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

(Erasmus+ KA122-ADU –
Short-term projects for mobility of learners and staff in adult education)

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About the Authors

This Open Educational Resource (OER) was developed by:
Panche Jovanovski (Coordinator), Bojana Popova and Kliment Shinikoski.
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.
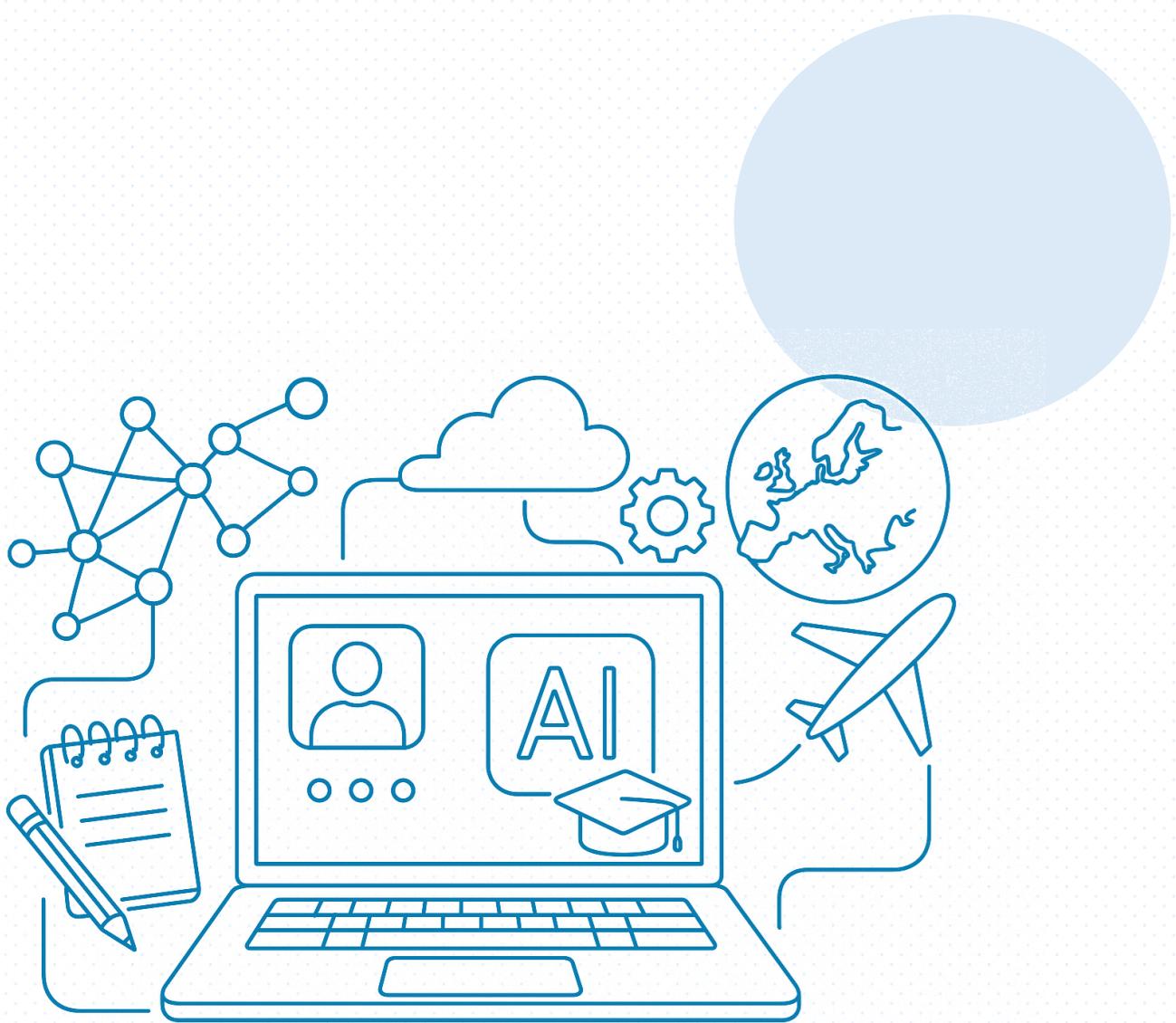
Skopje, 2025

