RESEARCH

TRAINING RESOURCES IN DIGITAL COMMUNICATION: INFO-PRODUCTS ABOUT COPYWRITING

Recursos formativos en Comunicación Digital: Infoproductos sobre Copywriting

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ABSTRACT

The permanent transformation of the market and digital media implies lifelong learning that is combined with the Internet's opportunities for autonomous learning. This phenomenon takes on a greater dimension in professional profiles linked to online communication, such as copywriters; a profile that acquires special relevance in this environment due to the usefulness of the text for the visibility of the content. Within this framework, info-products emerge as digital resources with an educational vocation for the training of professionals. This article aims to describe the main characteristics of a set of info-products on copywriting and to evaluate their suitability as a digital educational resource. The sample is comprised of the best-positioned cases on the Internet. The search concluded with eight authors and nine websites whose main format was the free downloadable e-book. The e-books found were evaluated by applying an instrument consisting of 10 dimensions based on AENOR's UNE 71372 standard on the quality of digital educational materials. The results show that the e-books do not stand out in didactic description although they are adequate in content quality. The quality of this format can be improved. Future lines of research are proposed given the relevance of digital training resources in self-directed learning.

Keywords: info-product, digital educational resource, e-learning, digital

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communication, copywriting, formative evaluation.

RESUMEN

La transformación constante del mercado y del medio digital implica un aprendizaje a lo largo de la vida que se une a las facilidades de Internet para aprender de forma autónoma. Este fenómeno cobra una mayor dimensión en los perfiles profesionales vinculados a la comunicación *online*, como es el caso del *copywriter*, encargado de la redacción publicitaria; perfil que adquiere especial relevancia en este entorno por la utilidad del texto para la visibilización del contenido. En este marco, emergen los infoproductos, que se presentan como recursos digitales con vocación educativa para la formación de profesionales. El objetivo de este artículo es cuantificar y describir las principales características de un conjunto de infoproductos sobre redacción persuasiva y evaluar su idoneidad como recurso educativo digital. La muestra queda conformada por los casos mejor posicionados en Internet. La búsqueda realizada concluyó en ocho autores y nueve webs cuyo formato estrella era el *e-book* de descarga gratuita. Los *e-books* encontrados se evaluaron aplicando un instrumento formado por 10 dimensiones basadas en la norma UNE 71372 de AENOR sobre calidad de los materiales educativos digitales. Los resultados muestran que los libros electrónicos no destacan en la descripción didáctica aunque son adecuados en la calidad de contenidos. La calidad de este formato es mejorable. Se proponen líneas futuras de investigación ante la relevancia de los recursos formativos digitales en el aprendizaje autónomo.

Palabras clave: infoproducto, recurso educativo digital, e-learning, comunicación digital, copywriting, evaluación formativa.

RECURSOS DE FORMAÇÃO EM COMUNICAÇÃO DIGITAL: INFOPRODUTOS SOBRE COPYWRITING

RESUMO

A constante transformação do mercado e do meio digital implica uma aprendizagem ao longo da vida que se junta às facilidades da Internet para aprender de forma autónoma. Este fenômeno ganha maior dimensão em perfis profissionais ligados à comunicação online, como é o caso do copywriter, responsável pela redação publicitária; perfil que adquire especial relevância neste meio pela utilidade do texto para a visibilidade do conteúdo. Nesse quadro surgem os infoprodutos, que se apresentam como recursos digitais com vocação educativa para a formação de profissionais. O objetivo deste artigo é quantificar e descrever as principais características de um conjunto de infoprodutos sobre escrita persuasiva e avaliar sua adequação como recurso educacional digital.A amostra é composta pelos cases mais bem posicionados da Internet. A busca realizada concluiu em oito autores e nove sites cujo formato estrela foi o e-book para download gratuito. Os e-books encontrados foram avaliados por meio da aplicação de um instrumento composto por 10 dimensões baseado na norma AENOR UNE 71372 sobre a qualidade de materiais educativos digitais.Os resultados mostram que os livros eletrônicos não se destacam na descrição didática, embora sejam adequados na qualidade do conteúdo. A qualidade deste

formato pode ser melhorada. Propõem-se futuras linhas de investigação sobre a relevância dos recursos formativos digitais na aprendizagem autónoma.

