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SMART-AI Integrated Toolkit for Adult Educators: Mobility-Based Methods, Templates and Organisational Support

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About the Authors

This Open Educational Resource (OER) was developed by:
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The content reflects their applied learning experience, organisational support processes, and direct engagement with the SMART-AI mobility framework.

Project Context

This OER is part of the SMART-AI learning package and was developed within the *Organisational Support (OS)* component of the Erasmus+ project *"From Digital Gaps to Green Impact"*.
It provides a practical, mobility-informed Toolkit designed to support adult educators and training organisations in integrating:

- mobility learning outcomes,
- structured activities (before → during → after mobility),
- 12 ready-to-use templates for educators,
- AI-supported tools and practices for adult learning.

The material is offered as an open-access educational resource, in line with Erasmus+ principles of transparency, reusability and capacity building in adult education.

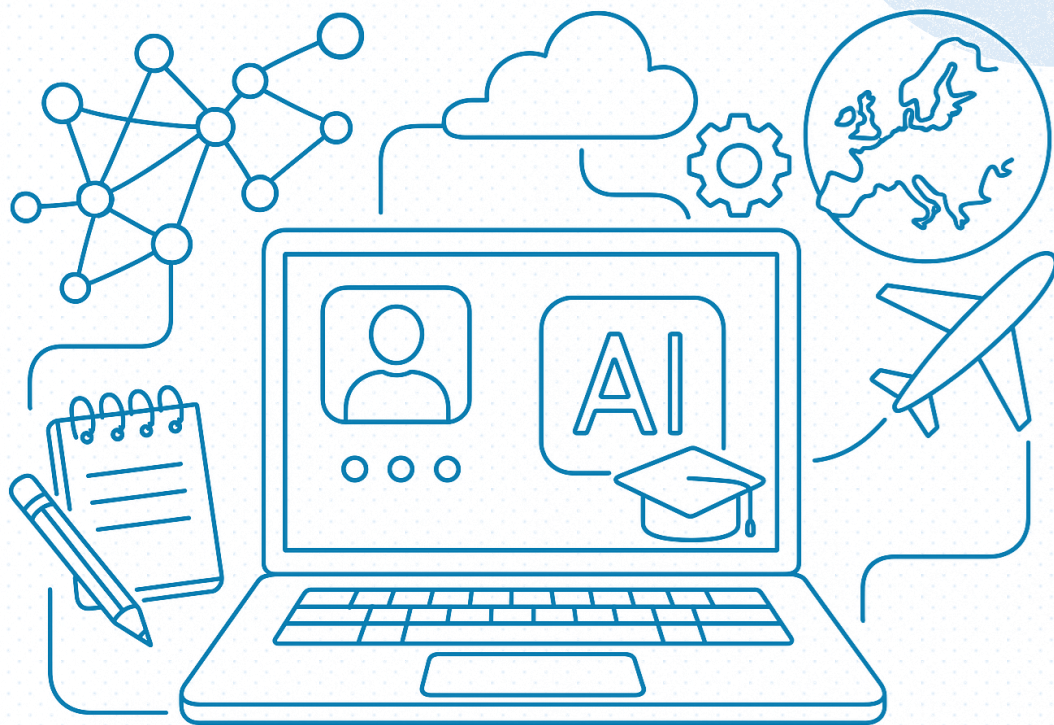Skopje, 2025

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CHAPTER 1 — INTRODUCTION: Context and Purpose of the Toolkit

The *SMART-AI Integrated Toolkit for Adult Educators* has been developed as a strategic follow-up resource to the completed job-shadowing mobility at BAPUSS Academy (Serbia), implemented under the KA122-ADU project *SMART.AI: Transforming Skills, Digitalizing Business, Powering Growth*. It consolidates the knowledge, practices, and methods observed during the mobility and transforms them into a practical set of tools that adult educators can use to enhance the quality, structure, and impact of future learning activities.

As an organisational support (OS) output, the toolkit directly addresses the Erasmus+ Quality Standards for preparation, implementation, follow-up, documentation, and recognition of learning outcomes. It provides adult educators with mobility-based methods, templates, and guidance that ensure consistency, transparency, and pedagogical coherence across all phases of the mobility cycle — before, during, and after learning abroad. The resource supports organisational capacity-building by standardising practices and enabling staff to integrate digital, AI-enhanced, and practice-oriented teaching methodologies within Marketing Gate's programmes.