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Contents

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CHAPTER 1 — INTRODUCTION

The *SMART-AI Instructional Design Pack* is a visual, method-based resource developed under the Organisational Support (OS) component of the Erasmus+ KA122-ADU project *SMART-AI: Transforming Skills, Digitalizing Business, Powering Growth*. Building on job-shadowing mobility at the Belgrade Business and Arts Academy of Applied Studies (BAPUSS), the pack transforms key pedagogical insights, mobility learning outcomes and AI-supported methods into a set of clear, reusable and visually structured tools for adult educators. Unlike narrative toolkits, this OER focuses on *visual clarity*. It provides infographics, layouts, diagrams, activity templates and instructional elements that help educators prepare, deliver and follow up learning activities in a consistent and learner-centred way. Every graphic element reflects a method or observation from the mobility, ensuring that the resource is practical, directly applicable and grounded in real mobility experience. As an Organisational Support output, the Instructional Design Pack strengthens institutional capacity by standardising teaching materials, improving preparation and monitoring processes, and providing educators with ready-to-use visual tools for AI-enhanced learning, blended formats and real-task activities. These visual resources support learners of diverse backgrounds, including adults with fewer opportunities—by simplifying complex procedures, improving engagement and offering intuitive guidance. The Pack turns mobility learning into long-term organizational value: a sustainable visual system that Marketing Gate can use across future mobilities, programmes and internal training activities.

1.1. Why This OER Was Developed

The BAPUSS mobility demonstrated that adult learners respond strongly to visual scaffolding—clear steps, structured task flows, icons, diagrams and modular layouts. Educators observed that these elements:

• increase learner engagement and confidence
• simplify complex digital and AI-supported tasks
• support inclusion and accessibility
• reduce instructional time
• improve consistency across multiple educators

To preserve and transfer these insights, the organisation required a dedicated, professionally designed visual pack—one that interprets the mobility experience into graphical tools suitable for everyday use.

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1.2. Target Users

This Instructional Design Pack is intended for:

• adult educators and trainers (AI, digital skills, entrepreneurship, branding)
• mobility coordinators preparing participants for training abroad
• mentors supporting learning during and after mobility
• staff responsible for documentation, reflection and quality assurance
• mobility participants who benefit from visual learning tools

The format is accessible, practical and inclusive, serving both organisations and individual learners.

1.3. What This Pack Contains

The OER includes 30+ pages of visual and instructional content:

• Mobility cycle infographics (Before → During → After)
• AI-enhanced learning diagrams
• Blended learning and RTL flowcharts
• Storytelling and branding visual frameworks
• Session layout templates
• Worksheets, checklists and micro-task templates
• Icon sets, visual markers and reusable elements

All visuals are designed for direct use in print, PDF, Canva, PowerPoint or LMS platforms.

1.4. Organisational Support (OS) Alignment

This OER fully aligns with Erasmus+ OS requirements because it:

• standardises mobility preparation and follow-up
• provides reusable educator materials
• supports consistent delivery across all mobility flows
• improves accessibility and inclusion
• enhances the quality of guidance, monitoring and reflection
• creates long-term institutional capacity beyond the project year

It is a sustainable asset that strengthens both pedagogical and organisational practices inside Marketing Gate.

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CHAPTER 2 — KEY PEDAGOGICAL INSIGHTS FROM THE BAPUSS MOBILITY

The job-shadowing mobility at the Belgrade Business and Arts Academy of Applied Studies (BAPUSS) provided a rich set of pedagogical insights that directly shaped the creation of this Instructional Design Pack. The observed methods, visual teaching strategies and AI-supported practices offer a clear foundation for developing structured layouts, diagrams and templates that adult educators can reuse across programmes and future mobilities.

Below is a condensed, visually oriented summary of the most relevant pedagogical insights.

2.1. Visual Communication as a Core Teaching Method

BAPUSS educators rely heavily on *visual scaffolding* to support adult learners. This includes:

• clear step-by-step diagrams
• colour-coded task sequences
• icon-based navigation
• minimal-text slides
• bite-sized instructional blocks

This approach increases comprehension, reduces cognitive load and allows adult learners, including those with fewer opportunities—to follow complex tasks with confidence.

2.2. AI-Supported Learning and Adaptive Digital Tools

The use of the ADA platform and other digital tools demonstrated several important principles:

• adaptive learning paths increase engagement
• instant automated feedback supports independent learning
• visual dashboards help learners track progress
• AI tools simplify tasks such as content creation and analysis

These insights informed the creation of AI-focused infographics and activity templates in this OER.