Palavras-chave: infoproduto, recurso educacional digital, e-learning, comunicação digital, copywriting, avaliação formativa.

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1. INTRODUCTION

The possibility of accessing the Internet and the ease of creating and consuming information makes it possible for a huge amount of content of all kinds to be found on the Internet, including educational resources on almost any subject and of universal scope. In Spain, more than 8 out of 10 people access the Internet daily (Asociación para la Investigación de Medios de Comunicación, 2022) and 76.4% consume educational and training content (Observatorio Nacional de Tecnología y Sociedad, 2021).

These data reflect part of the impact of the information society on the educational world, which takes place both in the teaching-learning processes and in the media used (Pérez et al., 2009). At the same time, some studies reveal that students are moving towards a model of autonomous learning (Marcelo et al., 2014), which is also considered one of the systemic and transversal competencies defined by the Tuning project to promote European university quality (Canales and Rey, 2012). This autonomous learning implies that it is the student who assumes the initiative on what they need to learn, what their goals are, the identification of the necessary resources to do so, the application of more appropriate learning strategies, the evaluation of their results, and the necessary motivation to carry it out (Cerda and Saiz, 2018).

The evolution towards new learning models and greater use of technologies is also taking place in universities, through online and open courses, the so-called MOOC - Massive Open Online Course (Bartolomé and Steffens, 2015). These courses that use the Internet as the channel for their promotion and implementation, can be free, with open access, and have been evolving towards professional transfer models (Osuna-Acedo et al., 2018). In contrast, outside universities, the Internet offers other modalities. Among all these options that proliferate on the network to increase knowledge on a given subject are those known as info-products or digital information products, which are presented with a formative purpose and, therefore, could be considered a type of educational digital resource.

In this regard, following recent events, due to the health alarm, it is clear that e-learning or "training using the Internet as an information distribution technology" (Cabero-Almenara, 2006, p.3) still has a long way to go. The Internet provides a new space for self-training marked by the wide range of educational materials and new pedagogical models found both inside and outside formal educational circuits, higher education institutions, and even business schools.

However, this phenomenon was already framed before confinement, amid the effervescence of the group of digital natives, whose "activity with technology shapes

their notions of communication, knowledge, study/learning, and even their personal values" (García et al., 2007, p. 2). We are facing a new student profile that could find in this type of format a solution to their needs in the future.

Based on these premises, it is considered necessary to analyze these resources available on the Internet that are committed to autonomous learning and that could to some extent be replacing formal education, as they are especially focused on the updating of professionals related to digital communication.

In this regard, there are academic fields that, due to their close connection with the business world, are in continuous evolution. This is the case in the advertising and communication sector, whose professionals need to adapt to a market marked by changes and the transformation of the media in which the communicative processes take place (Sánchez-Sánchez and Fernández-Cavia, 2018). In this environment, writing remains an essential competence in the field of communication. In the digital world, the activity linked to persuasive writing is known as copywriting.

1.1. Info-products

Info-products are digital information resources with an educational and training vocation (Valente, 2014) that allow the packaging and transmission of knowledge about a specific area. According to this author, info-products are one of the publishing products that have emerged as a result of new technologies, together with websites, apps, e-learning platforms, and e-books, the latter also being mentioned as a type of info-product format. For his part, Mercado-Lorberg (2014) considers them as a possible complementary service of a MOOC, which can serve to monetize this type of open university courses. Paz-Enrique et al. (2017) consider them as information offers, as they encompass both a product and a service where information is the raw material that tries to satisfy user demand.

The first websites in which the term info-product was coined date back to 2006, according to the results returned by Google in annual retrospective searches, specifically in an e-book by Miguel Ángel de Alzáa: *Guía rápida para escribir y crear e-books*, in which the author explains how to create an info-product in e-book format.

