

**Academic media training programs in the digital media environment
“between change and adaptation”
A field study in department of media and communication sciences at the
university of msila, batna 1, setif 2**

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Abstract

This research paper aims to assess the extent of changes in media training programs within academic institutions in the digital media environment and the degree to which these programs adapt to this environment. Continuous development and change in information technology and communication have led to the emergence of the digital environment, which is considered a new environment and a fundamental pillar in various fields. Media and its practice have become associated with it, giving rise to what is known as digital media, which effectively operates in the virtual digital environment. This necessitates the consideration of academic media training as the main logic for media work in its various types and fields, relying on descriptive methodology and using observation and interview tools. Our study sample consisted of professors from the Department of Media and Communication Sciences at the University of M'sila, Batna 1 University, and Setif 02 University, totaling 20 professors. It was found that the content of training programs is still not keeping pace with the digital media environment, although the use of digital tools has begun within the framework of implementing these programs.

Keywords: Media training, Academic media education, Digital environment, Digital media.

Introduction:

The current era is characterized by evolution, change, and speed due to the accumulation of scientific knowledge, technological advancements, and the information explosion in all aspects of life. Life has become intertwined with technology, which is deemed essential to keep up with advancements, both scientifically and practically. All fields, including politics, economics, culture, society, science, and media, are connected to the digital environment. This environment is considered a new space for various activities due to its ease, development, change, and interactivity.

Media work is one of the fields now linked to the scientific environment and modern technological developments. Digital media has become a means to convey ideas, information, and media content effectively to the targeted audience, allowing for flexible and easy control across various digital spaces. This

shift has empowered the mass community to engage virtually and overcome spatial and temporal constraints through digital media, which has earned high credibility.

Media work is a result of specialized media education in communication sciences. Given the current scientific development, academic institutions and private institutes have established departments for media and communication sciences. This ensures proper media education aligned with the requirements of the media field, meeting the needs and goals of institutions. The transition from traditional media practices to digital media, with its various tools, has made media education dependent on the demands and changes of the digital age.

1. Research Problem:

The educational process is a fundamental component for success in media work and achieving the goals of media institutions. It regulates the knowledge acquired by individuals based on specified rules and conditions for the training process. Scientific evolution and changes in the media environment are crucial indicators influencing media education and its programs in academic institutions. The current shift from traditional to digital media, relying on electronic media and the digital environment in producing and presenting media content, requires competencies in digital media practices. Therefore, the main question of this study is:

Have academic media training programs changed in the context of the digital media environment?

This main question includes the following sub-questions:

- What are the academic media training programs?
- What transformations have occurred in academic media training?
- Have media training programs adapted to the digital media environment?

2. Study Objectives:

The study aims to describe the extent of change in academic media training programs within the digital media environment in Algerian universities. This includes:

- Understanding academic media training and its programs.
- Identifying transformations in media training.
- Assessing the adaptation of media training programs to the digital media environment.

3. Study Significance:

Training programs are essential for academic media training as they provide necessary guidance for individuals to gain competence in the field of media and its specializations. Media work is now closely tied to the digital environment and its virtual mediums. This necessitates adaptive training programs to produce competent professionals in digital media due to its rapid and widespread integration into the media process.

4. The adopted curriculum in the study:

The adopted approach in this research is the descriptive-analytical methodology. The methodology serves as the path followed by researchers, encompassing clear routes in Arabic and investigation in Greek. It is the organized framework for logical thinking in the research process, aiming to achieve specific results through systematic logical reasoning (Sebouk, Najahi, 2019, p.44).

The descriptive method involves the researcher describing events and scientific phenomena within the scientific research context. This includes collecting, analyzing, and interpreting data to derive logical results (<https://blog.ajsrp.com/?p=41256>). It is a method that studies phenomena precisely as they are in reality, whether quantitatively or qualitatively (Sebouk, Najahi, same reference, p.46).

5. Data collection tools

In this study, a set of tools was utilized for data collection, represented by observation and interview tools.

Observation:

Considered one of the tools used to monitor social and human phenomena by directly or indirectly observing the behavior of the sample, collecting necessary primary data and information (Real, 2021, p. 127). We relied on observation in our study by using it to gather preliminary information about the topic through examining the information source represented by sources and references.

Interview:

An interview is considered a verbal dialogue between the parties involved, represented by the interviewer and an individual or a group, aimed at obtaining objective information and data about the studied phenomenon (Naki, 2021, p. 86). The interview facilitates obtaining information from the respondents without external influences and biases, ensuring accurate responses (Real, 2021, p. 135). In our study, we relied on "unstructured interviews," also known as non-directed interviews, where open-ended questions are used that do not confine answers to predefined categories and allow for the development of questions through dialogue (renu Singh, 2014, p2). It has been chosen because it is most suitable for humanities and social science studies. The aim of this interview is to understand the extent of changes in academic media training programs in the context of the digital media environment and their adaptation to this environment, through conducting it with 20 professors in the Department of Media and Communication Sciences at the University of M'sila, Batna 1 University, and Setif 02 University

6. Study Community and Sample:

- Study Community:

The research community consists of a group of elements that share one or more common characteristics that distinguish them from other elements, upon which research or investigation is conducted (Morris, 2006, p. 289). Our study community comprises professors of media and communication sciences in the departments of media and communication sciences at Algerian universities.

