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XXIAdults

Adaptation of the adult educational system to the XXI Century

The Good Practices Template

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Name of the Good Practice
Online/in-person English workshop and use of Google tools

Summary of the Practice Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?
Attend English Classes using new Technologies. All the students that attend English classes. To facilitate collaborative group work., which fosters student interaction outside of the classroom

Description of the Practice – min. 2000 characters
1) Context / Background What was the initial need or problem? Who was the target group? Was it part of a larger programme or project?
The Culture Classrooms celebrated their 40th anniversary in 2023, energizing and bringing life to the towns of the province of Valladolid. The Culture Classrooms program began in the 1983/1984 academic year. Renedo was chosen as the first town in the Esgueva Valley, 8 kilometers from Valladolid, with 800 inhabitants. Within a few months of its launch, more culture classrooms flourished, a modest initiative that has gradually consolidated itself as a key program for cultural revitalization. Twenty students shaped what is now a major project with over 3,500 participants. Currently, the program operates in more than 170 municipalities, of which 71% have fewer than 500 inhabitants, and 15% have fewer than 100. Eighty-five percent of the participants are women, while men make up the remaining 15%. From the beginning, 41 years ago, its impact on the cultural life of the municipalities was evident, where the creation of spaces for dialogue, debate, and creativity, along with recreational and cultural activities, has been a key factor in the development of cultural life. Participatory, it was a given. Linked to this expansion, the hours and days dedicated to the program were expanded, as well as research into the methodology to be applied, the topics and content to be developed, opening up new avenues for intervention. The Art Classrooms were a significant program in the municipalities, especially for groups made up of women, as they provided added motivation for them to go out and learn, as learning materialized in concrete objects they could display. A practical method was implemented, which encouraged participation in the culture classes, leading to a different process of abstraction, which was consolidated over the years. For more than 15 years, the Culture Classrooms and Adult Education programs coexisted. The latter, under

the auspices of an agreement between the Ministry of Education and the Valladolid City Council, provided part of the financial resources for the teachers' contracts.

This agreement system changed in 1999, becoming a subsidized program through a five-year public grant application process.

The Valladolid Provincial Council then decided to merge the two programs into a major Adult Continuing Education project, improving the job security of the professionals, who became part of the Provincial Council's Technical Team.

From that moment on, the offerings diversified to meet the different training needs, and thus, language classes (English and German) were implemented, among other things. Initially, students' motivations were primarily practical, with many schools in the province offering bilingual programs, with subjects taught entirely in English. This posed an added challenge for many parents, who found themselves unable to help their children with their homework. Many lived in municipalities where English language schools were unavailable and saw the English workshops offered by the Provincial Council as a solution to their problem. Thus, language classrooms were filled with parents with school-age children looking to learn English to help their children. This initial motivation gradually transformed, and now they feel that learning a language has become fundamental to their lives, as the use of English has become widespread and has extended to many other contexts, especially in the workplace, travel abroad, and the use of technology.

The Use of Technology in Language Classrooms

Since technology became widespread, its use has been growing in the classroom, but it was only after the pandemic that technology became basic learning tools. What began as a response to the need to continue workshops during the lockdown gave way to normal use within their learning process. Today, students regularly interact with tools offered by Google, such as Google Classroom, Google Meets, and Google Docs.

2) **Objectives**

What were the goals of the practice?

What did it aim to improve or change?

The main objectives of using these tools were, on the one hand, the connectivity offered by new technologies such as Google Meets, bringing together students who, for various reasons, were unable to attend class in person. This connectivity also aimed to facilitate one of the objectives of the Provincial Council's Culture Classrooms program: citizen participation and access to culture and education. The use of Google Classroom allows for flexible and remote access; students can access content asynchronously, promoting independent learning, another of the program's objectives. Using Classroom allows for ongoing practice, virtually expanding their schedule, and increasing their exposure to the language using Google Classroom. Interactive activities integrate other tools such as Jamboard and Nearpod, among others.

