

Media Technologies in the Corporate Model of Media Education: Opportunities and Prospects

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ABSTRACT

The modern world is the world of media. Several factors have a significant impact on the development of the corporate education system. Among them are the development of digital education tools, transmedia literacy and generation Y and Z in the labour market. COVID 19 infodemic is only strengthening the influence of these factors. Approaches to corporate education changed fundamentally. In the corporate education system, not only content has changed, but also approaches, technologies, and tools for developing competencies. It is critically important to add a media educational component to the system of corporate L&D. It's necessary now to develop also the corporate model of media education. And the development of media education technologies has great meaning in the modern corporate sector. Among them are microlearning, mobile education, development of project management skills, etc. All these competencies could to strengthen the competitive advantages of the company in the new media and informational reality of the corporate sector. Today it is necessary to talk about the use of transmedia in the corporate training system. Opportunities for the development of the transmedia ecosystem bring benefits to companies targeting Generation Y and Z.

Keywords: Media education technology; Transmedia literacy; Corporate education system; Generation Y and Z; Project management skills; Corporate model of media education; Media education

1. INTRODUCTION

The world today is the world of media. Organisations and people exist today in two realities - virtual and real. It is necessary to be present, exist and develop in the media and information environment. There are several generations in the labour market, as well as in the training market, with different needs, different training experience, a different understanding of how, in principle, training should be structured. Essentially different expectations. These factors, and the rapid change in the corporate world in 2020 in the era of the COVID-19 pandemic, led to significant changes in the corporate education system and the emergence of a new model of corporate media education. Fundamentally new conditions for the existence of an organisation in the post-pandemic era have created conditions for a fundamental change in approaches to the formation of the corporate training system. On the one hand, the existence of an organisation in the media world creates expectations of the formation of digital literacy and even transmedia literacy for the company's employees. On the other hand, it is necessary to use digital and media educational technologies to train employees of the company as a whole.

2. METHODOLOGY

The article is written based on many years of research, from the point of view of theory and practice of the problem

under consideration, the activities of the author. The use of a set of complementary theoretical and empirical research methods made it possible to consistently consider the ongoing changes in the non-standard situation of this year in the development of the COVID-19 infodemic in the field of corporate education in general, and in the corporate model of media education in particular. Reliance on the existing source study base, comparative and comparative analysis, included observation, allows interpreting the events in the context of the development of the corporate model of media education.

3. EXISTING MODELS OF MEDIA EDUCATION AND PREREQUISITES FOR THE FORMATION OF A CORPORATE MODEL OF MEDIA EDUCATION

First of all, it should be noted that there are many models of media education as such. The vast majority of these models were developed for school and university education, but this does not exclude the use of approaches and concepts in other industries and sectors of the economy. As minimum it's possible to mention Leo Masterman's model of media education as common principal approach to media education. But also it's important to say about Renee Hobb's media education model for school. It seems necessary in the framework of this work to highlight the following models of media education. As noted by Aleksander Fedorov, the models of media education developed in Russia can be divided into education and

informational (including the study of theory and history, as well as media language); education and ethical (moral, religious and philosophical issues on media material); practical and utilitarian models (practical study and application of media); aesthetic (development of artistic taste and analysis of works of media culture) and models of developmental education (the main emphasis on the development of perception, imagination, critical thinking in relation to media texts of any type, etc.)¹. It is important to note the variety of approaches, factors, systems that are used in one form or another in the development of media education models. Here it is also necessary to pay attention to the fact that the very understanding of media education is not well-established and fixed. It seems necessary, taking into account the current situation and the development of the media space, to note that UNESCO, under media education, for example, examines the process of personality development with the help and material of mass communication (media) in order to form a culture of communication with media, creative, communication skills, critical thinking, skills of full-fledged perception, interpretation, analysis and evaluation of media texts, teaching various forms of self-expression using media technology. The media literacy acquired as a result of this process helps a person to actively use the opportunities of the information field-television, radio, video, cinema, press, Internet.² Media education today has significantly gone beyond school and university education, the definition of media literacy as the competence of a modern person, necessary for him to live comfortably in the modern world, makes the corporate sector pay attention to this problem.

