THE HERMMES ONLINE TRAINING

Training courses for educators, teachers, and parents who are interested in the field of media education and wish to engage in a transformative learning experience. The training supports adults working/living with children and young people from ISCED 0 to ISCED 3 levels.

CONTENTS

CONTENTS

The content will be based on and closely related to the HERMMES curriculum framework (available on the HERMMES website from 1 March 2025). Each learning journey (online course) focuses on one of the competence areas from the curriculum which are corresponding to the European DigCom 2.2 framework terminology.

THE HERMMES LEARNING JOURNEYS

Based on the didactics of digital adult learning, the HERMMES online courses are offering learning journeys for adult learners who are looking for a transformative learning process.

The starting point of each of the courses is the situation the learner is facing at the moment they start the course. Questions and reflection tasks invite a close connection between input of background knowledge and the participant's personal and professional reality.

Information is provided in various media formats, such as texts, audio files, images, and video interviews. Practice examples shared by parents/practitioners, who accompany, live or work with children at home, in kindergartens, and in schools add a more practical layer to the holistic experience.

Moreover, observational tasks invite parents, educators, and teachers to apply what they have read/watched to their own field of practice, thereby helping to bridge the gap between knowing and doing, thus fostering a transformative learning process.
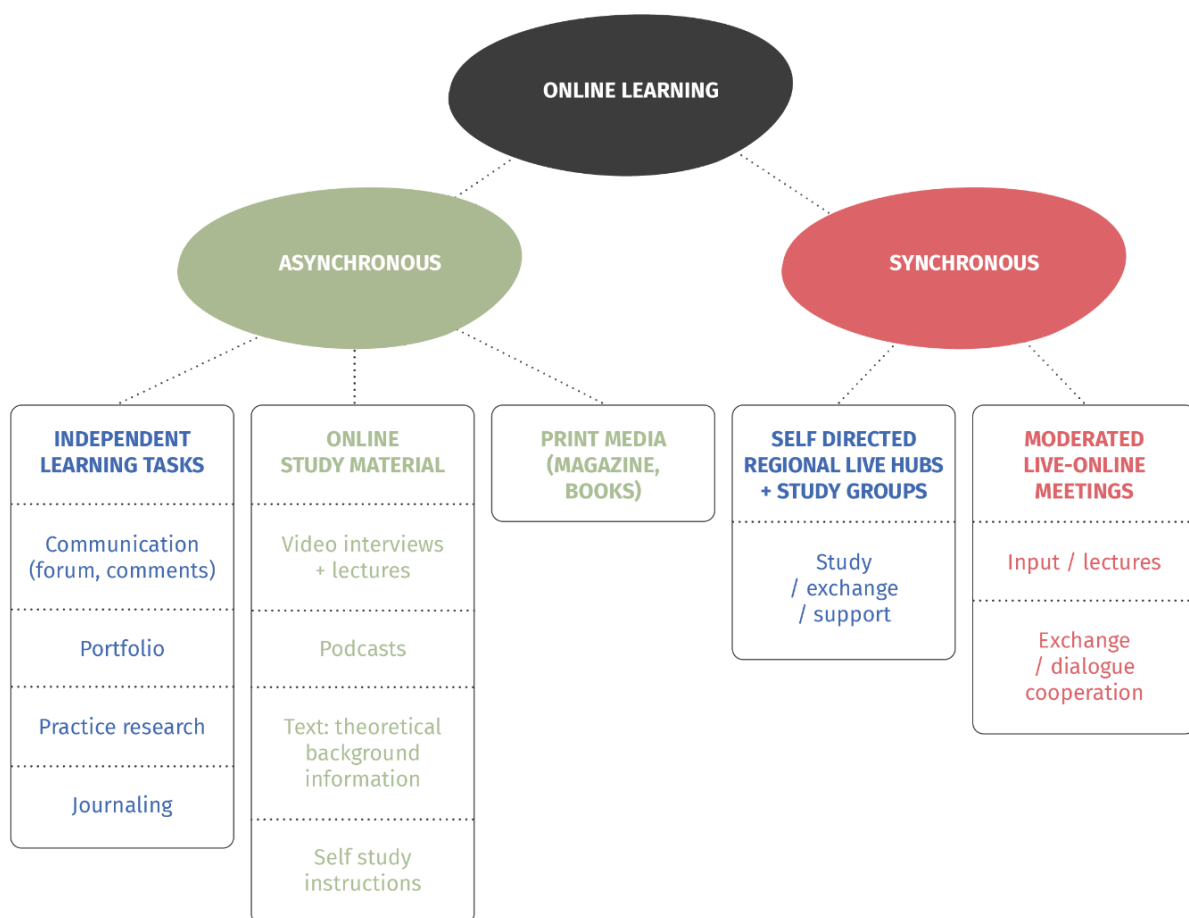
The HERMMES courses are designed in a way that they can be worked on individually in a self-directed, asynchronous way, which offers a maximum of flexibility. However, material and tasks can also be used for a synchronous learning experience of a group of learners, e.g., a group of parents, educators together with the parents of the children they care for, a group of colleagues, or even a whole college of teachers who want to engage together in pedagogical professional development. To deepen the professional development, the course material includes tools for peer-/collegial-learning as well as for practice research.