Google Classroom allows for personalized learning, assigning differentiated tasks tailored to different language proficiency levels for both groups and individuals. Finally, it facilitates collaborative group work through Google Docs, which fosters student interaction outside of the classroom. It provides a flexible and accessible environment that allows students to build knowledge together, promotes social skills, and fosters teamwork. It also significantly fosters mutual learning through feedback.

3) Implementation / Methodology

How was the practice carried out step by step?

What activities or methods were used?

How long did it take?

The implementation of these Google tools in the classroom, as already mentioned, arose from a need to continue offering them during the pandemic. However, they later became more widespread, reaching many students who were initially unable to use them.

The steps to follow were:

1. Diagnosis and planning. The objective was to identify the students' real access possibilities to technology (devices and internet connection) and their prior experience with digital tools.

2. Familiarization with Google tools, ensuring that as many students as possible could access them independently. To this end, in-person introductory sessions were held where the following were covered step by step: accessing Google Classroom through email or the app; how to view assignments, messages, and files; and uploading responses.

This step is essential to overcoming the technological barrier. Without it, many of our students would not be able to access this learning platform.

3. Design content and tasks in a comprehensible and engaging way. The activities have different objectives and develop different skills: listening, clarifying questions that arise in the classroom related to grammar and language usage, or vocabulary development.

4. Continuous evaluation of the progress of using the tools. If necessary, in-person activities are carried out at specific times as a reminder to help clarify any questions that may have arisen.

The activities carried out depend on the tool used.

With Google Classroom: activities to develop different language skills.

Google Meets: Video calls to attend classes online. Group tutoring to ensure students whose English level is lower than the rest of their group can follow classes and maintain the process.

WhatsApp: support and sending reminders. A "delegate of the month" function summarizes class work, pending assignments, and information about extracurricular activities.

Tools integrated with Google Classroom: lessons developed through Nearpod, or Kahoot: games that promote student motivation.

As these tools complement the learning process, there is no specific implementation timeframe. Their use will continue, expanding to new applications such as AI tools, Canva, or the possibility of creating podcasts.

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?

The use of these tools by our students, situated in a rural environment, resolves several obstacles we face in our practice, and in particular, in language teaching.

1. Students who, due to work reasons, work shifts and cannot attend regularly every week. These students use Google Classroom or WhatsApp to find out what has been worked on or what assignments are pending.

2. Students who live in municipalities where there is no language classroom but are interested in learning. This is resolved through Google Meets.

3. Students who join a group but do not have the language proficiency level they are currently attending. The tutorials or reinforcement activities sent through Google Classroom facilitate their adaptation to the group.

As a byproduct of language learning, the use of these tools has improved their digital skills, which contributes to digital literacy. It also improves their self-esteem. The role of the "class representative," whose function is to briefly summarize what has been worked on in class on WhatsApp, fosters group cohesion and demonstrates a commitment to the learning process.

5) Participants' Stories – optional

Short quotes, personal reflections or experiences shared by participant

6) Success Factors

What made the practice effective or innovative?

Were there any unique or creative elements?

The use of these digital tools in the classroom represented a change in methodology. They are effective tools for accessing activities and content that facilitate learning. They do not require complex software installation or extensive technological or digital knowledge. They are valuable tools that help prevent discouragement and, consequently, dropout. They adapt to different learning styles and paces.

The unique element worth highlighting is that each group has its own separate space in Google Classroom. Each classroom is assigned a class, which makes it more adaptable to the needs of each group.