4. FACTORS OF CHANGES IN THE CORPORATE EDUCATION SYSTEM AS A WHOLE

The COVID-19 infodemic has forced the corporate sector to adapt faster and rethink the corporate education system. However, even until the spring of 2020, researchers noted the influence of several factors that made significant adjustments to the corporate education development strategy. The main reasons for the rapid and significant changes in the corporate education system were the rapid development of digital technologies used in education, as well as the entry into the labour market of generations that grew up in the conditions of penetration of digital technologies into all spheres of life³. Whereas earlier we ordered products by phone, now we do it through applications. We are forced to use new digital technologies because in another way it is simply impossible to exist in the modern world. Digital technologies have significantly changed the education landscape. The development of digital technologies has led to the emergence and development of mobile learning, distance learning, e-learning. But in general, it is necessary to talk about a change in the education paradigm. This change is not only about the digitalisation of learning processes. Learning in the digital age is a deeper transformation of the entire learning process, the use of new digital tools to rethink how you need to teach in order to be modern. Learning in the digital age is already continuous, an individual education trajectory is being built in a corporate format, and education decisions in general in some companies are already being made based on big data, shaping further individualisation of

education within the corporation. However, when speaking about the corporate training system, it is important to take into account further trends in the development of corporate training in general, based on the processes that have already taken place before the spring of 2020. First of all, this is the transition of corporate training to online. This is a global and by far the most obvious trend. It is this trend in the development of corporate education that has been exacerbated after the 2020 COVID-19 infodemic situation. Companies themselves have switched to a remote, remote or mixed format of work, and such a change in the formats of business processes entails a change in the formats of training.

The second unconditional trend today is undoubtedly becoming transmedia literacy. This year has shown very well that it is becoming important in the corporate sector to improve two types of literacy-digital and media and information. Together, the two types of literacy make it possible to talk about transmedia literacy as a complex, generalizing and integrated concept.⁴ The situation in 2020, not only in the Russian Federation but also around the world, has demonstrated the situation of infodemic, that is, not just information noise to which the more or less corporate sector has adapted. This is a streaming wave of fakes, speculation, misinformation, unverified information about COVID-19. In this situation, the transition to a distance format of work and training caused not only additional stress, but significantly slowed down the search for information necessary for work or for study. With the addition of significantly increased information noise, the need for critical thinking, the ability to analyse incoming information, the ability to highlight the important and the main, etc. became clear. These are skills included in media and information competence. The second major factor in transmedia literacy has been the inability to work on platforms and resources for telecommuting or learning. It turned out in practice that employees of companies are excellent at taking selfies and posting information on Instagram, but they do not know how to work in a session hall in Zoom. But the exact same situation has developed in the corporate sector. When it turned out that with corporate resources for remote work (even where such resources seemed to exist), the company's employees also did not know how to work. And this is digital literacy as an integral part of transmedia literacy. In these conditions, the company had to literally redraw the existing corporate training programs on the fly and introduce new ones.

Large corporations within the corporate education system began to implement this focus on media, information and digital literacy during the lockdown process. For example, Norilsk Nickel has already launched the Digital Norilsk Nickel project. The program is designed for two years; its first stage started in mid-April, the second is scheduled for September this year. The formed cycle of programs "Digital Norilsk Nickel" will allow all employees to choose the necessary courses in online digital literacy training, develop the relevant competencies and improve the level of qualifications⁵. Similar programs were also offered by Beeline, one of the giants of mobile communications in Russia⁶.

And if earlier the digital transformation of business went consistently and measuredly, then the current situation

forces us to move at a faster pace. Understanding the basics of cybersecurity and media security almost instantly became the main competencies in today's situation; understanding digital trends; the ability to work in internal communications within the company and the ability to use corporate resources and products. The main competence at the moment is project management skills, moreover, projects in a remote format with a distributed project team.

Finally, the third trend that is actually changing the education landscape of the corporate education system is the presence on the market of three generations X, Y, Z with their own needs and expectations from corporate training in tools, technologies, etc. It was generation Y and Z that became the drivers for a significant expansion in the use of mobile learning, distance learning, etc. Speaking about the new requirements for the principles and technologies of corporate education, the following should be noted. Generation Z in this sense defines fundamental changes in the corporate training system. First of all, they are digital natives, that is, people who have grown up in a digital environment since childhood. This determines the "clip" or mosaic nature of their consciousness; selective perception - attention only to what meets expectations; "Puzzle behaviour" - based on disparate skills and unrelated practical experience; free functioning in the digital environment⁷. From the point of view of learning technologies, this means the need for coding content through visualisation (a picture, infographics are perfectly perceived), a game form of classes, the need to build operational interaction through digital communications, and finally, even the smallest achievements must be encouraged. Representatives of this generation need the smallest but constant encouragement in the learning process, support for their achievements, constant attention to maintaining the education track. And in this regard, it is also necessary to take into account that teaching for Generation Y and Z must be extremely practical. Representatives of these generations, in contrast to generation X, should very well understand and imagine how they will apply the acquired knowledge or practised skills in their specific work tomorrow. The second conclusion in connection with the requirements of generations Z and Y is the demand for very short education programs or courses, as already noted above for a very practical orientation.

5. CHANGES IN THE CORPORATE EDUCATION SYSTEM IN MODERN BUSINESS SPACE

Summarizing the factors proposed above, which significantly influenced the fundamental changes in the corporate education system, and also noting the identified problems of the COVID-19 infodemic, it is necessary to speak essentially about the following focuses of the corporate education system in today's conditions. It focuses on project work and competencies for working in a distributed environment, as well as skills for working under information pressure and in a multitasking environment. All this creates the need not only for the restructuring of approaches to the corporate education system but also for a completely new look at technologies and tools for corporate training.

