



XXIAdults

**Adaptation of the adult educational
system to the XXI Century**

The Good Practices Template



INSTITUTE for
ROMA and
MINORITIES
INCLUSION



**DIPUTACIÓN
DE VALLADOLID**



E-SCHOOL
EDUCATIONAL GROUP



EMPODERAR
DESENVOLVIMENTO ORGANIZACIONAL, SOCIAL, PROFISSIONAL E PESSOAL



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the European Union



Name of the Good Practice

Telematic Group of Mythology and Symbolism in the Art of Tudela de Duero

Summary of the Practice

Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?

Learn Mythology and Symbolism via Telematic tools.

For various groups through micro-classes, documents, photographs, videos, and activities.

Serve all those interested in the course who, for various reasons (work schedules, personal circumstances, etc.), were unable to attend in-person classes.

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 Mythology and Symbolism in Art online group emerged in 2020 following the COVID-19 pandemic. The goal was to address the educational needs of adults in the province of Valladolid, utilizing a basic technological tool used daily by all students: WhatsApp. The goal was to serve the various groups through micro-classes, documents, photographs, videos, and activities.

After the pandemic, and with the return to classrooms with restrictions, it was deemed necessary to continue this methodology to serve everyone, especially those who expressed reluctance to meet in person in groups.

In subsequent years, and up to the present, this group has remained in Tudela de Duero for two reasons:

1. The impossibility of meeting in person a large group enrolled in this town (Tudela de Duero) in the Mythology and Symbolism in Art Course.
2. The need to serve all those interested in the course who, for various reasons (work schedules, personal circumstances, etc.), were unable to attend in-person classes.

Clearly, this target group shares the spirit of the Valladolid Provincial Council's Education and Culture Classrooms program, which has been running in the rural areas of our province for over 40 years and is led by the coordinator, Ms. Natividad García Hernández, a professional with extensive experience in the direction, organization, and management of Adult Education programs.

2) Objectives





What were the goals of the practice?

What did it aim to improve or change?

During the current academic year (2024-2025), the contents and objectives of the Online Group on Mythology and Symbolism in the Art of Tudela de Duero were as follows:

Contents:

1. Valladolid and its urban growth between the Middle Ages and the 16th century.
2. The establishment of the mendicant orders in Valladolid: the role of the Dominicans.
3. The Convent of San Pablo: history, art, and symbolism.
4. The College of San Gregorio: history, functions, architecture, and symbolism.
5. The National Sculpture Museum: history and study of the collection.
6. The Valladolid Controversy (1550-1551): The Dawn of Human Rights at the College of San Gregorio.
7. Introduction to the History, Archaeology, and Art of Ancient Greece.

Objectives:

General:

1. To foster interest in history, mythology, and art through the study of architectural, sculptural, and symbolic elements.
2. To promote independent and collaborative learning in an accessible digital environment.
3. To use WhatsApp as a teaching tool to facilitate monitoring, participation, and ongoing interaction between students and teachers.

Objectives by skill:

1. Ability to perform historical analysis and contextualization.
 - To identify the historical processes that explain the urban growth of Valladolid between the Middle Ages and the 16th century.
 - To understand the role of the mendicant orders in the social and religious transformation of the city.
 - Contextualize the Valladolid Controversy (1550-1551) within the framework of human rights debates in the Modern Age.
2. Ability to observe, analyze, and interpret art
 - Recognize the architectural and sculptural elements of the Convent of San Pablo and the College of San Gregorio as expressions of religious and political power.
 - Value the National Sculpture Museum as a source for understanding religious art and iconography.
 - Analyze the formal and symbolic characteristics of Mycenaean, Classical, and Hellenistic art, with attention to the sculpture and architecture of Athens, Delphi, and Olympia.
3. Ability to understand and interpret symbols and mythology.
 - Interpret Greek mythological stories and symbols based on artistic representations.
 - Relate iconographic elements to their social, religious, and cultural functions in the Greek world.
 - Differentiate the sacred contexts of Mycenae, the Acropolis, and Delphi, recognizing their ritual function and aesthetics.
4. Ability to express oneself, communicate, and critically reflect.
 - Actively participate in debates and group tasks through digital media such as WhatsApp.
 - Develop reasoned opinions on historical, ethical, and cultural topics.
 - Prepare written and oral messages (texts, audio, images) with clarity, coherence, and critical thinking.





5. Digital and autonomous learning management skills

- Use WhatsApp as a learning, communication, and collaboration tool.
- Access, select, and share digital resources relevant to learning.
- Organize one's own work and participate in group dynamics, respecting personal rhythms, styles, and timing.

All of this aims to integrate all participants into a dynamic teaching-learning process. The choice of WhatsApp as the learning environment responds to the need to offer a flexible, accessible methodology focused on active participation. This platform, widely used in the daily lives of many adults, allows for direct, asynchronous communication that adapts to different learning rhythms.

3) Implementation / Methodology

How was the practice carried out step by step?

What activities or methods were used?

How long did it take?