The formats in which we can find digital products or info-products can be editorial, audiovisual, or a mixture of both, as well as private communities. Among all typologies, the most widely used are electronic books or e-books, which consist primarily of textual content, may include graphics or infographics to complement it, and are usually found in pdf for download (Scipion, 2017). Templates are another editorial format used to complement e-books. These are editable documents that have a practical use as they serve to implement dashboards, planning, proposals, results sheets, or text scripts (Núñez, 2016).

Beyond editorial content, info-products can be found in audio, such as audiobooks or podcasts, and video as webinars: online streaming seminars where speakers offer a live virtual conference and attendees can ask questions and interact through a chat. The types of info-products also include online courses, which can be made up of

editorial or audiovisual content sent by e-mail as lessons, and multi-format courses, which usually bring together resources from all the formats mentioned above and in many cases contain additional services such as virtual tutorials and forums. The most complex info-product is the private community, since it combines the course part, textual or audiovisual content, and, also, has the added benefit of interaction between the professional and the users over a long period. It is usually paid and operates through a monthly subscription (Scipion, 2017).

Regardless of the acquired format, an info-product is based on several fundamental premises (Núñez, 2016; Scipion, 2017): a) Its consumption requires a device with an Internet connection to access it; b) It contains specific information on a topic and is oriented towards a profile of people, those seeking specialized training; c) Its creators are usually working professionals, consultants, or digital entrepreneurs; d) The most basic formats are usually available as a free download, in exchange for providing data such as email address and name.

1.2. Info-products as digital educational resources

Info-products could be considered digital educational resources, since they include, according to Aguilar-Juárez et al. (2014), a varied set of possible forms: "images, diagrams, texts, slides, audio, and videos that can be used for educational purposes" (p. 77). This group is in turn included in the new technologies according to the classification proposed by Marquès (2011), based on the technological platform on which the materials are sustained.

Likewise, a priori, we could consider it a learning object (LO) that according to the internationally recognized standard LOM (Learning Object Metadata) of the IEEE (Institute of Electrical and Electronics Engineers) that defines this type of object, cited by Vidal et al. (2008), as "any digital or non-digital entity, which can be used to learn, educate, or teach" (p. 3). Although LO uses standard metadata, i.e., identifiers that describe them, and which info-products lack, they share certain characteristics such as reusability (Zorita et al., 2014), adaptability, and scalability (Wiley, 2000) so that the quality evaluation criteria of this typology of educational apps could be applied to them.

In this regard, to measure the quality of learning objects, Ruiz-González et al. (2007) establish that it is necessary to assess both the contents and resources used and their impact on learning, translated into the achievement of certain skills and capabilities in the student, i.e., the acquisition of competencies also defined as learning objectives. The authors find similarities between learning objects and other resources such as websites of pedagogical interest. Regarding this type of site, the authors mention certain evaluation criteria, specifically "the achievement of pedagogical goals, ease of use, the quality of the audiovisual environment and interaction with the contents and the quality of the textual contents, among others" (Ruiz-González et al., 2007, p. 4) but, in short, they correspond to the criteria used for digital materials in general.

On the other hand, considering that many of the info-products found on the Internet are free to download, we could consider them part of the "Open Educational

Movement" (Chiappe-Laverde et al., 2015; Ramírez-Montoya and Burgos-Aguilar, 2012). The contents belong to their authors, but they allow their consumption without payment, thus democratizing access to information and contributing to the universal right to education and dissemination of knowledge promoted by this initiative.

Likewise, it is understood that it is the interested person who searches, downloads, and proactively consumes them based on their self-motivation and applying their own learning strategy. Therefore, they would be contributing to self-regulated learning, understood as a process planned and controlled by the student consciously and intentionally to achieve their educational goals (García-Martín, 2012; Velasco-Angulo and Cardeñoso-Ramírez, 2020).