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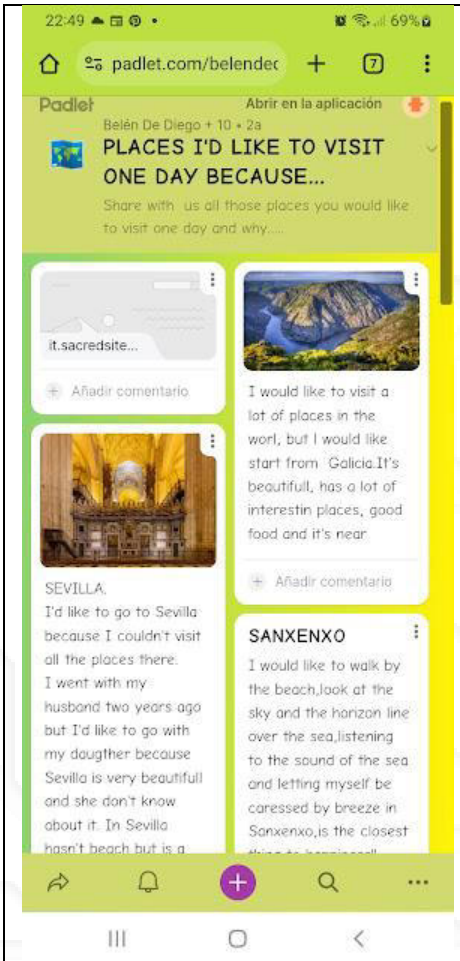

Example of collaborative activity using Padlet.

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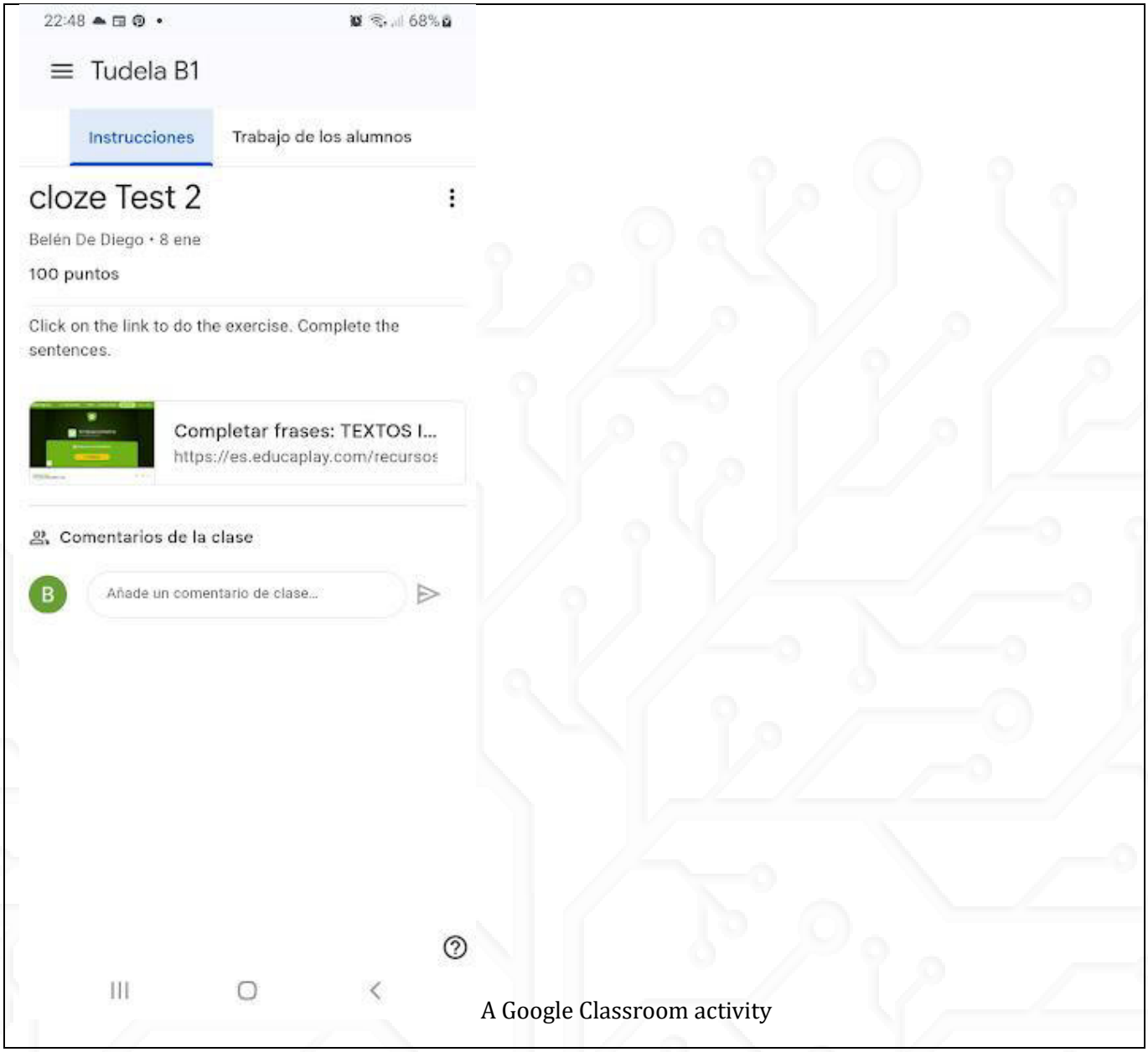