1.1. Why the Toolkit Was Developed After the BAPUSS Job Shadowing

The job-shadowing mobility in BAPUSS offered Marketing Gate's educators first-hand exposure to innovative teaching approaches, AI-supported tools, digital marketing practices, and mentoring models used in adult education. The mobility generated a significant volume of observational insights, methodological references, and applied examples that now require consolidation into structured resources.

This toolkit was therefore developed to:

- document and systematise the learning achieved during the mobility;
- transform mobility observations into usable methods for educators;
- support the transfer of new knowledge into daily teaching practice;
- provide ready-to-use templates for future mobility participants;
- ensure that institutional learning from the mobility remains accessible and reusable;
- reinforce alignment with Erasmus+ quality expectations.

In this way, this OER functions both as a *record* of the mobility's learning impact and as a *practical instrument* for future adult educators and learners.

1.2. Target Users

The toolkit is intended for:

- adult educators and trainers at Marketing Gate;
- mentors and coordinators preparing participants for mobility;
- AI and digital skills trainers developing new modules and practical sessions;
- mobility participants who require structured materials for preparation and follow-up.

By addressing multiple roles within the organisation, the toolkit strengthens internal cooperation, improves teaching consistency, and ensures that mobility results are systematically applied.

1.3. How the Toolkit Supports Erasmus+ Organisational Quality

The resource directly contributes to the organisational support goals defined in KA122-ADU by providing: structured pedagogical tools; mobility-based methodological guidance; learning outcome frameworks linked to real mobility activity; templates for documentation, reflection, and assessment; AI-enhanced examples and digital learning practices; visual materials that enhance clarity and usability; • consolidation of job-shadowing results into transferable formats.

Through this integrated support, the toolkit enhances the organisation's ability to prepare, implement, monitor, and evaluate mobility activities in full alignment with the Erasmus+ Quality Standards.

1.4. Structure of the Toolkit

To ensure usability and clarity, the toolkit is structured into nine main sections:

1. Introduction (this chapter)
2. Summary of the BAPUSS Job Shadowing Mobility
3. Mobility-Based Learning Cycle (Before → During → After)
4. Learning Outcomes Framework
5. SMART-AI Pedagogical Methods for Adult Educators
6. Twelve Templates for Educators
7. Visual Examples and Digital Workflows
8. Integration Into Marketing Gate Programmes
9. Recommendations for Future Mobilities

This structure aligns the mobility outputs with the organisational, pedagogical, and methodological needs of Marketing Gate, ensuring that the mobility's value extends beyond

CHAPTER 2 — SUMMARY OF THE BAPUSS JOB SHADOWING MOBILITY

2.1. Overview of the Mobility Experience

The job-shadowing mobility at BAPUSS Academy, implemented under the KA122-ADU project *SMART.AI: Transforming Skills, Digitalizing Business, Powering Growth*, provided Marketing Gate's educators with structured, in-depth exposure to contemporary teaching practices in digital marketing, AI-supported learning, and applied business training. Across seven days of guided observation, hands-on sessions, and educator-to-educator exchange, participants engaged directly with BAPUSS methodologies that integrate academic content with real-world industry relevance.

The mobility focused on shadowing experienced educators across blended-learning classrooms, simulation-based workshops, applied branding and storytelling modules, and the ADA AI-based learning platform. The experience offered rich pedagogical insights and concrete examples that now form the backbone of the toolkit presented in OER 3.

2.2. Structure of Job Shadowing Activities

The mobility programme combined observation, active participation, and structured reflection. Activities included:

• **Observation of blended-learning sessions:** Participants examined how BAPUSS integrates face-to-face instruction with digital case studies, micro-tasks, and mentoring cycles, enabling flexible learning for adults with diverse profiles.

• **AI-based instructional methods:** Educators explored ADA – the academy's adaptive digital assistant – observing its use in personalised learning pathways and assessment.

• **Practical demonstrations in branding and digital marketing:** Workshops illustrated the step-by-step process of building brand identity, crafting digital marketing campaigns, and applying real-time analytics.

• **Mentoring and guidance models for adult learners:** Participants analysed how educators provide targeted feedback, support motivation, and guide learners through practical tasks using structured mentoring frameworks.

• **Institutional meeting with BAPUSS educators and management:** Discussions focused on curriculum development, project-based learning, and challenges in delivering modern skills to adults with varying digital competencies.