2.3. Blended Learning Through Modular Course Design

BAPUSS uses a modular structure that combines:

• short in-person segments
• digital micro-assignments
• reflective checkpoints
• structured mentoring

This modularity is ideal for visual layouts, and it is reflected in the templates included in this Instructional Pack.

2.4. Real-Task Learning (RTL) as a Basis for Applied Skills

Real-Task Learning was a defining pedagogical strength at BAPUSS. It includes:

• authentic, practice-based tasks
• mini-projects (branding, digital marketing, storytelling)
• immediate evaluation of learner outputs
• clear task sequences and deliverables

RTL directly shapes the visual task templates and activity diagrams in this OER.

2.5. Digital Storytelling and Branding as Teaching Tools

Educators used storytelling and branding techniques not only as content but as *method*. Key insights:

• narrative frameworks help explain complex ideas
• visual branding kits support communication skills
• story-based tasks improve learner creativity
• structured templates increase learner confidence

These insights are embedded in the storytelling and branding layouts in later chapters.

2.6. Structured Mentoring and Reflection Cycles

Mentorship practices observed at BAPUSS follow a highly structured visual logic:

1. Prepare →
2. Guide →
3. Observe →
4. Feedback →

5. Reflect →
6. Adjust

This cycle translates perfectly into infographics, checklists and visual mentoring templates.

2.7. Inclusion Through Simplicity and Visual Accessibility

Adult learners with fewer opportunities benefit most from:

• simplified instructions

• visual navigation cues

• gradual difficulty steps

• icons instead of text-heavy explanations

This insight justified the development of inclusion-sensitive visual elements in the OER.

2.8. Consistency and Standardisation in Teaching Materials

One of the strongest organisational lessons was the importance of consistency:

• same layout logic across sessions

• repeatable visual patterns

• standardised checklists

• uniform instructions and symbols

This consistency is fully integrated into the layout and template system of the Instructional Pack.

Summary of Chapter 2

The pedagogical insights gained from BAPUSS formed the blueprint for the Instructional Design Pack.

Every visual element in the OER—from infographics to templates—derives from these observed methods and addresses real needs that emerged during the mobility.

The next chapter visually translates these insights into a structured Before → During → After Mobility Cycle.

CHAPTER 3 — VISUAL MOBILITY LEARNING CYCLE

Before → During → After Mobility Framework for Adult Educators

The mobility learning cycle is the backbone of this Instructional Design Pack. It translates the SMART-AI mobility experience into a clear, structured, and visually intuitive sequence that educators can use when preparing, guiding, and supporting participants throughout future Erasmus+ mobilities.

The cycle consists of three core phases—**Before**, **During**, and **After**—each represented as a distinct visual block with clear processes, tasks, and educator responsibilities. The following pages outline these phases in a simplified, infographic-ready format.

3.1. BEFORE MOBILITY PHASE

Preparation • Orientation • Baseline Assessment

This phase ensures that every participant enters the mobility confident, prepared, and aware of the learning expectations.

Key components:
- Mobility briefing infographic
- AI & digital skills baseline scan
- Learning outcomes and expectations mapping
- Introduction to methods used in BAPUSS
- Guidance materials (visual checklists + preparation templates)
- Inclusion and accessibility planning
- Pre-mobility micro-tasks (simple AI or digital exercises)

Educator roles:
- guide the preparation process
- ensure accessibility and clarity
- provide structured instructions
- support learners with fewer opportunities
- verify readiness using templates and checklists

This phase lays the foundation for effective participation in the mobility.

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3.2. DURING MOBILITY PHASE

Observation • Participation • Reflection • Real-Task Learning

This is the active learning stage, where participants engage directly with BAPUSS educators, observe teaching methods, test AI tools, and complete micro-assignments.

Key components:
- daily observation grid
- teaching methods & AI tools tracking sheet
- micro-task log (storytelling, branding, ADA exercises, digital marketing)
- visual timeline of activities
- mentoring moments (guided by visual reflection prompts)
- inclusion monitoring
- short daily reflections (visual cards/diagrams)

Educator roles:
- support learners in interpreting what they observe
- encourage structured reflection
- identify transferable learning
- assist learners facing challenges
- collect notes for post-mobility integration

This phase generates the practical insights that feed Chapters 4–6.

3.3. AFTER MOBILITY PHASE

Consolidation • Transfer • Organisational Integration

The final phase transforms individual learning into institutional value, ensuring that knowledge from the mobility becomes part of Marketing Gate's long-term capacity.