A Google Classroom activity

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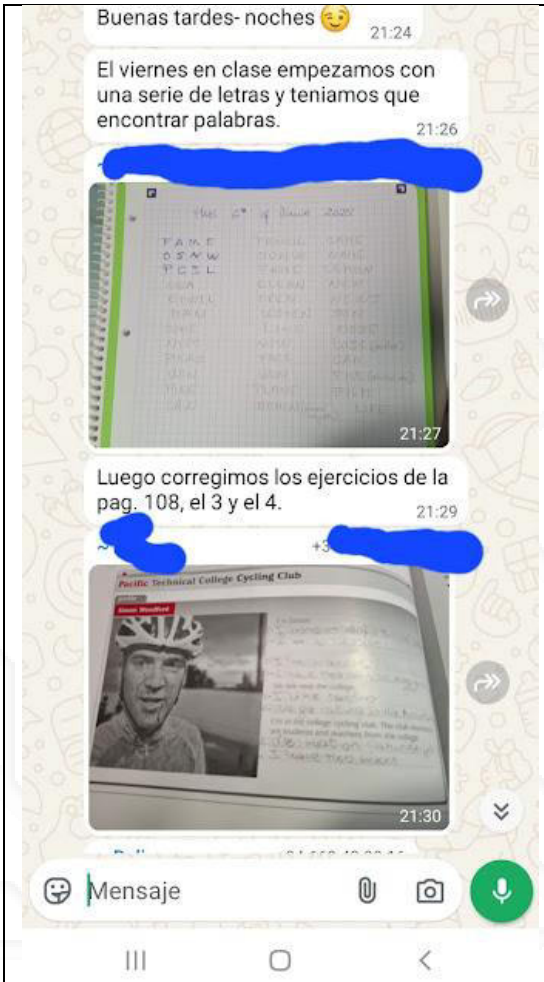
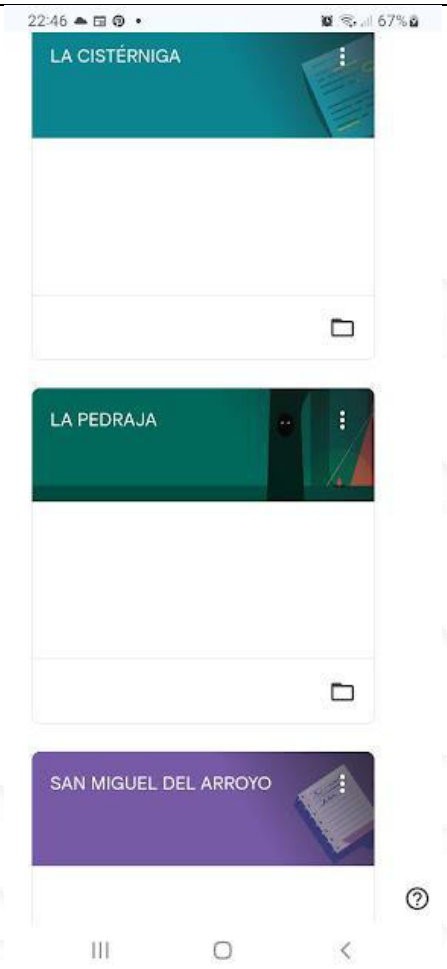


Whatsapp to inform the advances in the classroom,



Diferent groups in Google Classroom.

PRACTICE PROFILE – CLASSIFICATION CHECKLIST

Please tick all categories that apply to your described practice. You may choose more than one.

