

## **Media Education in Corporate Education's Ecosystem**

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**Abstract:** In modern media world requirements for corporate training for companies have changed significantly. A colossal factor in changing the approach to building a corporate education system was lockdown of last three months. The need to work in a digital environment has revealed new gaps in the corporate education of company employees, new requirements for digital and information competence. Also the level of digital and media and information literacy shows that gaps in knowledge and skills of different generation in this sphere.

Researches and interviews in big and medium companies in Russia revealed that 80% of corporate education centres would change the approaches and filling of learning programs and methods of learning after lockdown. Also among the results the need to increase the level of digital and media and information literacy was showed. An important part in this ecosystem is media education and media and information literacy. The combination of online and offline tools for developing these competencies, the growing role of distance learning, and the use of basket methods make it possible to quickly adapt employees to a new reality. The use of new forms of digital mentoring in corporate training, master classes by successful employees and corporate knowledge management will provide a competitive advantage for the corporate education system. In conclusion it's important to say that under the influence of environmental factors at the moment there is a fundamental and significant change in approaches to corporate education itself and to the formation of corporate training programs. Moreover, as the experience of March-April 2020 showed, digital technologies occupy not just a large, but an essential part of organizational reality and practice. Cross-border and expanding organizational boundaries are evolving. In these conditions, the need to include media and information literacy in the corporate training system is growing.

**Keywords:** Media education, ecosystem of corporate education, media and information literacy, corporate education, digital literacy

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### **Introduction**

From the beginning of this year our organizational reality in all industries was changed dramatically. COVID-19's pandemic not only destroyed all plans of developing and economic increase but also became the huge push for transformation of approaches to education system of all levels. . The need to work in a digital environment has revealed new gaps in the corporate education of company employees, new requirements for digital and information competence. Also the level of digital and media and information literacy shows that gaps in knowledge and skills of different generation in this sphere.

Researches and interviews in big and medium companies in Russia revealed that more than 80% of corporate education centers would change the approaches and filling of learning programs and methods of learning after lockdown. Also among the results there is the need to increase the level of digital and media and information literacy was showed.

The situation of lockdown focused attention on the understanding that it's necessary to change the approaches on the corporate education as well. The second conclusion from the lockdown situation was the fact of implementation in the corporate education system the competence of media and education literacy and digital literacy.

So now there are real reasons for necessary changes in approaches for building system of corporate education and in the content of learning and organizational context too.

### **Corporate Education System as Ecosystem**

It's necessary to mention that last several years the understanding and definition of corporate education system were changed. The corporate education system has undergone significant changes in the last few years. And it's not just about expanding new forms of training, the large-scale introduction of eLearning, forms of mobile learning, etc. The definition approaches have been revised. A corporate learning model is a learning system based on the distribution/balance of learning types (formal, informal, and social) adopted by the organization[4,p.58] Formal learning is structured learning within specific educational programs, courses, and other educational events. In this case, the goals and learning outcomes are formally defined and put in writing.

Informal learning is learning with non-defined goals. Learning is often a "side effect" of other activities (work, communication, etc.). Informal learning is usually associated with daily professional activities and includes on-the-job learning by trial and error. In a broad sense, informal learning also includes social learning and collaborative learning. However, some methods of informal learning, such as reading, cannot be attributed to social learning. Social learning is learning through interaction with other learners. Most often, it takes place informally and unconsciously and is a natural outcome of the professional activity and life of the learner.

In this regard, it is important to note that corporate education today is a system that allows company to quickly, flexibly and efficiently respond to changes in the strategy and operational activities of the company, and as quickly and efficiently develop the necessary functional or corporate competencies of the company employees.

Undoubtedly, the business model of organizations will now change in the direction of mixing online and offline work and communication technologies. The lockdown experience will not pass without a trace. Today's lockdown and the global economic crisis act here not only as a cause of change, but also as their catalyst, which affect the business model itself.

