A REPORT ON A THREE-MONTH FIELD ATTACHMENT
AT MOI UNIVERSITY
COMMUNICATION TECHNOLOGY SECTION (COMTECH.)
FROM 6TH JANUARY 2014 TO 31ST MARCH 2014

PRESENTED BY:
NAME: WANANGWE JOSEPHINE MIRIAM
ADMISSION NUMBER: BCJ/1008/11

REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE IN COMMUNICATION AND JOURNALISM.

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MOI UNIVERSITY
SCHOOL OF HUMAN RESOURCE DEVELOPMENT

ABSTRACT

This report is a compilation of the twelve weeks industrial attachment I had at Moi University, Communication Technology Section. It summarizes the work done during this period, problems encountered and includes suggestions and recommendations on how to counter the problems. It contains highlights of specific tasks performed, strong and weak points of the attachment as compared to the curriculum. My assessor Mr. Chemai requested the report on 26th March 2014.

DEDICATION

This report is dedicated to all students in Moi University taking communication studies.

ACKNOWLEDGEMENTS

I would like to thank God for the continuous grace He has shown me all through my University Education and having seen me through the successful completion of my attachment.

My sincere gratitude goes to my supervisor, Mr. Chemai, for the valuable guidance he has given me in the writing of this report. Also for assessing my progress during my attachment period.

Thanks also to my Industry supervisors, Mr.Kiptiony and Mr. Ngonene for the assistance and training offered.

My appreciation to my parents and siblings for their support and encouragement.

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CHAPTER 1

1.0 INTRODUCTION

At Moi University, School of Human resource development, department of communication studies, an Industrial attachment is a core course in the department's curriculum. Upon completion of the second semester in third year, a student must go on an attachment, which is a twelve-week examinable course. During this field attachment one gets exposed to what they have learnt during their time in school at the workplace. Asides from the hands-on knowledge one gets, they are also exposed to challenges, learn how to deal with them and also how to mitigate them. Therefore one gets well prepared of their future job market. The assessors also asses the student's workplace performance during the attachment period with the help of the internal supervisor to get to know what one has learnt so far and what contribution they have made to the organization. The school of Education- Moi University offers curriculum Instruction courses and boasts of its Communication Technology section to foresee the success of their audio-visual programmes.

1.2 SCOPE

This report highlights a summary of work done, problems encountered, suggestions and recommendations on how to counter the problems.

1.3 MOI UNIVERSITY- SCHOOL OF EDUCATION
1.3.1 HISTORICAL BACKGROUND

The COMTECH section that I was attached in operates under the school of Education. Located in Eldoret, Moi University was established as the second university in Kenya by an Act of Parliament; the Moi University Act of 1984 after recommendations from the Mackay Commission. The School of Education at Moi University started in 1987.

1.3.2 VISION

To be the School of Choice in teacher education and teacher professional development nationally, regionally and globally.

1.3.3 MISSION

To preserve, create, disseminate knowledge and develop cultural heritage through quality teaching, research and extension.

1.3.4 CORE VALUES

The following are the school's core values

- Promote, create and nurture competence, honesty and moral uprightness in teacher education
- Foster teamwork, creativity, effective communication tolerance, perseverance and culture of peace through education.
- Promote excellence, openness, and broad consultation and consensus building, efficiency and effectiveness.
- Initiate and promote scholarship, academic freedom and research
- Promote continuing education.