Key components:
- post-mobility reflection report
- integration plan (how to apply new methods)
- internal knowledge transfer sessions
- visualised results (infographics, summaries)
- updating organisational templates

- planning future mobility learning
- documenting impact and sustainability

Educator roles:
- guide structured reflection
- help learners translate methods into practice
- integrate new visuals and templates into teaching
- ensure the institution benefits, not only the individuals
- update OS materials for future mobilities

This phase closes the circle and prepares the grounds for the next mobility cycle.

3.4. Why a Visual Cycle?

Visualising the mobility learning cycle helps to:

- simplify complex learning processes
- support learners with fewer opportunities
- create a repeatable organisational model
- improve clarity and engagement
- ensure transparency and alignment with Erasmus+ Quality Standards
- allow educators to reuse the same diagrams in future mobilities
- make the cycle understandable at a glance

This visual mobility structure is the backbone of all infographics, layouts, and templates included in the Instructional Design Pack.

Summary of Chapter 3

The Before → During → After mobility learning cycle provides a clear, visually grounded framework for adult educators. It explains *how* learning unfolds across the mobility timeline and prepares the basis for the infographics and instructional visuals contained in the following chapters.

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CHAPTER 4 — INSTRUCTIONAL INFOGRAPHICS

AI-Enhanced Learning • Blended Learning • RTL • Storytelling Frameworks

The following instructional infographics translate the core pedagogical insights from the BAPUSS mobility into clear, structured visual elements. Each infographic is designed for instant use in adult education sessions, mobility preparation, or staff training.

The text below represents the *narrative foundation* for each infographic; in the final OER, each of these sections will appear as a full-page visual diagram.

4.1. Infographic: AI-Enhanced Learning Flow

Purpose - To illustrate how adult learners progress through AI-supported learning activities using tools like ADA, chat-based AI assistants and digital content generators.

Core Sections (for visual layout)

1. **Start → Baseline Level Identification**
2. **Adaptive Tasks (AI determines difficulty)**
3. **Learner Action → Micro-Activity**
4. **Instant Feedback Loop (AI response)**
5. **Progress Dashboard (visual tracking)**
6. **Educator Intervention (when needed)**
7. **Consolidation → Micro-reflection task**

Visual Style Suggestion - Flowchart with arrows, colour-coded steps, and icons (brain, laptop, spark, checklist).

4.2. Infographic: Blended Learning Model (BAPUSS Method)

Purpose - To present the modular BAPUSS teaching structure for adult learners.

Core Sections

• Short **face-to-face intro** (10–20 min)
• **Digital micro-task** using AI tools
• **Guided practice** (visual instructions)
• **Self-paced assignment**
• **Reflection checkpoint**
• **Final synthesis** (mini-output)

Visual Style Suggestion - Circular model or hexagon with six segments; icons for each step.

4.3. Infographic: Real-Task Learning (RTL) Cycle

Purpose - To illustrate how real-world tasks drive applied learning in SMART-AI.

Core Sections

1. **Task Briefing** – simple, visual explanation
2. **Observation/Exploration** – see real cases
3. **Practical Work** – hands-on task (branding/storytelling/AI content)
4. **Immediate Output** – quick deliverable
5. **Feedback & Mentoring** – visual rubric
6. **Improvement Loop** – iteration
7. **Showcase/Sharing**

Visual Style Suggestion - A circular loop (continuous improvement), with arrows.

4.4. Infographic: Storytelling Framework for Adult Learning

Purpose - To turn AI-assisted storytelling into a step-by-step learning method.

Core Sections

• Identify the **problem**
• Define the **audience**
• Generate **AI-assisted ideas**
• Build a **3-step narrative** (Beginning – Middle – Value)
• Create visuals (icons, brand colours)
• Produce a short story/video/post
• Reflect & evaluate impact

Visual Style Suggestion - Linear timeline with three key narrative milestones.

4.5. Infographic: Branding Mini-Kit for Learners

Purpose - To guide learners through simple branding tasks used in BAPUSS.

Core Sections

• Choose brand colours
• Pick typography

- Define tone of voice
- Create a simple logo (Canva prompts)
- Draft 1–2 sample posts
- Align visual identity

Visual Style Suggestion - Grid layout with colour swatches, typography samples, and icons.

