



Media Training Support Programs in Specialized Centers

–An Analytical Study of the Content Sample of Online Training Courses at Al Jazeera Media Institute –

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Abstract: The present study follows a descriptive-analytical approach that aims to examine the form and content of the electronic training courses offered by the AL Jazeera Media Institute. The study employs a survey, deemed the most suitable for its objectives. The research encompasses all training programs offered by the institute, with an intentional sample of 10 e-learning courses selected for analysis. Content analysis was utilized as the primary data collection tool for the chosen sample. The findings reveal that the institute's e-learning courses predominantly use classical Arabic and emphasize theoretical content over practical applications. Additionally, these courses are significantly geared towards developing trainees' skills in the field of television journalism.

Keywords: *Al Jazeera Media Institute; e-learning platforms; e-media training; e-training courses; media training centers; media training programs.*

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I. Introduction:

Training plays a vital role in enhancing the professional capabilities and competencies of individuals, particularly those in the media field. The dynamic nature of the media sector, driven by rapid and continuous developments, underscores the growing importance of ongoing training. Media professionals must engage in continuous learning to stay aligned with these advancements, especially in the context of digital transformation. This process not only enriches their theoretical knowledge but also hones their practical and applied skills, ensuring their ability to adapt and excel in a constantly evolving industry.

Amid rapid and successive technological advancements, the media training landscape has undergone significant changes, marked by the emergence of e-training as a modern approach. Media training institutions increasingly deliver their programs using advanced communication and media technologies, optimizing both time and effort. These institutions, including media training centers and institutes, aim to enhance trainees' knowledge, reshape their attitudes, and refine their practical skills. By offering a continuous array of e-training programs, they effectively support the professional growth and adaptability of individuals in the dynamic media industry.

II. The methodological framework of the study:

1. Statement of the problem:

The training of the human element in the media field holds significant importance, as it aims to develop and enhance professional capabilities and competencies, ultimately contributing to the delivery of media content with a competitive edge. In the context of rapid technological transformations and ongoing advancements, the training process has undergone profound changes, particularly through its adoption of modern digital platforms. Media training institutions have responded to these developments by combining traditional in-person training programs with supplementary electronic or remote training options.

Al Jazeera Media Institute stands out as one of the leading media training centers in the Arab world, renowned for delivering high-quality and efficient training services across various media disciplines. These services range from traditional in-person programs to advanced electronic training initiatives. One of the institute's key electronic offerings is its e-learning platform, which provides a diverse array of training programs, including specialized electronic courses covering multiple areas of media. This analytical study aims to explore the form and content of the online training courses offered on AL Jazeera Media Institute's e-learning platform.

To address the central research question, What is the structure and content of the online training courses offered on the Al Jazeera Media Institute website? , **the following sub-questions have been developed to examine both the form and content of these courses:**

1.1. Questions Related to Form Categories

- ✓ What modes of communication are utilized for delivering e-training courses at Al Jazeera Media Institute?
- ✓ How much time is dedicated to each online training course at the institute?
- ✓ What languages are employed in the institute's e-learning courses?
- ✓ What are the foundational communication elements integrated into these e-training courses?
- ✓ Which training methodologies are supported by the institute's e-learning courses?

1.2. Questions Related to Content Categories

- ✓ What are the main areas of focus for the institute's e-training courses?
- ✓ Who are the intended participants of the e-training courses?
- ✓ What are the specific goals of the institute's e-training programs?

- ✓ What strategies are employed to engage and persuade participants in the e-training courses?
- ✓ What is the nature of the professionals and experts involved in delivering e-training courses?
- ✓ What instructional designs or patterns are adopted in these courses?
- ✓ How well do the courses align with the requirements of the digital transformation era?
- ✓ What skills are targeted for development through the e-training courses?
- ✓ What mechanisms are used to assess the effectiveness of the course content in achieving its objectives?

2. The Significance of the study:

The scientific and theoretical significance of this study lies in the critical role of training as a strategic approach to enhancing the capabilities of individuals, particularly those involved in the communication process. Media training has emerged as one of the most vital areas of focus due to its essential role in developing, improving, and advancing the skills of media professionals. This is especially relevant in the current era of digital transformation and the rise of e-training as a modern approach to professional development. Moreover, the importance of this study is further emphasized by the growing prominence of media training centers, which play an increasingly significant role in supporting media training. These centers contribute to the continuous development and refinement of trainees' capabilities and skills, helping them adapt to the rapidly evolving media landscape.

The societal and applied relevance of this study is reflected in its objective to produce accurate scientific findings, interpretations, and recommendations. These outcomes aim to contribute to the enhancement of both the theoretical understanding and practical application of media training. By doing so, the study aspires to improve and elevate the skills of trainees, ensuring their readiness to meet the demands of modern media practices.

3. Defining the study concepts:

Defining the concepts relevant to a study is a crucial step in any scientific research, whether at the theoretical or procedural level. It is essential for researchers to clearly and precisely define the key concepts of their study, ensuring alignment with the study's objectives and scope. This process establishes a solid foundation for the research and enhances its clarity and coherence.

