GO FURTHER AND BEYOND: PERSONIFICATION AND INDIVIDUALISATION IN LEARNING AND TEACHING MASTER’S STUDENTS

Personification and individualization in learning and teaching master's students aims to mold high-level specialists able to integrate successfully to the international professional community. The article discusses a synergy of approaches such as system and matrix modelling of professional activity, learner-centered teaching techniques, adaptive learning, learning trajectories, event techniques, and formative assessment. These include the potential of an entrepreneur master's programme leading to a startup. The researcher uses methods such as observation, case study, experiment, and instructional modelling. The study is based on the current Journalism, Advertisement, and PR master's programmes at Saint Petersburg State University and a new one — Foreign Languages and Translation in the Media. The ultimate goal of this new approach is to enhance students' awareness of taking a master's programme as part of their successful careers. Further research will include developing qualitative and quantitative measurement tools to monitor student's progress.

Keywords: personification, individualisation, system and matrix modelling, entrepreneur master's programme, online master's programme.

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GO FURTHER AND BEYOND: ПЕРСОНИФИКАЦИЯ И ИНДИВИДУАЛИЗАЦИЯ В ОБУЧЕНИИ МАГИСТРАНТОВ

В статье прорабатываются пути индивидуализации и персонализации обучения магистрантов с целью повышения уровня подготовки специалистов и их успешной интеграции в мировое профессиональное сообщество. Автор предлагает комплексное использование таких подходов, как системно-матричное моделирование обучения профессиональной деятельности, личностно-ориентированные технологии обучения, адаптивные системы обучения, траекторное обучение, event и сценарная методика, формирующее оценивание результатов обучения. Рассматриваются перспективы предпринимательской и онлайн магистратуры. В исследовании используются такие методы, как наблюдение, анализ кейсов, эксперимент, педагогическое моделирование. Источниками материалов исследования являются текущие программы магистратуры СПбГУ по специальностям «Журналистика» и «Реклама и связи с общественностью», а также новая междисциплинарная магистерская программа.
«Иностранные языки и перевод в СМИ», которую разрабатывает автор. Перспективами исследования является разработка инструментов качественного и количественного анализа успеваемости магистрантов и уровня их профессиональной компетентности.

Ключевые слова: индивидуализация, персонализации, системно-матричное моделирование, предпринимательская магистратура, онлайн магистратура.

Introduction

Nowadays, processes such as global digitalization, artificial intelligence, Internet of things, data analysis, and automation influence on the current jobs and employment. Within volatile competitiveness, specialists often face lack of confidence due to changing standards, strategies, and priorities. Some jobs become obsolete or transform, and new professions emerge. Nowadays, business needs specialists able to adapt dynamically and learn a new profession. There is a trend in the current employment to hunt for a specialist who possesses some related (or different) occupations.

Experts project job growth of journalists at 8% compared to the average for all occupations at 6%. The recession brought about by the COVID-19 pandemic has affected advertising revenue. Experts also feel that it may impact the long-term demand for journalists. The prevalence of fake news and the blurring of the line between news and opinions may also affect the demand for strict journalists in the coming years [Journalism Careers: 2023]. Declining readership of newspapers is expected to continue through the next decade. Consuming online news via phones and computers will also contribute to the decline.

For the O*NETOnLine (2021) database, the top knowledge skills that journalists must possess are: 96% — English language; 93% — Communication and media; 68% — Law and government; 60% — Computers and electronics; 60% — Telecommunications; 54% — Customer and personal service; 51% — Geography [Journalism Careers: 2023]. In 2022, HR-Portal recommended developing soft-skills such as: teamwork, including hybrid and online formats; decision making and risk management; leadership; conflict management; negotiations; self-management and time management; working in multinational teams; adaptability; collaboration; effective offline and online communication [Advantages of online master’s programme, 2023].

Thus, diversification in journalism jobs and expanding journalists’ skills could help to keep the demand for professionals in this industry.
Materials and Methods

Underpinned with these trends, the Faculty of Foreign languages at St Petersburg University offers a new master’s programme Foreign Languages and Translation in the Media. In a nutshell, we are aimed to mold a high-level specialist who combines successfully competences of a linguist and translator, an international media specialist, and an instructor/tutor/coach/trainer able to teach media disciplines in three languages to different audiences. This programme has multiple advantages, including personified and individualised learning.