4.6. Infographic: "5-Step Mentoring Cycle" for Adult Learners

Purpose - To show the structured approach educators observed at BAPUSS.

Steps

1. **Prepare** (clear tasks + visual instructions)
2. **Observe** (follow learner progress)
3. **Guide** (small corrective cues)
4. **Feedback** (use 3 positive – 1 improvement method)
5. **Reflect** (short learner prompt)

Visual Style Suggestion - Vertical ladder or five connected circles.

4.7. Infographic: Inclusion & Accessibility Map

Purpose - To visually represent how educators support learners with fewer opportunities.

Core Areas

- Simplified visuals
- Step-by-step breakdown
- Icon-based navigation
- Accessibility checks
- Pairing with mentors
- Removing digital barriers (tutorials, walk-throughs)

Visual Style Suggestion - Mind map with icons in each cluster.

4.8. Infographic: Mobility Documentation Flow

Purpose - To support educators and participants in tracking mobility tasks.

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Core Steps

1. Pre-mobility checklist
2. Daily logs (observation + micro-tasks)
3. AI tools register
4. Reflection sheets
5. Final integration plan
6. Internal presentation
7. Archiving & OS documentation

Visual Style Suggestion -

Linear flowchart or vertical staircase.

Summary of Chapter 4

The instructional infographics summarised above convert key pedagogical insights from the SMART-AI mobility into clear, accessible and reusable visual tools. They support educators in planning, delivering and evaluating mobility-related learning activities while ensuring visual consistency across programmes.

The next chapter introduces full educator templates and layout designs derived from these infographic models.

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CHAPTER 5 — EDUCATOR LAYOUT TEMPLATES

Practical, Visual and Ready-to-Use Templates for Adult Learning Sessions

This chapter presents a collection of structured layout templates for educators, created to support mobility preparation, digital skill-building, AI-assisted learning, real-task activities, and post-mobility integration.

Each template is designed for **visual clarity**, **inclusion**, **ease of use**, and **direct transfer into practice**.

The narrative below explains the purpose and core components of each template. In the final OER, these appear as full-page visual designs.

Templates are grouped in four logical sections:

1. Templates for Before Mobility
2. Templates for During Mobility
3. Templates for After Mobility
4. Session & Activity Layout Templates (cross-cutting)

5.1. BEFORE MOBILITY TEMPLATES

Preparing learners through visual clarity and structured guidance

Template A: Pre-Mobility Briefing Card

Purpose: To present essential information in one visually intuitive page.

Core elements:
• Mobility dates & destination
• Host organisation infographic
• Learning outcomes overview
• Key expectations
• Short checklist (documents, digital readiness, tasks)
• Icon-based travel reminders

Use: Distributed during orientation; ideal for learners with fewer opportunities.

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Template B: Digital Skills Baseline Scan (Visual Form)

Purpose: To help educators evaluate digital readiness using a visual scale.

Core elements:
• Sliders (1–5) for basic navigation, AI familiarity, file management
• "Needs Support" icon flags
• Space for educator notes
• Colour-coded indicators

Use: Supports inclusion planning and targeted preparation.

Template C: Learner Goal-Setting Sheet (AI-Friendly Version)

Purpose: To help learners define 3–5 clear learning goals.

Core elements:
• Goal blocks (SMART-light version)
• "How AI can help me" sidebar
• "What I expect to learn at BAPUSS" prompt
• Self-assessment slider

Template D: Pre-Mobility Micro-Task Card

Purpose: To introduce participants to the tools they will use in mobility.

Examples:
• "Create a 3-sentence story using an AI tool."
• "Try a simple branding task in Canva."
• "Identify one teaching method you want to observe."

Visual layout: mini task → example → submit space.

5.2. DURING MOBILITY TEMPLATES

Observation, participation and real-time learning guidance

Template E: Daily Observation Grid (Visual Version)

Purpose: To structure classroom observations in a simple, visual way.

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Sections:
- Session title
- Teaching methods observed
- AI/digital tools used
- Engagement indicators (icons)
- "Key moment of the day" bubble
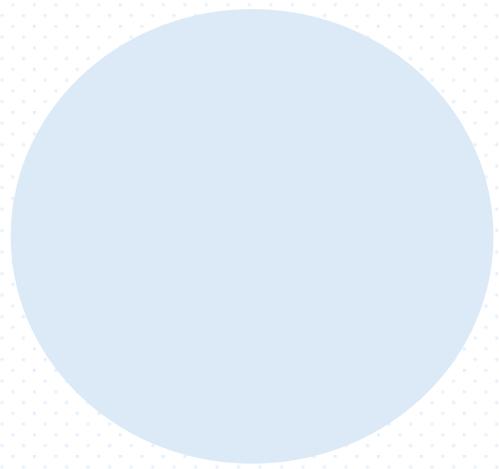- Transfer idea (1 sentence)

Template F: AI Tools & Methods Log

Purpose: To help learners track every tool they test.

