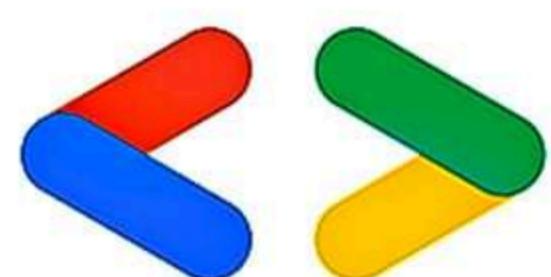


GDSC LIVE IN BOWEN



Google Developer Student Clubs
Bowen University

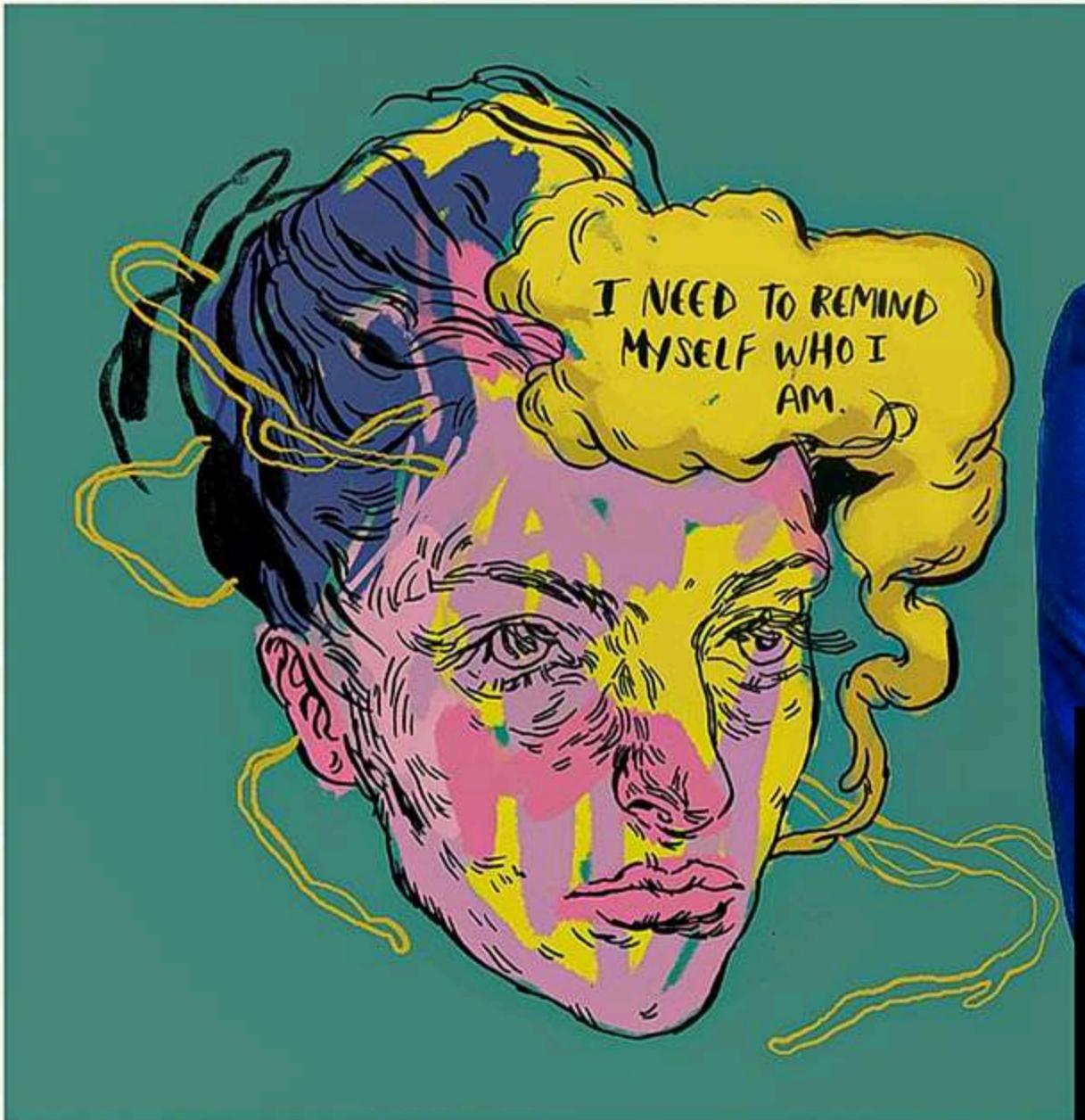
AN IN-DEPTH CONVERSATION WITH DANIEL CHUKWUEBUKE ONYEACHONAM,
LEAD OF GOOGLE DEVELOPER STUDENT CLUB (GDSC) AT BOWEN: EXPLORING THE
VISION, PLANS, AND BENEFITS OF GDSC FOR BOWEN UNIVERSITY STUDENTS