2.3. Key Learning Outcomes for Educators

The mobility resulted in a consolidated set of learning outcomes that directly support organisational growth at Marketing Gate. Educators developed:

✓ **Enhanced competence in AI-supported teaching:** Understanding the role of adaptive systems (like ADA) in personalising adult learning and improving engagement.

✓ **Insights into digital storytelling and branding pedagogy:** Observing best practices in simplifying complex marketing concepts for adult learners.

✓ **Improved methods for structuring blended learning:** Including modular lesson planning, sequencing of content, and activation techniques during live and digital sessions.

✓ **Practical mentoring techniques for adults with fewer opportunities:** Learning how to provide structured guidance, motivation, and task scaffolding.

✓ **Advanced understanding of real-task learning (RTL):** Integrating practical, job-oriented assignments to strengthen digital transformation and entrepreneurship skills.

2.4. Institutional Benefits for Marketing Gate:

The job-shadowing mobility generated long-term advantages that directly strengthen the organisation:

• **Methodological expansion -** Marketing Gate now has access to new methods that align with digital transformation and AI-driven teaching models.

• **Curriculum enhancement -** Insights from BAPUSS will be integrated into Marketing Gate training modules on AI, digital marketing, and entrepreneurship.

• **Organisational capacity-building -** Educators now use shared templates, protocols, and learning cycles that standardise quality.

• **Support for inclusion -** Concrete strategies were acquired for supporting adults with fewer opportunities, especially those with low digital skills.

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• **Foundation for international cooperation -** The mobility deepened professional links and created opportunities for future joint training and Erasmus+ projects.

2.5. Participant Reflections (Consolidated)

Participants highlighted several recurring reflections:

- The practical, industry-focused nature of BAPUSS teaching raised the standard for adult education practices.
- AI tools used during sessions demonstrated clear potential for personalisation and increased learner independence.
- Shadowing experienced educators helped clarify how to adapt complex content for mixed-level adult groups.
- Mobility increased confidence in applying digital marketing tools and analysing business processes.
- Exposure to international practices broadened professional perspectives and improved teaching self-efficacy.

2.6. Contribution to the Development of This Toolkit (OER 3)

The insights, observations, and materials collected during the mobility form the foundation of the SMART-AI Integrated Toolkit. Specifically, they enabled:

- identification of effective mobility-based teaching methods;
- creation of educator-facing templates grounded in real practice;
- development of an institutional framework for mobility learning;
- alignment of mobility outcomes with organisational needs;
- documentation of best practices that can be replicated by future staff.

In this sense, OER 3 represents the *conversion* of mobility learning into organisational knowledge — fulfilling the Erasmus+ expectation that mobility generates long-term institutional value.

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CHAPTER 3 — MOBILITY-BASED LEARNING CYCLE

Before → During → After Mobility Framework for Adult Educators

This chapter presents the methodological framework used to guide adult learners through all stages of the mobility experience. The model is based on observations from the job-shadowing mobility at BAPUSS Academy and adapted to the pedagogical and organisational needs of Marketing Gate.

3.1. Purpose of the Learning Cycle

The mobility-based learning cycle provides a structured and repeatable process for preparing adult learners, supporting them during the mobility, and ensuring effective post-mobility transfer. It aligns with the Erasmus+ Quality Standards by ensuring clarity, inclusion, reflection, monitoring, and measurable learning outcomes.

For adult educators, the cycle offers:
• a clear pedagogical roadmap;
• practical tools for each mobility phase;
• consistency across different mobility flows;
• tailored support for learners with fewer opportunities;
• mechanisms for monitoring and evaluating learning.

3.2. BEFORE MOBILITY – Preparation Phase

This phase is essential for establishing learning expectations, readiness, and structured planning. It ensures that all adult learners begin the mobility with clearly defined objectives and initial competencies.

3.2.1. Learning Needs and Baseline Assessment

Educators conduct a structured pre-mobility assessment including:
• digital skills baseline check;
• learner goals and expectations survey;
• motivation and readiness analysis;
• identification of support needs for learners with fewer opportunities.

This information enables personalised learning paths and ensures alignment between mobility activities and learner profiles.

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3.2.2. Pre-Mobility Orientation Session

A structured orientation session led by educators covers:
• introduction to the mobility programme;
• overview of the host institution (BAPUSS Academy);
• expected learning outcomes and competencies;
• overview of relevant AI and digital tools;
• roles, responsibilities, and conduct guidelines;
• inclusion measures and available support mechanisms.