Sections:
- Tool name
- Purpose
- Example of use
- Benefits
- Challenges
- Possible adaptation at Marketing Gate

Graphical layout: horizontal cards.

Template G: Micro-Task Snapshot Template

Purpose: To capture the small project outputs learners produce at BAPUSS.

Sections:
- Task title
- Short description
- Skills practiced
- Visual placeholder (image or screenshot)
- Educator reflection prompt

Great for branding, storytelling, and marketing tasks.

Template H: Daily Reflection Card

Purpose: To encourage short, structured reflection.

Questions (with icons):

1. What did I observe today?
2. What new method did I learn?
3. What can I apply back home?
4. What challenge did I face?
5. What support do I need?

1 page, big readability.

5.3. AFTER MOBILITY TEMPLATES

Turning mobility learning into institutional value

Template I: Post-Mobility Reflection Report (Visual Page)

Purpose: To consolidate learning into a single page.

Sections:
• Key experiences
• Methods learned
• Skills developed
• AI tools mastered
• Transfer plan
• Educator evaluation

Template J: Integration into Practice Planner

Purpose:
To support transfer into daily teaching.

Sections:
• New method → description
• Planned use in next 30 days
• Adaptation needed
• Required tools
• Expected learner outcome
• Evidence after implementation

Layout: visual table with icons.

Template K: Internal Knowledge Transfer Slide

Purpose: Template for presentations during internal staff meetings.

Sections:
- Topic learned
- Method demonstration
- AI example
- Recommendation for organisation
- Q&A box

Template L: Organisational Capacity Enhancement Sheet

Purpose:
To track how mobility insights influence the institution.

Sections:
- What improved?
- What standardised?
- What new tools adopted?
- What needs further development?

5.4. SESSION & ACTIVITY LAYOUT TEMPLATES

Universal templates supporting educators in ANY session

Template M: Session Plan – 5-Step Structure

Sections:

1. Introduction (visual hook)
2. Demonstration (example or AI prompt)
3. Practice (guided task)
4. Reflection (1–2 questions)
5. Showcase (small output)

Template N: Activity Card – Branding Task

Sections:
- Goal
- Steps (1–5)

- Icons for actions
- Final deliverable
- Example

Template O: Activity Card – AI Storytelling Task

Sections:
- Prompt
- Structure (Beginning → Middle → Value)
- AI suggestion box
- Visual example

Template P: Educator Checklist – Inclusive Teaching

Sections:
- Visual clarity check
- Accessibility check
- Digital readiness check
- Mentoring actions
- Emotional support cues

Summary of Chapter 5

This collection of templates provides educators with immediate, reusable, and visually structured resources that streamline every phase of the mobility learning experience. From preparation to real-time observation and post-mobility integration, the templates help standardise work, simplify complex tasks, and ensure high-quality delivery aligned with Erasmus+ KA122-ADU standards.

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CHAPTER 6 — ICONS, SYMBOLS AND VISUAL ELEMENTS

A Consistent Visual Language for Educators and Mobility Participants

The visual identity of this Instructional Design Pack is supported by a tailored set of icons, symbols and graphical elements that ensure clarity, consistency, and ease of understanding across all templates, infographics, and instructional diagrams. These visual components are designed to improve accessibility, guide learners through complex tasks, and support educators in delivering structured and visually intuitive learning experiences. Visual consistency is essential in adult education, especially when working with diverse learner groups—including adults with fewer opportunities—who benefit from simplified navigation, rapid interpretation, and minimal text load. Below is the narrative description of the visual elements included in this OER.