1.4 ORGANISATIONAL STRUCTURE

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                    └─────────────────────┘
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  ┌──────────────────────────┐ │
  │ The University Management│─┤
  │         Board            │ │
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                             ├────│      Head of Department        │
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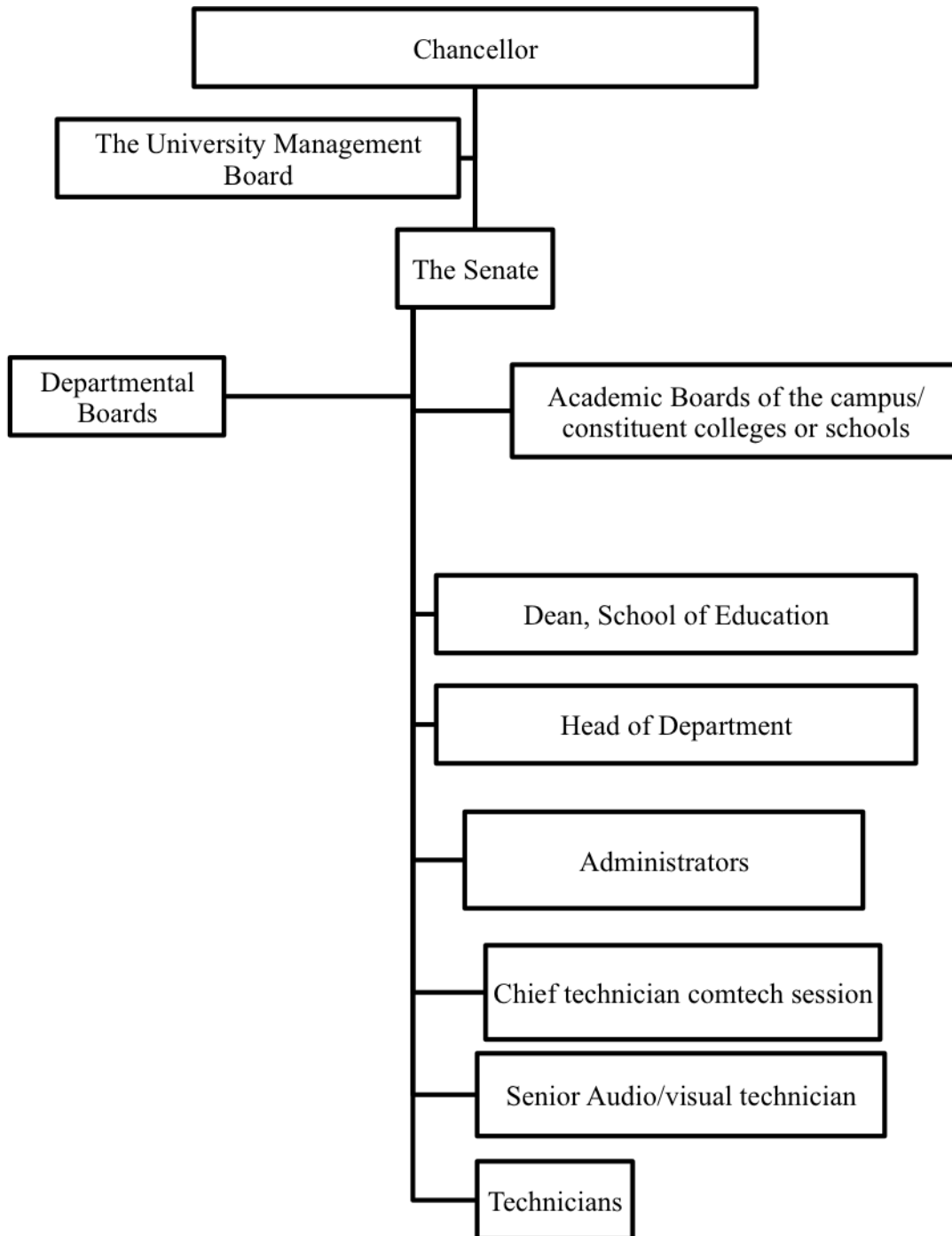
Figure 1.1

1.5 DEPARTMENTS OF THE SCHOOL OF EDUCATION

i. Instruction and Educational Media

ii. Technology Education

iii. Educational Psychology

iv. Educational Management and Policy studies

v. Educational Foundations

1.6 CURRICULUM INSTRUCTION AND EDUCATION MEDIA

The CIEM department is concerned with use of medium such as Television, Radio, PowerPoint presentation on computers and photographs to enhance learning to the students. These audio visual aids activate more than one sensory channel. They help improve the quality of teaching by making study material more interesting and memorable to the learners through increasing the attention span and interest of the learner. To achieve this, the department hosts COMTECH section at the administration block, which is in charge of the audio/visual learning activities.