3.2.3. Learning Agreements and Activity Plans

Educators guide participants through:
• defining personalised learning objectives;
• linking planned activities to expected outcomes;
• understanding observation tasks and responsibilities;
• preparing reflective tools and logs;
• receiving instructions on required documentation and evidence collection.

3.2.4. Pre-Mobility Tools (Templates Introduced in This Phase)

• Pre-Mobility Learning Plan
• AI & Digital Skills Scan
• Expectations Mapping Table
• Inclusion and Accessibility Support Plan

These templates are presented in full in Chapter 6.

3.3. DURING MOBILITY – Observation and Participation Phase

This phase captures learning in action through structured observation, active engagement, and daily reflection.

3.3.1. Daily Structured Observation

Participants follow educator-prepared guidelines to document:
• teaching methods applied by BAPUSS educators;
• digital and AI tools integrated into lessons;
• patterns of learner engagement;

- mentoring and feedback cycles;
- examples of practical and real-task learning.

Observation grids ensure consistency and comparability across all participants.

3.3.2. Participation in Workshops and Sessions

Adult learners engage in:
- digital marketing simulations;
- branding and storytelling exercises;
- AI-based learning modules (ADA platform);
- practical tasks with immediate feedback.

Educators support and facilitate active participation.

3.3.3. Daily Reflection and Mentoring

Each day concludes with a structured reflection cycle:

1. What was observed?
2. What new method or tool was learned?
3. How can this be applied at Marketing Gate?
4. Which challenges or gaps were identified?
5. What additional support is needed?

Reflection ensures the transferability of new practices.

3.3.4. Inclusion and Support Measures

For learners with fewer opportunities, educators provide:
- simplified instructions and task breakdown;
- guided participation in digital activities;
- targeted mentoring during tasks;
- supportive scaffolding to ensure successful engagement.

3.4. AFTER MOBILITY – Transfer and Consolidation Phase

This is the most important phase for institutional capacity-building. It ensures that the learning gained abroad is integrated into Marketing Gate's programmes and practices.

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3.4.1. Post-Mobility Reflection and Reporting

Educators guide participants through:
• consolidation of daily logs;
• structured reflection on learning;
• mapping of achieved learning outcomes;
• identifying personal development progress;
• completing assessment checklists aligned with Participant Reports.

3.4.2. Integration into Practice

Participants apply newly acquired knowledge and skills to:
• real teaching sessions;
• mentoring activities;
• practical workshops;
• development of new digital and AI-supported exercises.

Educators monitor how effectively these new practices are applied.

3.4.3. Knowledge Transfer to the Organisation

A structured internal sharing session is organised, where participants:
• present observed methods and tools;
• demonstrate digital and AI applications;
• propose improvements to existing programmes;
• provide recommendations for future mobilities.

This ensures institutional rather than individual impact.

3.4.4. Post-Mobility Support Framework

The support framework includes:
• continued mentoring by educators;
• access to the templates and materials provided in this toolkit;
• monitoring progress in skill application;
• guidance for preparing new mobility cohorts.

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3.5. Summary of the Learning Cycle

The Before → During → After model establishes a complete pedagogical and organisational structure that:

✓ ensures learner readiness and clarity,

✓ supports reflective and participatory learning,

✓ guarantees meaningful transfer of results,

✓ anchors mobility outcomes in long-term institutional development.

This learning cycle forms the foundation of all templates, methods, and examples included in the SMART-AI Integrated Toolkit.

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CHAPTER 4 — LEARNING OUTCOMES FRAMEWORK

SMART Competences for Adult Learners and Educators in Mobility Contexts

This chapter outlines the structured learning outcomes developed from the job-shadowing mobility at BAPUSS Academy. The outcomes follow the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound) and align with the Erasmus+ KA122-ADU learning expectations for adult learners and staff.

The framework supports educators in planning, monitoring, and assessing mobility learning, ensuring transparency, quality, and institutional consistency.

4.1. Purpose of the Learning Outcomes Framework

The Learning Outcomes Framework serves to:

• clearly define the competencies that participants are expected to develop;
• provide educators with an assessment structure to measure progress;
• ensure alignment between mobility activities and organisational priorities;
• standardise expectations across different flows and participants;
• support learners with fewer opportunities through clear, structured guidance;
• strengthen the transfer of learning into Marketing Gate programmes.