6.1. Core Icon Set

The following icon categories are included and used throughout the OER templates:

Learning Actions

• pencil → writing tasks
• lightbulb → idea generation
• brain → reflection
• target → learning goals
• book → theory or background
• magnifying glass → observation and analysis

Digital & AI Tools

• laptop → digital activity
• robot → AI-assisted learning
• spark/star → creative AI outputs
• sliders → skill level indicators
• cloud → online resources
• flow arrows → adaptive feedback

Communication & Storytelling

• chat bubble → discussion or dialogue
• microphone → oral presentation

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- storyboard frame → narrative structure
- camera icon → visual content creation

Branding Elements

- palette → colours
- typography "Aa" → fonts
- grid symbol → layout structure
- logo placeholder → identity design

Mobility & Administration

- airplane/train → travel
- calendar → scheduling
- checklist → preparation steps
- pin → locations
- folder → documentation
- stamp → validation

6.2. Colour Palette

The Instructional Pack uses a clean, modern and accessible palette designed for adult learners:

Primary Colours

- deep green (#0F6B4C) – SMART-AI identity
- soft black/graphite (#1D1D1D) – text clarity
- warm white (#FFFFFF) – background for accessibility

Secondary Colours

- teal (#0CA7A6) – AI & digital learning
- mustard (#E6B84C) – storytelling & creativity
- coral (#E96F5D) – branding and visual tasks

These colours are chosen for high readability and good contrast on both digital and printed formats.

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6.3. Visual Shapes and Structure

The following shapes are used consistently across templates to support intuitive navigation:

Shapes

• rounded rectangles → input fields and text boxes
• circles → steps in processes
• arrows → task sequences
• hexagons → modular learning blocks
• dotted lines → reflection prompts
• grids → layout alignment

Layout Logic

• 2–3 column structure for clarity
• large icons for accessibility
• limited text per block
• consistent margins and spacing
• high contrast between text + background

This creates a visually stable and recognisable learning environment.
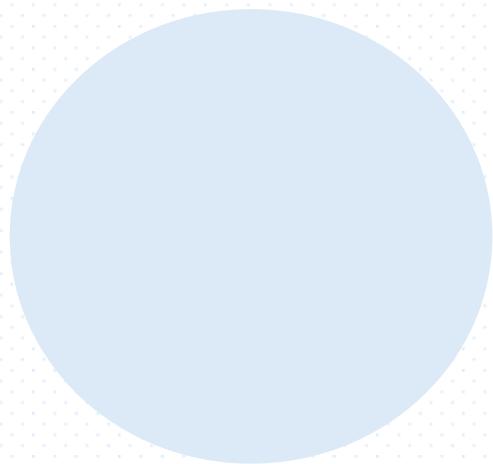
6.4. Accessibility Elements

To support learners with fewer opportunities, the visual system integrates:

• high-contrast icon/text combinations
• minimal-text navigation blocks
• universally recognisable symbols
• accessible font sizes (14–18 pt)
• colourblind-friendly contrasts
• clear sequencing arrows
• visual legends explaining icon meanings

These elements reduce cognitive load and provide equitable access to learning.

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6.5. Reusability Across Mobilities

The icons and symbols included in this OER are intended for:

• future mobility preparations
• new OERs developed by Marketing Gate
• internal staff training
• workshop sessions in adult education
• micro-learning materials
• digital literacy and AI teaching modules

Their modularity makes them adaptable across different programmes, topics and formats.

Summary of Chapter 6

This visual system provides a foundation of coherent, intuitive and inclusive visual elements that reinforce the instructional logic of the entire OER. By offering educators a ready-to-use icon library, consistent symbols, and structured visual language, the pack ensures professional quality, learner accessibility and organisational standardisation for current and future mobility activities.

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CHAPTER 7 — CONCLUSION

Long-Term Institutional Value, Pedagogical Innovation and the Legacy of the SMART-AI Mobility

The *SMART-AI Instructional Design Pack* represents the consolidation of visual, methodological and organisational learning generated through the job-shadowing mobility at the Belgrade Business and Arts Academy of Applied Studies (BAPUSS). Designed as a long-term institutional asset, the Pack transforms practical insights, digital methods, and AI-supported teaching strategies into accessible, reusable and visually coherent materials for adult educators.

This OER is more than a collection of infographics and templates. It is a structured interpretation of the mobility experience — transformed into visual frameworks that improve learning quality, strengthen educator capacity and enable Marketing Gate to deliver consistent, modern and inclusive adult education programmes.

7.1. Pedagogical Impact

The Instructional Design Pack directly enhances the teaching practice of adult educators by:

• translating complex methods (AI, blended learning, RTL) into intuitive visual diagrams;
• providing ready-to-use templates for sessions, micro-tasks, reflections and assessments;
• supporting diverse learner needs, including adults with fewer opportunities;
• simplifying conceptual explanations through clear graphic structures;
• offering step-by-step layouts that reduce cognitive load and improve comprehension;
• enabling educators to implement new methods confidently and efficiently.