3.1.The technical concept of training:

Training is defined as the "efforts directed toward equipping trainees with information and knowledge that enable them to develop skills necessary for performing their tasks effectively". (Shattaha, 2019, p. 29), Besides, Al-Rahman (2020) describes it as an "Administrative or organizational initiatives aimed at enhancing an individual's ability to perform a specific job or fulfill a particular role within their organization." (p. 90)

3.2.The technical concept of e-training:

Duwaikat defines e-training as the "process of delivering a set of knowledge, skills, and attitudes to an individual or group using electronic media to facilitate communication, information exchange, skill acquisition, and interaction between the trainer and trainee." (In Al-Omran, 2021, p. 358), To Al-Mutairi it is an "approach that utilizes modern communication tools to transfer information, skills, and positive attitudes to trainees, either synchronously or asynchronously." (In Al-Omiri, 2023, p. 236)

3.3.The concept of media training:

- **Technology:**

Media training is defined as a "structured and planned effort to equip human resources in media organizations with specialized knowledge, enhance and develop their skills and capabilities, and positively transform their behavior and attitudes in a constructive manner." (Al-Mashaqbeh, 2022, p. 147). On his part, Mushtar (2023) describes it as a "set of activities and initiatives undertaken by media organizations to improve the efficiency of their personnel, aiming to produce media content that aligns with modern advancements." (p. 521)

- **Procedurally:**

Media training refers to the process that encompasses the electronic training courses offered through the e-learning platform of Al Jazeera Media Institute. These courses aim to provide trainees with essential information and knowledge, modify or shift their attitudes, and enhance their practical skills in the fields of media and communication. The goal is to develop their professional competencies, particularly in keeping pace with technological advancements, including mastering the use of artificial intelligence technologies in media and communication.

- **The procedural concept of electronic media training:**

In this study, e-media training is defined as the process through which Al Jazeera Media Institute's e-learning platform enhances and develops the cognitive knowledge, attitudes, skills, and behaviors of trainees by implementing training programs that utilize modern technologies. This is achieved by offering e-training courses that incorporate a variety of contemporary technological tools.

3.4.The concept of training programs:

- **Technology:**

Technology is defined as the tool that connects training needs with the desired objectives, aligning scientific content, training methods, and resources to develop human resources and achieve both individual and organizational goals. (Al-Ashi, 2020, p. 307). Houriya (2022) also described it as planned activities within a structured framework that focus on acquiring skills and deepening the trainees' understanding of these skills. Training programs encompass aspects related to human relations and educational methods, with the aim of enhancing efficiency and effectively engaging with groups of trainees while evaluating their performance. (p. 340)

- **Procedurally:**

In the context of this study, media training programs refer to the electronic training courses provided by Al Jazeera Media Institute to trainees remotely via its e-learning platform. These courses are designed to develop trainees' skills, capabilities, and job performance in the field of media.

3.5.The concept of media training centers:

- **Technically:**

Media training centers are defined as "Entities that carry out, oversee, or adopt the media training process to achieve specific objectives. These centers aim to enhance the capabilities and skills of trainees and improve their performance in various media fields. This is accomplished through appropriate training programs, qualified trainers, and the provision of necessary resources and facilities for the training process, often in exchange for specified fees". (Al-Mousawi, 2019, p. 103)

- **Procedurally:**

In the context of this study, media training centers refer to Al Jazeera Media Institute, which offers a range of training programs, including both in-person courses and those related to the e-learning platform. The goal of these programs is to develop and enhance the knowledge and skills of trainees in the fields of media and communication.

4. Approach and methodology of the study:

4.1. Approach of the study:

The study falls within the realm of descriptive, analytical, and quantitative media studies. It is categorized as a media study because it examines a media phenomenon represented by analyzing the form and content of the courses.

Additionally, the study aligns with the scientific research objectives of “descriptive and analytical studies.” The aim is to provide a comprehensive description and analysis of the nature of the electronic training courses offered at Al Jazeera Media Institute. This involves detailing and analyzing the form and content of these e-training courses.

As a matter of fact, descriptive analytical studies rely "on analysis and diagnosis after gathering, interpreting, and analyzing data. These studies focus on describing the facts and truths related to all aspects of the issue under investigation. Descriptive analytical studies may be qualitative or quantitative, or they may include both". (Baker, N., 2018, p. 72)

The present study seeks to describe the format and content of the electronic training courses available on the e-learning platform of the Al Jazeera Media Institute.

4.2. Study method:

The foundation of any scientific study lies in the use of the scientific method, which serves to guide and direct the researcher through every stage of the research process. The concept of a method is defined as a "system of rules and principles that guide researchers in their examination of a phenomenon. This system involves two primary mental operations—deduction and induction, which serve as the foundation of all knowledge and the basis for all research". (Jakhdel, S., 2019, p. 131)

The descriptive analytical approach is "The process of describing a phenomenon to uncover its causes, the factors influencing it, and drawing conclusions to generalize findings. This is accomplished through a structured research plan involving data collection, organization, and analysis". (Ashour, 2021, p. 124)

In this study, we adopted the survey method as it is particularly well-suited to the research objectives. This method aims to record, analyze, and interpret phenomena in their current state after collecting sufficient data. The survey method is a "descriptive approach used by researchers to obtain comprehensive and accurate information that reflects social reality. It influences all cultural, political, and scientific activities and contributes to the analysis of their phenomena". (Qandilji, 2014, p. 99)

The current study is based on the descriptive-analytical method as well as the survey method, with the aim of describing and surveying the electronic training courses under study in terms of format and content.

5. Research Population and Study Sample:

The research population for this study encompasses "all media training programs at Al Jazeera Media Institute." The sample for this study consists of a corpus of ten electronic training courses offered by the institute through its e-learning platform. This is a purposive sample, where the researcher deliberately selects participants based on specific features or characteristics that align with the research objectives. Purposive sampling is classified as a "non-probability sampling" method. This study was conducted during the period from January 01 to January 31, 2025, and the study corpus is further illustrated in the following table.