4.2. Competence Areas Addressed Through Mobility

Based on the BAPUSS mobility experience, learning outcomes are grouped into four key competence areas highly relevant for digital transformation and adult education:

1. Digital and AI-Enhanced Competences
2. Communication, Branding, and Storytelling Skills
3. Teaching, Mentoring, and Facilitation Skills
4. Entrepreneurial and Innovation Competences

These areas reflect the real applied methods observed during job shadowing and directly correspond to the strategic needs of Marketing Gate.

4.3. SMART Learning Outcomes for Adult Learners

4.3.1. Digital and AI-Enhanced Competences

Specific: Learners understand and apply AI-supported tools used in adult education, especially adaptive platforms such as ADA.

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Measurable: Participants complete tasks using AI tools during mobility and reproduce them in post-mobility workshops.

Achievable: Activities include guided workshops, observation, and practical exercises.

Relevant: Supports the organisation's shift toward digital transformation.

Time-bound: Competences are achieved within the 7-day mobility and demonstrated within 30 days post-mobility.

Learning Outcomes:
• apply at least two AI-based tools used at BAPUSS (e.g., ADA modules);
• evaluate the advantages and limitations of AI-supported learning;
• integrate AI-supported micro-tasks into at least one Marketing Gate session;
• demonstrate basic troubleshooting and learner support for AI tools.

4.3.2. Communication, Branding & Storytelling Skills

Specific: Learners acquire methods to design branding messages, digital stories, and communication strategies.

Measurable: Participants develop a mini-branding or storytelling exercise inspired by BAPUSS workshops.

Learning Outcomes:
• analyse branding elements used in adult education tasks;
• design a simple storytelling outline using observed BAPUSS methods;
• develop learner-friendly explanations of marketing concepts;
• apply at least one storytelling technique in a teaching session.

4.3.3. Teaching, Mentoring & Facilitation Skills

Specific: Learners observe and adopt new teaching models used in blended and applied learning formats.

Measurable: Participants document methods in observation grids and apply at least one method in their own practice.

Learning Outcomes:
• deliver a short teaching segment using an observed BAPUSS technique;
• provide structured mentoring using the daily reflection model;

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- scaffold tasks for lower-skilled or disadvantaged learners;
- monitor learner engagement using defined indicators.

4.3.4. Entrepreneurial & Innovation Competences

Specific: Learners understand how BAPUSS uses real-task learning (RTL) to develop business-oriented skills.

Measurable: Participants design a practical mini-task (e.g., branding audit, digital marketing plan).

Learning Outcomes:
- identify how applied business tasks are structured in adult education;
- design a short entrepreneurial micro-task;
- integrate market analysis tools into practical learning activities;
- reflect on how innovation skills can be strengthened in Marketing Gate programmes.

4.4. SMART Learning Outcomes for Educators

Educators accompanying and guiding mobility participants develop parallel competences that strengthen organisational capacity.

4.4.1. Pedagogical Competences

- create structured Before–During–After learning plans;
- use mobility-based templates to evaluate participant progress;
- adapt BAPUSS methods to Marketing Gate programmes;
- identify learner needs and adjust teaching style accordingly.

4.4.2. Organisational and Support Competences

- coordinate mobility documentation and evidence collection;
- implement inclusive practices for participants with fewer opportunities;
- facilitate daily reflection using the structured model;
- support learners in transferring skills post-mobility.

4.5. Indicators for Assessing Learning Outcomes

To ensure transparency and measurability, the following indicators are used:

Digital Competences

• number of AI tools tested during mobility;

• ability to explain tool functionality;

• integration into post-mobility tasks.

Teaching Competences

• number of observed methods documented;

• application of at least one method in a teaching scenario;

• mentor evaluation feedback.

Entrepreneurial Competences

• completion of a mini applied task (e.g., branding audit);

• demonstrated understanding of real-task learning principles.

Inclusion and Accessibility

• adjustments made for learners with fewer opportunities;

• evidence of inclusive mentoring practices.

4.6. How Learning Outcomes Link to OER Templates

The SMART learning outcomes directly inform the structure of the 12 educator templates in Chapter 6:

• Templates 1–3 → Before Mobility (planning and assessment)
• Templates 4–7 → During Mobility (observation and participation)
• Templates 8–12 → After Mobility (reflection, reporting, integration)

This ensures that outcomes are not abstract but translated into practical, ready-to-use tools.