- **Study Sample:**

The sample is a necessary practical aspect of completing scientific research in its applied aspect, as it represents a part of the research community with accurate representation, determined by the researcher according to the appropriate sampling system. Morris Angres defines it as "a subset of elements of a specific research community" (Morris, 2006, p. 300). In other words, the sample is a group of elements from the research community with the same characteristics as the rest of the community. In this study, purposive sampling was used, which is a non-probability or non-random sample where the researcher selects the participants non-randomly based on their expertise and observation (Abdelhamid, 2000, p. 144). Our study sample consists of professors from the departments of media and communication sciences at the University of Msila, Batna 1 University, and Setif 02 University

7. Study Limits:

- Subject Limits :

This study is limited to examining academic media training programs in the digital media environment between change and adaptation.

- Spatial Limits:

It refers to the location where the study was conducted. This study was conducted in the Department of Media and Communication Sciences at the University of Msila, Batna 1 University, and Setif 02 University.

- Temporal Limits:

It refers to the duration of the study. The duration of this study lasted approximately one month, starting from mid-January 2024 to mid-February 2024.

- Human Limits:

It refers to the human resources related to the study, which are the professors of the Department of Media and Communication Sciences at the University of Msila, Batna 1 University, and Setif 02 University.

8. Previous Studies:

In this study, a set of previous studies has been adopted to serve this topic in terms of its variables. Among these studies are the following:

8.1. Previous Studies presentation

- First Study:

"Media Formation in Algeria: Does it Respond to Current Changes?" An academic article published in the Journal of Communication and Press by Dr. Jamal Al-Aifa from Baji Mokhtar Annaba University. The main problem of this study revolves around "the lack of complete alignment between the requirements of social

developments and the mandates imposed by the authorities regarding the objectives and strategies of formation in the face of rapid national, regional, local, and international variables that necessitate adaptation to these changes." The results include the issue of keeping up with these developments, contingent on the will of all parties, including the Ministry responsible for education represented by the Ministry of Higher Education and Scientific Research, or the Ministry responsible for media practice represented by the Ministry of Communication, along with other actors in the fields of training and practice.

- Second Study:

"University Training in Media and Communication Sciences: An Analytical Study of Training Programs." A graduation thesis complementing the Master's degree in Media and Communication Sciences, specializing in Communication and Journalism, written in 2013-2014 at Abdelhamid Ibn Badis University, Mostaganem. Prepared by students Melliani Hicham and Adda Ben Atia Jamal Eddine, under the supervision of Professor Arabi Bouamama. This study delves into the treatment of university training in media and communication through an analytical study of training programs. The main question posed is: "How can the university training system in the field of media and communication contribute to graduating competencies at both academic and professional levels? What are the mechanisms ensuring effectiveness and quality in this field? And what measures and procedures should be taken to ensure effective and purposeful university training?"

- Third Study:

"Academic Media Training: A Field Study at the College of Media and Communication Using the Quality Approach." A doctoral thesis in Media and Communication Sciences for the academic year 2017-2018 at the University of Algiers 03, prepared by student Salihah Al-Aabid under the supervision of Abdullah Bijjalal. This study addresses academic media training through a field study at the College of Media and Communication using the quality approach. It includes several theoretical and practical chapters, posing two main questions: The first main question is: "What is the quality of the prevailing training at the College of Media and Communication according to the opinions of professors and students?" Subsidiary questions include: "What is the quality of training programs and courses within the College of Media and Communication according to the opinions of professors and students?" The second main question is: "To what extent does the college have the necessary elements for comprehensive quality management and excellence according to the opinions of professors and students?" Subsidiary questions include: "To what extent are policies and strategies quality elements available in the college according to the opinions of professors and students?" The descriptive methodology was adopted in this study, which is one of the most commonly used methodologies in the field of humanities and social sciences. A questionnaire was used as a data collection tool and distributed to a group of professors and students at the College of Media and Communication at the University of Algiers 03. The study reached several results, including: The level of training within the college is below the required level, and the college faces various challenges on multiple levels, with the prevailing culture being a key entry point for change. However, the college possesses some elements that can be leveraged for positive change within the framework of training programs, courses, and training.

- Fourth Study:

"Digital Media: Its Concept, Means, and Theories." A scientific article published in the Journal of New Media Studies and Research, Volume 03, Issue 02 (2020), by doctoral student Mansouri Hassam from the University of Guelma. The problem of his study revolves around the nature of digital media in terms of concept, means, and theories. In his article, he concludes that digital media is a valuable addition to the field of media and communication sciences due to its distinguishing features such as diversity, flexibility, interactivity, freedom of expression, and the multitude of its means and applications, including digital television, digital radio, electronic press, and various new media, which have become important motivators for researchers to conduct new research studies on digital media.