[Q & A Section](#)

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BATTLING THE IMPOSTER SYNDROME; A STUDENTS GUIDE.

Akinade Ayomikun (Cyber Security 200 Level)



[Read more on Page 5 >>](#)

[Spotlight Feature](#)

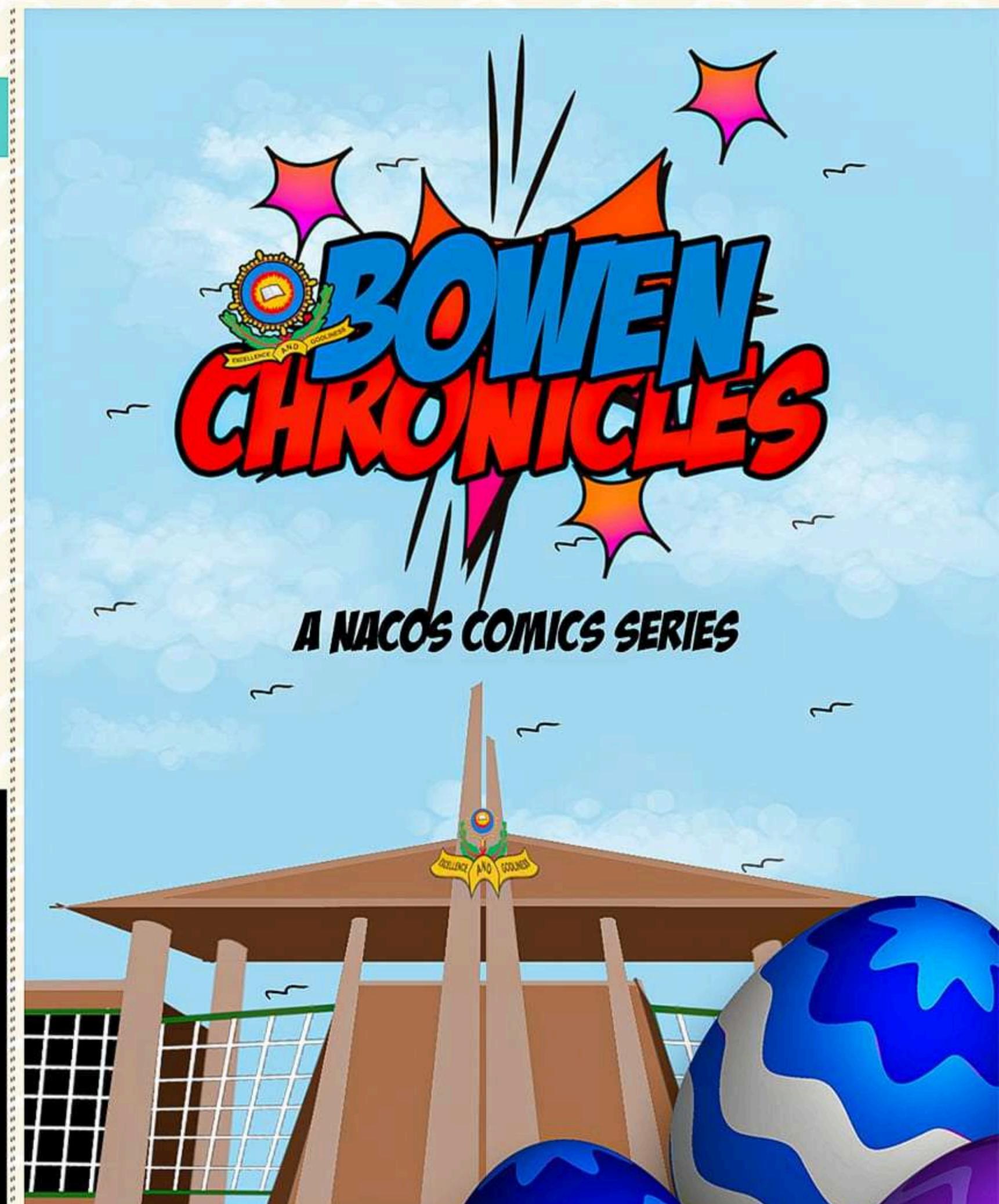
DR AWORINDE: BRIDGING THE GAP BETWEEN CLASSROOM AND CAREER

FIND THE HIDDEN MESSAGE
AND GET REWARDED

[Read more on Page 4 >>](#)

EASTER EGG HUNT

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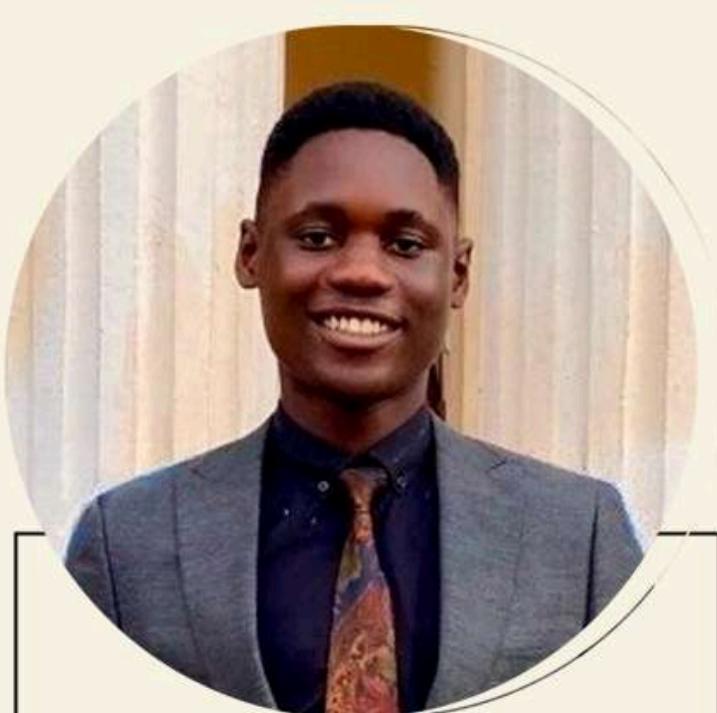
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SOFTWARE ENGINEERING COMMISSIONER

GDSC LIVE IN BOWEN

Q & A SECTION

1. Can you tell us a bit about your journey in software engineering and what inspired you to pursue this field?

My initial passion wasn't in technology but in Mechanical Engineering, particularly in automobiles. Since childhood, everyone knew I was destined to be an engineer. I was always fascinated by cars and would eagerly watch our mechanic work on them, even if it meant missing an FC Barcelona match. I pursued this passion and enrolled in Mechanical Engineering at the University of Lagos. However, in 2022, a nationwide academic strike halted my studies for about eight months. During this downtime, I sought new skills to keep myself busy and discovered coding. My journey in software engineering began with a curiosity about how technology could solve real-world problems. From tinkering with simple programming projects as I learned to tackling more complex systems during my university studies, I became captivated by how a few lines of code could turn an idea into a powerful solution. This fascination with problem-solving and a drive for continuous learning fuel my passion for software engineering. I'm committed to making a difference, one line of code at a time.

2. What motivated you to take on the role of GDSC Lead at Bowen University?

Leading the Google Developer Student Clubs (GDSC) at Bowen University, alongside my co-lead, Melissa Onwuka, was a perfect way to blend my love for technology with a desire to give back to the community. We were inspired by the potential to build a thriving tech community, encourage collaboration, and provide students with the resources they need to grow their skills. By leading GDSC, we aim to create an environment where every student, regardless of their experience or background, can explore technology, learn, and innovate.