1.6.1 CORE FUNCTIONS OF THE COMTECH SECTION.

This section is charged with filming micro- teaching lessons and recording Radio lessons known as 360 practicals for the students in school of Education under CIEM department. It also deals with installation of audio/visual equipment in lecture halls, setting up video conferencing equipment and provision of public address system whenever there are conferences to be held within the University or its affiliate campuses and during graduation ceremonies. Asides from that, both students and staff ID's are produced in this section.

CHAPTER 2

2.O PERIOD OF ATTACHMENT

The attachment period lasted three months that begun on 6th January and ended on 31st March 2014.I worked under an internal supervisor in the COMTECH section and recorded in the logbook the daily and weekly report on work carried out during the entire period.

2.1 OBJECTIVES

The objectives of my field attachment were as follows:

- ➢ To gain experience in my career of choice as a journalist, area of specialization; camera work and video editing.
- ➢ To get exposed to the kind of equipment expected to find in the industry and to new technological tools.
- ➢ To get the chance to put the knowledge gained at the university into practice.
- ➢ To make contacts with prospective future employers.
- ➢ To be well braced with the challenges that come with the career and learn ways of dealing with the challenges or mitigating them.
- ➢ To enhance the good relationship between future employers and the University so that they may contribute positively in bringing up competitive students for the job market.
- ➢ To market fellow departmental students and Moi University students at large as reliable employees, innovative individuals who are aggressive and ready to deliver at workplaces.

2.2 BENEFITS OF THE ATTACHMENT.

The attachment is aimed at creating a holistic being both theoretical and practically. I was able to merge a bit of the theory from school with practicals; use of video cameras, editing videos and compile them on DVD's.

I also got a chance to record radio lessons while undertaking 360 practicals and edited the audio.

I got exposed to various conferencing equipment including the public address systems and light projectors. In addition I learnt part of what was not a major in my course; designing graphics. To top it up I learnt how to interact with supervisors at different levels and made an improvement in my inter-personal relationships at work place.

2.3 KEY RESPONSIBILITIES ASSIGNED

2.3.1 VIDEO COVERAGE

I had the opportunity to film educational videos while the students in the CIEM department conducted microteaching sessions in my first month of attachment and later edited the videos and compiled them on DVD's. Microteaching entailed videotaping students in groups of 4- 6 teaching each other and after editing the raw material I gave them the master DVD for review individually with their lecturer. The camera that I used was Sony DCR- HC46 combined with MiniDv tapes. I did the editing with Adobe Cs5 software. Both Nero and Shampoo soft wares were for compiling the material on DVD.

2.3.2 RECORDING OF RADIO PROGRAMMES.

The activities I performed during the 360 practicals with students involved recording of radio lessons that the students could use as teaching aids. Majorly I used uni-directional microphones to pick the sound signals and feed them to the phonic powered audio console. Monitoring the sound during production work is accomplished with studio speakers or headphones. Then from the console the processed sound signals were transferred to the computer for editing. I used Cool edit Pro and Adobe Audition in editing the sound signals to a final product. The format for recording was MP3 and PCM (wav) files.

2.3.3 INSTALLATION OF AUDIO/VISUAL EQUIPMENT

During my three-month attachment I also went to Odera Akango campus for installation of A/V equipment. The Campus had just established a new CIEM department and so together with my supervisor we installed computer soft wares for editing both sound and video and tested to ensure they were in good working condition including the audio console, the microphones and amplifiers. Some of the activities I also undertook involved installation of Lapel microphones and their receivers in lecture halls that could be used by lecturers while conducting lessons within main campus. Occasionally I replaced batteries in the microphones as a maintenance function of equipment.

