Кто я

Привет! Меня зовут Петрова Алина Яковлевна, и я — студент направления социология в Дальневосточном федеральном университете (ДВФУ), Россия. Я учусь на втором курсе и параллельно прохожу академическую стажировку в Южной Корее, в Dong-A University, по англоязычной программе Integrated Business Management.

Моя цель — стать специалистом, способным соединять академические знания по социологии с практикой в сфере коммуникаций, бизнеса и цифрового общества. Я активно участвую в проектах, пишу исследовательские работы, выступаю на конференциях и стремлюсь сделать свои знания применимыми в реальном мире.

Образование

Дальневосточный федеральный университет (Россия)

Факультет: Социальные науки

Направление: Социология

Уровень: Бакалавриат

Годы обучения: 2023–2027

Формат: очный + дистанционные задания во время стажировки

Ключевые дисциплины:

Общая социология

Методология и методика социологических исследований

Организационная социология

Социальное управление в цифровом обществе

Интегрированные коммуникации и реклама

Политическая социология

Ценности и социальные движения

Dong-A University (Южная Корея)

Форма участия: Программа обмена

Факультет: Business Administration

Программа: Integrated Business Management

Семестры: Весна и осень 2025 года

Язык обучения: английский

Проекты и опыт

Интерактивное портфолио с AI-чатботом (2025)

Описание: В рамках проекта для курса создал(-а) персональное портфолио с интеграцией чатбота на основе платформы Chatbase.

Зачем: Чтобы любой пользователь мог задать вопрос обо мне, проектах или образовании и получить понятный ответ.

Моя роль: Написание обучающего контента, оформление сайта, настройка интерфейса.

Технологии: Chatbase

Курсовой проект: Почему молодёжь выбирает СПО вместо вузов

Цель: Понять причины снижения привлекательности университетов.

Методы: Качественные интервью, контент-анализ, теоретическое обоснование.

Выводы: У молодых людей важны доступность, понятность профессии, отсутствие перегрузки — часто это важнее престижа.

Проект по организационной социологии: Мотивация и удержание миллениалов и поколения Z

Описание: Анализ ценностей молодых сотрудников и предложений по удержанию в компании.

Формат: Презентация с примерами из международной практики (Netflix, Google, Яндекс).

Презентация: Социальные медиа-стратегии Dior

Курс: Integrated Marketing Communications (англ.)

Содержание: Анализ Instagram, TikTok, storytelling-стратегий, вовлечения аудитории.

Упор: Влияние визуального языка и micro-influencers.

Проект: Система мотивации в вымышленной компании W\.A.G (на основе Яндекса)

Формат: Презентация + описание оргкультуры

Роль: Создание моделей карьерного роста, описание мотивационной системы

Конференции и публичная активность

Выступления на университетских конференциях по темам:

Политическая коммуникация в России (на примере фильма «День выборов»)

Визуальные коды и язык власти

Постматериалистические ценности (по теории Рональда Инглхарта)

Медиапроекты в рамках курсов:

Социальная реклама

Работа с визуальной культурой

Кейс-анализы известных брендов и их коммуникаций

Навыки и интересы

Языки:

Русский — родной

Английский — уровень B2–C1 (презентации, эссе, устная речь, обучение в Корее)

Софт-скиллы:

Исследовательское мышление

Аналитика и структурирование информации

Публичные выступления и сторителлинг

Адаптация в международной среде

Кросс-культурная коммуникация

Hard skills:

Google Apps Script (автоматизация расчёта оценок)

Работа с платформами: Canva, Miro, Chatbase, Google Docs

Презентации (Google Slides, PowerPoint)

Вёрстка на базовом уровне

Цели и планы

Магистратура в Европе:

Хочу поступить на магистратуру в Италии, на англоязычную программу по медиа, PR или бизнесу. Ищу программу с полной стипендией (DSU, Invest Your Talent и др.)

Будущая карьера:

Я вижу себя на стыке социологии, аналитики и коммуникаций. Хочу работать с контентом, трендами и социальной стратегией — как в бизнесе, так и в социальной сфере.

Что меня вдохновляет:

Меня вдохновляют честные истории, визуальная культура, работа с людьми и смыслами. Я верю, что грамотная коммуникация может менять мышление и улучшать организации изнутри.

Who I Am

Hi! My name is Alina Yakovlevna Petrova, and I am a Sociology major at the Far Eastern Federal University (FEFU) in Russia. I am currently in my second year of undergraduate studies and simultaneously participating in an academic exchange program in South Korea at Dong-A University, studying in the English-taught Integrated Business Management program.