3. How do you plan to engage students from non-technical backgrounds in GDSC activities?

To engage students from non-technical backgrounds, we plan to make technology accessible and relevant to their interests. We'll organize workshops and events that showcase how technology intersects with various fields such as design, business, finance, social impact, education, and agriculture. By highlighting the practical applications of technology in these areas and encouraging cross-disciplinary projects, we hope to spark curiosity and show that technology isn't just for programmers—it's a tool for everyone.

4. What are your goals for the GDSC chapter this year, and how do you envision it impacting the students at Bowen University?

My primary goals this year are to increase our chapter's visibility, foster a culture of innovation, and create opportunities for hands-on learning. I envision GDSC becoming a hub of creativity and collaboration at Bowen University, where students from all disciplines come together to tackle challenges, build projects, and acquire valuable skills. Through impactful events and mentorship, we aim to empower students to pursue their tech passions and make meaningful contributions.

5. Can you share some insights on the importance of community-driven learning in the tech industry, and how GDSC fits into this concept?

Community-driven learning is vital in the tech industry as it promotes knowledge sharing, collaboration, and collective problem-solving. It allows individuals to learn from each other's experiences, leverage diverse perspectives, and stay updated with industry trends. GDSC embodies this concept by creating a supportive and inclusive community where students can exchange ideas, work on projects together, and access resources that might otherwise be out of reach. This collaborative environment accelerates both individual and collective learning, driving innovation.

6. What can students expect from the GDSC under your leadership regarding events, workshops, and other activities?

Under my leadership, students can expect a dynamic and engaging lineup of events. We'll host hands-on workshops, hackathons, and seminars featuring experienced industry professionals. Additionally, we'll organize project showcases and collaboration opportunities that allow students to apply their skills in real-world scenarios. My goal is to ensure that every event not only equips students with valuable skills but also inspires and motivates them to explore their potential in technology.



DANIEL CHUKWUEBUKE ONYEACHONAM

Lead GDSC BOWEN University

7. How do you plan to encourage collaboration and innovation among the members of GDSC?

To foster collaboration and innovation, my co-lead and I plan to cultivate a culture of openness and inclusivity within GDSC. We'll organize team-based projects, brainstorming sessions, and networking events that provide opportunities for members to work together and share ideas. We'll also implement a mentorship program where experienced members guide newcomers, creating an environment where everyone feels empowered to contribute and innovate. At GDSC, everyone's opinion matters, and there's a place for everyone to fit in.

8. As someone who has secured a prestigious internship at Moniepoint NG, what advice would you give to students aspiring to land similar opportunities?

My advice is to build a strong foundation in your chosen field by working on projects and continuously learning. Tailor your resume to showcase your skills and experiences, and don't hesitate to seek out internships or networking opportunities. Take your learning one step at a time; there's no need to rush. Patience often brings out the best in us. When preparing for interviews, focus on problem-solving and clearly articulating your experiences. Lastly, stay persistent and open-minded—opportunities often come from unexpected places.

9. In your opinion, what are the key benefits of being involved in a community like GDSC for students?

Being part of a community like GDSC offers numerous benefits: access to a network of like-minded peers and mentors, opportunities for hands-on learning and skill development, and exposure to real-world projects and challenges. It also fosters a sense of belonging and collaboration, helping students grow personally and professionally while building a portfolio that can significantly enhance their career prospects.

10. Finally, what message would you like to share with the Bowen University community as you begin this new chapter as GDSC Lead?

As I embark on this journey as GDSC Lead, I extend a warm invitation to every Bowen University student to join us. Together, we'll explore the endless possibilities of technology, collaborate on innovative projects, and build a strong community of learners and creators. Let's make this year unforgettable by embracing new challenges, supporting each other, and pushing the boundaries of what we can achieve together. Your passion and ideas are the driving force behind our success, and I'm excited to embark on this adventure with you all!

SPOTLIGHT FEATURE

DRAWORINDE: BRIDGING THE GAP BETWEEN CLASSROOM AND CAREER



1. What sparked your passion for computer science, and what keeps you excited about it?

I don't maintain the status quo; I'm a disruptive personality and right from the onset, I've always been fascinated by innovations and creativity. I love engaging in critical thinking and dynamic thought processes. With computer science, there is no end to learning and contributing to advancements that can impact humanity, from algorithm development to improving user engagement and experience or exploring new technologies to artificial intelligence... There is something new to discover and a challenge to overcome. The field is dynamic, and the potential to make a difference motivates me daily.

