



**E-training in the field of media as a modern strategy to support media skills  
in the new digital environment**

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**Abstract:**

The present research paper aims to highlight the significant impact of contemporary media and communication technologies on media training patterns. It examines the radical changes witnessed in training in the field of media practices in various institutions and centers concerned with training in the field of media. Integrating modern technologies into training frameworks has led to electronic media training, characterized by remote learning approaches. This emergence represents a modern strategy aimed at enhancing and refining the media competencies of participants, aligning with the new challenges of the digital era, various international and Arab media institutions have begun to pay extensive attention to developing and updating their training programs in line with the new digital transformation process by programming electronic training courses that support traditional training.

**Keywords:** Training, electronic training, media training, electronic media training, digital media skills, new digital media environment.

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## 1. Introduction:

In contemporary times, training has emerged as a critical imperative and characteristic of the age, driven by the swift advancement of technology. The very essence of scientific endeavors now hinges on the meticulous collection and analysis of data, necessitating institutions to equip their personnel with skills tailored to their roles and to offer training experiences attuned to the demands of technological advancements. Given the swift pace of technological advancement, the widespread adoption of smart devices, and the proliferation of diverse technological applications, stakeholders in the training realm have noticed a noticeable shift toward enhancing their training frameworks using contemporary technologies and internet-based methods. This has led to the emergence of what is commonly referred to as e-learning, which has gained widespread traction.

Media institutions and training centers have increasingly focused on distance learning, prompting many to transition their programs to remote formats. Several advantages fuel this shift, including reduced financial costs and time and effort savings. Moreover, distance learning becomes more impactful when integrated with traditional face-to-face training. It also facilitates reaching a larger audience across vast geographical regions and even multiple countries. There's a growing interest in assessing the quality of such programs, with indicators like trainee satisfaction serving as crucial benchmarks to enhance the effectiveness and outcomes of electronic training.

**Based on the aforementioned, the following main question can be raised:**

- How does electronic media training contribute to developing trainees' digital media skills?

**To answer the main question, the following sub-questions need to be:**

- What is the difference between electronic training and traditional training?
- What are the characteristics of electronic training, and what are its types and methods?
- What are the objectives of training in the field of media, and how are they represented? Its fields and types?
- How are the different forms of media skills embodied in the new digital environment?
- What are the most important implications of electronic media training on the digital media skills of the trainees?

## 2. Theoretical part: Study Concepts

### 2.1. The Concept of Training:

Training is characterized as the procedure of amassing practical and scientific skills and experiences to impart to individuals, enabling them to attain particular or specialized expertise in a designated field (Halsa, 2020, p38). “**Khaled Al-Hiti**” defines it as “an act or activity of human resources management that attempts to determine the need of individuals working at various organizational levels for



development and qualification, in light of the strengths and weaknesses found in their performance and behavior during work.” (Ahmed, 2020, p11)

**Another definition of training encompasses** "organized efforts and a continuous educational process aimed at enhancing human resources' acquisition of the skills, knowledge, abilities, and behaviors essential for proficient work performance, minimizing repetition, and reducing completion time at first glance" (Al Kader, 2020, p116).

## **2.2. The concept of electronic training (E-Training):**

**According to "Dwikat," electronic training** is described as "the dissemination of knowledge, skills, and attitudes to individuals or groups through electronic means, facilitating communication, information reception, skill acquisition, and interaction between the trainer and trainees" (Al Imran, 2021, p357). **Additionally, it's defined as** "the creation of an interactive environment rich in computer technology, networks, and multimedia applications, enabling trainees to attain training objectives through interaction with resources in the shortest time, with minimal effort, and with high-quality outcomes, unrestricted by geographical or temporal constraints" (Abdallah, 2014, p10). On the same line of thought, **“Al – Mutairi” defines it as:** “ a training method based on the use of modern means of communication, intending to deliver information, skills and positive trends to trainees simultaneously or asynchronously”. (Al Amiri, 2023, p236)

## **2.3. The concept of media training:**

**Professional training for journalists is** "a systematic, structured procedure aimed at imparting experience, skills, information, and ideas to journalists, to rejuvenate their experiences and refresh their knowledge and ideas. Such training initiatives are orchestrated by entities primarily dedicated to journalist training" (Nadji, 2016, p452).