This article only specifies the tools we want to use (and are using now) to enhance personification and individualisation in learning among other advantages of this master’s programme. For this, we use methods such as observation, case study, experiment, and instructional modelling. Longitude observation reasoned our desire to find optimal tools to better master’s students’ learning. Case study in business and corporate training helped us to merge the best practices with the academic tradition to meet new employers’ requirements. Experimenting helped us to test the effectiveness of formative assessment and mock conference in master’s students’ learning. Instructional modelling helped to build up some trajectories in the budding media specialist’s professional (self-) development.

The hypothesis of this research is: a synergy of approaches such as system-and-matrix modelling of professional learning, learner-centered teaching techniques, adaptive trajectories and roadmaps in acquisition of a profession, extracurricular events, scenario (mock) technique, and formative assessment could help personify and individualise master’s students’ learning within an optimal curriculum, which will inevitably lead to their successful integration into the international professional community.

The objectives of this study are: 1) to outline the conceptual aspects of personification and individualisation in learning; 2) to trace new trends in digitalisation of learning materials; 3) to select and describe human-centered learning techniques suitable for personification and individualization in teaching adults; 4) to justify the inevitability and feasibility of formative assessment technique in adults’ learning; 5) to describe briefly the idea of system-and-matrix modelling for learning a profession; 6) to highlight the advantages of entrepreneur master’s programmes and online master’s programmes for personified and individualised learning.
Discussion

The conception of personification and individualization in learning

Developing the learner’s individual personality and abilities is one of the burning issues in modern education in Russia. Individualised and personified learning aims to teach a person to choose consciously directions for their (self-) development and use multiple resources for building up their individual learning trajectory, which demands new principles and approaches to learning. We need a new paradigm for learning focused on developing the cognitive activity of a learner as a subject of their (self-) development aimed at life-long learning. Teaching adults can also adjust Yu. Krupnov’s ideas such as ‘education as the learner’s asset’ and G. Budanova’s conception of ‘open additional education’ [Builova, Budanova, 2015] focused on personalization and reflection. Thus, “for learners, the result of their personalised learning is education as a value and an asset; for society and state, it is unalienable but valued and measured potential of intelligence in each personality and community or population category” [Krupnov, 2007]. ‘I am learning’ scenario is possible within autonomous learning reasoned by learners’ own demands and needs to maintain, correct or improve their skills. Now, e-learning is developing the concept of autonomous learning. Z. A. Kargina has outlined the key theories of personification and individualization as new trends in modern education [Kargina, 2015, p. 172-188].

Thus, the key objectives of personification and individualisation in learning are:

- to adjust learning process to the real challenges of the modern world,
- create flexible applied programmes for master’s students’ learning a profession,
- transfer from traditional digital learning to adaptive one,
- develop a constant demand in new skills in master’s students and instructors,
- increase the speed of acquisition of new knowledge and skills, and, as an ultimate result,
- change the learning paradigm to turn learning outcomes into a learner’s own asset and personal and professional (self-) development instead of taking exams as it often occurs.

We regard personification as acquisition, interiorisation, internalisation, or processes and mechanisms of transforming external, social incentives, requirements, limitations and own experience into the elements of
the structure of one’s own personality (into demands, aspiration, skills, and knowledge) [Psychology and pedagogics encyclopedia]. Yu. Krupnov offers to personify the content of learning (curriculum); culture; regime (pace and rhythm); learning and teaching styles; the educational environment, instrumental systems and the content (customization of the content); services, including informational service (customization and personalized marketing of technical and telecommunication services); connection; and attitudes and institutionalisation of worldviews going further to developing the world [Krupnov, 2007].

_Individualisation_ is a transition from education to self-learning and self-development when the learner explores actively into new knowledge (discovery learning) and own experience (constructivism) and takes over the responsibility for the process and the results of their learning.

Personification and individualisation could help apply this approach to teaching a profession to master’s students. Of importance, this approach should change students’ attitude towards their learning as part of their career.

### New trends in digitalisation of learning materials

Digitalisation of learning materials, which makes them available and flexible, is absolutely necessary for personification and individualisation. We offer to use e-learning including online asynchronous courses available 24/7 (to make it possible to learn for those master’s students who work) and synchronous learning with an instructor/tutor/lecturer in the format of webinars or offline. Synchronous offline and online classes may be recorded for reviewing. Besides, case sessions help discuss home assignments with the instructor.