2. Describe your journey from student to lecturer.

From the onset, I'd always been passionate about becoming a university teacher of repute; my desire has always been to have a name, an identity, and be a voice as a teacher with a difference. My life philosophy has always been about impact. My journey towards being a Higher Educator started with attending Ladoke Akintola University of Technology, Ogbomoso where I obtained my Bachelor of Technology (B.Tech) in Computer Science after which I proceeded to the University of Ibadan for a Master's Degree in Computer Science then back to LAUTECH for my Doctor of Philosophy Degree (PhD) in Computer Science. Beyond the degrees, I have been privileged to brush up my skills by attending summer schools organized by Data Science Africa in Ghana, Tanzania, and Rwanda. I was one of the 112 participants at the Lisbon Machine Learning School (LxML), Portugal. I was opportune to be on the Data Study Group that modelled interactions driving breast cancer development at the prestigious Alan Turing Institute, London. I've been part of Deep Learning Indaba (the largest gathering of AI enthusiasts on the continent of Africa) for some years now and currently serve on the Applications and Selection Committee.

I was one of the 100 young computer science researchers selected throughout the globe to be on the much-coveted 8th Heidelberg Laureate Forum, in Germany. I was equally on a research visit to The Abdus Salam International Centre for Theoretical Physics, Trieste, Italy. I am a visiting Research Fellow at the Persuasive Computing Lab, Dalhousie University, Halifax, Canada. I've been a recipient of a good number of Research and Travel Grants some of which include the Data Science Africa Grant, Google Travel Grant, Google exploreCSR Grant, and Alumnode Project Fund, among others. All these privileges and many more through God's grace have helped me navigate and transition through different growth phases.

3. Share a fun fact or surprise about yourself or your background.

I'm a Pastor's child, I was born and bred in the Pastoriun and the one and only girlfriend I ever had is my wife.

4. What's your teaching philosophy, and how do you approach computer science concepts?

My teaching philosophy has one central theme – glocalization. Before the essence of learning and teaching can be fully achieved, students must have a good grasp of concepts rather than particular facts if they will affect their immediate environment and the global community. Learning and Teaching must be all-encompassing. It must transcend the four walls of the classroom; it is expected to touch every facet of students' lives. Students need to be taught, throughout their academic careers, how to be professionals who add value positively with utmost passion to any setup or environment they might find themselves in. Students must be given a platform for independent learning, especially in critical reasoning, abstraction and analogical thinking. Techniques for breaking down problems should be explicitly taught, and students should be encouraged to develop their own. Collaboration and Teamwork should be taught in a coordinated fashion throughout the computer science curriculum – a steady progression should be made from highly structured team projects in beginning courses to independent associations in advanced classes.

I adopt a flipped classroom approach to make the learning experience well-rounded and interactive. I am always hungry for what is trending and relevant in the subject area; the conferences I attend widen my horizon on new research directions and invariably, help me guide the students in the right direction

5. What's your approach to mentorship, and what makes an effective mentor?

I am deliberate about mentorship, and I do this religiously not just because it is a requirement for my career growth, but because I see it as a calling. That is what has kept me in academia to this day. Mentorship should be relational and both sides (the mentor and the mentee) must ensure an enabling and amiable atmosphere for mentorship to thrive; the mentor must have a listening ear, and the mentee should be receptive and open to counsel. As much as the mentor will want the progress of the mentee, a realistic balance must be struck between discipline and support. Mentees should not expect indulgence from the mentor; when the need arises, he/she must be humble enough to endure the mentor's discipline. Both ends are expected to set achievable goals as to what is expected to come forth from the relationship. Periodically monitoring the progress of this is necessary. The mentor is expected to empower the mentee for growth; mentorship should be relational and not autocratic. The mentor should have listening ears and must be sensitive to the happenings in the mentee's life. The mentee should be transparent and open enough to the mentor for help. It shouldn't be a boss-servant relationship.