Table (01): The Electronic Training Courses that Comprised the Study Sample

E-training course scope	E-training course title	Duration of the e-training course
Television journalism	Press coverage of wars and armed conflicts	240 minutes
	Voice acting and its arts	146 minutes
	Planning for press interviews	67 minutes
Digital Media	Internet journalism	108 minutes
	How to make a story for the internet	110 minutes
In-depth journalism	Open Source Investigations	114 minutes
	journalistic bias	104 minutes
Documentaries	Documentary Filmmaking	150 minutes
Journalism	Covering refugee stories	82 minutes
Media technologies	Photoshop Beginner	155 minutes
Total	10 training courses	1276 minutes

The source: Prepared by the two researchers

6. Study data collection tools:

The objective of any research study is to enable the researcher to gather various types of information and data related to the phenomenon under investigation, in order to answer the research questions. Therefore, the researcher must carefully select the appropriate data collection tools for the study. Data collection tools are defined as the various means used by the researcher to gather the targeted information and data for the research (Ashour, 2021, p. 126). Barcus defines content analysis as a "term used to describe the scientific analysis of communication messages, which requires the analysis to be precise and systematic". (In Baker, M., 2007, p. 126). To Saleh (2014), content analysis as a "systematic method for analyzing the content of a particular message. It serves as a tool for observing and analyzing the apparent manner of communication among a selected group of communicators." (p. 161). Furthermore Content analysis is "an organized procedure designed to identify and evaluate the content of a text or recorded information. (IGE, 2023, p. 72)

In the current study, non-participant observation was employed as a secondary tool for collecting data related to the subject of the study. This tool facilitate the observation of the content of the electronic training courses on the e-learning platform of the Al Jazeera Media

Institute, thereby enabling an understanding of the nature of topics covered in these courses as well as the identification of the categories of analysis in the study.

In this study, we adopted the "content analysis form" as the data collection tool. The content analysis form is defined as: "A tool used to study and analyze documents or information. It focuses not on the individuals being studied, but on the content itself, making it specific to analytical studies that concentrate on analyzing content, whether it is printed, auditory, or audio-visual". (Satouthah, 2019, p. 106)

As part of this study, a content analysis form was adopted as the primary tool for data collection, as it is considered the most appropriate instrument for examining and analyzing the structure and content of the electronic training courses available on the Al Jazeera Media Institute's e-learning platform.

6.1. Determining the analysis categories:

6.1.1. Form categories: It includes the following categories

- **Communication Forms Used in E-Training Courses:** This category refers to the modes through which electronic training courses are delivered at Al Jazeera Media Institute. The sub-categories within this category include Training videos, Written educational lectures.
- **Time Period Allocated to Each E-Training Course:** This category was used to determine the time allocated to each training session analyzed in the study. The subcategories are Less than 100 minutes, From 100 to 200 minutes, More than 200 minutes.
- **Language Category Used in E-Learning Courses:** This category addresses the language used in the distance learning courses at Al Jazeera Media Institute. The sub-categories include Standard Arabic, Arabic translated into English, English, English translated into Arabic, A mixture of Arabic and English and Colloquial dialects.
- **Communication Supports Used in E-Training Courses:** This category identifies the different forms of support employed in delivering electronic training courses at the institute. The sub-categories include Images, Written texts, Images accompanied by texts, Video clips, Illustrations and Maps.
- **Supported Training Methods for E-Training Courses:** This category seeks to identify the various training methods used in the institute's e-training courses. The sub-categories include Training workshops (webinars), Lectures, Videos from the field, Videos presenting media knowledge, Related scientific publications, Al Jazeera Fellowship Program, Journalism Magazine and Institute Diploma.

6.1.2. Topic Categories (What was said): In our study, the following categories were defined to explore various aspects of the e-training courses offered at Al Jazeera Media Institute:

- **Nature of E-Training Courses:** This category refers to the diverse training fields available on the institute's e-learning platform in the context of e-training courses. The sub-categories include Television journalism, Digital media, In-depth journalism, Documentary films, Journalistic editing and Media technologies.
- **Target Audience for E-Training Courses:** This category addresses the intended audience for the training courses at Al Jazeera Media Institute. The sub-categories include Amateurs, Professionals of the Al Jazeera Media Network, Media professionals outside the Al Jazeera Media Network, Students of media and communication.
- **E-Learning Courses Objectives:** This category refers to the various objectives that the distance learning courses at Al Jazeera Media Institute aim to achieve. The sub-

categories include Developing the trainees' cognitive gains, Modifying and changing the trainees' attitudes, Developing the trainees' practical skills.