2.3.4 PROVISION OF PUBLIC ADRESS SYSTEM

I learnt how to set up a PA system using microphones, receivers, mixing console, amplifiers and loud speakers during public lectures and conferences held in the University. Other equipment I got in contact with were the gooseneck microphones, crossovers, cables, stands for speakers, plugs and adapters.

CHAPTER 3

3.0 EXPERIENCE

In the three-month attachment period i was able to learn new software used in designing and producing ID's. I learnt how to scan images, edit them and in the end print ID's for both students and members of staff. The software used to scan images from the HP Scanner was photo premier. Editing involved cropping, brightening the images, improving on sharpness, colour and contrast. I also had the opportunity to travel to Odera Akango campus of Moi University to learn how to install Audio/Visual equipment and this taught me how to work under little or no supervision. Testing the equipment was also part of the assignment as I was able to record radio programmes in the computer and edit using Cool Edit Pro. Provision of public address system during public lectures and conferences held within the University gave me a feel of co-corporate affairs, how they are organized and conducted to their success.

3.1 SOCIAL EDUCATION

The University environment includes both the students and members of staff. Interacting with both parties socially taught me how to relate well in a classroom situation in cases of the radio and microteaching lessons. The experience of taking students through recordings taught me as an Audio/Visual technician you need to create a rapport with everyone in the studio or work environment in order to come up with a successful production.

3.2 METHODOLOGY

In order to achieve the objectives of my field attachment, I embarked on the following methods of learning.

3.2.1 GUIDANCE

The supervisor could demonstrate how to use the equipment or connect cables and also listening to previous radio programmes that had been recorded gave the feel of what was expected at the end of every recording session. This method was also used to acquire knowledge of the technical hitches to expect when setting up audio/visual equipment and preparation on what to do whenever that happens.

3.2.2 OBSERVATION

This method was implored during the first week on attachment in order to see how activities were run in the office and also during field operations like public lectures and repetition of the same process later perfected the learnt skill.

3.2.3 EXPERIMENTAL LEARNING

The method involved planning and trying out various soft wares that were available in the computers just to be well versed with the different soft wares performing similar tasks.

3.2.4 QUESTIONS

The method was used to obtain assistance when in difficulties in handling new equipment such as the public address system and sound mixer. It led to reviewing of the work done to ascertain accuracy.

3.2.5 RECOGNITION OF FLAWS

This method was used to express willingness to learn and it encouraged my supervisor to impart more knowledge.

3.2.6 INTERVIEWING

The method helped in studying workers attitude towards work and factors influencing organizational behavior.

3.2.7 INTERACTION

The method was put in practice to create interpersonal relationships at workplace and to learn the channels of organizational communication and chains of command.

3.3 CHALLENGES.

SERVICING OF MACHINES.

Some of the machines are not frequently serviced as a maintenance requirement procedure, posing a risk of breakdown or in-efficiency in time of need.

3.4 ACHIEVEMENTS

I introduced a system of updating computer anti-viruses to keep the systems in check to avoid loss of data through malware. I also helped in designing a proposed learning resource centre that is meant to host a television studio and sound recording studio. One of my suggestions was for the COMTECH section to upgrade their soft wares to Macintosh operating systems and invest in professional video cameras like the Dslr cameras.

3.5 KNOWLEDGE AND SKILLS ACQUIRED.

Being attached at COMTECH enabled me to acquire graphic design skills using photo premier, photo shop, and photo pad editor asides from perfecting my skills in camera work and editing. I also learnt to design ID's using ID Works software. I got the exposure of using the new printer; Data Card SP75 Plus that uses a new technology of processing cards. The printer used a new technology of cartridge referred to as Colour Ribbons type YMCKT- KT and the cards were produced on plain white PVC SIZE CR80 cards. I also learnt how to set up various types of projectors as an A/V aid for a PowerPoint presentation in any given communication. I came in contact with overhead projectors, Opaque projectors, LCD and DLP projectors. Interacting with various ranks of employees in the department improved my communication skills and my internship prepared me fully for the work environment.