In the current circumstances, it seems important to note

the fact that these factors are not just drivers of changes in the corporate education system. In this case, it is important to talk about the active introduction of media technologies into the corporate training system. It should be noted that the corporate sector is undoubtedly one of the most susceptible to the introduction of new technologies, and of course, the current situation allows us to analyse the organisational practices of companies.

6. OPPORTUNITIES OF MEDIA TECHNOLOGIES IN THE CORPORATE EDUCATION SYSTEM FOR DEVELOPING TRANSMEDIA LITERACY

Considering media education technologies in general, it is important to note the following points. First of all, this is the development of a digital education corporate environment of any organisation, including education ones. This is one of the elements of corporate knowledge management. A sufficient number of providers now offer corporate digital solutions, in fact digital ecosystems, which include various structural components of the corporate system. For example, mobile applications are becoming an important structural component of such a component. Mobile learning has been in high demand in the corporate sector over the past few years. In this case, the mobile application acts as an access point to the corporate education system as a whole. It is necessary to pay attention to the fact that a mobile application in a corporate education environment makes it possible to implement the concept of 3A: any content at any time and in any place. The mobile application provides access to education content when it is convenient for a person and where it is convenient and comfortable. Media education technologies are concentrated in the system as a whole, and mobile applications make it possible to access and use them within the education program. Unlike the traditional form of teaching materials and assignments, mobile learning uses innovative technologies that change the teaching process. To deliver a certain type of information, such modern services as social networks, cloud storage, media hosting are used, and recently some teachers have begun to use social networks, posting useful information there. UNESCO researchers identify several key factors in mobile learning.⁷ First of all, it is mobility. Modern gadgets make it possible to organise and optimise the education process, regardless of place and time. This kind of mobility has two aspects: first, the possibility of implementing education programs regardless of the user's location. The second important factor in mobile learning is the continuity of access to the education space, that is, the implementation of the 3A concept. The third factor is the personalisation of learning and the formation of an individual education trajectory for each student. Mobile learning and a mobile application as an access point make it possible in practice to implement an individual training plan for each person, depending on the assessment of work results, potential, etc. Another factor is improving the quality of communication. A mobile application associated with messengers, for example, makes it possible to communicate simultaneously to all process participants who take part in the chosen training program. Also in this case there is the possibility of direct communication with the teacher to clarify work issues, etc. Finally, mobile applications provide an

opportunity to implement work in a project group, establishing horizontal connections between students.

Working in a project group as a media education technology is one of the most potentials for the development of media competence. The project group as education technology has been known and used for a long time. However, work on an internal media project, for example, makes it possible to develop a complex of communication, design, professional and media competencies. Habitual activity in the project is convenient, understandable and comfortable for representatives of generation Z.⁹ Representatives of generation Z, and partly representatives of generation Y from childhood, playing computer games, have become accustomed to projecting behaviour. This is a convenient media education technology for conducting education projects and is a factor in the organisation's motivational programs. The second important factor in the use of project work as a media education technology allows the use of elements of mentoring and mentoring. And this is one of the possible realisations of the motivational factor as a status within the company. Such opportunities allow implementing an integrated approach to human capital management in a company.

7. IMPLEMENTATION OF MEDIA PROJECTS IN CORPORATE REALITY

At the moment, it is possible to offer a sufficient number of media educational tools and technologies for the development of a corporate media education system.

- Implementation of own media projects, work with them is an important modern media education technology, for example. The implementation of employees' own media projects is quite common in an education organisation of any level. Many teachers of any level have their own media projects (blogs, vlogs, YouTube channels, social media accounts) aimed at the professional component and demonstrating their portfolios, for example. In addition, any personal media project of an employee of an organisation affects the formation of the media image of the organisation as a whole. For example, negative statements about a company or competitors, provocative photos or materials are instantly replicated and distributed on the Internet, indexed and influenced by the company's publicity.
- An important factor influencing the situation, in this case, is the media and information literacy of employees. The development of elements of media, information and digital literacy of employees is included in this case in the corporate education programs. In addition, the education programs of the organisation also include the skills of working with their own media projects, as well as knowledge, skills of their creation and promotion in social media. Such an integrated approach allows for a comprehensive approach to solving such problems. As an example, we can cite the program launched by Norilsk Nickel in April 2020⁵. Based on proven examples from the corporate sector, we can conclude that media

education technologies have enormous potential for the development of media and information, digital literacy, and more.