- **Persuasion Methods Used in E-Training Courses:** This category identifies the mental and emotional persuasion methods used in the content of training courses at Al Jazeera Media Institute. The sub-categories include Mental methods (e.g., narrating facts and events, citing examples, using numbers and statistics, citing expert statements), Emotional methods (e.g., narrating the personal experiences of media professionals in their careers).
- **Approved Information Sources in E-Training Courses:** This category aims to reveal the nature of the sources relied upon in the scientific content presented in the distance training courses at Al Jazeera Media Institute. The sub-categories include Experts and academics, Media professionals, Directors, producers, photographers, Representatives of international bodies and Scientific Sources (e.g., scientific books, published scientific articles, institutional reports, published studies, electronic websites, archives, texts of international agreements, international charters, Reliance on legal texts).
- **Subject Category:** This category identifies the individuals and groups who influence the content of the distance training courses at Al Jazeera Media Institute. The sub-categories include Training course designers, Experts and academics and Media professionals, Trainees.
- **Approved Training Style in E-Training Courses:** This category aims to understand the degree to which the institute's e-training courses emphasize the practical aspect of the training process. The sub-categories include Theoretical training, Practical training.
- **Keeping Up with Digital Transformation in E-Training Courses:** This category seeks to assess how well the content of the institute's e-training courses meets the requirements of digital transformation. The sub-categories include Providing electronic training courses in digital media and its technologies, Providing electronic training workshops in digital media and its technologies, Offering lectures in digital media and its technologies, Providing field videos in digital media and its technologies, The institute's diploma including videos that provide media knowledge in digital media and its technologies, Al Jazeera Fellowship Program, Providing scientific publications in digital media and its technologies, Presenting content in digital media and its technologies within the Al-Sahafa magazine.
- **Targeted Skills in E-Training Courses:** This category aims to identify the various skills that the institute's e-training courses aim to develop. The sub-categories include Journalistic editing skills, Television presentation and presentation skills, Television interviewing skills, Documentary filmmaking skills, Television reporter skills, In-depth journalism skills, Ethical journalism skills, Media body language skills, Media photography skills, Digital communication skills and Media technology skills.
- **Methods for Evaluating the Effectiveness of E-Training Courses:** This category aims to identify the methods employed by the institute to evaluate the effectiveness of the e-training courses. The sub-categories include Conducting initial training tests, Conducting final training tests.

2.6. Determining units of counting and measurement:

In this study, we relied on the minute as a unit of counting and measuring, considering that the online training courses offered by the Al Jazeera Media Institute consist of audiovisual material (training video), Additionally, we utilized the unit of idea or topic for analysis.

III. Results and discussion:

1. Presentation of the Results of the Analytical Study:

1.1. Technical Card for the Media Training Center:

- **Name of the Media Training Center:** Al Jazeera Media Institute
- **Year of Establishment:** 2004
- **Institute Website:** <https://institute.aljazeera.net/ar>
- **Year of Establishment of the Institute's E-Learning Platform:** 2017
- **Available Media Training Programs:**

- In-person training courses
- E-learning platform programs, including: E-training courses, Training workshops (webinars), Lectures, Videos from the field, Videos providing, media knowledge, Institute publications, Journalism magazine, Al Jazeera Diploma, Al Jazeera Fellowship Program.
- **Affiliation:** Al Jazeera Media Network.

Social Media Links for Al Jazeera Media Institute:

- **Facebook:** <https://www.facebook.com/AJMIInstitute>
- **Instagram:** <https://www.instagram.com/ajminstitute?igsh=MTAzMmJ3bnh2Z3lvaA==>
- **Twitter:** https://x.com/AJMIInstitute?t=6J5S-n7_T1GhhPpVPCZv5Q&s=03

Links to the E-Learning Platform - Al Jazeera Media Institute - on Social Media:

- **Facebook:** <https://www.facebook.com/ajelearn>
- **Instagram:** <https://www.instagram.com/ajelearn?igsh=cmYwZHoxaDhsejQ4>
- **Twitter:** <https://x.com/ajelearn?t=e3qO2WLNBL4-Ppp-R6UAQ&s=03>
- **YouTube:** https://youtube.com/@ajelearn?si=SjGGjNaU_jWboPnK
- **LinkedIn:**
https://ajmn.tv/ypsnek?fbclid=IwAR0GX0micHfj4LU3W2ITpUHCTkWfmM8bwwpBjGNkg2nnF-9SR_oIHPTqDS0

1.1. Displaying the results of the analysis of the shape categories of the institute's electronic training courses:

Table (02): The Form of the Communication Material Approved in the Electronic Training Courses at the Institute

The nature of the communication material form for e-training courses	Repetition	Proportion
Training videos	149	50%
Educational lectures	149	50%
Total	298	100%

The source: Prepared by the two researchers

Table 02 illustrates the communication material utilized in the electronic training courses at Al Jazeera Media Institute. It shows that training videos and written lectures are used in equal proportions, each accounting for 50% of the material.

Table (03): The Period Time Allocated for Each Electronic Training Course at the Institute

Duration of each e-training course	Repetition	Proportion
Less than 100 minutes	02	20%
100 to 200 minutes	07	70%
More than 200 minutes	01	10%

Total	10	100%
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The source: Prepared by the two researchers

The period time of 100 to 200 minutes allocated for each electronic training course at the institute ranked first, accounting for 70%. The period time of less than 100 minutes followed in second place, while the period time of more than 200 minutes ranked third with a percentage of 10%.

Table (04): The Language Used in the Institute's Electronic Training Courses

The nature of the language used	Repetition	percentage
Classical Arabic	332	72.01%
Arabic translated to English	04	00.86%
english language	17	03.68%
English translated to Arabic	38	08.24%
Mixing Arabic and English	39	08.45%
Colloquial dialects	31	06.72%
Total	461	100%

The source: Prepared by the two researchers

The Institute's e-training courses primarily rely on Classical Arabic, accounting for 72.01%. This is followed by a combination of Arabic and English at 8.45%, and English translated into Arabic at 8.24%. Colloquial dialects ranked fourth at 6.72%, while English alone came in fifth place at 3.68%. English translated into Arabic was 0.86% the least used.