**On the other hand, training in the field of media is characterized as** "a deliberate and organized endeavor to equip human resources within media institutions with specialized knowledge, enhance and refine their skills and capabilities, and foster positive and constructive changes in their behavior and practices" (Al Muchakaba, 2022, p147).

**Media training is** "a series of activities and initiatives conducted by media institutions to enhance the proficiency of their workforce to produce media content aligned with contemporary advancements" (Machtar, 2023, p523).

**Therefore training in the field of media can be understood as:** strategically organized and deliberate efforts, undertaken by both media institutions and dedicated training centers, to enhance the knowledge, attitudes, and skills of individuals—ranging from amateurs to professionals—by



implementing diverse training programs that adapt to the technological shifts occurring in the digital media landscape

**Hence, electronic media training can be defined as:** The process through which media institutions and various media training centers support the media skills of trainees through their training programs designed based on modern technology, as they rely on providing training courses remotely by relying on various means of modern technology.” Synchronously or asynchronously.

## **2.4. The concept of media skills in the digital environment:**

### **2.4.1. The concept of skill:**

“**Shehata Al-Najjar**” defines proficiency as "the ability for an individual to execute a task with ease and precision. It generally refers to the ease and precision achieved in performing a task, which develops through the educational process and the repeated performance of a particular operation with speed and expertise while conserving effort" (Amar, 2015, pp210-211).

### **2.4.2. The concept of the digital media environment:**

**The media environment is described as** "a collection of components with diverse roles, specializations, abilities, and professional skills that interact within an administrative, professional, and ethical framework to facilitate the success or culmination of the media communication process" (Al Rabiaie, 2015, p05).

**On the other hand, the digital environment is defined as** "the realm where information in its various formats is electronically circulated through advanced communication technologies of various kinds and forms, primarily via the global information network, the Internet" (Namous, 2020, p308).

**The digital media environment concept** encompasses what is commonly referred to as new media. New media represents an integrated communication ecosystem that emerged from the convergence of computers, the Internet, and traditional media platforms. Consequently, it's crucial not to view new media technologies in isolation from the transformations occurring in content creation and audience engagement.

In this dynamic environment, communicators are equipped with interactive, networked digital tools capable of connecting to computers and the Internet and being accessible through portable and mobile personal devices. Meanwhile, recipients undergo a significant shift from passive viewers to active users and from mere consumers to proactive content creators. This transformation empowers users to actively engage, participate, and generate content within the digital media landscape (Bousnane, 2022, p123-124).



**Media skills in the digital environment** encompass a broad spectrum of competencies that involve utilizing modern digital technologies within the realms of journalism and media. These skills encompass the proficiency to create digital content, navigate social media platforms effectively, and handle large volumes of data, commonly called big data.

### 3. Electronic training:

#### 3.1. Characteristics of electronic training:

The following are arguably the most important characteristics that fostered the implementation of these techniques in training generally:

- **Economic:** E-training is argued to reduce expenses by saving the construction of traditional training facilities, publishing and printing traditional books, and reducing the costs of providing training services, especially when there is a large number of trainees and a scarcity of the number of trainees.
- **Collaborative:** Distribution of training participants into small cooperating teams (Fadhel, 2017, p253)
- **Availability:** E-Training can be received anywhere and at any time.
- **Instant evaluation:** The trainer and trainee employed a rapid and direct evaluation method to gauge the trainees' engagement level. This involved promptly administering a questionnaire that allowed the trainer to assess the trainees' interaction with the trainer and the training material content (Fadhel, 2017, p253).