8.2. Benefits from Previous Studies:

- Utilizing them in constructing the theoretical framework for our study and defining concepts.
- Delving deeper into the specific methodology of the study's subject.
- Choosing the appropriate tool for data collection.
- Benefiting regarding the field aspect of these studies.
- Drawing from the sources and references used in the previous studies adopted in our research.

8.3. Critical Reading of Previous Studies:

Through reviewing previous studies within the framework of our study, we can note the following critical points:

- Content-wise: Most of the studies used as prior research for our study have expressive and comprehensive content related to some variables of our study, either on the documentary or applied field side.
- Methodologically: The majority of studies adopted as prior research for our study show variations and differences in using methodological elements. Some followed the methodology correctly, while others omitted certain methodological elements. Notably, most studies used the descriptive methodology, deemed more suitable for social sciences studies.
- Sample-wise: In most studies, the type of sample was not specified.
- Results-wise: Most presented results seem proportional to the content presented in the studies, answering the questions or hypotheses posed in each study

First: Academic Media Training Programs

1. Concept of Academic Media Training:

Media training is intricately connected to the training process. Academic media training refers to the process of equipping learners with media knowledge and cultivating professional competencies within the framework of professional media work. It serves as a crucial link between media practitioners and the field of media work, shaping individuals into well-trained professionals capable of addressing various challenges in their professional practice. It empowers them to analyze problems and avoid errors.

Academic Media Training: This is specialized study in the field of media and communication sciences. The educational process focuses on subjects related to media and communication, in contrast to general education preceding specialization. Students are required to have a comprehensive understanding of all fields of knowledge (Yakoubi, 2008, p. 23).

Students undergo academic media training in the field of media by studying standards and units related to knowledge in media. This is done under the supervision of competent professors with expertise in teaching programs relevant to this field (Yakoubi, 2008, p. 24).

This process involves presenting theoretical and applied knowledge to students, enhancing their scientific and cognitive abilities. It takes place in academic institutions specializing in teaching various aspects of media and communication, such as institutes, departments, colleges, and higher schools (Al-Abid, 2018, p. 40).

Media training is the act of imparting skills and acquired knowledge to individuals in the media field. Its aim is to enable them to effectively employ these skills in their media roles, contributing to personal benefits as well as benefits for the institution and the public at large (Al-Abid, 2018, p. 40).

2. Concept of Media Training Programs:

Media training programs refer to the content and materials of initial training provided through academic, scientific, and pedagogical training (Aqouni, 2021, p. 67). The training program is part of the curriculum, encompassing a set of programs that include general and specific training objectives, the timeline for the training process, administrative processes, and training principles.

Media training programs are systematically planned and programmed activities based on scientific knowledge and expertise. They reflect the training needs that determine the specifications for learners, trainers, trainees, techniques, material resources, and the spatial and temporal framework of the training process. The design of training programs follows specific educational objectives, the learner category, training topics, presentation methods, teaching staff, evaluation criteria, location, and the time required to implement the training process (Sari, 2021-2020, pp. 26, 27).

Media training programs are educational curricula and courses taught to students in the field of media and communication by the training body responsible for that, within a specific and sufficient framework of time and place for the training process based on the educational objectives of the training. The goal is to ensure its effectiveness through student assessment.

3. Components of Training Programs in Media and Communication:

There are several components contributing to the success of training programs in the field of media and communication, including:

- **Desire for training and confidence in its programs:** Directing students interested in media training, those who have chosen it based on their interests, to ensure the structured progress of the training program due to their desire for effective change in the media field.

- **Objectivity:** Training programs must have clear objectives that they seek to achieve, reflecting the bridging of the knowledge gap formed in the student's specialization.

- **Appropriate content:** The content of the training program should be consistent with the field of specialization, reflecting the correlation between the informational volume and the training content to ensure the suitability of training programs for the nature of the training (Jaari, 2009, pp. 93, 94).

It can be said that training programs are only effective if they are based on a set of components that ensure the success of their implementation, starting from the content suitable for the nature and volume of the training, through the necessity of trust in and personal choice of the training program for the student's desire for change, and finally relying on clear and suitable training objectives.

4. Building Training Programs:

The process of building training programs is based on a series of steps and procedures outlined by modern trends, emphasizing all aspects of the teaching process, not just course materials. It works to construct comprehensive programs encompassing all components of the training process, including objectives, teaching methods, and student assessment methods. In contrast to traditional approaches that view training programs merely as curriculum teaching, modern approaches consider them as integral to employment outcomes, personal inclinations, and capabilities (Khaddana, 2008, p. 97).