Table (05): The Communication Supports Used in the Electronic Training Courses at the Institute

Communication supports in e-training courses	Repetition	Proportion
Photos	636	36.86%
Written texts	432	25.04%
Images with text	278	16.11%
Videos	160	09.27%
Illustrations	195	11.30%
Maps	24	01.39%
Total	1725	100%

The source: Prepared by the two researchers

The Institute's e-training courses place a strong emphasis on images as a key communication support, with a percentage of 36.86%. This is followed by the use of written

texts at 25.04%, and images accompanied by texts at 16.11%. Illustrations rank fourth at 11.30%, while video clips are used at a rate of 9.27%, coming in fifth place. Finally, maps are the least used communication support, accounting for 1.39%.

Table (06): The Training Methods Supported for the Electronic Training Courses at the Institute

Supported training methods for e-learning courses	Repetition	percentage
Training workshops	13	11.20%
Lectures	08	06.89%
Videos from the field	49	42.24%
Videos that provide media knowledge	13	11.20%
Institute Publications	11	09.48%
Journalism Magazine	08	06.89%
Institute Diploma	01	00.86%
Al Jazeera Fellowship Program	13	11.20%
Total	116	100%

The source: Prepared by the two researchers

The institute's e-training courses predominantly rely on field videos as a supported training method, accounting for 42.24%. Following this, training workshops, videos providing media knowledge, and the Al Jazeera Fellowship Program with 11.20% each rank second, Lectures and the Journalism Magazine are tied in third place, each with a percentage of 6.89%. Finally, the institute's diploma ranks eighth and last, with a percentage of 0.86%.

1.2.Displaying the results of the analysis of the content categories of the institute's e-training courses:

Table (07): The Nature of the Training Fields for the Electronic Training Courses at the Institute

Nature of e-training courses	Repetition	Proportion
Television journalism	03	30%
Digital Media	02	20%
In-depth journalism	02	20%
Documentaries	01	10%
Journalism	01	10%
Media technologies	01	10%
Total	10	100%

The source: Prepared by the two researchers

The Institute's e-training courses place a strong emphasis on the field of television journalism, which accounts for 30%. This is followed by the fields of digital media and in-depth journalism, each representing 20%. The fields of documentary films, journalistic editing, and media technologies are equally represented, each with a percentage of 10%.

Table (08): The Target Audience for the Institute's E-training Courses

Target audience for the institute's e-training courses	Repetition	percentage
Amateurs	651	25%
Al Jazeera Media Network Professionals	651	25%
Media professionals outside Al Jazeera Media Network	651	25%
Media and Communication Students	651	25%
Total	2604	100%

The source: Prepared by the two researchers

The e-training courses offered by the institute target four main groups: amateurs, professionals from Al Jazeera Media Network, media professionals outside the network, and media and communication students. Each group is represented equally, with a 25% allocation for each category.

Table (09): The Objectives of the Electronic Training Courses at the Institute

Objectives of e-training courses	Repetition	Proportion
Developing the cognitive gains of trainees	651	33.33%
Modify and change trainees' orientations	651	33.33%
Developing practical skills for trainees	651	33.33%
Total	1953	100%

The source: Prepared by the two researchers

The e-training courses at the institute aim to equally enhance the trainees' cognitive knowledge, modify and shape their attitudes, and develop their practical skills, with each objective receiving a 33.33% emphasis.

Table (10): The Persuasion Methods Used in the Institute's Electronic Training Courses

Persuasion techniques used in e-training courses	Repetition	Proportion
Mental persuasion techniques	551	99.63%
Emotional Persuasion Techniques	02	00.36%
Total	553	100%

The source: Prepared by the two researchers

The institute's e-training courses predominantly utilize mental methods for persuasion within the training content, with an overwhelming emphasis of 99.63%. In contrast, emotional methods are minimally employed, accounting for 0.36%.

Table (11): The Sub-categories of Mental Persuasion Methods Adopted in the Institute's Electronic Training Courses

Mental persuasion methods adopted in electronic training courses	Repetition	Proportion
Narrating facts and events	17	03.08%
Citing examples	469	85.11%
Using numbers and statistics	48	08.71%
Citing expert opinions	17	03.08%
Total	551	100%

The source: Prepared by the two researchers

The institute's e-training courses employ various mental persuasion techniques within their training content. Foremost among these is the use of examples, which constitutes 85.11% of the persuasive methods. This is followed by the use of numbers and statistics, accounting for 8.71%. Finally, the methods of narrating facts and events, as well as citing expert statements, are utilized equally, each representing 3.08%.

Table (12): The Sub-categories of Emotional Persuasion Methods Adopted in the Institute's Electronic Training Courses

Emotional Persuasion Techniques	Repetition	Proportion
Narrating the personal experiences of media professionals in their professional career	02	100%
Total	02	100%

The source: Prepared by the two researchers

The institute's e-training courses rely on narrating the personal experiences of media professionals in their professional career as an emotional method in the persuasion process associated with the training content, at a rate of 100%.