#### 3.2. The difference between traditional training and electronic training:

**Table 1: the difference between traditional training and electronic training**

<b>Traditional training</b>	<b>Electronic training</b>
✓ One-way information flow	✓ An interactive and two-way flow of Info
✓ Individual training	✓ Collaborative training
✓ Mandatory training from lectures	✓ Self-training through individual exploration
✓ Trainees only recipients (passive training)	✓ Trainees participate in the training process (positive training)
✓ The place and time are pre-determined in the training hall	✓ The trainee receives information in the way he wants and at the time and time that suits him



✓ Use a small number of aids and limit yourself to verbal explanations	✓ Use all available aids and use different training styles
✓ Knowledge consists of memorizing, remembering, and accumulating facts	✓ Knowledge is inquiry - innovation
✓ The cost is high	✓ The cost is relative

Source: (Belaid, 2017)

### 3.3. Types of electronic training:

#### 3.3.1. Synchronous (direct) electronic training:

The training material is delivered in real-time, with the trainer and trainee present at a designated time to review the content together. This setup enables the trainee to receive immediate feedback and assess their performance within a concise timeframe (Al-Adwani, 2021, p23).

#### 3.3.2. Asynchronous electronic training:

The training is conducted remotely, allowing for distance between the trainer and trainees. There's no necessity for direct physical interaction or in-person meetings, as the training content is disseminated through approved technological channels. This setup enables trainees to access the material at their convenience, regardless of time or location (Al-Masrati, 2020, p12).

#### 3.3.3. Blended or combined training:

This refers to a contemporary training approach where the trainer integrates traditional face-to-face training with electronic or online training methods. This blended training model entails combining the benefits of both traditional and electronic training modalities. It also involves merging the roles of the traditional trainer with those of the electronic trainer, resulting in a comprehensive training experience that combines the strengths of both approaches (Naima, 2019, p96).

#### 3.3.4. Electronic system for supporting opinions:

The method described by “Abderrahman Toufik” emphasizes providing training precisely when needed by employing problem-solving techniques, scientific methodologies, and project implementation strategies (Toufik, 2003, 74). On the other hand, it can be defined as an electronic infrastructure designed to capture, store, and disseminate individual and organizational knowledge assets across the organization. Its primary objective is to enable individuals to attain optimal performance levels swiftly, with minimal reliance on external support.(Nasira, 2019, p115)



### **3.3.5. Rapid electronic training:**

“**Anita Rosen**” introduces a fifth category called rapid e-training. This type of training involves the development of projects by one or two individuals within a short timeframe, typically ranging from a day to a week. In contrast, traditional e-training projects usually require four to six months and involve a team of two to six people (Brakno, 2016/2017, p115).

### **3.4. Electronic training methods:**

E-training methods mirror traditional training approaches, with the distinction being that e-training utilizes information and communication technologies. The most prevalent methods include:

#### **3.4.1. Electronic training courses:**

These specialized training programs target specific subject areas with clear objectives, typically spanning short to medium durations. They leverage audio and video technologies, website design software, and email services to deliver content effectively.

#### **3.4.2. Electronic seminars and conferences:**

Electronic seminars and conferences rely heavily on active participation, integrating trainees' engagement in discussions alongside insights from experts. Seminars entail interactive sessions for trainee discussions facilitated by designing dedicated websites. Numerous specialized websites cater to hosting electronic seminars and conferences (Al-Mokhtar, 2013, 08).

#### **3.4.3. Lectures:**

A one-sided talk, in which the lecturer provides a condensed overview of their ideas, is known for its efficiency in conveying information quickly. Its advantages include simultaneously disseminating information to a group of individuals.

#### **3.4.4. Discussions:**

The discussion method involves initiating a focused conversation on a particular topic or issue within a research circle comprising a group of trainees. During this exchange, participants share opinions, offer comments, discuss ideas and experiences, pose questions, and provide examples. This interactive dialogue typically occurs via email groups or discussion forums (Al-Mokhtar, 2013, p08).