1.3 Training and new professional profiles in digital communication: the copywriter

The media convergence on the Web has made visible the gap between education and the needs of the labor market (Núñez et al., 2013). In the reconversion of the advertising activity, the new professional profiles are mostly associated with digital disciplines and, among the most sought after, is the "brand entertainment" or brand content creator who "has responsibilities over the management, planning, and creation of content associated with the digital spaces of the advertising companies and their brands" (Corredor-Lanas, 2011, p. 100).

While digital content encompasses different formats among which image and video is the main protagonist (ONTSI, 2021), copywriting is a key area in the online world. As Ayala-Pérez (2014) describes " although media and digital communication present images abundantly, the written code is still the most important sign system both on the web and in mass media" (p. 319).

Persuasive copywriting has been a part of advertising since its beginnings, where copy and art joined their skills and creativity to create the perfect ad. The copywriter, as Castellblanque (2009) states, is the "writer of effectiveness" who reaches consumers through ideas and words as weapons that "become the driving force behind millions of wills" (p. 33). In the 21st century, persuasive copywriting has transcended the advertising sector: it is increasingly used to refer to the creation of content for websites (Nazaykin, 2020) and is applied to all areas of corporate communication (Jiménez-Marín et al., 2022). In this sense, the term copywriting has been coined, which although in English can encompass different types of copywriting: advertising, journalistic, literary, and SEO copywriting (Gnezdilova and Selezneva, 2019), in Spanish it is understood as the translation of persuasive writing, defined as the art of creating commercial texts that provoke a reaction in target audiences (Jiménez-Marín et al., 2022). In their study, Gnezdilova and Selezneva (2019) analyze copywriting training on the Internet concluding that it is professionals who actively participate in it through online courses and resources for self-learning.

2. OBJECTIVES

The main objective of this study is to explore open-access training in Spanish aimed at one of the profiles of digital communicators in the virtual ecosystem focused on

persuasive writing: copywriters.

Its specific objectives are, on the one hand, to quantify and describe the characteristics of a specific type of digital training resources with greater visibility aimed at training this profile: info-products; and, on the other hand, to evaluate the quality of these resources as educational material to train competent professionals in the field of digital communication.

3. METHODOLOGY

The study uses a quantitative methodology with an exploratory-descriptive approach applying cyber metric techniques and content analysis. In the first exploratory phase, the formal cyber metric indicator of search engine positioning (Orduña-Malea and Aguillo, 2014) was applied to identify and collect the best-positioned info-products related to copywriting training on the Internet. As a first step, a battery of search terms likely to be used by people searching for this type of training was listed. A total of 12 terms were stipulated and, for each of them, the number of results returned by Google, the most popular search engine in Spain with a 95% market share (Statcounter, 2018), was determined to quantify their volume based on the number of times they were mentioned in the pages contained in its index. To extract these figures, the Ahrefs tool was used, which has an organic traffic research module. The volumes of results ranged from over 65 million results for terms such as "web writing course" to more specific ones such as "copywriting training" with just over 200,000. The complete list of terms and result volumes can be found in Table 1.

Table 1
Terms and search results for terms related to copywriting training

Search term	Number of search results
curso escribir para la web (writing for the web course)	65.300.000
formación escribir para la web (training writing for the web)	30.200.000
curso redacción online (online writing course)	11.600.000
formación redacción online (online writing training)	11.600.000
formación redacción publicitaria (advertising writing training)	3.890.000
curso redacción publicitaria (copywriting course)	2.570.000
curso redactor web (copywriter course)	1.330.000
formación redactor web (copywriter training)	702.000
curso escritura persuasiva (persuasive writing course)	654.000
cursos copywriting (copywriting courses)	290.000
formación escritura persuasiva (persuasive writing training)	254.000
formación copywriting (copywriting training)	213.000

Source: Own elaboration based on Google.es results provided by Ahrefs.