My goal is to become a specialist who combines academic sociological knowledge with practical experience in communication, business, and the digital society. I actively participate in projects, write research papers, speak at conferences, and aim to make my knowledge applicable to real-world challenges.

Education

Far Eastern Federal University (Russia)

Faculty: Social Sciences

Major: Sociology

Degree Level: Bachelor's

Study Period: 2023–2027

Format: On-campus + remote assignments during exchange

Key Courses:

General Sociology

Methodology and Methods of Sociological Research

Organizational Sociology

Social Governance in the Digital Society

Integrated Communications and Advertising

Political Sociology

Values and Social Movements

Dong-A University (South Korea)

Program Type: Exchange program

Faculty: Business Administration

Program: Integrated Business Management

Semesters: Spring and Fall 2025

Language of Instruction: English

Projects and Experience

Interactive Portfolio with AI Chatbot (2025)

Description: Created a personal portfolio with an integrated chatbot using the Chatbase platform.

Purpose: To let any user ask questions about me, my projects, or education and receive clear answers.

My Role: Content writing, website design, interface setup.

Tech Used: Chatbase

Course Project: Why Young People Choose Vocational Colleges Over Universities

Goal: To understand the declining appeal of universities.

Methods: Qualitative interviews, content analysis, theoretical framework.

Findings: Young people value accessibility, clarity of career path, and manageable workloads—often more than prestige.

Organizational Sociology Project: Motivation and Retention of Millennials and Gen Z

Description: Analyzed values of young employees and retention strategies.

Format: Presentation with international examples (Netflix, Google, Yandex).

Presentation: Dior's Social Media Strategy

Course: Integrated Marketing Communications (English)

Content: Analysis of Instagram, TikTok, storytelling techniques, and audience engagement.

Focus: Visual language and the role of micro-influencers.

Motivation System in the Fictional Company W\.A.G (Inspired by Yandex)

Format: Presentation + organizational culture profile

Role: Developed career path models and described the motivation system

Conferences and Public Engagement

Spoke at university conferences on topics such as:

Political Communication in Russia (based on the film Election Day)

Visual Codes and the Language of Power

Postmaterialist Values (based on Ronald Inglehart's theory)

Media projects within university courses:

Social advertising

Visual culture analysis

Brand case studies and their communication strategies

Skills and Interests

Languages:

Russian — native

English — B2 (presentations, essays, speaking, academic study in Korea)

Soft Skills:

Research-based thinking

Analytical and information structuring skills

Public speaking and storytelling

Adaptability in international environments

Cross-cultural communication

Hard Skills:

Google Apps Script (for grade automation)

Tools: Canva, Miro, Chatbase, Google Docs

Presentation skills: Google Slides, PowerPoint

Basic web design and layout

Goals and Plans

Master's Degree in Europe:

I aim to pursue a Master's degree in Italy in an English-taught program in media, PR, or business. I'm currently seeking a program with a full scholarship (e.g., DSU, Invest Your Talent in Italy).

Future Career:

I see myself at the intersection of sociology, analytics, and communications. I want to work with content, trends, and social strategy — both in the business world and the social sector.

What Inspires Me:

I am inspired by honest stories, visual culture, and working with people and meaning. I believe that thoughtful communication can change mindsets and improve organizations from the inside out

About Me

My name is Alina, I am 19 years old. I am currently a 2nd-year student majoring in Sociology at Far Eastern Federal University (FEFU) in Russia. I am also currently participating in an academic exchange program at Dong-A University in Busan, South Korea. I study in English in the Integrated Business Management program, where I explore marketing, management, consumer behavior, and presentation skills.

I combine my sociological background with practical skills in communications, analysis, and digital tools. I actively participate in academic and creative projects, research work, and student conferences. I'm also building an

interactive portfolio with an AI chatbot that answers questions about my studies and projects.

I'm passionate about visual culture, storytelling, and working with meanings and values in organizations. In the future, I want to pursue a Master's degree in media, communications, or business in Europe, preferably in Italy, with a full scholarship. I see my career at the intersection of analytics, content creation, and social strategy.

I believe that well-structured communication can influence how people think and help organizations become more human-oriented and effective.

# Here's a detailed explanation of my classes at Dong-A University

1.     Principles    of    Management    Information    Systems
This course introduces the fundamental concepts of Management Information Systems (MIS) and their role in modern organizations. The focus is on understanding how businesses use information systems to improve operations, support decision-making, and gain competitive advantages.