#### **3.4.5. Virtual classes:**

These are electronic training programs that are concerned with real-time, simultaneous communication through voice, text, video, and participation in presentations. They are called this





because they simulate the traditional classroom, and the trainer or professor in the virtual classroom can control the classroom software. Virtual classrooms require some necessary components, which are:

- Computers connected to the Internet.
- Virtual classroom programs.
- Audio and camera devices. (Al-Mokhtar, 2013, p09)

### **3.5. Electronic training tools:**

E-training methods encompass the tools and systems employed to execute electronic training programs. They encompass the techniques and software to establish an electronic training environment for delivering and presenting such programs. These methods include:

#### **3.5.1. Multimedia:**

These tools present sound, images, text, and films. Research indicates that an individual can retain 20% of auditory information and 40% of auditory and visual information combined, and this percentage rises to approximately 70% when engaging in auditory, visual, and interactive activities (Amari, 2020, p498). The significance of employing multimedia technologies, especially in training, arises from the following:

- Increasing the rate of presented material and facilitating the training and presentation process.
- Motivating trainees to interact more with the training material and the possibility of group work.
- Increase trainees' understanding of the topics presented.

Various multimedia creation tools are utilized, including creative authoring programs such as PowerPoint and similar software. Film editing and sound recording programs are also employed. Furthermore, equipment such as microphones, cameras, and scanners, among others, play a crucial role in the multimedia creation process (Khadidja, 2020, p148).

#### **3.5.2. Simulation and virtual environment:**

This training method is typically employed by trainers to simulate real-world scenarios that are challenging or costly to replicate for trainees. Factors such as financial constraints or potential human risks may hinder the provision of such experiences. Recognizing this necessity, researchers in media technology swiftly endeavored to develop virtual training environments, capitalizing on the ability to present objects and scenarios in three dimensions (Ammari, 2020, p498).

**3.5.3. Communication and communication applications via the Internet:** Such as e-mail, voice mail, chat rooms, etc. (Khadidja, 2020, p149)





## **4. Basics of media training**

### **4.1. Foundations of training in the sector of media:**

The following are the fundamentals around which training in the field of media is built:

#### **4.1.1. Professional and technical basis:**

This requires the trainer or the responsible for the media to get to know the nature of individuals to work on the aspects required to develop the individuals' performance, and includes a training program for the required skills and knowledge.

#### **4.1.2. Psychological basis:**

It complements the professional groundwork. The trainer must consider the imperative of the training program and ensure it addresses the trainees' professional and psychological requirements. Moreover, the program must be flexible, accommodating social and economic trends and values, and tailored accordingly (Mebaraka, 2020, p123).

- Training should be based on a framework or theoretical model that derives principles from training facts.
- The training must meet real training needs based on standards to measure training performance.
- The training enables trainees to achieve self-fulfillment and motivates them to learn.
- The training and its programs should achieve congruence or compatibility between theoretical ideas and practical practices.
- There should be flexibility and multiple options in the training program. (Mebarka, 2020)

### **4.2. Objectives of media training:**

There are several objectives of training in the field of media, which are as follows:

- The ability to prepare well for media professionals who can deal well with the media message and the ability to perform various tasks and functions.
- The ability to face economic, social, and technical changes and keep pace with scientific and technological developments.
- Achieving the goals of media institutions so they can impose themselves in the media arena by achieving or producing highly efficient content. (Mechtar, 2023, p523)

#### **There are other objectives of training:**

- **Creative and Innovative Objectives:** These goals are related to unconventionally raising workers' skills in media institutions.