CHAPTER 4

4.0 CONCLUSION

The three-month attachment exposes students to a hands-on approach to the skills learnt in the University and prepares them to the work environment. It is good way of practicing and it nurtures one into a prepared individual when it comes to tackling challenges, performing tasks and interacting with fellow employees. It is a good opportunity to test one's preparedness to undertake the demands of the chosen career and to shape them up. Therefore every student should practice the attachment.

4.1 RECOMMENDATIONS

The equipment and machines in COMTECH department should frequently be serviced as a preventive measure. This would ensure they don't break down and they are in good working condition whenever there is need to use them.

Students taking communication and journalism should also have a feel of designing courses since communication career comes as a package that requires one to have skills in both writing, cameras, editing and design as I learnt during my attachment period.

Asides from the practical lessons we have in the department, they should be made more intense say four hours a week, and probably communication students should visit television and radio stations for orientation before the attachment period just to have a clue of what takes place in there.

4.2 <u>APPENDICES</u>

<u>DEFINATION OF TERMS</u>

360 PRACTICALS

This is a term used to refer to recording of sound programmes that are used by students in the School of Education and are later assessed by their lectures as radio lessons.

MICROTEACHING

Microteaching sessions are practice teaching sessions involving an instructor trying out among friends and colleagues a short session of what they plan to do with their students. They are videotaped for review individually with a lecturer. Microteaching is used to help teachers gain confidence, support, and feedback.

COOL EDIT PRO

This is computer software used in editing sound recordings by a way of emitting errors, equalizing the recording levels and balancing pitches.

ADOBE AUDITION

Advanced software of Cool Edit Pro. It is a digital audio workstation from Adobe systems featuring a multi-track, non-destructive mix/edit environment and a destructive-approach waveform editing view.

ADOBE CS5

A video editing software from Adobe systems that allows one to perform all the editing functios and inco-oporates transitions. It also provides a working timeline.

FILMING

The process of recording shots to form video clips which is commonly known as videography or shooting.

EDITING.

A process that involves cutting, combining, correcting, and trimming shots from video clips to form a sequence.

MASTER DVD

A compiled DVD that is already edited.

RAW MATERIAL

These are recorded events or shots that are not yet edited.

CARMCORDER

An electronic device combining a video camera and a video recorder, typically used for consumer video recording

MINI DV TAPES

Small digital video cassettes, used for recording video clips

SIGNAL PROCESSING

Refers to the process of transforming analogue signals to digital ones

MICROPHONE

A device used to pick sound signals from the source, converts the sound waves to electric current and then sends the signals to the receivers and amplifiers.

AMPLIFIERS

An electronic device that increases the voltage, current, or power of a signal.

CROSS OVERS

An electronic device used to send the appropriate signal to the correct speakers.

PROJECTORS

A device that uses light and lenses to take an image or written information and magnifies them onto a larger screen or wall.

MAINTANANCE

Routine check up given to electronic equipment as a preventive measure.

LIST OF ABBREVIATIONS.

PSSP   PRIVATELY SELF-SPONSORED PROGRAMME

COMTECH   COMMUNICATION TECHNOLOGY

CIEM   CURRICULUM INSTRUCTION AND EDUCATION MEDIA

DVD   DIGITAL VERSATILE DISC

DV   DIGITAL VIDEO

A/V   AUDIO VISUAL

PA   PUBLIC ADRESS

YMCKT- KT   YELLOW, MAGENTA, CYAN

LCD   LIQUID-CRYSTAL DISPLAY

DLP   DIGITAL LIGHT PROCESSING