Also it's necessary to mention that another big change in the understanding of corporate education system as ecosystem now. As Endy Ryan mentioned, a learning ecosystem is a system of people, content, technology, culture, and strategy, existing both within and outside of an organization, all of which has an impact on both the formal and informal learning that goes on in that organization [7, p.1]. The term "learning ecosystem" is a trendy one in learning and development circles. It's an important idea; understanding it helps organizations and their leaders think strategically about their learning and training—and helps them achieve the goals they set for themselves. A learning ecosystem is the Learning & Developing equivalent of an ecosystem out in the wild. Just as a living ecosystem has many interacting species, environments, and the complex relationships among them, a learning ecosystem has many people and pieces of content, in different roles and learning contexts, and complex relationships. The main parts of learning ecosystem are people, content, technology, learning culture and strategy [7, p.1]. In the modern conditions practically all this structural part of the system must be changed.

First of all in all companies all over the world there is the transformation of people. The main transformation is closely connected with the changes on the labour market and exchange of the generations. Now we can see on the labour market the representatives of the generations X,Y,Z. People from different generation got used to different methods and technologies in learning [8,p.26]. These generations do not just have different preferences in training and development within the organization. These preferences are really fundamental. The difference in the perception of information, different cultural context, the rate of assimilation of different knowledge and skills. For example, for most part of generation Z gamification is comfortable; for a generation X this technique is not always comfortable and understandable.[3,p.374] This means that in a modern organization, the corporate education ecosystem must contain different learning opportunities for different generations. This introduces diversity and forms educational motivation on the one hand. But on the other hand, this significantly increases the cost of the system. It is important to note that such an integrated approach from the point of view of choosing the most convenient method of training allows you to build an individual educational trajectory of the employee.

The following factor of learning ecosystem is content. And we can see the fatal changes of content of education after this lockdown. As it will be mentioned later this lockdown is showed the problems with digital and media and information literacy. For example , already now global Russian company Norilsk Nickel had launched new program "Digital Norilsk Nickel". Global changes in values in a pandemic and new economic realities push global players to fundamental changes in labour and capital markets. The management of Norilsk Nickel decided to launch the large-scale educational program "Digital Norilsk Nickel", considering this step to be especially relevant in conditions of forced isolation. The program is designed for two years; its first stage started in mid-April, the second is scheduled for September, 2020. The formed cycle of Digital Norilsk Nickel programs will allow all employees to choose the necessary courses in online digital literacy training, develop appropriate competencies and improve their qualifications[5, p.1]

The third important part of education ecosystem is the education technology. In corporate education ecosystem it's necessary to change the technologies principally. First of all, this is an integration approach to the formation of the system itself. And if, until 2020, large corporations were looking for new forms of online learning, investing big budgets in the development of distance learning, eLearning, mobile learning, etc. Now, medium-sized companies and small businesses will consider the possibility of distance education.

The most popular and most expensive teaching format in the recent past - classroom teaching - today is only the top of the large pyramid of the most diverse modern teaching methods. However, without classroom activities, it is quite difficult to develop the practical skills of many competencies. From another side it's necessary to mention that it's impossible to develop all practical skills and habits in distance format. In any case

even technology train equipment cannot develop the skills steadily. One of the possible decision could be blended learning.

So in conclusion of this part it's necessary to mention the following. The corporate education system is now facing fatal changes. The approach to the corporate education system should be integrated. Direct teaching methods do not work right now.

The presence of different generations in the labour market, changes in the principles of corporate education, and the very rapid emergence of new technical training technologies force companies to change approaches to corporate education.

The corporate training system for companies of any level will certainly await fundamental changes.

### **Principals of Corporate Education Model**

The principles of corporate education integration model are as follows. The first is reliance on blended education. Blended learning is a combination of traditional forms of classroom instruction with elements of distance (electronic) learning, which uses special information technologies such as computer graphics, audio and video, interactive elements, etc. [4, p.29]. The blended learning process is a sequence of stages of traditional learning and e-learning, which alternate in time, and also includes elements of independent learning. The expansion of part of online and digital training, the use of mobile training not only allows you to optimize budgets, but also provide flexibility and speed of obtaining and developing the necessary competencies.

On another words today, corporate education is understood as a continuing education system provided for training employees. It may consist of formal studies at a university or college, or informal studies conducted by non-university institutions. Corporate education is aimed at developing the organization's ability to do everything necessary and adequate in order to be a sustainable and successful organization.