- **Problem-solving objectives:** These are courses that relate to technical aspects and problems related to them, so workers in media institutions are placed in these courses to solve some problems.
- **Routinal objectives:** These courses relate to similar topics, so they do not provide academic or professional value to the person participating in them. (Al Kouwifi, 2020, p15)

#### 4.3. Media training elements:

The following are the training system's fundamental components:

##### 4.3.1. Objectives of the training process:

It is based mainly on the goal of human resources development and is summarized as Developing skills, increasing information, refining abilities, and changing, modifying, or confirming trends. (Al-Sayd,2021, p09)

##### 4.3.2. Inputs to the training process:

It consists of three basic elements:

- **Human input:** Trainees, trainers, and supporting human resources, including supervisors and administrators.
- **Material inputs:** money, equipment, aids, training equipment, and buildings.
- **Moral inputs:** theories, research, studies, systems, procedures, facts, and problems. (Al-Sayd,2021, p10)

##### 4.3.3. Implementation processes:

- **Preparatory process:** Objectives of training programs, training programs, training programs, necessary capabilities, and determining the expected performance level.
- **Executive process:** transferring skills, transferring knowledge, transferring experiences, and changing directions.
- **Supplementary process:** training follow-up, evaluation of training performance, and training programs. (Al-Sayd,2021, p10)

##### 4.3.4. Outcomes of training processes:

- **Humanitarian outcomes:** trainees with new characteristics, skills, values, attitudes, and knowledge.
- **Material outcomes:** higher performance, improved work methods, increased productivity, and increased profits.

##### 4.3.5. Echoing Feedback:



It involves evaluating the outcome of the process and comparing its outputs with the predetermined objectives of the training process, which is beneficial for continuously improving the training process." (Al-Sayid, 2021, p11.)

#### **4.4. Areas of media training:**

We can discuss the fields of training in the sector of media based on various criteria related to the media environment and the nature of media work. Some of these criteria include:

##### **4.4.1. Media specialization:**

Training topics and programs are tailored to specific media specializations, which continually evolve and expand. Traditional specializations include journalism, radio, television, and public relations. Meanwhile, modern specializations have emerged due to advancements in media professions, such as electronic journalism and institutional communication (Hadi, 2005, p10).

##### **4.4.2. The duality of the message and the means, which is divided into:**

- **Training to enhance understanding of media content:**

Whether within a training institution or externally, the trainee acquires theoretical knowledge in their field of expertise. However, this theoretical knowledge becomes truly ingrained through practical training, particularly in comprehending media theories and philosophies, which form the scientific foundation of the specialization. Additionally, the practical application enables the trainee to grasp media laws, regulations, and professional ethics that govern the field, given their direct impact on society. An essential aspect of this training is fostering the trainee's awareness of political, cultural, social, and economic variables and their integration with media data, whether in transmission or reception (Hadi, 2005, p10).

- **Training on the use of media tools and equipment:**

What sets media work apart is its reliance on technological and communication methods and devices, which are the conduits through which various media contents flow. While these methods vary based on media specializations, effectively managing their utilization is a fundamental criterion for distinguishing and competing among media institutions. This underscores the necessity for individuals in the media field to undergo training in the optimal utilization of these methods, particularly given the modern digital revolution, which has precipitated profound transformations in media work, elevating it to realms of creativity and spectacle. This is especially evident in the realm of imagery, where the creation, transmission, and storage are facilitated by an array of advanced tools (Allah M., 2009, p167).

#### **4.5. Stages of media training:**

The stages of training in the field of media can be organized according to the systemic principle, as this approach identifies the fundamental elements comprising the training process in a cohesive structure. Moreover, it facilitates the individual examination of each element to comprehend the process



and its requisites comprehensively. Considering the training process as an integrated system of sensory elements, the following procedural stages can be delineated:

#### **4.5.1. Inputs:**

Inputs serve as the foundational component of any process or system, encompassing the tangible and intangible resources that constitute the initial stage of any operation. In the context of the training process, inputs are categorized into cognitive, human, and material inputs. The quality of these inputs significantly influences the likelihood of success in the training process (Al-Abed, 2017/2018, p101).

##### **4.5.1.1. Cognitive inputs:**

The training system includes:

###### **A. The identification of training needs:**

It involves creating a long-term plan to address needs estimated based on the general policy of the training institution. This policy is tied to a comprehensive development vision that considers available capabilities and opportunities.