Class Structure:

Mainly lecture-based, with practical discussions and examples from real-world businesses.

Emphasis is placed on the integration of technology with business strategy.

Assessments:

Two exams: One midterm and one final, covering key topics such as system types (TPS, MIS, DSS, etc.), database management, enterprise systems, cybersecurity, and emerging technologies in MIS.

Kahoot quizzes: Occasionally used for review and interactive learning; usually informal but helpful for test preparation.

Individual presentation: Each student is required to prepare and deliver a solo presentation related to MIS concepts or case studies (topics are often self-chosen or assigned by the professor).

Instructor Expectations:

Students should demonstrate an understanding of how information systems function in real business environments.

Participation is appreciated, though not always mandatory.


2.        Theory        of        Advertising (Professor        Bishop)
This course explores the foundational theories and psychological principles behind advertising. It covers the historical development, strategic planning, message creation, and media use in advertising.

Coursework & Activities:

Homework assignments: Regular tasks assigned to reinforce lecture materials. These may include short essays, ad analysis, or response papers on advertising theory and case studies.

Group project: A key part of the course. Students are divided into groups to develop a full advertising campaign. In this semester, the focus is on Dior. The project involves market research, campaign strategy, media planning, creative execution, and final presentation.

Exams: Includes both a midterm and a final. These tests assess knowledge of theoretical frameworks (like AIDA, hierarchy of effects, cognitive dissonance, etc.), history of advertising, and application of advertising strategy.

Professor's Style:

Professor Bishop encourages critical thinking, creativity, and group collaboration.

Active participation and thoughtful insights during discussions are valued.

Students are expected to connect theory to current advertising practices and trends.

3. Digital Literacy

[Last updated: ](Project 2)Last updated: Project 2

How to Use This File:

This document will be your guide to this class and schedule of weekly activities. It will be updated frequently, SO CHECK OFTEN! Note: You can check the document details to see changes made in the version history.

Navigate to a specific section from the left side panel.

Do not copy this document to your own drive as it will be updated frequently.

See current assignment details and upcoming assignments.

Course Overview

This course will expose you to various computer and internet related concepts, tools, and skills. Each week you will be challenged with a different activity to

explore a different concept. Proficiency is not required! Competency and understanding are!

We are always focused on the 4 C's:

Critical Thinking

Communication

Collaboration

Creativity

Grading

Do not use the current syllabus!

Grade Categories:

Attendance 30% (1 class = 1%)

Assignments/Activities 30% (1 activity = 3%)

Quizzes 20% (1 quiz = 5%)

Projects 20% (1 project = 10%)

Excellent use of one of the 4 Cs will earn you an A+ (99%). Deliverable at any time!

Each assignment/activity is worth 3 points. Your activities will be graded using a general RUBRIC.

Top assignment/activity scores will be awarded only to a few!

All grades can be argued at any time!

Grade breakdown:

95%-100% = A+

90%-94% = A

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<60% = F

Taking Notes

Listening in class is important. Learn to take notes. When something is said that is important, I'll usually say so. However, if you miss something I'll be

providing a daily compilation of notes with a list of things mentioned, advice, and reminders for you in [Notes](). All notes are fair game for testable material! So, it is my suggestion that you do your own research to understand the notes for each class and write notes. Not all things mentioned will be NOR can be covered in class.

Handwritten notes may be used on all quizzes and exams!

Prompting Best Practices

[OpenAI: Best Practices]()

Weekly Activities

Instructions will be minimal and are meant to guide you but not explicitly tell you how to do it. You will need to employ the 4 C's in order to complete each activity. You are allowed to use any tool at your disposal to complete the activities. Think of them as minigames and "cheating" is another way to say "clever". These activities will hopefully require you to self-learn.

You may choose to work on these activities with others or independently. Collaboration and communication is encouraged, especially with me.

All activities will have a deliverable. The deliverable will be linked to your personal site created in Week 1. LMS submissions will also be required in the form of your working site url.

For each activity, click on the date for the notes from that class.

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Week 16 (June 15th-20th) - Take a Hike!

Week 13 (May 28th-June 2nd) - Finding Your Creativity 🧠

Instructions:

Complete the [class collab activity]().

Deliverable:

Complete [Week 13 - Finding Your Creativity (Assignment)]()

Complete Week 13 - AI Tutor (based on #1 from [Week 13 - Finding Your Creativity]())

Week 12 (May 21st-26th): End of Rubric-Based Activities 💀

Instructions:

[Question Day](#)

For Fun:

https://www.decisionproblem.com/paperclips/index2.html

Week 11 (May 14th-May 19th) - Project 2 🛠️ - [I Did It All By Myself!](#)

Instructions:

Based on your submitted idea from Week 5 - Idea Sourcing, determine a suitable project related to your idea. Use this example [prompt](#) to find a good topic for your project.