Previous experience in digitalisation of learning materials shows that many of the online courses created some years ago are linear, static, bulky, and only use summative assessment. New trends have arisen over the last two years. Now, the product approach could help improve the effectiveness of an online course. _An online course as a product_ should appeal to the target audience; be adaptive (to meet learners’ individual features and preferences, for example, interactive content and a pdf-tutorial); provide feedback; be more dynamic (like information in the modern world); be based on life-long learning principle (to address constant demand in new skills); be flexible (to search for needed information and develop individual learning programmes and trajectories); use aleotoric (lego-like) elements for learning (e-books, webinars, blog/vlogs, cases, sites, articles, forums, news, expert’s opinion); use micro learning (short courses/mod-
ules focused on really needed information (real gaps)); be up-to-date (ac-
tual and relevant information, knowledge and skills); use optimal instruc-
tional design and delivery of content (for example, gamification); and
use formative assessment. SMEs should understand the life cycle of their
product and monitor and develop constantly their courses. All these fea-
tures enrich the idea of personification and individualization in learning.

Human-centered learning techniques suitable
for teaching adults

Human-centered learning techniques applicable to teaching adults
include: interactive learning, participatory design, project-based learning
(PBL) and work-based learning (WBL), role play/scenario (mock) ap-
proach, case study, portfolio, and autonomous learning.

Interactive learning and participatory design allow modelling real-life
situations for learning a profession. For this, an instructor can challenge
master’s students with tasks that ‘provoke’ using their actual professional
skill-set. This will enable students with a confidence that they are experts.
An example is to ask a student to explain a term or consult how to deal
with an issue. It is also important to organize students’ interaction in dif-
ferent formats such as student — instructor, student — student, student —
audience, and roles such as a specialist, an expert, or a consultant. This
leads students to motivated learning.

PBL and WBL enable master’s students to construct new knowledge
and skills within autonomous creative activity and interaction with oth-
ers. A project should lead to a clear result or a product meaningful for a
student. PBL and WBL include four equally important stages: preparation
(discussing topicality, resources, formats, results, and publicity), creative
work (generating a product), presentation of a product, and feedback.
Neither of these stages can be left out.

Of greatest importance, to motivate master’s students to go further
and beyond their classroom. It could be their participation in a conference,
a research article, participation in a contest, or launching own project. We
offer our students events such as English club with multiple activities and
events, a contest of sound track translations [See: Rokhlina, Golubeva,
2020, pp. 115–121], a contest of media text translations, a contest of social
advertisement videos in English, and a contest of eco-comics [See: Vasi-
leva, Golubev, 2019, pp. 431–442]. Even if these are unavailable, the mock
conference approach could help.

Role play or scenario (mock) approach helps model situations of pro-
fessional communication when a master’s student is assigned a role or
status to become personally involved, including their emotions and empathy, which motivates them to learn. An example is a mock conference or a simulation of a conference in which students act as delegates, organisers, interpreters, or any other relevant role. How can students benefit from a mock conference? Any mock conference involves substantial research, public speaking skills, writing skills, case study, critical thinking, debating, teamwork, leadership, and more. This technique stimulates students’ cognitive activity and motivates them. Of significance, in ESP, the mock conference technique implies dealing with authentic documents, professional terminology, and contemporary issues in the specific professional field. It makes learning closer to real challenges that await future professionals. In addition, a mock conference can be used as a tool for assessment and evaluation. Ultimately, the mock conference approach may determine the instructional design of a whole course. Mock conference technique can be customised to the needs of graduate and undergraduate students studying various disciplines and train their hard skills and soft skills.

The mock conference technique is widely used in teaching different specialties for cross-disciplinary integration. As an example, many translation schools hold mock conferences for interpreters’ training. “Findings indicate that skills concerning professionalism, psychological competence, strategic competence and many other non-linguistic dimensions may be better acquired at mock conferences than in traditional interpreting classes” [Li, 2015]. English classes at the Higher School of Journalism and Mass Communication often turn into a mini mock conference. The procedure is more or less similar to that previously mentioned. The topic and mission depends on the specialty. The assessment criteria and samples are given in advance. I also offer students to develop many related skills through mocking professional activities.

Moreover, organizing a mock conference may involve more than research and presentation skills. It may start from a sufficient pre-conference stage embracing insight into the purpose (mission) and content of a conference; engaging speakers; building a conference organizing team; and managing the conference logistics; establishing a conference budget; designing and printing conference hand-outs, distribution of promotional materials; catering and accommodation for participants; costs of main meeting and additional workshop venues; expenses for entertainment (music, city tours); office and administration overheads (telephone, printer, paperwork) [Adkinson, 2012]. Besides certain practical knowledge, it gives a great diversity of English speaking practice. Next stage may involve a mock PR campaign. Those interested in design may work on a confer-
ence poster and brochure and those engaged in advertisement develop the promotion campaign including all possible advertising methods: teasers, posters, SMM, and so forth.