The material could also be used in combination with synchronous live-online meetings in which learners can exchange experiences and talk about their practice.

The courses can even be used as part of a training. In this case the individual, self-directed journey would be accompanied by some assessment tools such as a portfolio or oral or written exams.

Through a combination of various elements, the learning journeys become understandable, manageable, and meaningful for different types of learners as well as different needs and aims people come with and have when working with these courses.

Being a modern online tool, learning journeys are diverse and inclusive as well as sensitive to aspects of gender equality and racism.

ONLINE LEARNING

ASYNCHRONOUS

SYNCHRONOUS

INDEPENDENT LEARNING TASKS	**ONLINE STUDY MATERIAL**	**PRINT MEDIA (MAGAZINE, BOOKS)**	**SELF DIRECTED REGIONAL LIVE HUBS + STUDY GROUPS**	**MODERATED LIVE-ONLINE MEETINGS**
Communication (forum, comments)	Video interviews + lectures		Study / exchange / support	Input / lectures
Portfolio	Podcasts			Exchange / dialogue cooperation
Practice research	Text: theoretical background information			
Journaling	Self study instructions			

Below you find a structural overview and a more detailed description of the different elements and parts of such a training.

ELEMENTS
Material for online learning

Structure of online trainings

The learning journeys cover specific areas of the HERMMES curriculum framework. The courses themselves are divided into chapters, for example according to age or according to media referred to.

Various elements

The learning journeys provide material in a variety of formats and media to meet diverse needs and interests of participants/learners.

BACKGROUND INFORMATION, THEORY

- **in text form**
    - course instructions
    - background information
    - articles
    - excerpts from books
    - graphics, statistics, images
    - texts from HERMMES material

- **as podcast and video-interview**
    - interview or lecture form
    - dialogues about the topics

PRACTICE EXAMPLES

- **written description of practice examples**

- **podcasts or videos**
    - examples from the classroom
    - shared experiences from parents or grandparents
    - explanatory videos

JOURNALING QUESTIONS FOR CONNECTING AS WELL AS REFLECTING

Journaling questions are meant for

- relating input and themes to participants' lives.

- relating input to participants' practice, raising awareness of potential resistance.

- inviting creativity.

- reflecting on given information, curriculum, or own practice.

TOOLS FOR ADULT LEARNING

- guidelines for practice research projects

- guidelines for collegial exchange or community circles

- guidelines for adjusting the HERMMES curriculum to school realities

- guidelines for lesson planning (contents, methods, forms of assessment for learning, etc.)

Outline of teacher training contents

A more detailed description of how courses are constructed:

CHAPTERS

The general topics of the curriculum grid form the learning journeys of our parent/carer/educator/teacher training.

For each journey or course we formulate the main aspects that need to be covered from an carer's/educator's perspective, keeping in mind:

- the whole range of education from early childhood to secondary school level;

- various forms of media - analogue and digital - and

- all the stakeholders in education (parents, children, teachers).