TYPE OF THE PRACTICE	
☒	Learning by doing
☒	Intergenerational learning
☒	Community-based learning
☒	Digital / blended learning

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☐	Peer learning
☐	Mentoring / coaching
☐	Cultural / creative approaches
☐	Collaborative / partner-based
☐	Other (specify):
TARGET GROUP	
☒	Adults with low qualifications
☐	NEETs (Not in Education, Employment, or Training)
☐	Migrants / Refugees
☐	Older adults
☐	Women
☐	People with disabilities
☐	Other vulnerable groups
☒	General adult population
LEARNING ENVIRONMENT	
☐	Formal
☒	Non-formal
☐	Informal
SKILLS / COMPETENCES DEVELOPED	
☐	Literacy (reading, writing, comprehension)
☐	Numeracy (maths, logical thinking)
☒	Digital skills
☐	STEM (science, technology, engineering, mathematics)
☐	Personal, social and learning to learn
☐	Civic competences
☐	Entrepreneurship
☐	Cultural awareness and expression
☒	Language skills
☐	Job-related / vocational skills
☐	Green competences
☐	Other (specify):
POTENTIAL USERS	
☐	Teachers / Educators
☐	Administrative staff
☒	School / Centre management
☐	Policy makers / Public administration
☐	NGOs / Community organizations
☐	Other (specify):

Glossary of Categories (Explanation of Checklist Items)

Type of the Practice

- Learning by doing – learning through hands-on activities, practice-based methods such as workshops or real tasks.
- Intergenerational learning – activities involving participants from different age groups learning from each other.
- Community-based learning – learning that takes place within the local community, often through real-life engagement.
- Digital / blended learning – education using digital tools (online), or a mix of online and face-to-face methods.
- Peer learning – learning among participants of similar status or experience, supporting each other.
- Mentoring / coaching – one-to-one support from a more experienced person to help learning and personal growth.
- Cultural / creative approaches – use of arts, music, theatre, storytelling etc. as learning tools.
- Collaborative / partner-based – practices involving cooperation between organisations or groups.
- Other (specify) – any other method not listed above.

Target Group

- Adults with low qualifications – adults who have low levels of formal education or basic skills.
- NEETs – people Not in Education, Employment, or Training (often young adults).
- Migrants / Refugees – individuals who moved from another country, often facing integration challenges.
- Older adults – Adults aged 65+
- Women – practices specifically addressing women's needs.
- People with disabilities – individuals with physical, sensory, intellectual, or mental health disabilities.
- Other vulnerable groups – groups at risk of exclusion (e.g. long-term unemployed, homeless).
- General adult population – average adults not in specific categories.

Learning Environment

- Formal – learning within official education systems, certified courses (e.g. schools, universities).
- Non-formal – organised learning outside the formal system (e.g. workshops, community training).

- Informal – learning through everyday experiences, without a structured course (e.g. volunteering, family).

Skills / Competences Developed

- Literacy – reading, writing, and understanding texts (including functional texts like forms).
- Numeracy – using mathematics and logical reasoning.
- Digital skills – using digital tools e.g. CV creation, online tools, online platforms.
- STEM – science, technology, engineering, and mathematics.
- Personal, social and learning to learn – self-awareness, motivation, teamwork, lifelong learning skills.
- Civic competences – active citizenship, understanding of democracy and social responsibilities.
- Entrepreneurship – creativity, innovation, project management, risk-taking.
- Cultural awareness and expression – appreciation and creation of cultural content (e.g. arts, music).
- Language skills – ability to communicate in one or more foreign languages.
- Job-related / vocational skills – practical skills useful in specific jobs or professions.
- Green competences – knowledge and behaviours supporting sustainability and environmental care.
- Other – any other skills developed (please specify).

Potential users – groups who could benefit from applying, adapting, or being inspired by this practice in their work context.

Note: These categories follow EU frameworks such as the Key Competences for Lifelong Learning (2018), the Action Plan on Basic Skills (2025) and the Erasmus+ Programme Guide 2025 – Glossary

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