###### **B. All institutions share these general needs:**

- ✓ It needs highly specialized personnel.
- ✓ The diversity of specializations of media workers at every stage of media production.
- ✓ Continuous development and keeping pace with technology techniques. (Al-Abed, 2017/2018, p102)

###### **C. Determine training objectives:**

Setting training in the field of media objectives is the basic step before starting the training process. It is an organizational step aimed at directing the course of action so that efforts and resources are not wasted. Through it, the general objectives desired for training are determined and translated into partial, measurable objectives.

###### **D. Determine training programs:**

After assessing the needs required for the training process and in light of the desired objectives, these objectives are translated into applicable and measurable plans and programs. (Al-Abed, 2017/2018, p102)

**4.5.1.2. Human input:** represented by trainers, administrators, and technicians who follow the training process.

**3.5.1.3. Material inputs:** funds, equipment, aids, training equipment, and buildings.

#### **4.5.2. Processes:**



These are the activities and practices that transform inputs into outputs according to the objectives of the process. In media training, the necessary needs for training are estimated, human and technical resources are provided, and they are used to achieve the desired training objectives to raise the trainee's media performance and transfer skills and experiences. That is, changing directions is tantamount to implementing the training plan. (Al-Abed, 2017/2018, p102)

#### **4.5.3. Outputs:**

are the final results desired from the training process and depend greatly on the quality of the inputs and processes through which the training objectives are verified. Here, they are mainly focused on the trainee's performance and the degree of his improvement and development.

#### **4.5.4. Feedback:**

It is reviewing the outputs in light of the objectives, that is, ensuring that the objectives are achieved and following up and evaluating the training process by evaluating the trainer's performance. (Al-Abed, 2017/2018, p102)

### **5. Media skills in the new digital environment**

Researchers unanimously agreed on the necessity of having five types of skills for workers in the field of alternative media:

#### **5.1. Digital editing skills:**

The work of a journalist in the field of electronic editing requires skills that use word processing systems software to accomplish many operations, such as: writing, editing, and correcting, checking grammar and spelling, determining the size and density of letters, drawing tables, and graphs, and providing drawings, as the journalist has become able to produce his journalistic material himself. (Ghazi, 2021, p120)

#### **5.2. Skills of using hyperlinks in digital writing:**

One of the most prominent features of the Internet is what is known as hypertext, and hypertext is one of the most important tools in the hands of the newspaper editor in electronic journalism, as it not only helps to provide useful information within the text but also extends the life of the news story. (Ghazi, 2021, p121)

#### **5.3. Skills in writing news on the Internet:**

Internet journalism has benefited from the pattern of coverage in traditional journalism after television journalism excelled in immediate and real-time coverage of events. For example, the journalist's role



in interpretive journalism has shifted from merely obtaining and presenting information to the public to analyzing, interpreting, and commenting on complex topics. (Ghazi, 2021, p121)

The technical specificity enjoyed by electronic journalism allowed the crystallization of one of the journalistic types that was used less than the rest of the journalistic types in magazines, which is the press file, which is known as which deals with a specific issue or event from various aspects, to shed light on it from all sides, and more than one journalist participates in its accomplishment, by exploiting all documents for studies and sources”. (Kamel, 2014, p30)

#### **5.4. Internet search skills:**

Working with the Internet requires learning the skill of self-searching for information, data, and statistics, verifying their credibility, evaluating them compared to other available information, and using several controls and criteria to choose among the widely available sources and information. (Ghazi, 2021, p122)

#### **5.5. Multimedia skills:**

Thanks to the Internet, journalists have transformed from guards to mediators, and the public has transformed from a future to a producer. Other technologies, such as mobile phones and satellites, have changed the journalist's roles and tasks, forcing him to learn more because electronic journalism today needs the networked journalist who works with an audience that needs... The journalist should add new value to the media materials he writes that employ multimedia. (Ghazi, 2021, p122)

### **6. Electronic media training as a modern trend for developing media skills in the new digital media environment**

#### **6.1. Implications of new media and communication technology on the media training process:**

##### **6.1.1. The impact of technology on training in the field of media:**

The subject of training in media institutions occupies a pivotal position and has become the backbone of any efforts these institutions make toward development and modernization. The primary purpose of the training process is to acquire knowledge and skills and reshape the behavioral patterns of journalists, given that training is a continuous and changing process in terms of form and content to keep pace with continuous changes.