Among the modern models that laid the foundation for building training programs are:

- **Tyler's Model:** Introduced in 1934, it revolves around answering four questions during the program-building process:
 - What are the training institution's objectives for the training process?
 - What educational means are adopted to achieve these objectives?
 - How are these educational means organized?
 - How are the objectives evaluated? (Khaddana, 2008, p. 98).
- **Hilda's Model:** Emerged in 1962 and features several stages for building the training program:
 - Identify educational needs for the learner and the community.
 - Specify teaching process objectives.
 - Define appropriate content.
 - Organize the content.
 - Choose training methods and means.
 - Determine the assessment method (Khaddana, same reference, p. 98).
- **Hayno's Model:** Based on three levels illustrating how to build training programs:
 - **Level One:** Ensures the following steps:
 - Define the training process policy.
 - Define tasks and the learner's role.

- Study the target audience by specifying pedagogical and cultural characteristics and all other learner-related features.
- Define training content.
- Define operational objectives through learner activities.
- Level Two: Concerns training methods and means:
 - Define material resources and obstacles.
 - Develop a strategy for the operation of the adopted means to achieve the desired training results.
 - Define conditions for integrating means into the training process.
 - Define the learning situation and activities the learner will perform.
 - Precisely define the means to fit the nature of the activity.
 - Experiment with the means for verification.
- Level Three: Involves the evaluation process and includes the following stages:
 - Define a plan for the evaluation process and its methods and criteria.
 - Determine the type of tests used in the evaluation process.
 - Test the evaluation tools for verification (Khaddana, 2008, pp. 98-100).

5. Objectives Acquired from Academic Training in Media and Communication Sciences:

Academic training in media and communication sciences aims to achieve several objectives, including:

- Developing and energizing students through engaging them in scientific research using various methods and combining applied and theoretical education.
- Analyzing the environment and media situation constructively, understanding the context of media uses.
- Handling media content in terms of production, preparation, and design, employing appropriate media language.
- Proficiency in processing and evaluating information.
- Adapting to events by developing suitable strategies.
- Controlling available technologies in the field of media and communication (<https://www.univ-msila.dz>).

6. Media Training in the Era of Modern Technological Transformations:

The transformations witnessed in the field of media and journalism are changes that cannot be ignored by specialized or academic media training institutions. The process of designing media training programs and curricula has begun at various educational institutions to keep pace with the new realities in the media

landscape. This involves embracing modern technology and integrating new equipment and techniques in the field of media.

Particularly noteworthy is the recognition of computers and their accessories as crucial tools in the training process within media training institutions. The transition from writing lessons manually to computer-assisted creation has become evident, with institutions being equipped with modern facilities. Students are trained to navigate the internet as a primary source of information and an effective communication tool.

This transformation aims to empower learners to control various software related to media work, whether in editing, production, journalistic composition, or design. These software and materials have become essential components of training programs, enhancing theoretical content related to traditional media. Traditional written journalism is now augmented by digital practices, incorporating teachings on electronic journalism, web content, and multimedia.

This educational shift necessitates educators to be adept at modern technologies and proficient in utilizing them effectively within the training process. Educational institutions dedicated to media training seek to develop plans for retraining teachers to ensure they keep up with technological advancements (Rekkad, Ben Nouna, 2020, pp. 252-253).

Secondly: Media in the Digital Environment (Digital Media)

1. Definition: Digital Media

Digital media is defined as the process of producing and disseminating media content in various forms—written, audio, visual, or audio-visual received through new digital methods and techniques. This involves utilizing various electronic devices connected to the internet or those without internet access to achieve an interactive process between the elements of the communicative process, namely the "media institution and the audience" (Mansour, 2022, p. 89). Digital media is also characterized as the use of the internet as a technology for disseminating news, exchanging information, and facilitating communication within the social, cultural, political, and media frameworks. This emergence is a result of the information and communication explosion, leveraging computer usage in the production and distribution of information (Shahada et al., 2022, p. 190).

Digital media is a result of the information revolution, relying on the transmission of information through digital data. It allows for the storage, preservation, and conversion of information into audio, visuals, and text simultaneously through signals associated with the internet network. (Honghbo. 2022, p 138)

2. Contributing Factors to the Emergence of Digital Media

Several factors contributed to the emergence of digital media, as outlined by Mansour (previous reference, pp. 90, 91):

- Technological Factors: The evolution of computer technologies, software advancements, and associated devices, along with the advent of satellites and the internet, has become a mediator in various communication mediums—aural, visual, or written. Media outlets depend on these technologies, giving rise to a new form of media.

- **Economic Factors:** Economic development, economic globalization, and the flow of economic activities in the global market have made information flow a necessity to expedite economic processes. Information has become an economic commodity invested in the fields of media and communication to achieve economic benefits and foster consumer culture among the masses.
- **Political Factors:** Political forces, especially major political entities, use media outlets for political purposes. These entities influence media outlets to achieve their goals and steer public opinion in line with their agendas

The emergence of new media is a result of the impact of various factors, including technological advancements that have given rise to sophisticated technologies and devices usable in the field of media. Additionally, international economic influences streamline product movement and market consumer culture. Moreover, major political powers exert control over media outlets to serve their international, regional, and local issues.