The course methodology is based on constant interaction via WhatsApp, taking advantage of its multiple formats (text, audio, images, links) to diversify the activities. The proposed dynamics allow for the integration of multimedia resources and active techniques such as debate, oral storytelling, guided research, and visual analysis. The assignments have been designed to be accessible from mobile phones and fit into flexible schedules, which facilitates work-life balance with other personal or work responsibilities for adult students.

- Weekly mini-lessons: The content was divided into short modules, delivered in concise text format, explanatory audio clips (to emulate a "class"), and, primarily, images and videos of the buildings and works of art mentioned in the topics (such as the metopes of the Parthenon, the caryatids of the Erechtheion, or views of Delphi and Olympia).
- Questions and debates: Activities for participants to ask questions and comment on the material, encouraging interaction and critical analysis (e.g., the Valladolid Controversy).
- Multimedia resources: Links to image galleries, 3D reconstructions (such as Manuel Bravo's videos on Delphi and the Acropolis), and virtual tours to complement understanding.
- Practical exercises: Short exercises to identify architectural elements or mythological scenes in shared images.
- Repositories: Students were asked to post articles, images, or videos directly or tangentially related to the topics covered.

The duration of the online Mythology and Symbolism in Art course was the same as the in-person course: the entire 2024-2025 academic year.

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?





The results obtained have been largely satisfactory, as they are based on the idea that adult education should respect the diversity of life paths, enhance students' prior experiences, and foster horizontal dialogue. This has allowed for the creation of a dialogic "virtual community" in which all students feel they are participating in a common program with common goals and content.

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?

This online course offers ideal flexibility for adults with varied schedules, using a familiar and accessible tool. The combination of text, audio, images, and videos is key to conveying knowledge effectively and visually.

7) Transferability / Recommendations

Can the practice be used elsewhere?
What conditions are needed for successful implementation?

This practice can be implemented anywhere and can even complement in-person classes.

The only essential requirement is a smartphone, the WhatsApp app, and a stable connection with sufficient data.

8) Tips / Implementation Advice – optional

Checklists, lessons, or advice for those wishing to implement the practice.





9) Lessons Learned - optional

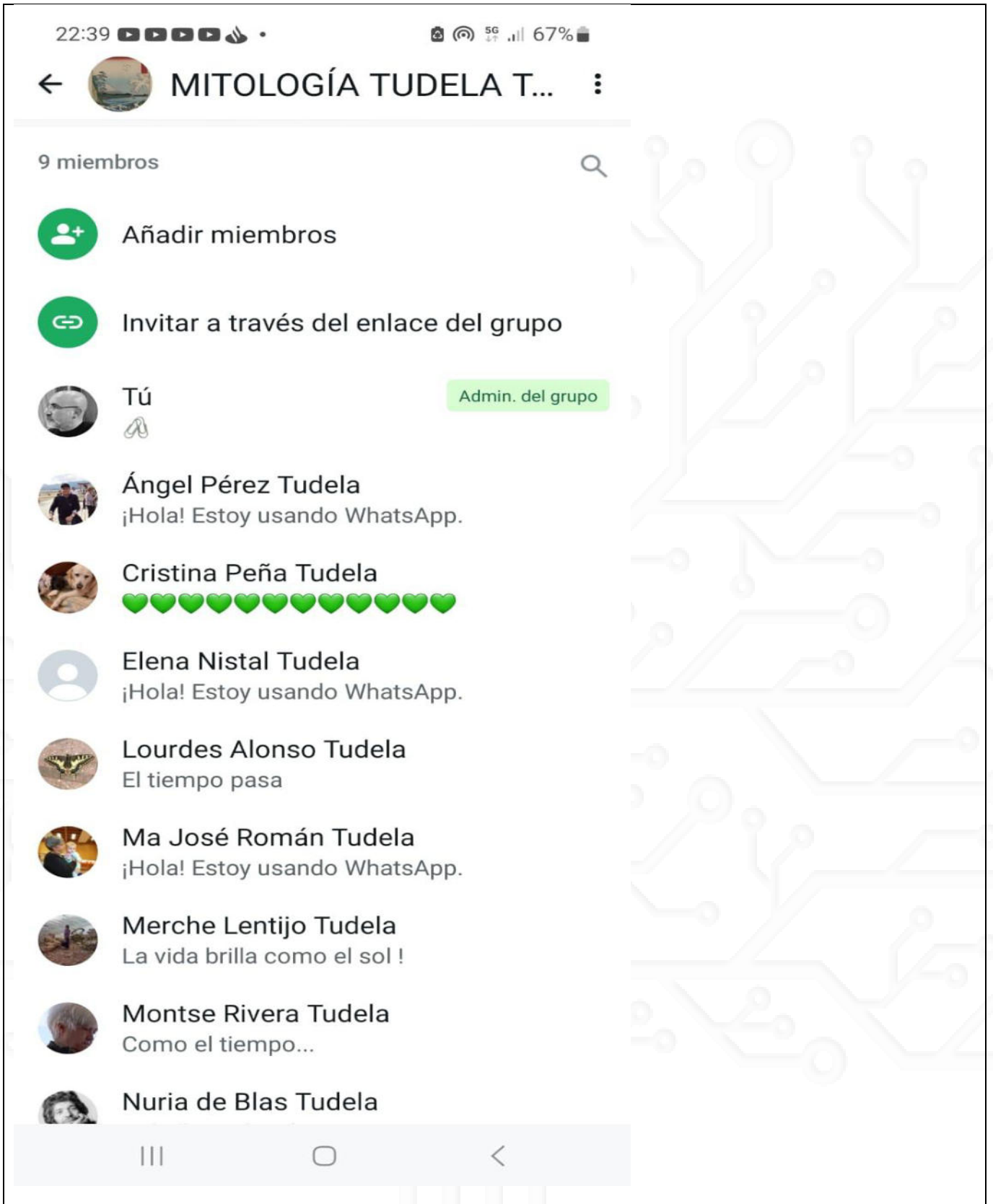
Biggest surprises, obstacles or key takeaways during implementation.