- Another significant change in the corporate education market, in general, has been the increased use of microlearning. Microlearning is a way of presenting new information in small blocks, each of which is devoted to a specific, very narrow topic. Micro courses have become very popular in mobile learning¹⁰. Microlearning in the format itself involves very small blocks of content with concrete results. Moreover, given that microlearning is used mainly in mobile learning, it is necessary to pay attention to the multimedia content of the content and the multiplatform nature of its placement. Microlearning courses are present on education corporate multiplatform, they are small in volume, and make it possible to quickly get results. It can be the rapid development of a skill or skill, gaining knowledge, etc.

For more active and widespread use of media educational technologies in the preparation of students for the master's program "International Journalism" at the Faculty of Journalism of the Russian State University for the Humanities, the following prerequisites have emerged: the development of a professional model of the competencies of a modern journalist, the requirements of the external environment (a new request from employers and the situation of transition to a remote format), as well as the need to develop the level of media and information literacy.

In this regard, it seems necessary to dwell on two components of the educational process—the formation of a single educational space with students, and the development of project management skills in a digital environment. The most interesting in this regard is the experience of teaching the discipline "Media impact in the modern information space" for 1st-year students of the master's program "International Journalism and Global Communications" of full-time and part-time education. First of all, it was the part-time form of education that turned out to be the most susceptible, due to the form, to digital media education technologies.

Of course, the RSUH has its electronic educational environment, built as a set of Moodle for distance learning, student and teacher personal account, information component, etc. The corporate package Zoom is used for conducting lectures. However, as the practice of spring-autumn 2020 has shown, the combination of Zoom, Google Classroom with the addition of a flexible course from the publishing house has become the most convenient, comfortable, and optimal for interaction. For communication with students, e-mail, forums in Google Classroom, and a general group in WhatsApp are used. In this formation of a single digital educational, information, and communication space, it was possible to significantly increase the level of awareness of students about changes, assignments, lectures, seminars, etc. On the other hand, such an integrated approach optimised efforts to fill the space with information. In this format of interaction, the deadline for the presentation of tasks is well preserved, it is possible to organise

a communication space, etc. Moreover, you can post course materials, necessary presentations, form questions for seminars and colloquia, post necessary tests, etc.

For example, when teaching the discipline “Media impact in the modern information space” in the Google Classroom, presentation materials, links to the materials of the Munich conference, fragments of YouTube content necessary for studying the article, cases, etc. were posted. To check the assimilation of the educational material, we used questions for the colloquium (the answers to which had to be uploaded into the system) and cases with questions about them.

Separately, I would like to note the possibilities of flexible courses published by Yurayt, which allow students to collect specific paragraphs, chapters, and pages from educational literature that need to be studied for each topic of the discipline.

To develop the competence of project management, students were offered project work in groups. The results of this work were presented in the form of group presentations. Various topics of projects were used - from the need to prepare a presentation with specific examples of media influence to propose their solutions to situations of information influence. Such suggestions of their solutions from the group are used in almost all assignments. In this case, a small project group (2-3 people), while implementing such project assignments, develops communication skills in a digital environment (since there are few opportunities for a meeting), in practice they learn to discuss and form a project plan, distribution of responsibilities, etc. Also, group communication skills were developed in the course of seminars, group discussion of cases, and questions in small groups in Zoom.

With such an integrated approach, on the one hand, when transferring classes to a digital environment, the information content of the course with materials in a holistic picture is formed for both the student and the teacher. A sufficiently high level of the communication component of the teacher’s and student’s work is preserved. The student always has the opportunity to comfortably and conveniently ask questions directly from Google Classroom in the context of the topic he is studying. Situationally, the level of individual communication between a student and a teacher rises, it becomes possible to build an individual educational trajectory for studying a specific discipline. Students immediately see the full content of each topic of the discipline, all tasks, they can calculate the pace of study (within the deadline, of course). And finally, this kind of integrated interaction forces the student to increase the level of media, information, and digital literacy.

8. CONCLUSION

In conclusion, it’s necessary to mention that the modern COVID 19 infodemic is the driver for media education technologies’ development. As it was shown above corporate education now is under pressure from many factors. COVID 19 infodemic became a possible additional driver. The use of media education technologies in the corporate training system will solve several problems. These include meeting the expanded demands of training stakeholders, motivating training for employees, and opportunities for the rapid development of

skills and abilities. Transmedia literacy competencies are the answer to the challenge of infodemic and require development with the help of completely new technologies. This includes mobile learning, micro-learning and the development of own media projects of company employees.

The post-pandemic world undoubtedly creates new conditions and new requirements for the corporate training system. Under the new conditions, companies have to change their approaches to the system itself and use fundamentally new digital and media educational technologies. The introduction of media education into the system of corporate training and corporate communications gives the organisation an unconditional competitive advantage.

Finally, it is important to note that the development of media resources of employees and the development of transmedia literacy also affects the media image of the company and significantly increases its chances in competition in the market.

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