Sequentially in various aspects of life, so there is an urgent need for training in its future vision to pay attention to these contemporary global transformations in the fields of science and technology and their applications in practical life (Zekout, 2018, p121) and perhaps at the forefront of this is the emergence of the computer and its many technologies with enormous potential, and this is what prompted some of those interested in the field of training.



To employ these technologies in developing training programs, and with the emergence of the Internet, interest in using this network in developing training programs increased, and as a result, what is known as electronic training emerged. Electronic training is considered one of the alternatives for workers looking to improve and develop their knowledge and performance in a way that suits the working conditions and the need of the institution. (Zekout, 2018, pp121-122)

### **6.1.2. The effects of technology on training programs:**

- **Planning training needs:**

The role of the Internet is highlighted in introducing training managers to the work and production programs and plans of all other departments, and thus, it is possible to develop realistic plans to implement these programs. Planning accounting programs also provide possibilities for developing training plans.

- **Determine the training method and requirements:**

The external information network on the Internet can provide information about relevant training programs.

- **Implementation of the training process:**

This is done through continuous training, which is available to all who wish at all times. Training is via the Internet, which is open twenty-four hours a day.

- **On-the-job training:**

Implementing training programs in parallel with work without the trainee feeling the difference. (Zekout, 2018, p122)

### **6.2. Media training and development of media skills for trainees:**

The journalist needs continuous training, even if he has great experience, to ensure mastery of new tasks in the field of media and communication. Training is considered essential in correctly implementing the functions and tasks in the media institution, as it raises morale and team spirit, develops self-confidence, and also works to increase... The value and ability of the human assets in the media organization, as well as improving the trainee's skills in the areas of quality so that he can perform his duties more effectively. (Zamel, 2017, p108)

Educating and training journalists contributes to establishing journalism's ethical and professional practice and makes it play a better role in promoting democracy and dialogue. Researchers link education and training to the continuity of professional journalism, which plays an important role in the benefit of society as a whole. (Al Ghafar, 2014, p61)





### 6.3. Electronic media training and developing the skills of communicators in the new digital media:

#### 6.3.1. Experience of electronic media training in Arab media training centers:

Dr. “Abdsamad Motia” states that modern technologies, thanks to the availability of electronic platforms, have facilitated the emergence of institutions dedicated to distance vocational training. A notable example in the Arab world is the Arab School of Cinema and Television's website, managed by the Cultural Development Fund of the Egyptian Ministry of Culture, which offers free training for industry professionals (Bel Aid, 2017). Another significant initiative is the Al Jazeera Media Institute, which provides electronic training courses through its platform.

- **E-learning platform:**

It was established in November 2017, and through it, the institute seeks to embody the idea of electronic media education and training by adding an element of interactivity to the educational and training process. The platform provides various services:

1. **Self-learning courses:**

These educational courses are delivered by Al Jazeera’s experts and media professionals using a structured, interactive approach. Upon completing the course, trainees receive a certificate accredited by the institute. The certificates are categorized **into two parts:**

- **Paid certificates:** Our emphasis is on training programs that emphasize the practical side.
  - **Free certificates:** for courses that provide academic knowledge. (<http://institute.aljazeera.net>)
2. **E-learning lectures:** They are educational videos presented by specialists in the field of journalism and media who have:
    - ✓ Experience in teaching media journalism.
    - ✓ Experience in training.
    - ✓ Rich field experience.
    - ✓ Knowledge of the techniques and programs that a journalist needs in his work.
    - ✓ Experience in digital journalism and content production for multiple platforms.
    - ✓ Experience in the field of management and strategic planning. (<http://institute.aljazeera.net> )



