

# SMART·AI



## Short-term learning mobility of adult learners

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



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## About This OER

This Open Educational Resource (OER) was developed within the Erasmus+ KA122-ADU project *SMART-AI: Transforming Skills, Digitalizing Business, Powering Growth*, implemented by Marketing Gate.

The material reflects the direct learning experience of adult learners who participated in the SHORT-01 mobility activity in Ulm & Nersingen, Germany, and focuses specifically on sustainability-oriented learning within real-life educational environments.

Unlike job-shadowing materials developed for staff, this OER captures **learner-based experience**, emphasising:

- what participants observed,
- what they understood,
- how they reflected,
- and how they can apply the learning in their own contexts.

The resource is structured as a **learner-centred reflection and application document**, aligned with Erasmus+ principles of experiential learning, sustainability, and competence development.

## Project Context

This OER forms part of the learning outputs of the SMART-AI mobility activities and contributes to the consolidation of learning outcomes achieved during the short-term mobility of adult learners in Ulm.

The activity included:

- visits to Science City Ulm,
- experiential learning sessions in the Botanical Garden,
- guided reflection and group discussion,
- observation of sustainability practices in real environments.

The focus was on connecting **Sustainable Development Goals (SDGs)** with practical learning and everyday awareness.



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## 1. Introduction to Sustainability Learning in Mobility Context

Sustainability is a key priority within the Erasmus+ Programme and represents an essential component of modern adult education. Within the SMART-AI project, sustainability is not approached as a theoretical concept, but as a **practical, observable, and experience-based learning process**.

During the SHORT-01 mobility in Ulm, participants were introduced to sustainability concepts through real-life environments, allowing them to move beyond abstract definitions and engage directly with ecological systems, biodiversity, and sustainable practices.

The learning approach emphasised:

- observation instead of memorisation,
- experience instead of theory,
- reflection instead of passive listening.

This method enabled participants—many of whom had limited prior exposure to structured sustainability education—to build understanding in an accessible and meaningful way.

## 2. Experiential Learning in the Botanical Garden

One of the central learning activities took place in the Botanical Garden of Science City Ulm, which served as an open and interactive learning environment.

Participants explored:

- plant diversity and ecological balance,
- sustainable use of natural resources,
- environmental protection practices,
- the relationship between human activity and ecosystems.

The Botanical Garden functioned as a **living classroom**, where participants could observe sustainability in action rather than learning about it abstractly.

The learning process included:

- guided walks,
- observation tasks,
- informal discussions,
- group reflections.

During the guided visit, participants were encouraged to observe specific sustainability practices and discuss their relevance in small groups.

This approach reduced cognitive barriers and enabled participants to engage naturally with complex environmental topics.



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## 3. What Participants Learned

Through participation in the activity, learners developed understanding in several key areas:

### Environmental Awareness

Participants gained insight into:

- the importance of biodiversity,
- the fragility of ecosystems,
- the need for responsible environmental behaviour.

### Understanding of SDGs

Participants were introduced to key Sustainable Development Goals, particularly:

- Climate Action (SDG 13),
- Life on Land (SDG 15),
- Responsible Consumption (SDG 12).

They learned how these global goals are connected to everyday actions and local environments.

### Learning Through Experience

Participants discovered that:

- learning can happen outside classrooms,
- observation and interaction enhance understanding,
- real-life environments make learning more memorable.

## 4. Learning Through Observation and Reflection

A key element of the activity was the combination of **observation and reflection**.

Participants were encouraged to: observe details in the environment, ask questions, discuss findings with peers, and reflect on their impressions.

Reflection was supported through: guided questions, informal group discussions, and individual thinking time.

This process helped participants:

- structure their learning,
- connect new knowledge with prior experience,
- gain confidence in expressing their thoughts.

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## 5. Application of Sustainability Learning

An important outcome of the activity was the ability of participants to translate their experience into practical ideas.

Participants also reflected on how digital tools and AI-based platforms can support sustainability education, for example through data visualisation, environmental monitoring, and interactive learning tools.

Participants identified ways to:

- integrate sustainability topics into learning activities,
- use local environments as educational resources,
- promote environmentally responsible behaviour,
- raise awareness within their communities.

This demonstrates that learning during mobility is not isolated but can be transferred into future actions and contexts.

## 6. Added Value for Adult Learners

The activity provided significant added value, particularly for adult learners with limited previous exposure to international or experiential learning.

Key benefits included:

- increased confidence in learning outside formal settings,
- improved awareness of environmental issues,
- development of reflection and communication skills,
- motivation to engage in sustainability-related topics.

The accessible and non-formal learning environment ensured that all participants could engage at their own pace.

## 7. Conclusion

The sustainability learning experience in Science City Ulm demonstrates how mobility activities can effectively combine environmental awareness with learner-centred methodologies.

By using real-life environments such as the Botanical Garden, participants were able to:

- understand sustainability concepts more deeply,
- connect global goals with local realities,
- develop practical ideas for future applications.

This approach aligns fully with Erasmus+ priorities and highlights the value of experiential learning in adult education.

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## **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:** 2026

**Host Institution for Mobility:** InnovEdu Nexus Institut

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