The Pack supports a shift from teacher-centred to learner-centred instruction, reinforcing the SMART-AI philosophy of applied, visual and digitally enhanced learning.

7.2. Organisational Impact and OS Alignment

As an Organisational Support (OS) output, this OER strengthens the internal capacity of Marketing Gate in several key ways:

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Standardisation of Teaching Practices: Educators can now rely on a unified visual system with consistent templates, icons, layouts and instructional structures.

Improved Mobility Preparation and Follow-Up: The Before → During → After visual cycle ensures clarity, reduces confusion and supports transparent monitoring across mobility flows.

Efficient Staff Onboarding: New trainers and facilitators can adopt the visual templates immediately, accelerating internal alignment.

Sustainability and Long-Term Reuse: All materials are designed for future mobilities, training programmes, OER development and cross-project collaboration.

Stronger Quality Assurance and Reporting: Clear documentation visuals support evaluation, reflection and impact tracking, making future reporting more efficient and coherent.

This demonstrates clear organisational growth, fully aligned with Erasmus+ Quality Standards and the purpose of OS funding.

7.3. Inclusion and Accessibility

The Instructional Design Pack integrates inclusive design principles to ensure that all learners — regardless of digital confidence, learning experience or socio-economic background — can participate meaningfully.
Through high-contrast visuals, simplified navigation, clear icon language, and step-by-step sequences, the Pack reduces learning barriers and promotes equity in adult education.

This inclusive dimension reflects both the values of Marketing Gate and the wider Erasmus+ commitment to accessibility and participation for all.

7.4. Transferability Across Programmes and Future Mobilities

Beyond the SMART-AI project, the Pack can be reused and adapted for:

• new job-shadowing mobilities;
• national and European training programmes;
• digital literacy and AI teaching modules;
• entrepreneurship and branding courses;

- educator upskilling sessions;
- adult learning innovation projects.

Its modular design makes it highly transferable — a characteristic valued within Erasmus+ as a sign of sustainable impact.

7.5. The Added Value of Visual Learning

One of the strongest insights from BAPUSS was the power of visual communication in adult education.
The Pack carries this insight forward by offering:

- clear, attractive and intuitive representations of complex processes;
- icon-based navigation that improves comprehension;
- structured diagrams that convert experience into understanding;
- visually supported instructional guidance that empowers learners to progress independently.

This visual approach does not merely decorate the learning process — it *transforms* it.

7.6. Final Statement

The *SMART-AI Instructional Design Pack* stands as a lasting, practical and strategic resource that will continue to support Marketing Gate's educators long after the mobility has ended.
It embodies the essence of Erasmus+ mobility:
turning real-world learning into institutional improvement,
transforming individual experience into collective progress,
and ensuring that European cooperation strengthens the quality and inclusiveness of adult education.

This OER is both a product of mobility and a foundation for future innovation.

Marketing Gate will continue using, refining and expanding this Pack as part of its long-term commitment to excellence in adult learning, digital transformation and capacity building.

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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, classroom observations, hands-on participation, mentoring exchanges, and applied learning carried out during the 2025 mobility at the Belgrade Business and Arts Academy of Applied Studies (BAPUSS), Serbia.

Its purpose is to support adult educators, trainers, mentors 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, visual instructional elements and ready-to-use educator templates that strengthen teaching quality and build long-term organisational capacity.

Authors

This OER was written by the mentor **Snezhana Ristevska** and the participants of the SMART-AI job-shadowing mobility in Belgrade: **Marina Nikolovska** and **Ivona Serafimovska**. The content reflects their direct engagement in the mobility programme, including classroom observation, collaboration with BAPUSS educators and active application of the methods learned.

How to Cite This OER

Erasmus+

Marketing Gate

SMART·AI

Project Information

Project: *SMART-AI – Transforming Skills, Digitalizing Business, Powering Growth*
Key Action: *Erasmus+ KA122-ADU – Short-Term Mobility for Adult Education*
Coordinator: *Marketing Gate (North Macedonia)*
Project Year: *2025*
Host Institution for Mobility: *Belgrade Business and Arts Academy of Applied Studies (BAPUSS), Serbia*

Contact

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