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CHAPTER 5 — SMART-AI PEDAGOGICAL METHODS FOR ADULT EDUCATORS

Methods Observed in BAPUSS and Adapted for Marketing Gate

This chapter presents the key pedagogical methods observed during the job-shadowing mobility in BAPUSS Academy and explains how they can be applied and adapted by adult educators at Marketing Gate. The methods are designed to strengthen digital teaching, AI-enhanced learning, practical skills development, and inclusive adult education.

The chapter intentionally focuses on **applied, mobility-based methods** that educators can use immediately.

5.1. AI-Supported Learning Methods

5.1.1. Adaptive Learning with ADA (AI Platform)

The ADA platform used in BAPUSS demonstrated how AI can personalise learning based on individual performance and progress.

Core elements:
• adaptive tasks that adjust to learner level;
• automated feedback loops;
• progress visualisation for trainers;
• built-in support tools for lower-skilled learners.

Application at Marketing Gate:
• use ADA-inspired micro-tasks in digital marketing lessons;
• embed automated feedback through AI tools (e.g., chatbots, content evaluators);
• support learners with fewer opportunities through gradual difficulty levels.

5.2. Blended Learning and Modular Instruction

5.2.1. Modular Course Structure

BAPUSS delivers adult education through short, focused modules that combine:
• live instruction;
• practical digital assignments;
• short reflective activities;
• small project outputs.

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Benefits:

• supports adult learners' limited time availability;

• allows easy integration of AI tools into each module;

• increases motivation through continuous micro-achievements.

5.2.2. Digital-First Teaching Materials

Educators observed in BAPUSS rely on:

• visual-first presentations;

• structured tasks in Canva/Figma;

• digital checklists and mini-rubrics;

• short assessment quizzes integrated in sessions.

Transfer to Marketing Gate:

• integrate digital templates into every session;

• adopt BAPUSS visual standards for clarity;

• simplify theoretical explanations through infographics.

5.3. Real-Task Learning (RTL)

Real-Task Learning is one of the strongest pedagogical methods observed. It turns theoretical concepts into applied tasks tied to real business scenarios.

Key characteristics:

• tasks simulate real client work;

• learners produce concrete outputs (e.g., branding mini-kit);

• outcomes are evaluated instantly;

• high learner engagement through practical relevance.

Examples from BAPUSS that can be replicated:

• design a simple brand identity using a real case;

• develop a micro digital campaign for a hypothetical SME;

• conduct a short market analysis using AI tools;

• create storytelling content based on a real customer journey.

RTL strongly supports digital transformation and entrepreneurship skills, two core objectives of the SMART.AI project.

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5.4. Digital Storytelling and Branding Pedagogy

5.4.1. Story Structure Techniques

BAPUSS educators use simple story frameworks for adult learners:
• "problem → action → value" model;
• customer journey storytelling;
• visual narrative mapping;
• short video-based storytelling tasks.

Benefits:
• simplifies complex marketing theory;
• increases engagement;
• supports creative expression in adult learners.

5.4.2. Branding as a Teaching Tool

Branding tasks are used to teach deeper skills:
• identity creation;
• message clarity;
• content planning;
• consistency in communication.

Educators can adapt these techniques to other subjects beyond marketing.

5.5. Mentoring and Feedback Models

5.5.1. Structured Mentoring Cycle

Observed mentorship practices included:

1. **Preparation** – learners receive clear instructions.
2. **Guided task execution** – educator provides on-the-spot support.
3. **Immediate feedback** – verbal or visual.
4. **Self-reflection** – using simple questions.
5. **Next-step planning** – concrete improvement actions.

5.5.2. Strength-Based Feedback

BAPUSS educators prioritise:
• positive reinforcement;
• focusing on improvement potential;

- transparent criteria;
- use of short feedback templates.

Application:

Marketing Gate can adopt the same 5-step mentoring cycle, especially for learners with fewer opportunities who need structured scaffolding.

5.6. Inclusive Teaching Practices

5.6.1. Scaffolding for Learners with Fewer Opportunities

Educators observed effective methods such as:
- simplified introductory tasks;
- step-by-step breakdown of harder exercises;
- pairing with peer mentors;
- guided use of digital tools.

5.6.2. Accessible Digital Materials

BAPUSS uses:
- high-contrast visuals;
- intuitive interface layouts;
- minimal-text slides;
- "show, then do" methods.

These help reduce barriers for learners with low digital confidence.