The second principle of the integration model is the formation of a single educational space. This approach allows not only to use the knowledge management element in the company, but to fully use the knowledge management system. The whole educational space is the physical environment for the learning environment, a place where education and training take place; internal or external location, real or virtual [9,p.53]. A whole educational space allows not only to put together all the necessary educational materials, but also to build the continuity of educational programs, to put together corporate knowledge, procedures, cases.

The third principle of the integration model of corporate education is the corporate university format. Despite the fact that, as a rule, a corporate university is associated with large corporations, although now this is far from the case. Corporate University in the modern sense is an educational unit designed to support the strategic development of the company and to be a catalyst for its renewal by training managers and other employees, as well as by creating, accumulating and disseminating advanced knowledge within the organization [4,p.60]. In this knowledge millennium and an era of digital innovation, updated knowledge and continuous learning is very significant to both individuals and the organization. Modern organization must provide its workers with the ability to "retool their skills and knowledge continually" and train themselves with skills beyond on-the-job training, which is deemed effectively possible through a corporate university model [2,p. 87]. A corporate university offers employees the opportunity to add value to their knowledge and skills, and in return, to give back to the organization their output "through innovation, efficiency and productivity" [2, p. 88]. Truly speaking corporate universities were created only to produce knowledge workers and develop the intellectual capital in every organization. It is also discovered that ever since the corporate university movement gained momentum, employees have shown more efficiency in their job performance, they have learnt new skills and also earned degrees and certifications that would boost up their careers. Corporate universities are currently striving to develop such programs that are clearly linked to business objectives and organizational strategy.

The importance of corporate university's format is closely connected with the modern trends in corporate education. In this circumstance seems necessary to change the approach to the building and filling the corporate education. Luiz Alexandre Castanha focuses on the following 2020 trends: storytelling in digital learning, the use of mobile platforms, gaming, personalized learning, hybrid learning [1,p.1]. All these trends in corporate learning force to find new formats of learning and education. As already it was mentioned the mobile platforms are becoming very popular in modern corporate learning. The format of a corporate university allows for an integrated approach to the organizational education system.

As PWC mentioned in new survey, the forth priority of Human Capital development in 2020 there is the influence redesign of academic curricula and modernize corporate learning & development to build an adaptive workforce [10,p.5]. Among the main features of this trend there are concerns over the lack of people with key skills and the right combination of capabilities, return on investment from some university education continues to be challenged, academic institutions need to transform learning curricula to meet new workforce skills and mind-set requirements, a review and rethink of traditional learning & development (L&D) models needed to create a more immersive learning environment, and drive employee skills development

through the course of their careers [10, p. 6]. In this case it's necessary to focus the attention on the two facts. The first fact is the connection between Learning & Development system in organization with career opportunities and career trajectories. The second fact on which it's important to pay attention on the close connection between corporate university and higher education. This connection is very important in modern education space as opportunity of continuity between different levels of education.

Also PWC mentioned about importance of revisiting corporate training programs, and augment with open online courses and other externally available content. On another words we can say about combination of external and internal education content. As I said above it's possible to do in corporate university's format and in the approach of blended education.

Also according to the above mentioned trends of developing corporate education the key task of corporate training remains the choice of the right strategy and training formats that really affect the performance of companies. Despite the rich experience of many companies in developing their own corporate training programs in full-time and distance formats, a number of questions do not lose their relevance: selection of the necessary forms of corporate training; assessment of the effectiveness of learning outcomes; training motivation and the role of training in staff motivation; optimization of training costs.

Corporate learning innovations are having an impact on the market. The key driver of innovation in the field of corporate training is the speed at which society adopts new technologies. Evaluating the corporate segment market is difficult. According to various estimates, the capitalization of the Russian corporate training market is about 100 billion rubles a year [10, p.15]. In this case key market challenges are the following: cross functional competencies; narrow focus and specialization; quick adaptation. If we add to these challenges the lockdown's effects and problems with digital and media and information literacy it will be clear that we need new formats for corporate education. All these factors, challenges, market trends and market gaps are making the special situation for fast and rapid changes in corporate education system. And the format of corporate university gives the organizations of all levels and industries the opportunity to solve all tasks.