Once the list of terms had been created, a search for them was carried out in Google, analyzing the contents of the first thirty results returned by the search engine, which resulted in a total of 360 websites analyzed. Each of these websites was visited and its content was analyzed, selecting only those of independent professionals offering free and/or paid info-products aimed at copywriting training. All websites without this type of informative product were discarded, as well as online courses from public or private educational platforms or entities. Once the results had been filtered, a data collection sheet was created in a spreadsheet in which, for each of the websites, the types of formats used were included, including whether they had other information resources such as a blog or video channel, whether they required payment or not, and whether they offered additional professional services besides training. For the websites that had the info-product in free e-book format, the form required for sending it was completed and received by e-mail.

The e-book, as a widely used format in the websites analyzed, was selected to evaluate the quality of the info-products as learning objects. For this purpose, the tool for reviewing the quality of digital educational materials based on AENOR standard UNE 71372 extracted from Sarasa-Cabezuelo et al., (2016) was applied. This quantitative evaluation tool is composed of ten dimensions: didactic description, content quality, ability to generate learning, adaptability and interactivity, motivation, format and design, usability, accessibility, reusability, and portability, which in turn are broken down into sub-criteria, categorized as Minimal or Excellent, depending on whether or not they are considered basic for the fulfillment of the dimension. Its spreadsheet format facilitates its application because each criterion is in a row forming an evaluation table. Each of this sub-criteria is scored with a 1 or 0 depending on whether it is met or not, respectively, or with N/A if it does not apply to the object under analysis. The scores for each dimension are automatically calculated by adding up the scores for each of the criteria that make up the dimension. To execute the evaluation, each of the e-books was included in a column and a copy of the document was made for each of the evaluators. Scoring was performed independently by two researchers and the results were then pooled, incorporating the most favorable score in case of disagreement. The study was conducted during January, February, and March 2018.

4. RESULTS

4.1. Contents and formats

Of all the results found on the Internet aimed at training specialists in persuasive writing on the web, following the methodology described for this study, eight trainers and nine websites (one of them has two sites but they are studied together since they are by the same author) that offer info-products for copywriters on their websites have been analyzed.

In all cases (N=8), the info-products are aimed at entrepreneurs and working professionals who want to complete their training to learn specific techniques to apply in their businesses, as well as to specialize to qualify for a specific position in the labor market. Practically all of them are aimed at a multi-sector target, except for two that

focus on a specific sector. Specifically, one of them is aimed at the tourism sector, and the other is at teachers who provide online education.

The contents available on the websites of these trainers are divided into those that can be consulted openly, those that are free but require a subscription, and those that are paid. The first category includes blogs, video channels, and podcasts. The second category, which requires the completion of an e-mail form, includes e-books, templates, webinars, textual content courses, and video courses. Paid digital products include e-books and multi-format courses. In the case of private groups, there are two examples, one free of charge and the other included in a multiformat course, i.e. payment for the course is required for access.

About the formats used to disseminate information, all the authors analyzed have a blog with open articles in which didactic content related to the subject can be found, and 100% also offer professional copywriting services. In half of the cases, they also have a public video channel in which they offer advice or information on persuasive writing for the Internet.

If we analyze the type of info-product formats, we see that the most widely used is the free downloadable e-book (available via e-mail subscription) offered in 75% of the cases. This is followed by the paid multi-format course (38%), which contains both videos and templates, textual content, and even personalized tutorials or a private forum. The remaining formats are used to a lesser extent, although they are available on one or another website (Table 2).

Table 2
Types and modalities of info-product formats for copywriters

	Frequency	Percentage
Free with open access		
Blog	8	**100%**
Video channel	4	50%
Podcast	1	13%
Private group	1	13%
Free in exchange for data		
E-book	6	**75%**
Template	2	25%
Webinar	1	13%
Course (text)	2	25%
Video course	1	13%
Paid		

E-book	1	13%
Multi-format course	3	38%
Private group	1	13%
Other		
Professional services (not training)	8	**100%**

Source: Own elaboration

4.2. Quality as a digital educational resource

After analyzing the info-products with free e-book format in pdf downloaded from the studied websites, all of them (n=6) are slightly above the minimum score established in most of the dimensions considered (Table 3). The highest score was found for "quality of contents" due to their adequate presentation and balance between the ideas presented, updating, and respect for intellectual property. However, they lack scientific and academic rigor, since their contents lack references to authors and/or reference studies on which they are based.