5.7. Immediate Transfer Methods for Marketing Gate

The following methods can be applied immediately in Marketing Gate programmes, requiring minimal adjustments:
- AI-assisted micro-tasks for digital marketing lessons;
- branded templates for storytelling and content planning;
- a modular approach to digital skills training;
- adoption of structured mentoring and reflection cycles;
- use of visual-first digital learning materials;
- application of Real-Task Learning for entrepreneurship training.

These methods strengthen both the pedagogical quality of the organisation and the impact of E+ mobility.

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CHAPTER 6 — TWELVE TEMPLATES FOR ADULT EDUCATORS

Practical Tools for Before → During → After Mobility

This chapter provides twelve ready-to-use templates that support educators throughout the full mobility learning cycle. The templates are based on methods observed during the BAPUSS mobility and adapted for Marketing Gate programmes. They ensure consistency, clarity, and structured support for both educators and adult learners.

Templates are grouped according to the three phases of mobility:

- **Templates 1–4 → Before Mobility**
- **Templates 5–8 → During Mobility**
- **Templates 9–12 → After Mobility**

Each template includes:
- purpose;
- instructions for use;
- a clear, fill-in structure.

BEFORE MOBILITY — TEMPLATES 1–4

Template 1: Pre-Mobility Learning Plan (Educator & Learner)

Purpose:
To define clear learning goals, expectations, and preparation steps for each participant.

Sections to complete:

1. Participant details
2. Learning objectives (3–5 SMART goals)
3. Expected competencies
4. Preparation activities
5. Required support (if applicable)
6. Approval (educator + participant)

Template 2: AI & Digital Skills Baseline Scan

Purpose:
To assess the learner's starting level and identify gaps that may affect mobility participation.

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Indicators include:

• basic digital navigation
• use of online tools
• familiarity with AI tools
• ability to complete digital tasks
• areas requiring support

Learners rate themselves (1–5), educators add short comments.

Template 3: Expectations Mapping Table

Purpose: To map what learners hope to gain from the mobility and align expectations with actual programme content.

Table includes:

| Learner Expectation | Mobility Activity Addressing It | Notes / Adjustments Needed |

This prevents misunderstandings and improves learning ownership.

Template 4: Inclusion & Accessibility Support Plan

Purpose:
To ensure adequate preparation for participants with fewer opportunities.

Fields include:

• type of barrier (digital, social, economic, linguistic)
• required adjustments
• support measures during mobility
• mentors responsible
• monitoring plan

DURING MOBILITY — TEMPLATES 5–8

Template 5: Daily Observation Grid

Purpose: To structure daily observations during job-shadowing.

Observation fields:
• Session observed
• Teaching methods used

- AI/digital tools applied
- Learner engagement indicators
- Notes on inclusion
- Reflection on application at Marketing Gate

Educators may require 1 grid per session.

Template 6: Teaching Methods & AI Tools Log

Purpose:
To track specific teaching approaches and AI tools learners encounter.

Categories:
- Name of method/tool
- Purpose
- Example of use at BAPUSS
- Potential adaptation
- Required training/equipment

Template 7: Participation & Micro-Task Log

Purpose:
To document all practical exercises learners complete during mobility (e.g., branding tasks, storytelling, digital marketing micro-tasks).

Structure:
- Task title
- Short description
- Skills practiced
- Output produced
- Challenges encountered
- Educator feedback

Template 8: Daily Reflection Sheet

Purpose:
To guide learners through a structured reflection cycle.

Questions:

1. What did I observe today?
2. What new method or tool did I learn?
3. How could this be useful in my work?
4. What challenges did I face?
5. What support do I need tomorrow?

Educators review these sheets daily or after return.

AFTER MOBILITY — TEMPLATES 9–12

Template 9: Post-Mobility Reflection Report

Purpose: To consolidate learning and prepare final mobility reflections.

Sections:
• Summary of key learning experiences
• Achieved learning outcomes
• Skills developed
• Methods planned for integration
• Personal development reflection
• Educator comments

Template 10: Integration Into Teaching Practice Plan

Purpose: To support learners in transferring mobility results into real teaching, mentoring, or training at Marketing Gate.

Structure:

1. Method or tool to integrate
2. Planned use in upcoming sessions
3. Required adaptations
4. Resources needed
5. Timeline
6. Results/evidence after implementation

Template 11: Internal Knowledge Transfer Outline

Purpose: To ensure each participant contributes to institutional learning.

Presentation outline:

• topic

• method/tool learned

• demonstration example

• recommended organisational improvements

• potential programme enhancements

• Q&A notes

This is used for internal workshops and follow-up meetings.