Submit your project overview to me for approval.

Once approved:

Create a PRD for your project with extensions or stretch goals

Review it and iterate on it ([explore the Goldilocks principle] not too simple, not too complicated, just right!)

Implement your idea

Document your process as you go

Deliverables:

PRD including extensions/stretch goals (1pt)

Documentation according to the rubric (2 pts)

Completed project with at least one extension completed (7 pts)

Week 10 (May 7th-12th) - HIF-Lumen {Welcome back Data Detectives!}

Instructions:

Follow this link to a custom GPT: [HIF-Lumen](#)

Review, download, and inspect the files [here](#).

Chat with Lumen to understand the puzzle, who you are, and what you are supposed to be doing.

Use your prompts wisely. You'll likely run out and have to wait until they replenish.

Prompting tips for Lumen:

There are red herrings! This means some of the files or information in the files will not lead you to a clue.

Do not trust Lumen's ability to decipher the letter or analyze any of the files.

Do not brute force the answer! Lumen is given the same files that you have, but he does not have any understanding of the clues or how to solve the puzzle, so do not ask him to solve it for you! This is called brute forcing and it will not work most of the time.

Is essential to find the first clue in order to follow the clues effectively in the right order. Lumen will give suggestions on where to start.

Lumen will hallucinate! Lumen understands who he is, where he is and what you're doing there. He also has brief knowledge of the history in the world in which you as a cadet exist. You should not trust additional story elements that he creates. We will be led on the wild goose chase otherwise.

Deliverable:

Completed puzzle.

Full original chat displayed or linked on your site (DO NOT DELETE YOUR CHAT!)

Week 9 (April 30th-May 5th) - Sick kid week

Instructions: TBD

Deliverable: TBD

Week 8 (April 23th-28th) - Exam Week

Deliverable - NONE

Week 7 (April 16th-21st) - App Script: Backend Simulation

Instructions:

Write notes in a google doc on Google Apps Script ([script.google.com](script.google.com)) to understand it well enough to teach it to someone else (Richard Feynman rulz).

Implement a Current Course Grade (CCG) calculator that uses AS to link to a Google sheet to fetch grade data.

Deliverable:

Notes on AS:

Questions to consider when understanding something new (5Ws)

Include list of potential (creative) uses of AS

At least one link to a conversation with AI (don't upload files!)

Pros and cons of using AS

An Accurate CCG featured on your landing page (your understanding AS is crucial for completing this new feature correctly).

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Week 6 (April 9th-14th) - Project 1 🛠 - Cryptography: jopjrlu nvzl jsbjr

Objective:

Teams will create a static, interactive website demonstrating cryptographic algorithms.

Relevance and Skillz Gained:

Practical understanding of cryptography and digital security.

Front-end web development skills (HTML/CSS/JS).

Analytical thinking and problem-solving.

Effective teamwork and documentation.

Instructions:

Team Formation and Planning

Form teams, define roles clearly.

Developer

Algorithm Developer

UI/UX Designer

Project Coordinator/Tester

Researcher/Documentor

etc.

Discuss and understand the objectives with your team.

Document team members and roles.

Functionality Requirements:

Takes a user inputted text as .txt file or text from keyboard to encrypt.

Takes a user inputted text as .txt file or text from keyboard to decrypt.

Input should be encrypted by all available algorithms as output.

Input should be decrypted by all available algorithms as output.

Output as .txt or formatted text to the site.

Research Algorithms

Research cryptographic algorithms (simple, intermediate, advanced).

Document potential use cases and internet applications.

Algorithm Selection & Implementation

Select 2 simple, 2 intermediate, and 2 advanced algorithms.

Document rationale for selection.

Plan technical stack (frontend technologies, JavaScript libraries).

Implement selected algorithms on a static website.

Testing & Iteration

Conduct thorough functional and usability testing between team members.

Red-team with 2 other teams and improve your website based on feedback and test results.

Document who red-teamed your site AND their feedback.

Creative Enhancements

Integrate educational explanations, visualizations, or interactive elements.

Improve site with selected enhancements.

Document selection, issues encountered, etc.

Testing & Iteration

Retest site with enhanced features.

Refine based on additional feedback.