Table (13): Sources of Information Approved in the Electronic Training Courses at the Institute

Sources of information approved in electronic training courses	Repetition	Proportion
Media professionals	140	41.05%
Experts and academics	45	13.19%

Directors	15	04.39
Photographers	02	00.58
International bodies and their representatives	03	00.87
Scientific sources	136	39.88%
Total	341	100%

The source: Prepared by the two researchers

The institute's e-training courses predominantly draw upon media professionals as the primary source of information presented in the training content, accounting for 41.05%. This is followed by reliance on scientific sources, which constitute 39.88%. Experts and academics rank third, contributing 13.19%, while directors occupy the fourth position at 4.39%. Representatives of international organizations follow in fifth place, with a contribution of 0.87%, and photographers rank last, representing 0.58% of the information sources.

Table (14): The Sub-categories of Scientific Sources Approved in the Institute's Electronic Training Courses

Scientific sources of information approved in electronic training courses	Repetition	Proportion
Scientific books	35	25.73%
Published scientific articles	06	04.41%
Institutional Reports	04	02.94%
Published scientific studies	26	19.11%
Websites	57	41.91%
Archives	01	00.73%
Texts of international agreements	03	02.20%
Legal texts	01	00.73%
International covenants	03	02.20%
Total	136	100%

The source: Prepared by the two researchers

Al Jazeera Media Institute primarily utilized websites as the primary scientific source of information in its e-training courses, accounting for 41.91%. This was followed by scientific books, which constituted 25.73%, and published scientific studies in third place, contributing 19.11%. Published scientific articles ranked fourth at 4.41%, while institutional reports occupied the fifth position at 2.94%. Texts of international agreements were ranked sixth at 2.20%, with legal texts in seventh place at 0.73%. Lastly, international conventions also accounted for 2.20%, placing them eighth in the hierarchy of scientific sources utilized.

Table (15): The Actors in the Electronic Training Courses at the Institute

Participants in the Institute's e-training courses	Repetition	Proportion
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e-learning course designers	651	32.55%
Trainees	651	32.55%
Media professionals	651	32.55%
Experts and academics	47	02.35%
Total	2000	100%

The source: Prepared by the two researchers

The e-training courses at Al Jazeera Media Institute were predominantly led by designers of e-training courses, trainees, and media professionals, collectively accounting for 32.55% of active participants. In contrast, experts and academics represented a smaller proportion, occupying fourth place with a contribution of 2.35%.

Table (16): The Training Pattern Adopted in the Electronic Training Courses at the Institute

Training style in e-learning courses	Repetition	Proportion
Theoretical training	571	85.60%
Practical training	96	14.39%
Total	667	100%

The source: Prepared by the two researchers

The e-training courses at Al Jazeera Media Institute predominantly emphasize theoretical training, constituting 85.60% of the content, while the practical aspect accounts for 14.39%.

Table (17): The Institute's E-training Courses Keeping Pace with the Requirements of Digital Transformation

Keeping pace with e-training courses for digital transformation	Repetition	Proportion
Inclusion of e-training courses in digital media and its technologies	22	36.06
Providing electronic training workshops in digital media and its technologies	02	03.27%
Providing electronic lectures on digital media and its technologies	04	06.55%
Providing electronic field videos in digital media and its technologies	01	01.63%
Institute Diploma	09	14.75%
Include videos that provide media knowledge in digital media and its technologies.	06	09.83%

Al Jazeera Fellowship Program	07	11.47%
Providing scientific publications in digital media and its technologies	05	08.19%
Providing content on digital media and its technologies within the Journal of Journalism	05	08.19%
Total	61	100%

The source: Prepared by the two researchers

The e-training courses offered by Al Jazeera Media Institute are structured to support and integrate with the evolving process of digital transformation. Courses centered on digital media and its associated technologies hold the highest priority, constituting 18.03% of the total content. Following this, the institute's diploma programs account for 14.75%, while the Al Jazeera Fellowship Program represents 11.47%. Videos that provide media knowledge specifically related to digital media and its technologies are ranked fifth, making up 9.83% of the content. Both the inclusion of scientific publications and the presentation of content within the Journalism Magazine on digital media technologies are ranked sixth, each contributing 8.19%. E-lectures that focus on digital media and its technologies appear in the eighth place, at 6.55%. Meanwhile, electronic training workshops and field videos related to digital media and technologies are ranked ninth and tenth, comprising 3.27% and 1.63% of the content, respectively.

Table (18): The Skills Targeted by the Electronic Training Courses at the Institute

Skills targeted by e-training courses	Repetition	Proportion
Journalism editing skills	01	10%
TV Journalism Skills	03	30%
Documentary Filmmaking Skills	01	10%
In-depth journalism skills	02	20%
Digital Communication Skills	02	20%
Media Technology Skills	01	10%
Total	10	100%

The source: Prepared by the two researchers

The e-training courses offered by Al Jazeera Media Institute primarily focus on developing skills in television journalism, which account for 30% of the training objectives. This is followed by an emphasis on in-depth journalism skills and digital communication skills, each comprising 20%. Skills in journalistic editing, documentary filmmaking, and media technologies are ranked fourth, with each category representing 10% of the overall focus.

Table (19): The Methods of Evaluating the Effectiveness of Electronic Training Courses at the Institute

Methods of evaluating the effectiveness of e-training courses at the institute	Repetition	Proportion
Conducting initial tests for trainees	204	62%
Conducting final tests for trainees	125	37.99%
Total	329	100%

The source: Prepared by the two researchers

The Institute's e-learning platform relies on conducting preliminary tests for trainees in evaluating the effectiveness of e-training courses, at a rate of 62% followed in second place by conducting final tests for trainees at a rate of 37.99% .

