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

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## **OER-08: Practical Learning Methods Observed during the SHORT-01 Mobility in Osijek**

Reflections from Erasmus+ Mobility in Osijek, 18-29.01.2026

**Part of the OER series:**

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

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## Introduction

One of the main goals of the SHORT-01 mobility in Osijek, Croatia, was to observe and experience practical approaches used in adult education.

The host organisation **Edura – Education and Development Association** demonstrated several methods that support active participation of adult learners and encourage collaborative learning.

This Open Educational Resource presents several practical methods that participants identified as particularly useful and adaptable for their own educational contexts.

## Method 1: Interactive Learning Circles

During several sessions, participants were organised into small groups where they discussed a specific question related to adult education practices.

Instead of traditional lecture-based teaching, each participant was encouraged to share experiences and ideas.

This approach supported:

- active participation
- peer learning
- exchange of different perspectives

Participants noted that this method helps adult learners feel more involved in the learning process.

## Method 2: Experience-Based Discussion

Another method used during the mobility involved starting discussions from participants' own experiences.



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Rather than introducing theoretical concepts first, the facilitator invited participants to describe situations from their own professional or learning contexts.

These examples were then used as a starting point for analysing challenges and identifying possible solutions.

Participants considered this approach particularly effective because adult learners often learn best when connecting new knowledge with real-life situations.

### **Method 3: Reflection Sessions**

Reflection was an important element of the learning process.

At the end of several sessions, participants were asked to reflect on questions such as:

- What did I learn today?
- What surprised me during the discussions?
- How could this approach be applied in my organisation?

These reflection sessions helped participants consolidate their learning and better understand the relevance of the activities.

### **Supporting Learning with AI Tools**

During the mobility, participants were also introduced to the potential role of **Artificial Intelligence tools** in supporting educational activities.

AI tools were mainly used for:

- organising notes from workshops
- summarising key discussion points
- structuring ideas for learning materials

Participants experimented with using AI to transform their notes and reflections into structured texts that could later be shared with others.

The present OER was developed using this approach, combining participant observations with AI-assisted text structuring.



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## Why These Methods Matter

Participants agreed that the methods observed during the mobility support several important principles of adult education:

- learning through participation
- sharing experiences between learners
- structured reflection after learning activities

These approaches contribute to creating more engaging and effective learning environments.

## Conclusion

The SHORT-01 mobility in Osijek provided an opportunity to observe practical teaching methods used in adult education.

By documenting these methods as Open Educational Resources, participants contribute to the wider dissemination of learning experiences and support knowledge exchange within the European adult education community.

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