Document who red-teamed your site AND their feedback.

Documentation & Reflection

Copy this [template](#) for your documentation and fill out all sections,

Document each team member's individual reflection on their contributions and learnings.

Deliverables (10 points):

(3 pts) Cryptography Site Tool linked to each team member's portfolio site.

(7 pts) Documentation and Reflections linked to each team member's portfolio site

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Week 5 (7th) - Catchup

Instructions:

Come with specific questions to be answered during class.

1-on-1 (first come, first serve)

Work on portfolio site (re)design.

Complete weekly activities.

Deliverable:

None!

Late work.

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Week 4 ([March 26th, 31st](#), April 2) - [Virtual Library](#) & [Idea Sourcing](#)

Objective

Understand databases and how they are used by building one yourself to populate a virtual library!

Key Skills:

Basic spreadsheet work.

Data structure and design.

Importance in everyday systems.

Instructions:

Create a spreadsheet containing the given information for the [list of provided books](#).

Data structure

book_ID [this is the primary key or unique identifier for this table]

title (data type: string)

author

genre

publication_date (data type: number)

available

last_checkout_date

[Validate](#) your information by uploading your data as a cvs file to the virtual library.

Identify issues with the current database structure (refer to lecture).

Improve the database structure (refer to lecture).

Consider: What other data could be used as a primary key in another table?

[Validate your tables here.](#)

Deliverable:

At least 3 CVS files containing:

restructured data for the books table

one table (suggested --> author) with >2 columns

one table with >4 columns

Screenshot of validated tables with [site](#)

PKs and FKs must be valid!

All tables should have a relationship (blue line) to at least one other table.

More than one relationship is possible.

All table data must make sense and be appropriate for a library.

Extra Credit Deliverables:

Create your own queries.

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Week 3 ([March 19th-24th](#)) - Windows Command Line Dungeon Crawl

Objective

Familiarize students with basic CLI (command line interface) commands and the power of text-based interfaces through a (hopefully!) engaging dungeon crawl through a simulated computer directory system. Find the reward!

Key Skills:

Navigate folder structure through CLI.

Identify common file types by file extensions.

Basic spreadsheet work.

Instructions:

In your browser navigate to [josuedean.github.io/ibm/CLI_dungeon_crawl.html](josuedean.github.io/ibm/CLI_dungeon_crawl.html)

When you encounter a problem, think about it.

If you get stuck, ask for help from a friend, your teacher, or AI.

Have fun!

Deliverables:

Report on the following:

Issues you encountered during your playthrough

Further research you had to conduct

Where you found help (include links)

Your overall experience

And include other cool stuff that you think of all by yourself, right!?

Spreadsheet (google sheets) or flowchart ([excalidraw.com](excalidraw.com)) detailing the dungeon

You will create a map of the fortress areas, rooms, and objects.

Be creative! It's part of your grade.

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Week 2 (March [12th-17th](12th-17th)) - Identity Check, Scammer?! ([ANSWER](ANSWER))

Objective

Research online to find information about a suspected fake person or scammer.

Key skills:

Organization and clarity of presentable material.

Use of specific tools, like reverse image searching and AI for document organization.

Investigating people on limited information.

Documenting and reporting on evidence.

Instructions:

Conduct a search for the following people:

Person 1:

Pieter Mouthaan

Developer, entrepreneur

From the Netherlands

Master's in Business Administration and Entrepreneurship

Self employed

Created Photo AI

Person 2:

Michael Moore

Owns a business

Lives in Manhattan

Widower for 7 years+

Has a daughter that lives in Madrid, Spain with her husband that is a doctor

Has twin granddaughters

Has a German shepherd named Jack


Person 3:

Kenneth Dean

Lives in Washington D.C., USA

VP at a real estate development and property management company

Deliverable:

Report on what you found:

Include corroborating evidence and conflicting evidence (ex. Aliases, links to evidence, etc.).

Based on the evidence you found, decide if these people are fake or not.

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Week 1 (March 5th-10th) - Portfolio Website Creation

Objective

Create a personal website to showcase all future coursework and build basic web publishing skills.

Key Skills

Generative AI for website creation; GitHub Pages for hosting; basic HTML/CSS editing

Instructions:

Create an account on github.com

Create a repository for your site and other related files.

Create a website with AI (chat.com, claude.ai, deepseek.com, etc.).

Site will be used to link to future course work, acting as a portfolio.

Update your site throughout the semester as you need.

Deliverable:

Link to a working site stored and hosted on GitHub (ex. josuedean.github.io/ibm/).