PRACTICE EXAMPLES

It is important to make visible that examples are just examples of how the ideas of the curriculum could be put into practice and not a must or part of a canon. Therefore, practice examples will also be offered in combination, showing that there are different ways of addressing or dealing with a certain aspect/theme/competence.

SPACES FOR REFLECTION AND ASSESSMENT

… on/of media pedagogical approaches through reflection questions and assessment tools.

DIDACTICS / METHODOLOGY

The courses are based on our understanding of adult learning which takes into account the different life and learning processes described by Rudolf Steiner and modified by Martyn Rawson, by Coenraad van Houten's New Adult Learning Movement (NALM), and is also related to the U-journey described in Otto Scharmer's Theory U.

DESIGN OF AN ONLINE LEARNING JOURNEY

An online journey for self-directed learning takes into account the described learning processes. Therefore it needs to provide:

- material for experience and observation (text, audio, video).

- possibilities to connect the contents to the learner's life or personal experience (journaling questions).

- possibility for sharing perspectives (video/audio voices taking different perspectives, comment function, forum, chat).

- deepening understanding through background knowledge (articles, text, video, audio).

- practicing or applying through tasks for practitioner research.

- reflection (journaling tasks, online meetings, comment/forum/chat).

- possibility for communication (comment/online-meetings/regional hub meetings).

The table below visualises the various elements that can be used to create such a learning journey.
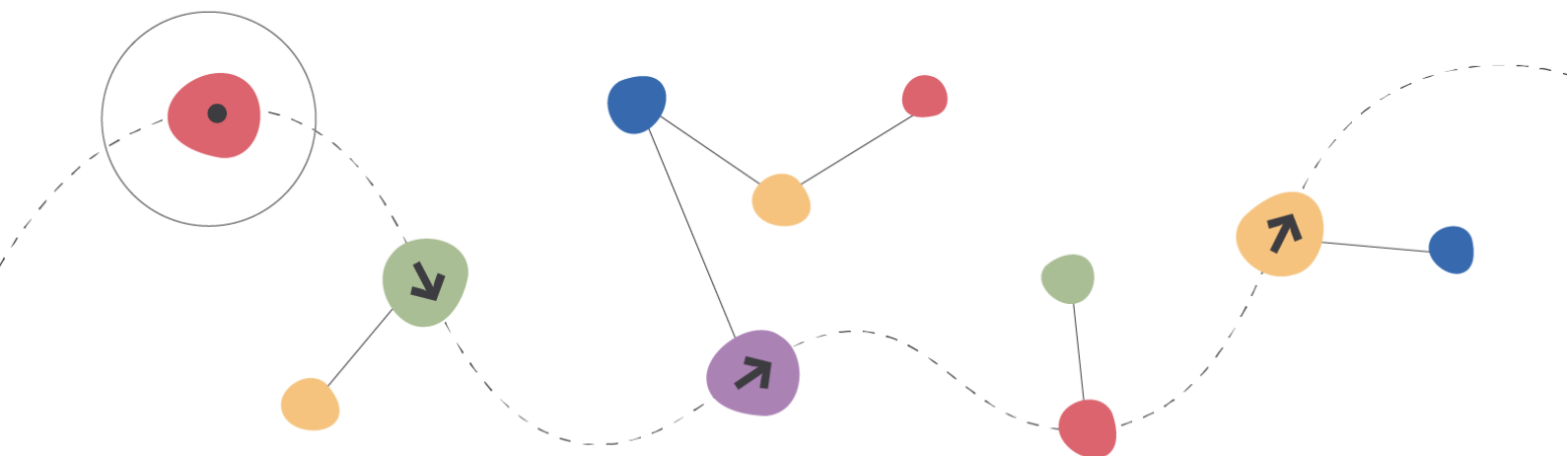
Elements of online adult teaching and learning

A combination of different elements helps to invite/enhance/deepen online transformative learning journeys by addressing or relating to the different learning processes or steps mentioned above.