On the conference day, students can try many different roles: moderators, speakers, journalists, PR specialists, interpreters. Speakers give presentations and take part in disputes answering questions. Moderators or chair people lead the tracks. Students translate all the materials for the conference and interpret the presentations and Q-and-A sessions. Journalists hold press-conferences and briefings, conduct surveys and write press releases and articles about the event. TV correspondents film the conference and make short reports. Photographers take pictures for exhibitions and reviews. Post-conference activities imply all sorts of reporting and feedbacking: statistics, surveys, budget and expenses, publicity, blogging and vlogging, long-read, and so forth.

A mock conference is a demanding but rewarding approach. It needs much knowledge, skills and patience from instructors and determination from students. However, the mock conference technique could become the key tool in ESP teaching and learning. It provides high-level involvement and customisation embracing many disciplines and related practical knowledge and skills.

Reflective learning also includes the portfolio technique resuming the process and results of learning. This may contain parts such as Terminology, Communication Skills (Strategies), Certificates, Internet Resources, and many other. Each folder collects materials, certificates, articles a master's student acquires. Reflection folder may include ‘I can…’ reports: ‘I can create and deliver a great presentation,’ ‘I can make a request.’

**Formative assessment technique in adults’ learning**

The approaches mentioned above go hand in hand with *formative assessment technique*. The main features of formative assessment are: it is flexible, transparent, diagnostic and remedial; it provides effective and objective feedback; it makes teaching student-oriented and directs and involves students in their own learning; it influences on the motivation and self-esteem of students; instructors (teachers) are able to adjust their teaching; it considers varied learning styles; students understand the criteria that will be used to assess their coursework. To compare, summative assessment, the most traditional way of evaluating student work, ‘sums up’ a student’s performance at the end of a course. It is usually marked according to a scale or set of grades (a graded test). Thus, the advantages of formative assessment underpin more effective teaching.
How to create a formative assessment syllabus? A formative assessment syllabus begins with a course description that may include an introduction (preamble); course idiosyncrasies; prerequisites; mutual expectations; course organization; a brief statement of policies of teaching and learning; attendance policy; grievance procedures; arrangements for those with learning disabilities. Other policies and operating rules may be included appropriate to the type of course and the classroom/lab environment. For trade courses, safety rules should be spelled out in the syllabus. Course content overview is the largest part of the syllabus. A whole course should be divided into some major parts with thoughtful, thought-provoking and eye-catching titles. A short summary could accompany each of the titles. It is also important to provide each topic with a selection of references and required supplies. Another important point is weighting each assignment and firm deadlines. It is crucial to assess as early as and as often as possible. Clear submission procedures are always helpful in regulating a course. Grading policies should be presented in an open friendly manner: students appreciate clarity and same-for-all policies. Each assignment will be scored according to the rubrics that specify criteria.

Thus, formative assessment is a tool to gradually monitor student progress in a friendly and supportive environment. It involves regular descriptive feedback, which gives students a chance to reflect on their performance and improve it. The key role of an effective syllabus in encouraging and facilitating students’ coursework is vastly underappreciated in Russian universities. For this reason, course syllabi are often overlooked because it seems to be time-consuming and unnecessary work. Whereas, a well-designed course syllabus is beneficial both for the instructor and the student.

System-and-matrix modelling for learning a profession

Back in the mid-20th century, Burrhus Frederic Skinner (1904–1990), a founder of behaviourism, launched the idea of adaptive learning [Skinner, 1957]. Adaptive learning technique means building up an individual learning trajectory in compliance with a learner’s current knowledge and skills, their abilities and motivation. This technique assesses a learner’s weaknesses and strengths, their experience, and learning style. Technically, an adaptive learning course offers a personified track for each learner and can adjust in real time responding the learner’s activity. The content of an adaptive course is excessive and dosed in such a way that it is able to meet concisely the needs of a particular leaner who only gets the knowledge they need and acquires it at their own pace. This feature makes
an adaptive course different from a linear one. Thus, the advantages of adaptive learning are: more effective learning in a heterogeneous group; reduced time for acquisition of knowledge or skills; more motivated learners; and more concise assessment and evaluation. Adaptive learning is being used on online platforms by companies such as Knewton or Cerego [Terminology Dictionary. SberUniversity].

