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 in Ulm and Nersingen, Germany. It focuses on how digital tools and AI-supported platforms were introduced, explored, and applied by participants in a practical and accessible way.

Unlike staff-oriented materials, this OER captures real learner engagement, emphasising:

- step-by-step interaction with tools,
- initial challenges and learning progress,
- concrete outputs created during activities,
- reflection on usability and future application.

Project Context

The AI-related learning activities were implemented primarily at the premises of the host organisation in Nersingen, complemented by innovation-oriented exposure in Science City Ulm.

Participants engaged in structured sessions where digital tools were:

- introduced through simple demonstrations,
- practiced through guided exercises,
- applied in small individual and group tasks,
- reflected upon through discussion.

The focus was on practical usability, ensuring that even participants with limited digital experience could actively participate.

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Contents

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1. Introduction to AI for Adult Learners

Artificial Intelligence (AI) is often perceived as complex and inaccessible, especially for adult learners with limited digital background. Within the SMART-AI project, AI was introduced as a practical support tool, focusing on everyday usability rather than technical complexity.

Participants were encouraged to view AI as:

- a helper in structuring ideas,
- a support tool for communication,
- a way to simplify everyday digital tasks.

This approach helped reduce initial hesitation and created a positive learning environment.

2. Learning Design and Methodology

The learning proce***ss was structured to ensure gradual engagement:***

✓*Step 1: Demonstration*

Facilitators introduced tools through live demonstrations, showing:

- how to input simple prompts,
- how to generate content,
- how to adjust outputs.

✓*Step 2: Guided Practice*

Participants followed instructions and replicated examples, such as:

- generating short texts,
- editing content,
- experimenting with different inputs.

✓*Step 3: Independent Exploration*

Participants were encouraged to:

- test their own ideas,
- try different variations,
- explore tool functionalities at their own pace.

✓*Step 4: Reflection and Discussion*

Participants shared their experiences, challenges, and insights in group discussions.

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3. Step-by-Step Engagement with Digital Tools

During the activity, participants worked with digital tools through simple, structured tasks.

🧠 Task 1: Writing a Short Text Using AI

Participants were asked to:

- write a short description of a sustainability topic,
- use AI to improve clarity and structure,
- compare original and improved versions.

👉 ***Learning outcome: understanding how AI can support writing.***

🎨 *Task 2: Creating a Simple Visual*

Participants used tools such as Canva to:

- design a basic poster or visual,
- combine text and images,
- create content for communication purposes.

👉 ***Learning outcome: visual communication skills.***

📝 *Task 3: Structuring an Idea*

Participants used AI tools to:

- outline a simple project idea,
- organise steps and key elements,
- prepare a short concept description.

👉 ***Learning outcome: structuring and planning.***

4. Practical Examples from the Activity

Several concrete examples were observed during the sessions:

📌 *Example A – Improving Communication*

A participant used AI to rewrite a simple message, resulting in:

- clearer structure,
- improved wording,
- more professional tone.

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📌 *Example B – Creating Awareness Content*

Participants generated short texts related to sustainability topics and used them in visual formats.

📌 *Example C – Idea Development*

Some participants used AI to:

- define small business ideas,
- explore customer needs,
- outline basic action steps.

5. Participant Learning Progress

Participants showed visible progress during the activity:

Stage	Observation
Initial stage	Uncertainty, hesitation, limited interaction
Mid-stage	Increased engagement, testing tools
Final stage	Independent use, confidence, curiosity

Many participants reported:

- reduced fear of technology,
- increased willingness to experiment,
- improved understanding of digital tools.

6. Reflection and Learning Experience

Reflection was an essential component of the activity.

Participants highlighted that:

- learning by doing was more effective than listening,
- mistakes were part of the process,
- peer interaction supported learning.

One of the key insights was that digital tools become easier to use once participants start experimenting without fear.

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7. Application and Transfer of Learning

Participants identified practical ways to use their new skills:

- writing and improving texts using AI
- creating simple digital content
- supporting communication in small businesses
- assisting others in basic digital tasks

Some participants expressed motivation to:

- continue exploring digital tools,
- apply them in daily activities,
- share knowledge within their communities.

8. Conclusion

The AI-related learning experience during the SHORT-01 mobility demonstrated that digital tools can be accessible, useful, and motivating for adult learners.

By focusing on practical tasks and gradual learning, participants were able to:

- overcome initial barriers,
- develop useful skills,
- build confidence in using technology.

This approach supports the broader goals of digital transformation and lifelong learning within adult education.

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Project Information

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