6. How do you help students achieve their academic and career goals?

As much as I ensure discipline and will not indulge, I don't take pleasure in seeing students fail; I would rather do everything possible to mitigate. My classroom approach is usually engaging, and facilitation based. I discuss real-world events related to the subject being reviewed for remembrance. I don't ask straight-jacket questions from students while examining them; I cherish critical thinking and rationality in answering questions, it shouldn't be a case of la cram, la pour. Beyond the four walls of the classroom, I assist my students in securing opportunities for internships, NYSC placements, and even jobs after school. I have a good number of my students that I have assisted in getting both funded and non-funded post-graduate positions outside Nigeria just as some of my projects have been privileged to present their ideas at international conferences. I have a philosophy that the relationship transcends the period of study, it is a lifetime journey.

7. Can you share a memorable moment or testimonial from a student that has made your role as a lecturer and mentor rewarding?

There are far too many of these testimonials to list them all. I just secured a fully funded PhD position for one of them at the lab I just visited in Canada. Another was awarded for presenting her work at the largest AI Conference in Africa – Deep Learning Indaba. Several others are doing excellent well in their areas of calling; I have some that already have their startups effectively running well. The testimonies abound!

8. What advice would you give to students pursuing computer science?

1. Put God first.
2. Be informed.
3. Have a clear sense of direction – be focused.
4. Never underplay the importance of personal development and intentional growth.
5. Audit your friendship and relationship regularly – be mindful of the type of relationship you keep; are such relationships adding to you positively or draining you?
6. Have the requisite skill set before graduation – let opportunity meet preparation when it arrives.
7. Develop a solid professional network beyond the four walls of the school.
8. Take advantage of several professional meetups, gatherings, and summer schools while still in school, i.e. Data Scientists' Network, Diary of Hackers, AI Saturdays, Bowen Tech Hub, etc. When the calls are out, apply for as many opportunities as possible to attend conferences e.g. Black in AI, Deep Learning Indaba, ICML, ICLR, AAAI, etc. There are usually provisions for underserved students under the umbrella of Diversity, Equity and Inclusion.
9. Update yourself regularly.
10. Please do your best to finish with good grades, it has its place too in the tech world.

9. Are there any industry trends or developments students should know about?

There are several areas and tracks students should pay attention to while charting the direction they wish to follow. They include;

- 01 Software Quality Testing
- 02 Cloud Computing and DevOps
- 03 Blockchain Technology
- 04 Augmented Reality and Virtual Reality
- 05 Edge Computing
- 06 AI and Machine Learning
- 07 Pen Testers, etc.



Member Contribution

Imposter Syndrome is a challenge that many students grapple with, characterized by persistent self-doubt and the fear of being exposed as a fraud, even in the face of clear achievements. This internal struggle often intensifies during moments of significant success, such as academic accolades, leadership roles, or the completion of personal projects.

When students reach important milestones, they may feel a mix of pride and anxiety. The nagging fear that their accomplishments are merely the result of luck can overshadow genuine success, leading to constant second-guessing and the dread of being deemed incompetent.

To combat Imposter Syndrome, it's essential to understand that these feelings are common and not unique to any one individual. Shifting the mindset from attributing success to chance to recognizing the role of hard work can help affirm that achievements are truly earned.

Celebrating even the smallest victories can reinforce this positive perspective and emphasize the value of one's efforts.

Seeking support is also key in managing Imposter Syndrome. Discussing feelings of inadequacy with mentors, friends, or peers can offer new insights and much-needed encouragement. These conversations can help students recognize their strengths and validate their capabilities, fostering a more balanced self-view.

In addition, practicing self-care is vital for managing Imposter Syndrome. Engaging in activities like journaling, meditation, and regular exercise can help reduce negative self-talk and maintain a more balanced mindset. These practices are crucial for managing stress and approaching challenges with greater clarity.

BATTLING IMPOSTER SYNDROME

A Student's Guide

Overcoming Imposter Syndrome is an ongoing process. By embracing accomplishments, seeking support, and prioritizing self-care, students can navigate this challenge with growing confidence.