3. Forms of Digital Media:

The forms of digital media have diversified and become widely used across various demographics and segments. These forms include (Chalghamia, Belhiresch, 2022, pp. 41, 42):

- **Online Media Websites:** Media institutions or different media entities have dedicated official websites on the internet to showcase all their media content.
- **Live Broadcasts of Electronic Radios:** The availability of live broadcasts on various electronic networks has become a refuge for radio stations to produce and electronically present their content for listening.
- **Electronic Television Channels:** Similar to radio, television content is now electronically broadcast, whether on the official pages of these channels or on electronic websites. This facilitates viewers in catching up on missed programs conveniently.
- **Electronic Archives:** The service of storing media content is now available to every media entity with an official page or website on the internet. Electronic archives make it easier to display and quickly revisit old content. (Caroline, and others, 2022, p 192)
- **Electronic Advertisements:** Electronic advertisements dominate the digital world, appearing everywhere for a sufficient duration, often with mandatory viewing. For example, when watching a video on YouTube, advertisements for certain content appear for an unskippable period, ensuring viewers' exposure. This phenomenon is prevalent across various types of websites, (Horbal, and others, 2017, p 37)
- **Blogs:** Personal creations on the internet where the owner publishes content according to their preferences. The content of each blog varies depending on its purpose, but blogs are considered one of the new media forms used for disseminating media content.
- **Social Media Platforms:** These platforms, which gained popularity in 2007, are used for social interaction. Facebook, one of the most prominent platforms, stands out for its speed and

multimedia support (audio, images, videos, text). It keeps up with current events, enables users to express themselves, and serves as an alternative means for presenting various news and media activities. (Maxim, And others ,2018)

Third: The extent of change in training programs in media and communication sciences in the digital media environment and their adaptation to the digital environment.

- **Analysis of Interview Data**
- **First Axis: Respondents' Data.**

| Interviewee | Gender | Age | University | Level |
|-------------|--------|--------------------|------------|----------------------------------|
| 01 | Male | 35-45 | Batna 1 | Master in Print Journalism |
| 02 | Male | 35-45 | Batna 1 | 3rd Year Communication |
| 03 | Male | 35-45 | Batna 1 | Master in Audiovisual |
| 04 | Male | 35-45 | Batna 1 | Master in Public Relations |
| 05 | Female | 25-35 | Batna 1 | 3rd Year Journalism |
| 06 | Female | 35-45 | Batna 1 | 2nd Year Media and Communication |
| 07 | Female | 25-35 | Batna 1 | Common Trunk Humanities |
| 08 | Male | 45 years and above | Batna 1 | 2nd Year Media and Communication |

| | | | | |
|----|--------|--------------------|----------|--|
| 09 | Male | 35-45 | Batna 1 | Master in Public Relations |
| 10 | Female | 35-45 | Batna 1 | 3rd Year Journalism |
| 11 | Male | 35-45 | Setif 02 | mass communication and New Media |
| 12 | Male | 45 years and above | Setif 02 | 2nd Year Media and Communication |
| 13 | Male | 35-45 | Setif 02 | Master in Communication and Public Relations |
| 14 | Female | 35-45 | Setif 02 | mass communication and New Media |
| 15 | Female | 35-45 | Setif 02 | 3rd Year Media and Communication |
| 16 | Female | 45 years and above | M'sila | Communication and Public Relations |
| 17 | Female | 35-45 | M'sila | 3rd Year Journalism |
| 18 | Female | 35-45 | M'sila | 2nd Year Media and Communication |

| | | | | |
|----|--------|-------|--------|------------------------|
| 19 | Female | 35-45 | M'sila | Master in Audiovisual |
| 20 | Male | 35-45 | M'sila | 3rd Year Communication |

Table 01: Personal Data of Participants

From the table above, which represents the personal data of the respondents, we observe that the sample size was estimated to be 20 university professors in the Department of Media and Communication Sciences: 10 professors from Batna 1 University, 5 professors from M'sila University, and 5 professors from Setif 02 University. They teach various specializations in the field of media and communication, such as communication, public relations, journalism, new media, among others. The table also shows that the interviews were conducted with an equal distribution between male and female professors, each comprising 50% of the sample. The ages of the respondents vary, with some aged between 25-35 years, some between 35-45 years, and some above 45 years. However, it is evident from the table that the majority of respondents fall within the age range of 35-45 years.

Based on this, it can be said that the professors working in the Department of Media and Communication Sciences at Algerian universities in M'sila, Batna 1, and Setif 02 are young talents capable of teaching and providing energy to students within the framework of scientific research in the field of media and communication.

- The Second Axis: Academic Media Training Programs in the Department of Media and Communication Sciences at Algerian Universities.