2. Discussion:

2.1. Interpretation of the results of the analytical study:

2.1.1. Interpretation of analytical study results related to form categories:

The communication forms utilized in Al Jazeera Media Institute's e-training courses are evenly distributed between training videos and written lectures, each accounting for 50%. This balance reflects the platform's principle of complementing each training video with written lectures to support the learning process. This dual approach facilitates easy referencing of both formats, enhancing the self-learning experience for trainees.

70% of the training courses are designed to fit within a time frame of 100 to 200 minutes, This duration is deemed optimal, as it balances the need to avoid excessive length, which may lead to disengagement, with the necessity of providing adequate time to effectively convey the training material. This time frame allows for the delivery of sufficient and essential information about the course content without overloading the participants.

Additionally, the courses emphasize the use of classical Arabic, which accounts for 72.01% of the language utilized in the training. This preference is driven by the need to cater to an Arab audience, making classical Arabic the most suitable medium for content delivery. Furthermore, classical Arabic is the primary language used in most Arab media institutions and is the standard language of instruction in media and communication faculties, departments, and institutes across the Arab world.

Images are the primary communication support utilized in the institute's e-training courses, comprising 36.86% of the material. This preference can be attributed to the effectiveness of images in conveying meaning swiftly and accurately, while also enhancing the training content. In contrast, maps are used minimally, accounting for just 1.39%. This limited use is due to the fact that maps are only relevant for specific topics that necessitate their inclusion, making them less commonly required across the broader training curriculum.

Field videos are heavily relied upon as a supporting training method, constituting 42.24% of the content. This reliance is largely because field videos incorporate practical, real-world applications, which help to clarify and reinforce the training material. They also facilitate a more accessible and efficient way for trainees to grasp the content being taught.

2.1.2. Interpretation of analytical study results related to content categories:

The institute's e-training courses place significant emphasis on television journalism, with this field representing 30% of the courses offered. This focus can be explained by the audio-visual orientation of the Al Jazeera Media Network, the parent organization of the institute. Given the network's emphasis on television as a key medium, it is natural for a large portion of the courses to be centered around television journalism. Additionally, the field's importance is underscored by the value placed on visual media and the growing prominence of the screen and imagery in contemporary communication.

The e-training courses at the institute target four main categories equally, with each group—amateurs, professionals affiliated with Al Jazeera Media Network, media professionals outside the network, and media and communication students—comprising 25% of the total target audience. This broad approach reflects the inclusive nature of the e-training programs offered through the institute's e-learning platform, which are designed to cater to a wide range of individuals interested in the media and communication fields.

These courses aim to develop the trainees' cognitive acquisitions, modify and change their attitudes, and enhance their practical skills in equal measure, with each goal representing 33.33% of the training objectives. This balanced focus can be explained by the fact that skill development is a progressive process, beginning with the acquisition of foundational knowledge (cognitive gains), followed by the modification of attitudes, and culminating in the enhancement of practical skills necessary for professional competence.

The institute's e-training courses predominantly rely on rational methods to convey their content, with 99.63% of the training material utilizing logical, evidence-based approaches. This preference for rational methods can be attributed to the scientific and theoretical nature of the content, which is grounded in media expertise, academic sources, and professional knowledge. In contrast, emotional methods are used minimally, accounting for 0.36% of the content. This limited use of emotional methods reflects the objective nature of the training material, which prioritizes reasoned, factual content over emotional appeals in its delivery.

The e-training courses at the institute primarily employ the mental persuasive method of citing examples, which accounts for 85.11% of the content. This high reliance on examples can be explained by their effectiveness in clarifying and reinforcing key concepts. By presenting concrete instances, examples help simplify complex ideas, making them more accessible and easier to understand for the trainees.

Additionally, the institute's e-training courses predominantly rely on media professionals as a source of information, with a notable 41.05% of the content derived from their expertise. This emphasis is due to the fact that many of the courses are led and presented by experienced media professionals from the Al Jazeera Media Network. Their extensive practical and theoretical knowledge provides valuable insights that enrich the training material.

Furthermore, the courses make significant use of websites as a scientific source of information, with 41.91% of the content drawn from this medium. The reliance on websites can be attributed to their open-access nature, ease of use, and the credibility of the information they provide, often sourced from reputable experts and academic institutions.

According to the analytical results of the study, it was found that course designers, trainees, and media professionals are the key participants in these training courses, accounting for 32.55%. This is because the trainees are actively engaged throughout the course, just as the media professionals and the course designer, who is responsible for preparing and structuring the course, play significant roles. The limited involvement of experts and academics, at 2.35%, can be attributed to their role being confined to specific situations where their expertise is needed for support, rather than being integral throughout the entire training process.

The theoretical aspect of the training content dominates, representing 85.60% of the courses, while the practical component is less emphasized, accounting for 14.39%. This is due to the

challenges of incorporating a practical application in a remote learning environment, as in-person courses tend to focus more on applied practice. In contrast, the e-training courses are more theory-based, given the difficulties associated with implementing hands-on activities in an online format.

The e-training courses at the institute are designed to align with the ongoing digital transformation by prioritizing digital media and its technologies, which constitute 18.03% of the course offerings. This focus is explained by the platform's strong emphasis on digital media training, which includes two distinct areas of digital media and technologies. Each of these areas comprises several training courses, each containing a series of training videos accompanied by written lessons.