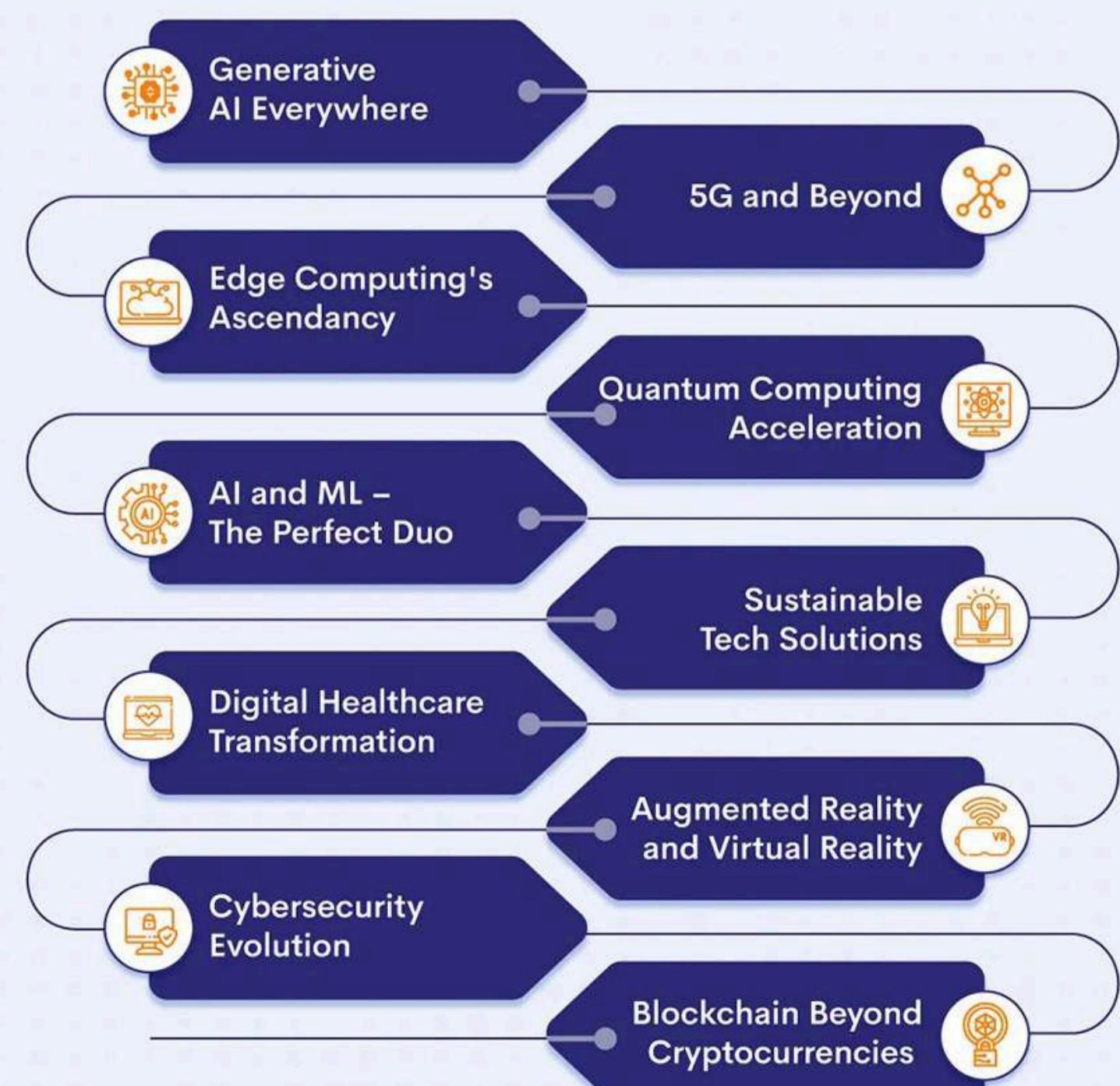
Through understanding and addressing these feelings, students can contribute more effectively to their roles and projects while fostering personal and professional growth.