Academic media training programs are crucial in the student training process and serve as a fundamental pillar in media work. In this axis, we aim to understand academic media training programs by addressing the following points:

- The extent of correlation between the content of academic media training programs and the field of media and communication.
- The suitability of media training programs for the open specializations in the Department of Media and Communication at the university.
- Objectives acquired from academic media training programs.
- Factors contributing to the success of academic media training programs.

1. The extent of the alignment of the content of academic media training programs with the field of media and communication.

We observe that the majority of respondents, when interviewed and asked the following question: "Is the content of academic media training programs related to the field of media and communication?" unanimously answered yes. As evidenced by the response of respondent number 01 (Male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University): Based on the ministerial vision, these programs are connected to the field of media, Respondent number 02 (Male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University) also answered affirmatively, and respondent

number 14 (Female, 35-45 years old, Department of Media and Communication Sciences, Setif 02 University) stated: "Yes, they are connected."

From the provided answers, it can be concluded that the content of media training programs in the departments of media and communication is indeed related to the field of media and communication.

2. The appropriateness of academic media training programs for open specializations in the Department of Media and Communication at the university.

We observe that when we asked the question: "Are academic media training programs suitable for the open specializations in the Department of Media and Communication at your university?" the majority of respondents answered yes. However, there is some overlap in certain criteria. Respondent number 02 (Male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University) mentioned, "Yes, suitable, but there is an overlap in many criteria." Respondent number 20 (Male, 35-45 years old, Department of Media and Communication Sciences, M'sila University) stated, "Looking at the names of the specializations and the criteria listed in these specializations, I find them suitable." Respondent number 12 (Male, 45 years old and above, Department of Media and Communication Sciences, Setif 02 University) simply answered, "Yes, suitable."

Based on the responses provided by the respondents, it can be observed that the training programs are suitable for the open specializations in the departments of media and communication at Algerian universities, with each specialization having its own tailored and suitable training programs, despite some overlap in certain aspects.

3. Objectives acquired from academic media training programs.

When we asked the question, "What are the objectives acquired from academic media training programs?" we observed diversity in responses, with each respondent answering based on the curriculum they teach. Here are some examples: respondent 09 (Male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University) stated, "The student acquiring scientific ability for analysis.", respondent 02 (Male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University) mentioned, "Enabling the student to think critically and develop methodological skills and a scientific perspective on media and communication phenomena.", Respondent 01 (Male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University) expressed, "Learning research techniques in digital and traditional environments and providing practical and general insights into scientific research.", Respondent 11 (Male, 35-45 years old, Department of Media and Communication Sciences, Setif 02 University) highlighted, "The ability to constructively analyze media phenomena and understand their contexts.", Respondent 16 (Female, 35-45 years old, Department of Media and Communication Sciences, M'sila University) emphasized, "The ability to control the technologies available in the field of media and communication."

From these responses, it can be concluded that the key objectives acquired from training programs include making learners in the field of media and communication capable of logical analysis of media phenomena, sound critical thinking about media content, proficiency in technologies available in the field, and the ability to appropriately process media data.

4. Success Factors of Academic Media Training Programs

When we asked, "What are the success factors of academic media training programs?" respondents provided diverse answers. Respondent 18 (Female, 35-45 years old, Department of Media and Communication

Sciences, M'sila University) stated: "The crucial success factors are the willpower that provides motivations for students and creates in them the desire to engage in media and communication sciences." Respondent 02 (Male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University) mentioned: "Delivering programs through training committees consisting of specialized professors with a scientific reputation, considering global developments in the field, and ensuring progression and integration between levels." Respondent 13 (Female, 35-45 years old, Department of Media and Communication Sciences, Setif 02 University) emphasized: "The necessity of developing appropriate training content."

From the responses provided by the respondents, it can be concluded that the key success factors of academic media training programs include the students' willingness to pursue media and communication sciences, designing training programs with suitable content for the available specializations at the university, and setting clear goals for these programs and working towards achieving them.

- **The Third Axis: Media Training Programs in the Digital Media Environment**

The digital environment is a new indicator in the global landscape, permeating various fields, including the realm of media. In this axis, we aim to understand the extent of changes in academic media training programs following the prevalence of digital media. This will be explored by addressing the following points:

- The connection of the training process with the digital environment.
- Changes in media training programs after the rise of digital media.
- Utilization of digital technologies in the media training process at Algerian universities.
- Incorporation of standards that focus on media in the digital environment.

1. **The Connection of the Training Process with the Digital Environment.**

It is evident that all respondents from the Department of Media and Communication Sciences at the University of M'sila, Batna 1 University, and Setif 02 University, regardless of the disciplines they teach, unanimously answered "yes" when asked if the training process is associated with the digital environment. For instance, respondent number 02 (Male, 35-45 years, Department of Media and Communication Sciences, Batna 1 University) stated: "Recently associated through encouragement of e-learning." Additionally, respondent number 19 (Female, 35-45 years, Department of Media and Communication Sciences, M'sila University) said: "Yes, some disciplines have connected with the digital environment."

From the responses provided, it can be concluded that the training process has started to be linked to the digital environment due to the widespread adoption of digital platforms.