In fact, this material does not stand out in "didactic description". In this factor, the correspondence between competencies, objectives, and addressees is evaluated. The books analyzed do not usually include such information in a specific section, although some mention the addressee and the objectives to be achieved and, since the contents are very specialized, the competencies can be deduced from the text.

Furthermore, although it meets the minimum criteria for "portability", since it is created in formats that are widely used, the material falls short of the minimum levels in the dimensions of "adaptability and interactivity" and "accessibility". It is a non-interactive resource, so the low score in the first factor is due to the type of format. In terms of accessibility, it adapts to different devices and complies with the web criteria but does not meet other standards set by the tool.

Table 3
Info-product dimension scores

Free e-book	1		2		3		4		5		6		Average	
	n	%	n	%	n	%	n	%	n	%	n	%		
Didactic description (Cognitive value and didactic coherence) (min. out of 4 and total out of 5)	3	60%	3	60%	4	80%	4	80%	4	80%	3	60%	**3,5**	**70%**
Quality of content (min. 4, total 6)	4	67%	4	67%	4	67%	5	83%	6	100%	5	83%	**4,7**	**78%**
Ability to generate learning (min. 2, total 5)	3	60%	2	40%	3	60%	4	80%	4	80%	3	60%	**3,2**	**64%**

Adaptability and interactivity (min. 3, total 9)	1	11%	1	11%	1	11%	1	11%	1	11%	2	22%	**1,2**	**13%**
Motivation (min. 3, total 5)	4	80%	4	80%	4	80%	4	80%	4	80%	4	80%	**4**	**80%**
Format and design (min. 3, total 5)	4	80%	2	40%	2	40%	4	80%	3	60%	4	80%	**3,2**	**64%**
Usability (min. 2, total 5)	2	40%	3	60%	2	40%	3	60%	3	60%	3	60%	**2,7**	**54%**
Accessibility (min. 4, total 5)	2	40%	2	40%	2	40%	2	40%	2	40%	2	40%	**2**	**40%**
Reusability (min. 2, total 4)	4	100%	2	50%	4	100%	4	100%	4	100%	2	50%	**3,3**	**83%**
Portability (min. 2, total 5)	2	40%	2	40%	2	40%	2	40%	2	40%	2	40%	**2**	**40%**
Recount (min. criteria 29, total 54)	**29**		**25**		**28**		**33**		**33**		**30**		**29,6**	**55%**

Source: Own elaboration.

As for the other dimensions, browsing is simple and intuitive and they can be used as many times as necessary. The guides are not very extensive since, except for one document, most of them are between 10-25 pages long. The style varies according to the author, but they are intended to promote reflection and stimulate the creation of new ideas. The text is usually well structured and contains static graphic elements, but they do not incorporate activities, images are not treated as supporting material, and they move away from the academic style.

5. DISCUSSION AND CONCLUSIONS

Info-products refer to a series of resources in digital format oriented to individuals seeking training on a specific topic through the Internet, created by professionals and digital entrepreneurs.

This article, following the first specific objective, quantifies and exposes their main characteristics, offering a more complete definition of info-products, and contributes to dimensioning the phenomenon within a specific field by reviewing their quality as training and even educational material.

Thus, e-books are identified as the most common and simple materials considering the features identified, according to the selected websites. The results indicate that the digital books reviewed are easy to read and use and, although the style varies according to the authorship, the direct, close, and personal treatment tends to prevail, which could respond to an adaptation to the medium.

Regarding the second objective, which seeks to evaluate their suitability as a digital educational resource, the info-products are presented, according to the authors reviewed, as appropriate material in this context of autonomous learning; however,

the lack of basic elements in the cognitive assessment and didactic coherence of the info-products with e-book format analyzed, point to a persuasive purpose, which shows the neglect regarding the quality of what is intended to be taught. One example is the lack of evaluative activities on the knowledge acquired, which undermines the capacity for self-correction and self-regulation of learning with this type of format.