Template 12: Educator Evaluation & Follow-Up Tool

Purpose: To evaluate learner progress and plan additional support as needed.

Evaluation categories:

• digital competences

• AI-related skills

• teaching & mentoring techniques

• practical/entrepreneurial skills

• inclusion & accessibility awareness

• transferable practices

Educators rate each area and propose next-step recommendations.

Summary of Chapter 6

These twelve templates provide a complete set of practical tools that support adult educators across all stages of the mobility cycle. They standardise learning, documentation, and reflection processes and ensure that mobility results lead to measurable organisational impact.

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CHAPTER 7 — CONCLUSION

Final Reflection, Institutional Impact and Future Application

The *SMART-AI Integrated Toolkit for Adult Educators* represents the consolidated learning outcome of the job-shadowing mobility conducted at BAPUSS Academy within the KA122-ADU project *SMART.AI: Transforming Skills, Digitalizing Business, Powering Growth*. It has been designed as a practical and actionable resource that strengthens both pedagogical quality and organisational capacity at Marketing Gate.

By translating mobility observations into structured methods, learning outcomes, and ready-to-use templates, the toolkit ensures that the benefits of the mobility extend beyond individual participants and become a long-term asset for the organisation. The Before–During–After learning cycle, the pedagogical methods, and the twelve educator templates form a coherent system that supports preparation, engagement, reflection, evaluation, and institutional knowledge transfer.

Institutional Impact

The toolkit contributes to Marketing Gate's development in the following ways:

• **Improved pedagogical standards:** educators now have clear models for AI-supported learning, digital storytelling, branding pedagogy, blended learning, and real-task learning.
• **Strengthened mobility quality:** structured preparation, reflection tools, and assessment templates ensure that future mobility participants will have a consistent and high-quality experience.
• **Enhanced inclusion:** the templates and methods explicitly address the needs of learners with fewer opportunities, ensuring equitable participation in future mobilities.
• **Greater organisational coherence:** the toolkit standardises internal processes and reduces variability in teaching and documentation practices.
• **Long-term sustainability:** the resource remains usable for future mobilities, staff onboarding, educator preparation, and programme development.

Future Application

This toolkit will serve as a foundation for:

• the preparation of future mobility flows (e.g., the upcoming mobility to Science City Ulm, Germany);

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- integration of AI-enabled learning practices into Marketing Gate programmes;
- internal training for newly engaged educators;
- supporting participants through structured mentoring and reflection;
- developing new digital and entrepreneurial learning activities;
- ensuring institutional continuity across multiple Erasmus+ cycles.

Final Remarks

The SMART-AI Integrated Toolkit is not only a record of what was achieved during the mobility, but also a forward-looking instrument that supports innovation, enhances teaching quality, and contributes to the long-term growth of Marketing Gate. Through its structure, clarity, and practical focus, the toolkit fully aligns with the Erasmus+ Quality Standards and demonstrates the added value generated through KA122-ADU mobilities.

Marketing Gate will continue to build upon the practices, tools, and competencies gained from the BAPUSS mobility, ensuring that the SMART.AI project leaves a lasting educational and organisational impact.

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About This Open Educational Resource (OER)

This Open Educational Resource (OER) was developed within the Erasmus+ KA122-ADU project SMART-AI: Transforming Skills, Digitalizing Business, Powering Growth, coordinated by Marketing Gate. The resource is based on direct job-shadowing activities, observations, hands-on participation, mentoring exchanges, and applied learning completed during the 2025 mobility at the Belgrade Business and Arts Academy of Applied Studies (BAPUSS), Serbia.

Its purpose is to support adult educators, trainers and organisations in North Macedonia and across Europe in adopting modern, learner-centred, AI-enhanced and digitally supported teaching practices. The OER consolidates mobility learning outcomes into a structured set of pedagogical methods, mobility-based approaches and ready-to-use educator templates that strengthen teaching quality and build long-term organisational capacity.

Authors

This OER was written by the participants of the SMART-AI job-shadowing mobility in Belgrade: Panche Jovanovski; Bojana Popova I Kliment Shinikoski. The content reflects their direct engagement in the mobility programme and their applied learning experience at BAPUSS.

How to Cite This OER

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Project Information

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Coordinator: Marketing Gate (North Macedonia)
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Host Institution for Mobility: Belgrade Business and Arts Academy of Applied Studies (BAPUSS), Serbia

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