2. **Media training programs have changed after the spread of digital media.**

When we posed the following question to the respondents: "Have media training programs changed after the spread of digital media?" the answers varied. Respondent 01 (male, 35-45 years old, Department of Media and Communication Sciences, University of Batna 1) stated: "There is a slight change, but it is not sufficient to graduate competent professionals in digital media." Respondent 07 (female, 25-35 years old, Department of Media and Communication Sciences, University of Batna 1) mentioned: "There is no change in training programs in terms of content." Respondent 15 (female, 35-45 years old, Department of Media and Communication Sciences, University of Setif 02) asserted: "Training programs have not changed." Based on

the provided answers, it can be said that the content of training programs has not changed significantly in the fields of media and communication, as the content remains predominantly theoretical, with digital media being incorporated as a theoretical topic.

3. Using digital technologies in the media training process in Algerian universities.

It is noted that most respondents, when asked the following question: "Has the use of digital technologies in the media training process in Algerian universities begun?" Their answer was yes, the use of digital technologies in the training process has begun. This is evidenced by the response of respondent number 17 (female, 25-35 years old, Department of Media and Communication Sciences, University of M'sila), where she said: "Yes, we see this in teaching some courses remotely." And the response of respondent number 07 (female, 25-35 years old, Department of Media and Communication Sciences, University of Batna 1), where she said: "Yes, teaching has started through digital platforms for horizontal and exploratory measures such as the Dual platform, which is an interactive educational national platform designed to follow up on remote learning lessons in the English language scale. And the moodle platform: it is an electronic learning management system established on educational principles (Abdel Moula, 2011, p 3), it is a pedagogical platform that allows accompanying teachers and students to support direct education through pedagogical materials, interactive educational activities, and student assessment methods."

Through the provided answers, it is observed that the process of transitioning to the digital environment for implementing training programs has begun, ensuring their smooth progress by adopting the aforementioned pedagogical digital platforms such as Moodle, Dual, etc. Through these platforms, the process of adopting digital interaction in delivering lectures to students in the form of live lectures and evaluating them through activities listed on these platforms has begun, in addition to applying digital communication between students and the administrative and pedagogical staff regarding the training process through email and various other electronic media, i.e., initiating the adoption of forms of digital media as indicated by the study "Shlaghmia and Belhiresch, 2022."

Inserting measures that focus on digital media in the digital environment.

We observe that when asking the following question: "Have you incorporated measures that focus on digital media?" Some respondents answered yes, mentioning specific measures related to digital media. For example, respondent 08 (male, 45 years and above, Department of Media and Communication Sciences, University of Batna) stated that there are measures with content that focuses on digital media, such as the Writing for the Web measure. Respondent 03 (male, 35-45 years old, Department of Media and Communication Sciences, University of Batna 1) mentioned that there are measures dedicated to digital media and its variables, emphasizing theoretical recognition without focusing on practical application in the digital environment.

From this, it can be said that there are measures where digital media has been incorporated, but the content remains theoretical in nature.

- The Fourth Axis: Adaptation of Media Training Programs to the Digital Media Environment

The proliferation of digital media has contributed to changes in media work and the emergence of new perspectives in the media field. In this axis, we aim to explore the extent to which training programs adapt to this new type of media. We will address the following points:

- Assessing the adaptation of training programs to the digital media environment.

- Identifying the necessary measures for media training programs to stay abreast of the digital media landscape

1. Assessment of Training Programs' Adaptation to the Digital Media Environment

We note that respondents in the Department of Media and Communication Sciences at the University of M'sila, Batna 1 University, and Setif 02 University, with their diverse study criteria, provided varied responses when asked: "Have training programs adapted to the digital media environment?" Answers ranged from yes to no. Referring to respondent number 02 (male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University), he expressed, "Not yet adapted, as the content of these programs does not ensure the graduation of competencies specialized in digital media." In contrast, respondent number 4 (male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University) stated, "Yes, training programs have started adapting to the digital media environment, evident in the use of digital media formats in the training process. Consequently, we anticipate further refinement in training programs in the near future."

From the provided responses, it can be concluded that while the content of training programs hasn't fully adapted to the digital media environment, they have adjusted in terms of the tools used in program execution.

2. Identifying Necessary Measures for Media Training Programs to Keep Pace with the Digital Media Environment

We observe diverse responses from participants in the Department of Media and Communication Sciences at the University of M'sila, Batna 1 University, and Setif 02 University, with their varying study criteria, when asked: "In your opinion, what are the necessary measures for training programs to become aligned with the digital media environment?" Answers were varied, such as respondent number 02 (male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University), who stated: "Updating training programs according to the developments imposed by the digital environment, benefiting from Western experiences in the field, and providing necessary facilities for student training in line with the digital media." Respondent number 19 (female, 35-45 years old, Department of Media and Communication Sciences, University of M'sila) emphasized: "The necessity of focusing on incorporating content about digital media and practical training without approaching it purely theoretically." Respondent number 01 (male, 35-45 years old, Department of Media and Communication Sciences, Batna 1 University) expressed: "The need to establish standards related to digital media and specific standards for programming in the field of media, with a focus on artificial intelligence, which I see as a crucial tool in media work."

