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From Digital Gaps to Green Impact: Transforming Adult Education for a Sustainable Future

[2025-1-DE02-KA122-ADU-000331623]

OER-01: Digital Transformation in Adult Education

Reflections from Erasmus+ Mobility in Osijek, 18-29.01.2026

Part of the OER series:

Learner Perspectives from Erasmus+ Mobility SHORT-01 (Osijek, Croatia)

This OER was prepared with the support of AI assistance by the InnovEdu Nexus Institut e.V. Team.



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Introduction

This Open Educational Resource (OER) was developed as part of the reflective learning process following the Erasmus+ mobility activity SHORT-01 in Osijek, Croatia (18–29 January 2026), implemented within the project:

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During the mobility, adult learners from different backgrounds participated in workshops, discussions, study visits and collaborative learning sessions organised by the host organisation Edura.

One of the central themes explored during the programme was digital transformation in adult education — not only in terms of technology, but also in terms of how digital tools influence learning environments, communication and knowledge sharing.

During the preparation of this OER, learners also experimented with Artificial Intelligence (AI) tools to organise ideas, structure reflections and support the drafting process. The use of AI was itself part of the digital learning experience explored during the mobility.

Experiencing Digital Learning in Practice

Before participating in the mobility, digital transformation in adult education was often understood mainly as the use of online platforms, presentations or learning management systems. However, during the activities in Osijek, it became clear that digital transformation is much broader.

In several sessions, trainers demonstrated how digital tools can support:

- *collaborative learning*
- *creative problem solving*
- *peer exchange between learners*
- *flexible learning pathways for adults.*



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*One workshop explored how simple digital tools can encourage active participation. Instead of traditional lectures, learners worked in small groups to analyse everyday problems and present their ideas using digital collaboration platforms. The focus was not on technology itself, but on **how technology can enable participation and dialogue**.*

This approach was particularly interesting because many adult learners feel hesitant when confronted with complex digital systems. By starting with simple tools and practical tasks, the trainers created an environment where participants felt comfortable experimenting.

Digital Skills and Confidence

Another important insight from the mobility was that digital transformation is closely connected with learner confidence.

Many adults already use digital technologies in their daily lives — smartphones, messaging applications, online services. However, they often do not perceive these skills as “digital competences”.

During the sessions in Osijek, participants reflected on their everyday digital practices and realised that digital learning can begin with familiar tools. This helped to reduce anxiety and encouraged participants to experiment more freely.

For adult education providers, this insight is important. Digital transformation does not always require advanced technologies or complex platforms. Sometimes it begins by recognising and building upon the digital skills that learners already possess.

AI as a Learning Experiment

An interesting aspect of the mobility was the opportunity to explore **Artificial Intelligence tools** in an educational context.

Participants experimented with AI applications to:

- structure reflections after workshops
- generate questions for group discussions



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- organise notes from learning sessions
- draft initial versions of learning materials.

These experiments helped learners understand both the **potential and the limitations of AI**. While AI can support the organisation of ideas, meaningful educational content still requires human reflection, experience and critical thinking.

This experience encouraged participants to see AI not as a replacement for educators, but as a **support tool for creativity and learning**.

Lessons for Adult Education

Based on the activities and discussions during the mobility, several lessons emerged regarding digital transformation in adult education.

First, digital transformation should focus on learning processes rather than technology itself. Tools are useful only when they support interaction, collaboration and reflection.

Second, digital learning environments should remain accessible and inclusive. Many adult learners benefit from simple, intuitive digital tools rather than complex platforms.

Third, experimentation is essential. By allowing learners to test new tools in a supportive environment, educators can build digital confidence and curiosity.

Reflection

Participating in the mobility in Osijek provided a valuable opportunity to observe how digital tools can be integrated into adult learning in a practical and supportive way.

The experience showed that digital transformation is not only about introducing new technologies. It is also about creating learning environments where adults feel comfortable exploring, experimenting and sharing their experiences.



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For many participants, this mobility helped to reframe digital learning from something potentially intimidating into something accessible, collaborative and creative.

Learning Context

This resource was developed as part of the reflective learning process of the Erasmus+ mobility activity SHORT-01 – Osijek, Croatia implemented within the project:

- From Digital Gaps to Green Impact: Transforming Adult Education for a Sustainable Future
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