And, finally, the fourth principle of the integration model of the corporate education system is the principle of compliance (compliance) or the principle of combination / compliance. In fact, it is the compliance approach that allows taking into account the interests of all stakeholders in the corporate education system in the format of a corporate university. It is most convenient to implement this principle based on the ISO 19600: 2018 standard. "Compliance" is no longer simply a legal concern isolated to a legal compliance unit. After all, how the organization operates determines its ability to comply with external stakeholder requirements. This means that compliance requirements permeate all business activities - from procurement, to human resource management, to information management, to manufacturing processes, to environmental management. And corporate education system isn't on the last place in this list.

ISO 19600 provides guidance for establishing, developing, implementing, evaluating, maintaining and improving an effective and responsive risk-based compliance management system within an organization. The guidelines on compliance management systems are applicable to all types of organizations. The extent of the application of these guidelines depends on the size, structure, nature and complexity of the organization. ISO 19600:2018 is based on the principles of good governance, proportionality, transparency and sustainability.

It's necessary to stop on this principle more detailed. First of all it's necessary to mention that in this principle organizational education space connects with communication space of organization. And then in the connection with compliance the second idea is the work with stakeholders. The main idea of work with stakeholders is involvement. Even the including of online component to the system of corporate education increases the quantity of stakeholders substantially.

The key stakeholders in the online component of corporate education system are the following [6, p.1]:

- Investors. Among the investors not only real financial investors could be. Also internal experts, employees with good experience in the organization and etc. They are content investors, knowledge investors, etc. But also of course in the case of in-house online training, the investors may be your accounting department or executives.
- Upper management. Upper management actually plays a dual role in eLearning development. In some cases, they're the ones who approve the funding for the project. But they also serve as training advocates for their subordinates.
- eLearning project managers. They are certainly among the key stakeholders in online training, since they handle the eLearning course development from start to finish. They delegate tasks, keep the budget on track, and ensure timely delivery. The eLearning project manager might even be charged with gathering the L&D team and choosing which tasks to outsource. Another pivotal role they play is to act as a liaison between investors, management, developers, and other relevant stakeholders.

- Corporate learners. Many organizations overlook this integral role. However, corporate learners are the top stakeholders in online training. After all, your employees must use the finished product to build their skills and improve on-the-job performance.
- Instructional designers. They handle everything from deciding the best ID model to creating online training content based on employee skill gaps. They work directly with the L&D team and eLearning project manager to realize the stakeholders' vision and achieve the desired outcomes.
- Online instructors/facilitators. These instructors must understand not only the subject matter, but also the delivery platform. Otherwise, they won't be able to provide guidance or help corporate learners make the most of the online training resources available to them.
- Tech experts. Most eLearning teams have a resident tech expert (or two) on hand to troubleshoot IT problems and ensure a smooth launch. You should also involve this IT expert early in the process to help you choose the best tools for the task, as they can offer valuable input regarding specs, must-have features, and deployment options.
- Administrators of program. Among the stakeholders in online training, administrators are usually in charge of monitoring employee performance and the effectiveness of the online training strategy. They must know the LMS inside out in order to maximize functionality. Their job roles range from evaluating LMS reports to modifying the online training content to reflect new company policy or compliance regulations.
- Support staff. Support comes in many forms and greatly depends on your organizational requirements and corporate learner backgrounds. For example, you may need trained IT techs to field employee questions or troubleshoot issues, or a team of content creators who can continually update the online training material.

And there is only increasing of stakeholders' quantity if we involve online component in the corporate education system. If we speak about the mobile education so we have the following increasing of stakeholders' quantity more.

In this case it's necessary to say about special compliance program. All stakeholders have their own interests and tasks. And also inside the corporate education system it's necessary to compliance the motivation of all stakeholders, their interests, the strategy and results of education, the traditional interests of top-management. And in addition it's necessary to add the principles of communication. The compliance of all these aspects is very important for organizational practice and expertise. The inclusion of a compliance system in these principles also allows for the most detailed assessment of the risks of the corporate education system.

Summing up the presentation of the basic principles of the integration model of corporate education, it is important to note the following. The combination of the presented principles provides a comprehensive nature of modern corporate education. Connecting through a compliance system to the corporate education system also a corporate communication system allows to build the integration nature of the essence of the human capital management system.

