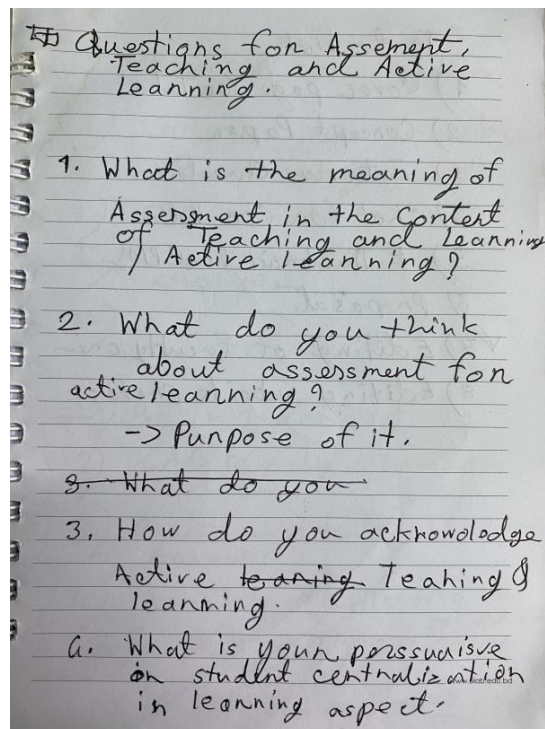


Image 4: Draft picture of creating question for Gen Z project

Professional Competencies

During my internship at the Center for Excellence in Teaching and Learning (CETL) at ULAB, I developed various professional competencies that have significantly contributed to my growth. These competencies are categorized as follows:

Skills:

- Video Editing and Production
- Interviewing Techniques and Shot Composition
- Event Management (Faculty-related, CETL, and ULAB non-academic staff events)
- Social Media Management and Content Creation
- Adobe Premiere Pro and Other Editing Software
- Digital Content Planning and Execution
- Effective Communication in Professional Settings

Attitude:

- Commitment to Meeting Deadlines
- Adaptability and Learning in a Dynamic Environment
- Collaborative Teamwork
- Professionalism in Both Academic and Work Environments

Knowledge:

- Practical Application of PR, Digital Production, Journalism, and Development Communication
- Understanding the Role of Education in Development
- Insights into ULAB's Strategies for Enhancing Student Learning through Faculty Development
- Comprehensive Knowledge of How a Real-World Workplace Functions

Concluding Remarks

My internship at the Center for Excellence in Teaching and Learning (CETL) at ULAB has been an incredibly rewarding experience, marking my first professional work opportunity. The work environment at CETL was supportive and stimulating, providing me with invaluable insights into how an academic institution operates from within.

Prior to this internship, I had a limited understanding of how educational development, media, and communication function in a real-world setting. Now, I feel confident in my ability to contribute effectively to such environments in the future.

I am deeply grateful to my colleagues and mentors at CETL, whose guidance and encouragement have played a pivotal role in my professional growth. This experience has not only enhanced my skills but also given me a clearer sense of direction in my career. I look forward to applying what I have learned here to future endeavors.

Thank you.