The results obtained are in line with those considered by other reports (ONTSI, 2021), where the characteristics of digital content show a trend toward image and video, without abandoning text.

It is worth noting that its authors are consultants and service providers that transform their role into that of teachers, becoming new agents that participate in the global training offer. The same happens with the creators of transmedia resources, who assume a tutorial role whose educational potential is in the spotlight as a strategic ally in the classroom (Padilla et al., 2020). The Internet facilitates the entry into the educational sector of content creators who may not be sufficiently qualified or who lack training in the field of education. This fact could be explained by considering that, judging by this study, the primary objective of creating info-products is to attract new customers and not education, although the evaluation obtained as digital educational material would reinforce the idea that the marketing and educational objectives are not necessarily self-excluding.

In any case, most of the existing literature on digital products is focused on how to make them, how to structure them, or how to disseminate them, and, in contrast, there is little information aimed at analyzing info-products from an educational point of view. This issue is more relevant when finding, agreeing with Gnezdilova and Selezneva (2019), that they are mainly made by professionals. Thus, there emerges the need to know and value the main function of these formats and the opportunity to review them as possible didactic resources, as they are aimed at acquiring a professional specialization in the different aspects of digital communication, as is the case of copywriters.

On the one hand, these resources could be identified, a priori, as e-learning, in an educational context where the use of the Internet and a more autonomous learning model (Marcelo et al., 2014), in which it is the person who proactively seeks the contents and establishes the time and space needed for their assimilation and implementation of knowledge. On the other hand, its use gives rise to various reflections that lead to new lines of research.

To begin with, it is worth considering whether info-products are real alternatives for the specialization of professional profiles. On the one hand, although the formats could be adequate to achieve this purpose, the focus should be on quality. This study exposes, on the other hand, that although the didactic dimension is present, it is not central in the analyzed field, so the position of this article would be closer to the informative nature highlighted by Paz-Enrique et al. (2017) than to the formative pretension with which they are offered.

The existence of info-products reflects the proliferation of less standardized forms for the acquisition of competencies adjusted to the pace of renewal, necessary in the digital sector, as well as more flexible and individualized formulas for learning required by digital natives to achieve professional skills (Vitvitskaya et al., 2022). In this regard, during the pandemic, the digital channel offered an alternative to face-to-face. The educational system found its accommodation, with less or more success, in online formulas. This situation could have precipitated adjustments in digital resources, in general, and in the proposals analyzed, in particular, with special attention to their commercial and educational purpose, the comparison of which could be of interest in future studies. In these cases, this article is necessary to know the initial situation before the pandemic and to be able to identify the direction of change. The fact that each author includes several formats within their offer of open and/or free content makes it convenient to evaluate all the info-products they use and whether they respond, as a whole, to training objectives. Likewise, beyond the observation of the contents of one of the most widely used formats, such as the e-book, it would be possible to transfer the measurement of quality to the student-recipients and consumers of the training. In this case, the study would focus on their degree of satisfaction with the content received, the quality-price ratio, and the results obtained in their businesses after applying the knowledge acquired, if they are entrepreneurs or companies, and after entering the labor market, if they are students.

On the other hand, given the incursion of info-product authors as new training agents, other possible lines of study may deal with the effects of their expansion and the impact that this could have on both formal education centers and the market.

All in all, the review of the training function of this format is relevant given its potential and possible applications, for example, as a complement to other taught contents and more complex formulas and as a support to stimulate updating and lifelong learning. As with other open educational resources, they could facilitate equal opportunities for professional specialization. As they are accessible at any time and from any place, they do not require travel, specific schedules, or the disbursement of money, if they remain open free of charge. The main limitation lies in having access to the Internet at some point in time, although once guaranteed, segregation by geographical location, gender, social class, or any other consideration could be overcome, bringing access to training and updating closer to democratization.

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