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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
USE OF MULTIMEDIA TECHNOLOGY AND ARTIFICIAL INTELLIGENCE IN ADULT LEARNING OF ENGLISH AS A FOREIGN LANGUAGE IN RURAL ENVIRONMENTS
Summary of the Practice Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?
The use of multimedia devices and applications powered by artificial intelligence. For all the students in the course. To improve in a faster way their use and knowledge of the foreign language.

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 English groups enrolled in the Culture Classrooms program of the Education and Culture Service of the Provincial Council of Valladolid have certain characteristics that make them unique within the program compared to the other Classrooms. First, they tend to have a younger average student participation than the other Classrooms, which makes them more oriented to use multimedia technologies. These students also tend to have a higher educational level and generally have liberal and intellectual professions, which also implies a more frequent use of information technologies. Specifically, the intermediate English class in Santovenia de Pisuerga, which was chosen as representative for this program, has 14 students enrolled, and 10 of them regularly attend class. The typical profile is of a recently retired woman, interested in culture and knowledge in general, who attends classes to refresh her existing English language skills and who, more or less frequently, travels and uses her knowledge in the most practical and everyday way possible. She also tends to obtain information from English-speaking media or watch audiovisual content in English. Therefore, her most common demand in class is to meet the need to understand and express herself in English to carry out these everyday interactions as best as possible. However, the two hours of class per week are usually not enough to achieve this goal, and since this is their only academic contact with the

language, and they are not usually part of other groups or specific programs on the subject, they feel the need to expand or practice this knowledge in their private time.

And it is this need that we try to meet with the use of multimedia devices and applications powered by artificial intelligence. The easy availability of these tools and their interconnectivity are an added advantage, although it's fair to acknowledge that there are differences among students in the level of use of these devices.

Over time and with increasing habit of use, the group feels that the interaction generated by these processes gives rise to a horizontal and democratically respectful virtual space, where education, social relations, and the management and organization of their own activities converge.

2) **Objectives**

What were the goals of the practice?
What did it aim to improve or change?

As we have already described, the main objective is to improve students' English communication skills, providing them with greater ease in both oral and written expression.

The goal is to improve and strengthen their ability to speak and write in the language, an aspect that was completely neglected in the formal education they received decades ago and which represents their greatest learning frustration. This is especially serious for students who, on the other hand, have enjoyed complete and satisfactory personal development in most cases.

3) Implementation / Methodology

How was the practice carried out step by step?
What activities or methods were used?
How long did it take?

The practice extends throughout the course, as it does not consist of a specific exercise or task but rather the establishment of a collective dynamic.

The first step was to get used to a series of applications and multimedia resources hosted on specific websites, dispelling any concerns that might arise regarding their use and learning to critically compare the results obtained with each of them.

These applications includes: various translators, from the most academic to the most instant, with particular emphasis on those that offer audio resources such as voice recognition or predictive text generation; a gallery of websites offering interactive resources; and an instant messaging application that creates a virtual space where the entire group can be present.

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?
Results and impact are difficult to assess, as we're talking about highly intangible concepts such as self-confidence, instant dexterity, and verbal intelligence. If we look for concrete examples, we can say that several students have submitted works to literary competitions in English, that most of them now listen to and watch audiovisual content in English, the satisfaction they have expressed after becoming more fluent in that language than they had been during their travels, and the creation and sharing of hundreds of interactive worksheets on specific topics.
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 effectiveness of the practice lies in the conscious and in-depth use of resources that we all have in our societies, such as mobile phones, connectivity, etc. The key has been to guide the students through the intricate multimedia path: selection and installation of applications and web pages, creation of spaces and users, tests and trials in the creation of shared resources within the same group such as community exercises, surveys, graphics, and, above all, guidance and assistance in the configuration of devices such as keyboards and microphones and other concepts related to computing and multimedia.
7) Transferability / Recommendations Can the practice be used elsewhere? What conditions are needed for successful implementation?
The practice is simple but comprehensive in nature, and therefore applicable to any part of our society. The only conditions are that learning how to use the resources provides a similar level of use among all students and, most importantly, that the space created is understood as an egalitarian space for expression and learning. That is, it must be limited to the topics covered, and the content must be academically oriented.

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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.

10) Photos illustrating the described practice

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

Example of a typical classroom dynamic, in this case creating a self-correcting worksheet together on a website that facilitates user interaction.

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☐	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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