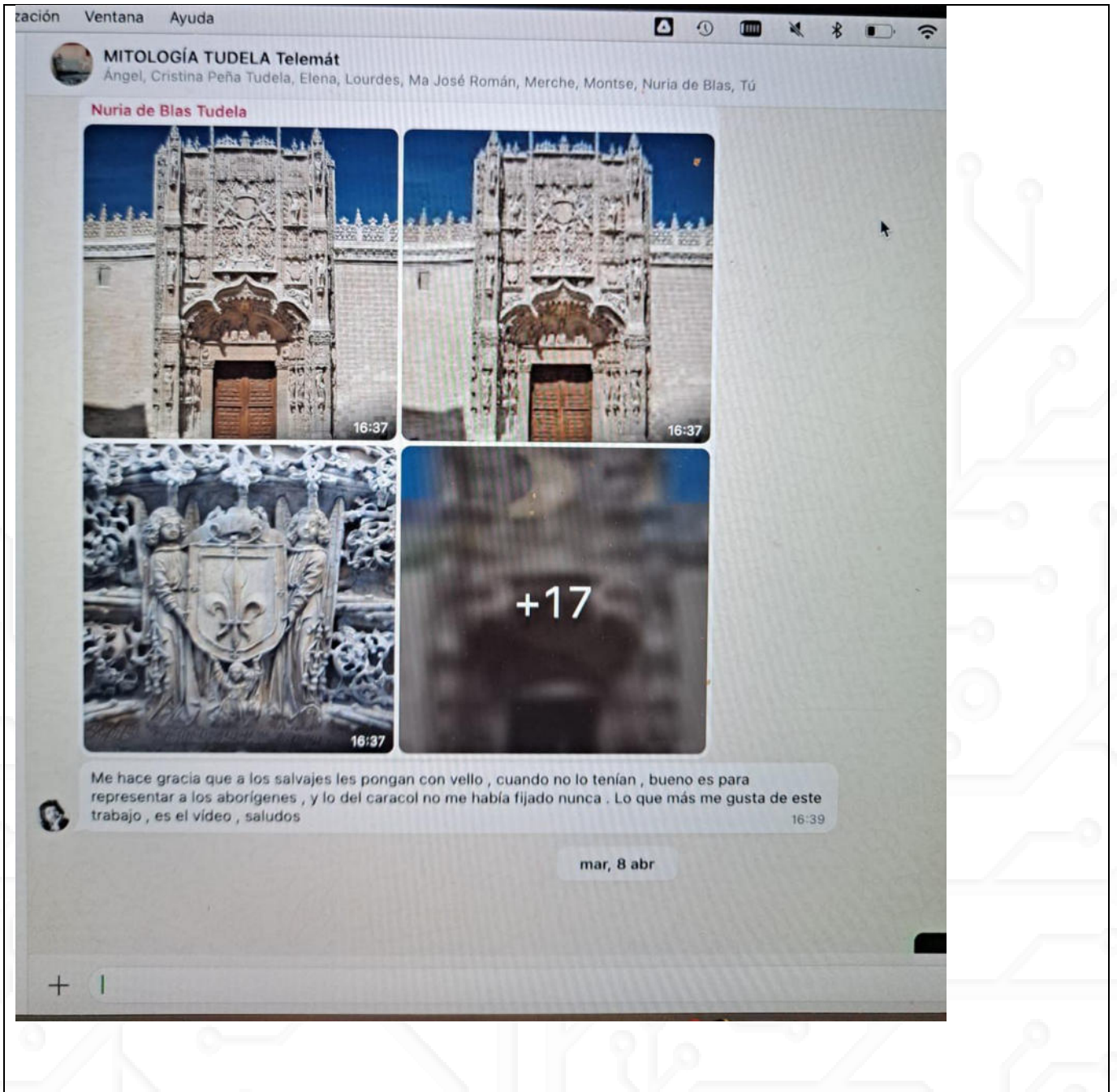
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10) Photos illustrating the described practice

Please attach at least 3 photos related to the described good practice







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
- 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