	MEDIUM			SOCIAL FORM			MODE	
	text	audio	video	impulse	interview dialogue	journaling individual	synchronic	asynchronic
Theoretical background information	●	●	●	●	●			●
Examples from practice	●	●	●		●		●	●
Tools for learning	●	●	●	●	●		●	●
Connection to own reality					●	●	●	●
Connection to own practice					●	●	●	●
study tasks / practicioner research *						●		●
Reflection					●	●	●	●
Material for further study	●	●	●					●
Collegial exchange / dialogue					●		Live online meetings	Forum / chat
Collegial circle / case clinic					●		Online or regionally offline	

* (trying provided ideas or creating own material)

Finding a healthy balance

HERMMES online courses provide a balanced combination of

- breathing in and breathing out (through careful timing and the length of units).

- reception (reading, listening, watching) and activity (journaling, talking with somebody, creative writing, drawing, etc.).

- connecting with others and connecting with oneself (dialogue, impulses, and reflection, contemplation).

- understanding and applying.

- different media (voice, image, text).

- different voices offering various perspectives.

The learning journeys can be accessed from the HERMMES website from 1 April 2025. They take place on the learning platform of one of the project partners, elewa.

Although the learning journeys are free of charge, registration is required to safeguard the information of and communicating with the participants.

Below there are screenshots added from the course platform.

SCREENSHOTS
The learning platform
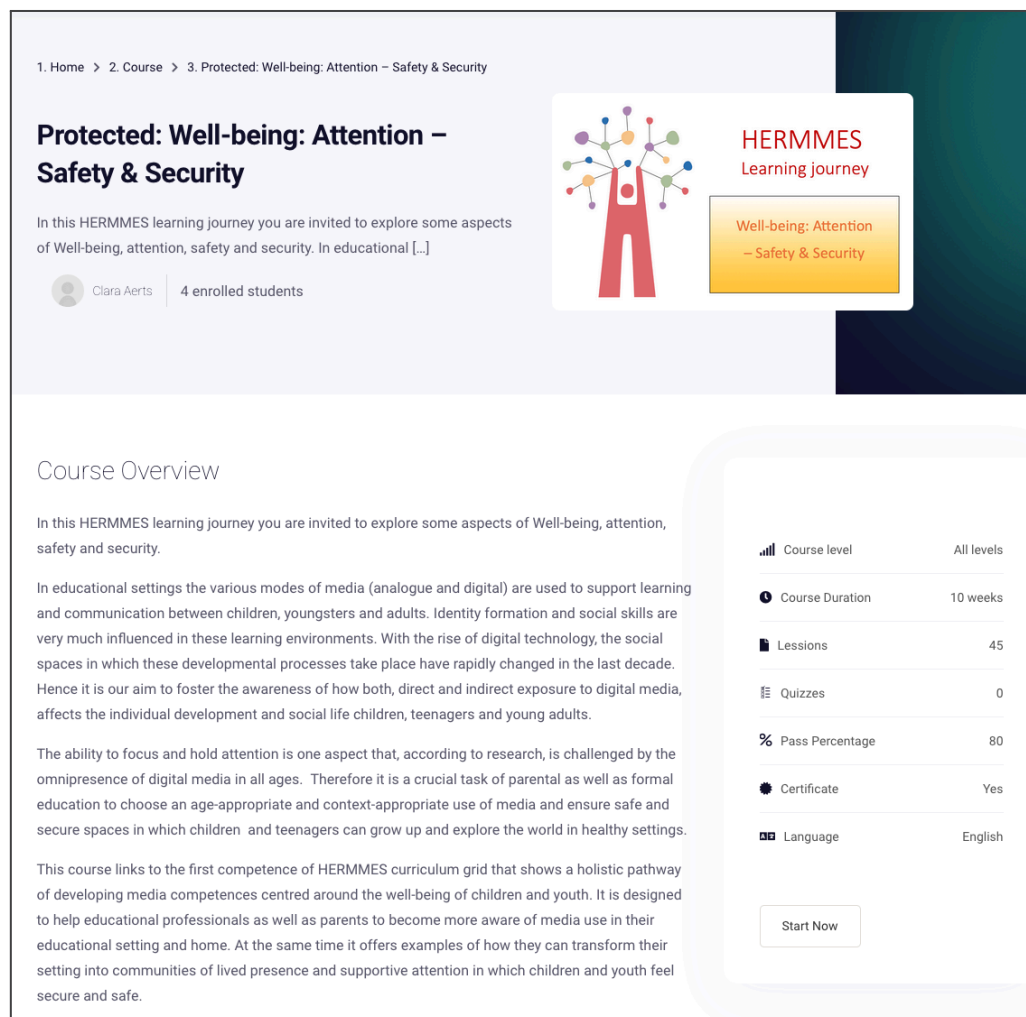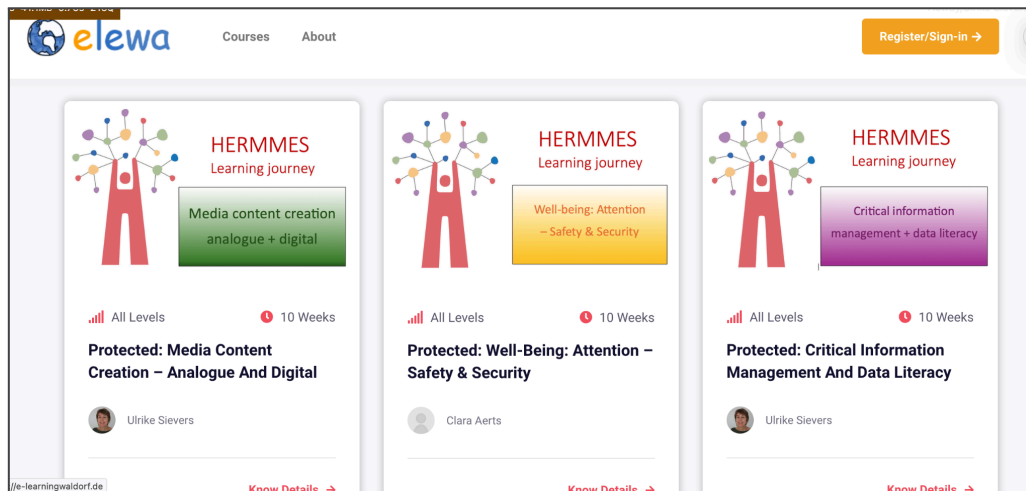
Course Content