Adaptive learning can be adjusted to a whole offline curriculum built up according to a system-and-matrix model that offers a key trajectory and a matrix of extra options to find individually needed information. This can help mold a learner’s own learning programme or follow aleatoric learning trajectories on MOOCs. A personal learning trajectory should be built up immediately from self-selected elements the moment a request arises. In addition, each of matrix options should be of different (ideally, three) complexity levels to offer struggling students a lower level course and high performing students — advanced ones.

How to develop an adaptive system-and-matrix offline curriculum for a master’s programme? This includes four steps: 1) to set learning goals and objectives according to a careergramme specified for each major; 2) to structure the learning content; 3) to map the needed knowledge and skills on three different complexity levels; 4) to split the content into micro chunks; and 5) to develop diagnostic and final tests for each level.

A careergramme can become another efficient tool as a trajectory for professional (self-) development in master’s programmes. This is a chart reflecting possible career paths on different expert levels (Junior, Middle, Senior, and Master) within this or that professional domain. A careergramme for media specialists can be presented as follows (Table 1).

The individual development plan/roadmap technique can also be helpful. An individual development plan/roadmap of a master’s student may include refreshment courses, taking trainings/internships, vocational education, joining/transferring to new projects, certification/assessment, working with a coach/trainer, working under supervision of a curator, reading literature for professional self-development. An individual development plan/roadmap should be built up according to the goals that a learner sets for their professional development. Of importance, their goals should be specific, measurable, achievable, realistic/relevant, and time-framed (SMART). An example of an individual development plan/roadmap to improve presentation skills for a master’s student preparing themselves for the entry-level in PR is presented in Table 2.
<table>
<thead>
<tr>
<th>LEVELS</th>
<th>TYPE OF MEDIA</th>
<th>PR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRINT AND ONLINE</td>
<td>RADIO AND TV</td>
</tr>
<tr>
<td>MASTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SENIOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 + years of experience</td>
<td>Editor-in Chief</td>
<td>Executive Producer</td>
</tr>
<tr>
<td></td>
<td>Supervises the editorial staff, production and schedule</td>
<td>Supervises the content, budget, marketing and legal issues</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIDDLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10–19 years of experience</td>
<td>Managing Editor</td>
<td>Producer</td>
</tr>
<tr>
<td></td>
<td>Manages the production schedule and budget</td>
<td>Supervises all elements of the content (scripts, audio, graphics)</td>
</tr>
<tr>
<td></td>
<td>Editor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assigns stories and supervises the content</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUNIOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5–9 years of experience</td>
<td>Copyeditor</td>
<td>News Producer</td>
</tr>
<tr>
<td></td>
<td>Reviews and edits submitted materials</td>
<td>Supervises daily coverage and newscast, including design and soundbites</td>
</tr>
<tr>
<td></td>
<td>News Producer</td>
<td>Associate Producer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produces daily scheduled tasks</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENTRY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0–4 years of experience</td>
<td>General Assignment Reporter</td>
<td>Anchor/Reporter</td>
</tr>
<tr>
<td></td>
<td>Develops assigned or personally pitched news stories</td>
<td>Develops leads and story ideas/Reporting from the field or studio</td>
</tr>
<tr>
<td></td>
<td>Entry journalist</td>
<td>News Writer</td>
</tr>
<tr>
<td></td>
<td>Writes assigned stories</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. An example of an individual development plan/roadmap for a master’s student in PR

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activities</th>
<th>Period/Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning on your own</td>
<td>Reading: K. Anderson Talk This Way: The Official TED Guide to Public Speaking</td>
<td></td>
</tr>
<tr>
<td>Trainings</td>
<td>Take a course of speaking in public on Google Digital Garage</td>
<td>11.02.2023</td>
</tr>
<tr>
<td></td>
<td><a href="https://learndigital.withgoogle.com/digitalgarage/course/public-speaking">https://learndigital.withgoogle.com/digitalgarage/course/public-speaking</a></td>
<td></td>
</tr>
<tr>
<td>Coaching</td>
<td>Create and discuss a presentation of a PR campaign project for the NetBirds Corporation with your coach/curator/supervisor</td>
<td>15.03.2023</td>
</tr>
<tr>
<td>Specific task</td>
<td>Deliver your presentation of a PR campaign project for the NetBirds Corporation</td>
<td>20.03.2023</td>
</tr>
<tr>
<td>Feedback</td>
<td>Discuss the presentation with your curator/supervisor</td>
<td>21.03.2023</td>
</tr>
</tbody>
</table>

Based on: Personal development map HR 40x40. Mike Pritula Academy. Available at: https://pritula.academy/hrmap (accessed: 02.04.2023). (In Russian)

Advantages of entrepreneur master’s programme for personified and individualised learning

An entrepreneur master’s programme is aimed at molding entrepreneur thinking and business skills in master’s students. Graduates should learn how to create a unique trade offer (UTP), to make a business plan, to understand a whole scenario of a product, to budget, to see a whole life cycle of their product or service, to plan and forecast, and manage the staff. This intends clustering disciplines within a curriculum in such a way that graduates could be able to end up launching a startup. Our programme may lead to a startup of an advertising agency, a media outlet, an online school, a YouTube channel, and more.