**3. Webinars:** It is an interactive space through which trainees can raise their concerns and inquiries about ambiguities in self-learning courses to obtain comprehensive explanations that overcome those ambiguities. (<http://institute.aljazeera.net>)

#### **6.3.2. Media institutions between traditional training and digital skills training:**

Communicators at global television news networks focus on new media skills when hiring new employees. They overwhelmingly prefer to hire people with new media skills, and communicators can balance traditional and new media (Moustafa, 2021, p1119).

New media have become a basic pillar of the new media industry. For example, journalism teachers demand that skills be transferred to the current generation in the writing field while teaching them to organize their thoughts in a new way and train them to work efficiently as a work team. Learning the media industry is also required to develop the rational ability of graduates. The future, and help them acquire all the basic skills to understand the writing field while teaching them to organize their thoughts in a new way. Those responsible for the media industry must be equipped with the skills that can be imparted to communicators who are students of new media. (Moustafa, 2021, p1197-1198)

#### **6.3.3. Training the communicator in the field of communication technology:**

New media professions require fundamental and continuous training to enhance skills and keep up with changes, particularly technological advancements, highlighting the importance of technical knowledge. Therefore, it is essential to train workers to apply this knowledge effectively. Various professions have seen significant developments with the adoption of information tools in the media sector. This sector has undergone extensive changes, affecting all aspects of the media cycle, from information sources to processing, production, dissemination, distribution, and consumption (Sawya, 2015, p134).

#### **6.3.4. The comprehensive journalist as a new concept in light of the new digital media environment:**

Perhaps the most notable difference in the concept of a journalist in the modern digital environment is the emergence of the term "total journalist". Digital media have provided communicators and other media professionals with more efficient ways to perform their jobs, enabling them to write and edit stories quickly and accurately, produce content through video and podcast recordings, highlight news, verify information, work under pressure, and prioritize information using communication technology. This evolution places additional demands on journalists and digital newspaper workers, requiring them to stay updated with technological changes, continuously train on new tools, and carry their devices or smartphones to report directly from the event site (Sembawa, 2022, p126).



The journalist's role has evolved from being a gatekeeper to acting as a mediator. It has introduced new responsibilities and motivated media professionals to enhance their knowledge to add value to their stories, making them more comprehensive and detailed. While some journalists might view the rise of new media as beyond the scope of their traditional roles, embracing this change through training can help them acquire the necessary skills. This adaptation will enable them to effectively disseminate their work and reach a broader audience (Sembawa, 2022, p126).

Accordingly, it can be said that the comprehensive journalist is a concept linked to the new digital transformation revolution, through which the communicator can master all roles inside and outside the media institution at the field level, by keeping pace with the new technological transformations taking place in the field of digital media, through training in employing the tools and means of this new era, which gives him skills to keep pace with this transformation, enabling him to use various programs that facilitate the process of producing media content, as the comprehensive journalist controls the skills of photography, writing, editing and managing various pages.

## 7. Conclusion:

**In conclusion**, electronic training in the media sector has emerged as a prominent trend embraced by both media institutions and media training centers to educate their professionals. This form of training has become essential due to advancements in information and communication technology, which have necessitated a modernized approach to training in alignment with these transformative developments.

This approach streamlines the training process for media institutions, training centers, and trainees by reducing time, effort, and financial expenses. It enables the inclusion of geographically dispersed trainees through modern training platforms. Consequently, this method has democratized the training process, by offering free access to everyone at their convenience, many of the training programs provided by various media training institutions are unpaid and allow trainees to access them at the time that suits them, which encourages people to take up training. These innovative training models are pivotal in enhancing trainees' media skills, catering to traditional and modern digital environments.



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