Introduction to the course ⌄

- ▶ General introduction 🔒
- ▶ Aims and limitations of this training course 🔒
- ▶ Tools for adult learning 🔒
- ▶ Well-being: Attention – Safety & Security 🔒
- ▶ Course structure 🔒

Physical and mental health - risks and prevention ⌄

- ▶ Step 1: Journaling 🔒
- ▶ Step 2: Mapping 🔒
- ▶ Step 3: Widening the horizon 🔒
- ▶ Step 4: Understanding 🔒
- ▶ Deepening thoughts 🔒
- ▶ Prevention strategies... 🔒
- ▶ The risk of digitising education 🔒
- ▶ Step 5: Journaling 🔒
- ▶ Step 6: Peer learning 🔒
- ▶ Step 7: Practice research 🔒
- ▶ Step 8: Visions for the future 🔒

Physical and mental health - attention for attention ⌄

Screenshot 1

Introduction To The Course

- General introduction
- Aims and limitations of this training course
- Tools for adult learning
- Well-being: Attention - Safety & Security
- Course structure

Physical And Mental Health - Risks And Prevention

- Step 1: Journaling
- Step 2: Mapping
- Step 3: Widening the horizon
- Step 4: Understanding
- Deepening thoughts
- Prevention strategies...
- The risk of digitising education
- Step 5: Journaling
- Step 6: Peer learning
- Step 7: Practice research
- Step 8: Visions for the future

Tools for adult learning

The video gives you a short introduction in the tools we use in this course. You can find some written information below:

Intro to HERMMES learning journeys - course tools

Tools for adult learning

By clicking play you accept the **privacy policy** from YouTube.

Journaling: making a connection to our own practice

In order to assure that newly acquired ideas become convictions and are turned into action, we need to go beyond a theoretical discourse. With the help of the tool of reflection, for example, we need to connect new thoughts with or own teaching reality. Therefore, we will invite you to sit down with your journal and relate the things that you have read or heard in the course with your own experience.