For developing an entrepreneur master’s programme, we need to link the academic educational environment with business thinking and industries to make graduates relevant for their employers’ needs. Collaboration with potential employers within our master’s programme may include: 1) developing and actualisation of requirements to high-level media specialists and building up expert trajectories for professional competences on Junior, Middle, Senior, Master levels; 2) developing learning content and educational events (online courses, webinars, case sessions, conferences, WBL, internships, and more) together with the specialists of a company; 3) getting feedback and audit of the level of our graduates from
a business or industry (media, education, or translation) and consultancy for their employment.

**Online master’s programmes for personified and individualised learning**

In Russia, many universities offer online master’s programmes. Advantages of online master’s programmes for personified and individualised learning vs traditional learning are displayed in Table 3.

**Table 3. Online master’s programme vs traditional learning**

<table>
<thead>
<tr>
<th>Online master’s programmes</th>
<th>Traditional master’s programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice instead of theory: students can take part in real ‘living’ projects while learning</td>
<td>Fundamental theory augmented with some practice</td>
</tr>
<tr>
<td>Expertise: subject matter experts instead of lecturers</td>
<td>Knowledge outweigh skills</td>
</tr>
<tr>
<td>Availability: students can combine learning and a part-time or even full-time job</td>
<td>Expertise: more theorists than practitioners or subject matter experts</td>
</tr>
<tr>
<td>Diversity: hard skills (developing a product, marketing, project management) + soft skills</td>
<td>Offline classes: attendance matters; it is difficult (or no chance) to combine learning and working</td>
</tr>
<tr>
<td>Flexibility: students can choose their own pace of learning; blended learning; developing content</td>
<td>Instructors often cannot adjust and improve curricula</td>
</tr>
<tr>
<td>Instructional guidance and support: coaches/tutors/advise/rs</td>
<td>Possible reskilling instead of upskilling</td>
</tr>
<tr>
<td>Seamless integration into profession</td>
<td>Seamless integration into profession</td>
</tr>
</tbody>
</table>

*Based on: Advantages of online master’s programme vs traditional one. Available at: https://blog.skillfactory.ru/preimushhestva-onlajn-magistratury-pered-klassicheskoy/ (accessed: 02.04.2023). (In Russian)*

**Conclusion**

Dramatic changes in the modern world are inevitable and expectable. Today’s specialists should be ready to adapt dynamically to new employer’s requirements, new standards, strategies, and new jobs. Now, much depends on the awareness and personal characteristics of a specialist. Successful integration into profession of a young specialist should be underpinned by personified and individualised learning.

Individualised and personified learning aims to make a person responsible for its results as an asset and, therefore, more motivated for autonomous learning reasoned by learners’ own desire to learn. Among
techniques to enhance individualised and personified learning are: the product approach to developing online courses; human-centered learning techniques; formative assessment technique; system-and-matrix curriculum; and advantages of entrepreneur master’s programmes and online master’s programmes.

Within this research, we have analysed multiple cases in business and corporate training and merged them with what we have in our academic domain to meet employers’ requirements when preparing new specialists. We have tested formative assessment and mock conference in master’s students’ learning, which proved the effectiveness of these techniques. In addition, we have modelled some trajectories in the budding media specialist’s professional (self-) development.

Further research will develop qualitative and quantitative measurement tools to monitor student’s progress and level of competences.

Limitations

The described approach has some limitations. In the academic educational system: robust tradition, formalism and bureaucratism; it is not as fast as business and often does not meet its new requirements; universities often do not have enough time, facilities, and faculty ready to develop new trends in learning; and underdeveloped graduates’ competence measurement system. In business: employers are afraid of hiring entry level specialists because there is always a chance that they will leave the company after getting some experience. As for master’s students, they are often not sure what in particular they want to do or where they can get the required experience and integrate seamlessly into a profession.

References