Akinade Ayomikun
(Cyber Security 200 Level)

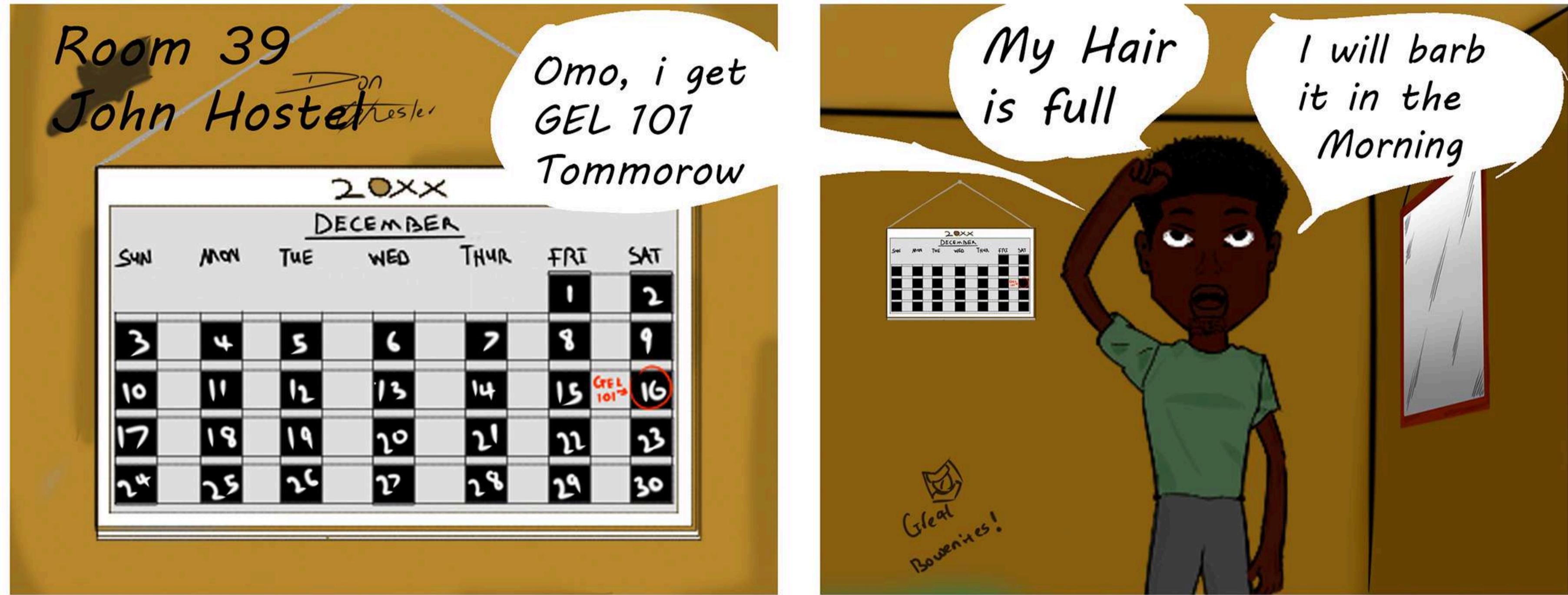
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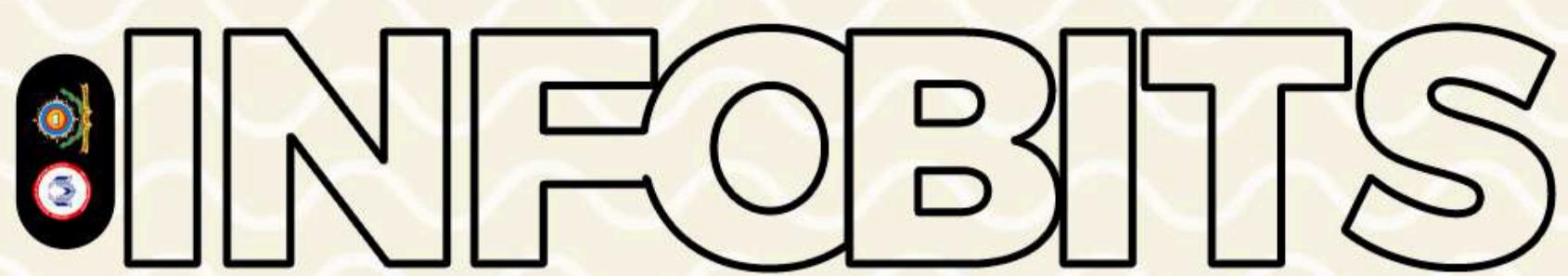


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