As noted above, almost all of the declared HR trends are directly related to the training system and personal development within the company in in-house format. And if earlier the corporate education system was regarded by management as costs, then at the moment such a comprehensive and integrated system is considered as an essential factor in the competition in the market.

### **Media Education in the Corporate Education Ecosystem**

Media education plays a huge role in the corporate education system now. First of all, it is important to note that we all live in the media world and each organization is represented in it. As noted above, the component of online education is essentially based on media education technologies. If you add new mobile learning opportunities here, it becomes clear that media education technologies are extremely important and fundamentally critical for an integrative model of corporate education. Media educational technologies in the modern sense are a very multifaceted thing. In fact, many educational technologies in one form or another become media. However, in this context, I would like to consider specific media technologies that can currently be used in the corporate education system.

First of all, all media educational technologies today work to form a whole educational and communicative space. This is an example of a variety of newsletters and email deliveries. Also for the opportunities for developing media and information literacy competencies in the general competency profile, it seems possible to use the following tools:

- traditional continuing education programs in the field of media and educational literacy;
- implementation and development of their own media training or real projects of participants in the continuing education system;

- the formation of a whole educational and media space for a group of participants in the Intranet corporate system;
- master classes of successful employees with the presentation of best practices;
- creation of a corporate wiki - a warehouse of documents in the field of media and information literacy;
- performance at round tables, conferences and other events;
- the use of case - study and other innovative technologies in the practice of training.

It should be noted that all the media education tools offered to improve the media and information literacy of employees of the organization for use in the field of corporate communications are complex and integrated. The proposed media education tools usually solve not one, but several organizational tasks. Solving not only an learning or educational task, but also working on the development of internal communications themselves, shaping and developing the motivation and involvement of employees of the organization. The proposed tools make it possible to implement the conditions for incorporating media and information literacy technologies into corporate communications. In this case, we are talking about the motivation of employees to study and improve their qualifications in the field of media and information literacy, transparency and openness in communications within the organization and in the relations between employees and the organization itself, and the development of dialogue and interactivity in communications. All the proposed tools work including the formation and implementation of these conditions, but are impossible without them.

The listed tools and technologies of media and information literacy are not finite, but they are of interest precisely because they are integral. They work simultaneously both within the educational system and within the framework of communication.

Also of particular interest are project teams working remotely from different regions. This is a practice-oriented training in the process of project implementation. Such technology, for example, requires the inclusion of mentoring as well. Such a complex combination can significantly reduce on the one hand the adaptation of a new employee, for example.

And finally, one should not forget about the actual media technologies, such as the fact checking. Such media technologies directly shape the media and information literacy of the organization's employees.

The inclusion of media information and digital literacy in the structure of corporate education courses is important from several angles.

First of all, the launch of such programs urgently will quickly increase the level of media, information and digital competencies for the effectiveness of work in the conditions of remote work and the online format of companies. On the other hand, the competencies of media and information literacy now play an important role in corporate communications and the formation of the media image of an organization. As part of the formation of the media image in a modern media environment, not only the company's official communications, but also the personal media resources of employees are important. The content that they post on social networks, for example, directly affect the media image of the company

Thus, it is important to note that media educational technologies in the modern corporate training system are at least clearly divided into two types: media educational technologies and educational technologies that solve issues of increasing media and information literacy of company employees. All media educational technologies are integrated. They are used comprehensively to solve several organizational problems.

### **Conclusion**

In conclusion, it should be noted that modern corporate education should be flexible and able to adapt very quickly to the strategic and operational tasks of the company. And it is the integration approach, the combination of forms, methods, technologies and training tools, areas that makes it possible to realize the competitive advantage of the company in this direction.

The corporate education system is not just included in the human capital management system. In fact, the corporate education system is becoming a key factor in influencing the quality of human capital of a modern organization.

Thus, it should be noted that the corporate education system is currently undergoing major changes. Approaches to building and understanding the role of corporate education are changing. Formats, tools and training technologies are changing. Includes fundamentally new organizational practices that allow you to quickly and efficiently develop the necessary competencies of human capital of an organization of any level.

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