The primary focus of the Institute's e-training courses is to develop skills in television journalism, accounting for 30% of the training content. This emphasis is due to the platform's offering of a larger number of courses in television journalism, in line with the Al Jazeera Media Network's audio-visual orientation. Given the network's strong focus on visual media and the growing importance of screens and images in today's media landscape, the courses are aligned with this audiovisual emphasis.

The Institute's e-learning platform relies on preliminary tests for trainees to assess the effectiveness of the e-training courses, with a frequency of 62%. This is because the platform's administrators provide one or more tests at the end of each training lesson, resulting in a higher number of preliminary tests. In contrast, the final tests, which serve as a comprehensive summary of the earlier assessments, are conducted less frequently, making up 37.99% of the tests. This lower percentage is due to the fact that the final tests consolidate the content from the preliminary tests, thus requiring fewer exercises overall.

2.2.General results of the analytical study:

2.1.1. 2.2.1. Results related to form categories:

- The results of the analytical study revealed that the Institute's e-training courses rely equally on training videos and written lectures, with each accounting for 50% of the content.
- The analysis also indicated that the majority of the Institute's e-training courses are structured within a time frame of 100 to 200 minutes, comprising 70% of the courses. The duration exceeding 200 minutes was the least common, reflecting a preference for more concise training sessions.
- In terms of language use, the study showed that the Institute's e-training courses predominantly rely on classical Arabic for delivering content, accounting for 72.01%. In contrast, the use of Arabic translated into English was minimal, at 0.86%.
- The results further highlighted that the primary mode of communication support in the Institute's e-training courses is through images, which account for 36.86%. The use of maps, however, was found to be minimal, representing only 1.39% of the courses.
- Field videos emerged as the leading supporting method for the training courses, comprising 42.25% of the content. On the other hand, the Institute's diploma program was the least relied upon, at 0.86%.

2.1.2. 2.2.2. Results related to content categories:

- Television journalism was identified as the primary focus of the Institute's e-training courses, with 30% of the content dedicated to this field. The fields of documentary films, journalistic editing, and media technologies were each allocated 10%, marking them as the areas receiving the least focus.
- The target audience for these training courses includes amateurs, professionals within the Al Jazeera Media Network, media professionals outside the Network, and media and communication students, with each group representing 25% of the target audience.

- the study found that the e-training courses aim to develop trainees' cognitive knowledge, modify and change their attitudes, and enhance their practical skills equally, with each of these objectives accounting for 33.33%.
- The Institute's e-training courses predominantly rely on mental persuasion methods, which constitute 99.63% of the content, with emotional persuasion methods being employed to a minimal extent, at 0.36%.
- According to the analytical study, the most commonly used mental persuasion method in these courses is the citing of examples, which accounts for 85.11% of the content. In contrast, the methods of narrating facts and events and citing expert statements were utilized to a much lesser extent, each accounting for 3.08%.
- The results of the analysis also revealed that the courses make extensive use of personal experiences shared by media professionals as an emotional method to support the training content, with this approach being applied in 100% of the courses.
- In terms of sources of information, the Institute's e-training courses primarily rely on media professionals, who contribute 41.05% of the content. On the other hand, photographers are used as a source of information to a very limited degree, with 0.58% reliance on them.
- The analysis further showed that electronic websites are the primary scientific source of information for the courses, comprising 41.91% of the content. The least relied upon sources were archives and international conventions, both accounting for 2.20% each.
- The study's findings also highlighted the significant roles played by course designers, trainees, and media professionals, who together make up 32.55% of the key actors involved in these e-training courses. In comparison, experts and academics play a much smaller role, contributing 2.35%.
- The theoretical component of the training content is the dominant focus of these courses, making up 85.60%, while the practical component is less emphasized, comprising 14.39%.
- The institute's e-training courses are designed to align with the ongoing digital transformation, with a primary focus on digital media and its technologies, comprising 18.03% of the courses. In contrast, the provision of electronic field videos related to digital media and its technologies is utilized to a lesser extent, accounting for 1.63%.
- The primary goal of the Institute's e-training courses is to develop skills in television journalism, which make up 30% of the content. The lowest percentages are allocated to skills in journalistic editing, documentary filmmaking, and media technologies, each accounting for 10%.
- In terms of evaluating the effectiveness of the e-training courses, the Institute's e-learning platform places significant emphasis on conducting preliminary tests for trainees, with 62% of courses incorporating them. Final tests, in contrast, are used less frequently, making up 37.99% of the assessment methods.

IV. Conclusion:

Media training centers have become increasingly important in today's world, garnering significant attention from media institutions, amateurs, and media and communication students. This is due to the wide range of training programs these centers offer, which span various fields of media and contribute significantly to enhancing trainees' cognitive abilities, altering or modifying their attitudes, and improving their practical skills. Al Jazeera Media Institute stands out as one of the most significant and prominent media training centers in the Arab world, particularly through the diverse media training programs offered via its e-learning platform. Among the most notable are the free online courses, which play a crucial role in developing the skills of its trainees, as evidenced by the findings of our analytical study.

In light of this, the following recommendations are made:

- ✓ Increase focus on the practical application aspect of e-training courses by incorporating more field-based experiences that complement the theoretical knowledge provided. This will help trainees further develop their practical skills.

- ✓ Expand the scope of media and communication training programs to include additional fields such as communication and public relations, digital marketing, and advertising in its various forms.
- ✓ Support certain training courses by integrating additional training methods, such as workshops, field videos, media knowledge dissemination, scientific publications, and works within the framework of the Al Jazeera Fellowship Program.

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