Theory and practice: texts, videos, lesson examples

The various ideas, which will be presented in texts and video interviews, will also be illustrated through examples and descriptions of concrete lessons. It has to be said, though, that it is not our main intention to provide copyable lesson material. We rather want to share the basic thoughts with you which preceded the given examples. That is, firstly we want to share a certain understanding of learning processes and secondly we hope that the idea of a meaningful media education will become plausible and comprehensible through the examples presented.

Course material

In some units we will provide course material as pdf for you to print out and work with.

Action or practitioner research: bringing theory into practice

‹ Prev   Next ›

Screenshot 2

Search for course content

Physical And Mental Health - Risks And Prevention

- Step 1: Journaling
- Step 2: Mapping
- Step 3: Widening the horizon
- Step 4: Understanding
- Deepening thoughts
- Prevention strategies...
- The risk of digitising education
- Step 5: Journaling
- Step 6: Peer learning
- Step 7: Practice research
- Step 8: Visions for the future

Step 2: Mapping

Individual learning

a. Make a mind map of the keywords you wrote down by marking connections you see between them.

b. Write down in a few words new connections and aspects you have found

Note: to broaden your view you can also ask 1 or 2 other people to give you 3 characteristics of good/poor physical and mental health and add these to your mind map in keywords.

Group learning

a. Share the keywords with the others (blackboard/padlet)

b. Look for keywords of others that interest or puzzle you and ask for some background information

c. Make clusters of 3 keywords that you find relating

Small group conversation (2 or 3) on one of the clusters

Complete

‹ Prev   Next ›

Reframing famous paintings

The images below are examples from an art class in a school in Flanders. The pupils had the task to choose a painting, slip into the position / role of the person depicted in the painting and take on her posture, facial expression, etc. Then they should have their picture taken in this position in a similar frame as the painting.

A next step could be to combine this exercise with creative writing and let the pupils write the story of the person they imitate.
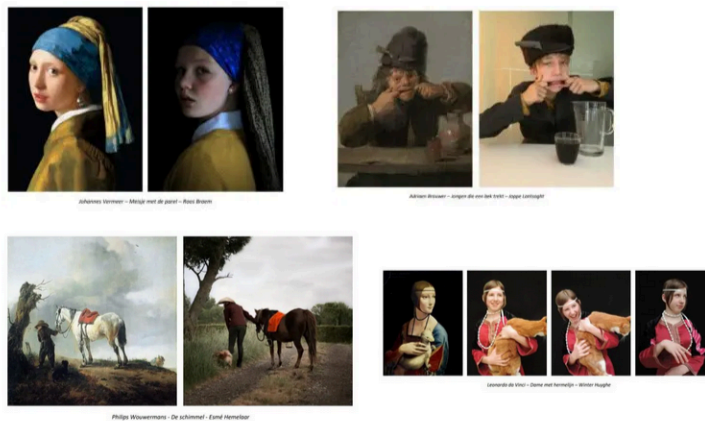
Understanding the language of film

In the video below, an English teachers shares her ideas and experiences about working with film in the upper classes of school.

By clicking play you accept the **privacy policy** from YouTube.

Understanding And Producing Visual Media - Analogue And Digital

Practice examples: photography, stop motion, and film

Producing a stop motion film

This short film was produced by 2 teenage girls in their free time. It was meant as an illustration of what a stop motion movie could be – and I think it turned out wonderfully! The two authors put a lot of effort in setting up the scenery, moving the ship bit by bit and taking photographs of every little move.

The photographs are put together into a film with the help of stop motion software which is available for free in the internet.

Somehow the stop motion film is a continuation of the thumb cinema, in which every image is drawn and the movement happens when the pages are thumbed through.

The landscape media Film

Reframing famous paintings

Practice examples: photography, stop motion, and film

Producing a stop motion film

This short film was produced by 2 teenage girls in their free time. It was meant as an illustration of what a stop motion movie could be – and I think it turned out wonderfully! The two authors put a lot of effort in setting up the scenery, moving the ship bit by bit and taking photographs of every little move.

The photographs are put together into a film with the help of stop motion software which is available for free in the internet.

Somehow the stop motion film is a continuation of the thumb cinema, in which every image is drawn and the movement happens when the pages are thumbed through.

The landscape media Film