From the provided responses, it can be concluded that a key measure for training programs to keep pace with the digital media environment is the inclusion of content about digital media, considered a valuable and prominent addition in the field of media and communication, as indicated in the fourth study of previous research by Mansour Houssam.

9. Study Results:

After collecting, analyzing, and interpreting the data, the study yielded the following set of results:

- The transition from the traditional media work environment to the digital media environment is evident due to the widespread dominance of the digital environment in all areas of life.
- The content of media training programs is closely associated with the field of media and communication, according to the majority of respondents.

- Academic media training programs are suitable for open specializations within media and communication departments, where standards aligned with each specialization's nature are taught, as indicated by the majority of responses.
- Key objectives acquired from training programs include enabling learners in the field of media and communication to conduct logical analysis of media phenomena, foster sound critical thinking of media content, master available technologies in media and communication, and effectively process media data.
- The success factors for academic media training programs include learners' interest in pursuing specializations in media and communication, the development of training programs tailored to open specializations at the university, defining desired program objectives, and actively working towards their achievement.
- The training process has become linked to the digital environment due to the widespread prevalence of this environment.
- Although the content of training programs in media and communication departments has not changed significantly, the methods of delivery have adapted to the digital media environment, incorporating digital tools and platforms.
- The transition to the digital environment for implementing training programs has begun, ensuring smooth progress through the adoption of digital pedagogical platforms such as Moodle, Dual, etc. These platforms facilitate digital interaction in delivering live lectures, evaluating students through platform-based activities, and incorporating various digital communication methods between students, administrative staff, and educational bodies, particularly through email and other electronic means. The integration of digital media forms has also started in this transition.
- Some criteria have been incorporated into digital media within training programs, but they are theoretical in nature only. The content of these training programs has not adapted significantly to the digital media environment; however, there has been adaptation in terms of the tools used in the implementation of these programs.
- The crucial measures needed to align training programs with the digital media environment involve the process of incorporating content about digital media. This inclusion is considered among the valuable and prominent additions in the field of media, contributing to enhancing the quality of training programs and providing necessary updates to meet the evolving needs of the digital media environment.

10. Conclusion:

The digital transformation witnessed in the media sector and journalism as a whole necessitates a swift adaptation to this change. This requires a reevaluation of academic media training programs and their update in terms of knowledge content. The focus should be on compelling learners to grasp the fundamentals of journalistic work within the digital environment, which has become more accessible through the tools utilized in the implementation of academic media training programs

11. Recommendations and Proposals:

Based on our study and the results obtained, the following recommendations or proposals can be presented:

- The Ministry of Higher Education and Scientific Research can update academic media training programs, specifically "Media Training at the university level," by aligning them with digital media practices. This includes:
 - Establishing standards for digital media, such as designing electronic advertisements, producing and directing media content for digital dissemination, and understanding ethical considerations in the digital environment.
 - Incorporating entirely practical standards related to digital media and its management, such as introducing a scale for managing digital media in public relations.
 - Working towards opening and adding a specialization in digital media to the list of available specializations within higher education institutions.

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13. Appendices:

Interview form

To prepare a scientific paper about

Academic media training programs in the digital media environment “Between Change and Adaptation” A field study in the Department of Media and Communication Sciences, M’sila University, Batna 1, Setif 2

Dear Sirs and Madams:

Professors working in the Department of Media and Communication at the Universities of M’sila, Batna 1, and Setif 2, this interview serves as a tool for preparing the scientific paper titled "Academic Media Training Programs in the Digital Media Environment: Between Change and Adaptation." The following questions represent key points, and we kindly request your valuable responses. Rest assured that the information gathered will be utilized strictly for academic research purposes.

Thank you very much.

The first axis: data of the respondents.

- 1- Gender Male Female
- 2- Age: 25-35 years 35-45 years 45 and above
- 3- The university you belong to:
- 4- The level you teach:

The second axis: academic media training programs

- 5- Is the content of academic media training programs related to the field of media and communication?
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- 6- Are media training programs suitable for the majors open in the Department of Media and Communication at your university?
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- 7- What are the objectives gained from academic media training programs? .
.....
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8- What are the elements for the success of academic media training programs?

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The third axis: media training programs in the digital media environment

9- Was the composition process linked to the digital environment?

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10- Have media training programs changed after the spread of digital media?

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.....

11- Has the process of using digital technologies in the media training process begun at the Algerian university?

.....
.....

12- Have you included metrics that address media in the digital environment?

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.....

Fourth axis: Adapting media training programs to the digital media environment.

13- Have the training programs adapted to the digital media environment?

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14- In your opinion, what are the necessary procedures for media training programs to keep pace with the digital media environment?

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Done...thanks.