

SMART·AI

From Learning to Practice: Participant Reflection and Application of Knowledge



Short-term learning mobility of adult learners

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

SMART·AI

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 learning outcomes, personal reflections, and practical application intentions of adult learners who participated in the SHORT-01 mobility in Ulm and Nersingen, Germany.

This OER focuses specifically on:

- how participants experienced the learning process,
- what competences they developed,
- how their confidence evolved,
- and how they plan to apply the acquired knowledge in their personal and professional contexts.

Project Context

The SHORT-01 mobility combined:

- sustainability-focused experiential learning (Science City Ulm),
- digital and AI-supported learning (Nersingen),
- continuous reflection and group discussion.

Participants were selected through an internal call and represented diverse profiles, including:

- adult learners in career transition,
- unemployed individuals,
- educators,
- entrepreneurs.

This diversity contributed to a rich exchange of perspectives and learning experiences.



Funded by
the European Union

Marketing
Gate

SMART·AI

Contents

1. Learning Journey of Participants	4
2. Initial Expectations and Starting Points	4
3. Learning Experience During Mobility	4
4. Development of Competences	5
5. Participant Reflections (Qualitative Insights)	5
6. Practical Application of Learning	6
7. Impact on Confidence and Motivation	6
8. Conclusion	6



Funded by
the European Union

Marketing
Gate

SMART·AI

1. Learning Journey of Participants

The learning journey of participants during the SHORT-01 mobility can be described as a gradual transition from initial uncertainty to active engagement and confidence.

Participants entered the mobility with different levels of:

- digital skills,
- prior knowledge of sustainability,
- experience in international learning environments.

Through structured activities and supportive learning conditions, participants progressively engaged more actively in the process.

2. Initial Expectations and Starting Points

At the beginning of the mobility, many participants:

- had limited experience with AI tools,
- were unfamiliar with experiential sustainability learning,
- expressed uncertainty about their ability to actively participate.

Some participants expected:

- theoretical lectures,
- passive learning formats,
- limited interaction.

However, the actual learning experience differed significantly, leading to increased engagement.

3. Learning Experience During Mobility

The learning experience was characterised by:

- active participation,
- hands-on activities,
- real-life learning environments,
- continuous reflection.

Participants were involved in:

- exploring sustainability in the Botanical Garden,
- using digital tools and AI platforms,
- discussing ideas and sharing perspectives,
- applying knowledge in small tasks.

This combination enabled deeper understanding and stronger engagement.



Funded by
the European Union

Marketing
Gate

SMART·AI

4. Development of Competences

Participants developed competences in several areas:

Sustainability Awareness

- understanding environmental challenges
- recognising importance of sustainable practices

Digital and AI Skills

- using simple AI tools
- creating digital content
- structuring ideas using technology

Learning-to-Learn Skills

- reflecting on learning experiences
- connecting theory with practice
- adapting to new learning environments

Communication and Collaboration

- sharing ideas in group discussions
- expressing opinions more confidently
- learning from peers

5. Participant Reflections (Qualitative Insights)

Participants expressed several key reflections:

- *“I realised that learning can be simple and practical when we are actively involved.”*
- *“At first I was unsure about using digital tools, but after trying them I felt more confident.”*
- *“Seeing real examples in the Botanical Garden helped me understand sustainability better than reading about it.”*
- *“Working in a group helped me learn faster and feel more comfortable.”*

These reflections highlight the importance of:

- experiential learning,
- supportive environments,
- practical engagement.

SMART·AI

6. Practical Application of Learning

Participants identified concrete ways to apply their learning:

✓ *In Everyday Life*

- making more sustainable choices
- being more aware of environmental impact

✓ *In Professional Context*

- using AI tools for communication
- creating simple digital materials
- supporting small-scale projects

✓ *In Community Engagement*

- sharing knowledge with peers
- encouraging others to learn
- promoting sustainability practices

7. Impact on Confidence and Motivation

One of the most significant outcomes of the mobility was the increase in participants' confidence.

Participants reported:

- feeling more comfortable using digital tools,
- greater willingness to learn new skills,
- increased motivation for lifelong learning.

The experience helped participants overcome:

- fear of technology,
- hesitation in group interaction,
- uncertainty about their own abilities.

8. Conclusion

The SHORT-01 mobility in Ulm demonstrated that well-designed, learner-centred and experience-based learning activities can generate meaningful and measurable impact on adult learners, even within a relatively short period of time.



Funded by
the European Union

Marketing
Gate

SMART·AI

Participants not only gained new knowledge and practical skills related to sustainability and digital tools, but also experienced a visible transformation in their learning behaviour and attitudes. Throughout the mobility, they progressively moved from initial uncertainty to active engagement, confidence, and independent participation.

As a result of the learning process, participants:

- developed greater self-confidence in their ability to learn and apply new knowledge,
- increased their motivation for continuous and lifelong learning,
- strengthened their digital and sustainability-related competences,
- improved their ability to reflect, communicate, and collaborate,
- identified concrete and realistic ways to apply their learning in everyday, professional, and community contexts.

Importantly, the learning outcomes were not limited to knowledge acquisition. The mobility fostered a shift in mindset, encouraging participants to:

- approach learning as an active and continuous process,
- embrace experimentation and learning through practice,
- recognise the relevance of sustainability and digitalisation in their own lives and environments.

The combination of experiential learning (e.g. activities in Science City Ulm), practical engagement with digital tools, and structured reflection created a balanced and effective learning model. This model enabled participants to connect theory with practice and to translate learning into action.

Furthermore, the diversity of participant profiles contributed to peer learning and exchange of perspectives, strengthening the overall learning experience and supporting inclusive participation.

The results of this mobility confirm that short-term learning activities, when properly designed and implemented, can serve as powerful catalysts for:

- personal development,
- skill acquisition,
- increased employability,
- and active participation in society.

In this context, the SHORT-01 mobility in Ulm represents a strong example of how Erasmus+ projects can effectively support adult learners in developing relevant competences while fostering confidence, motivation, and readiness for future challenges.

SMART·AI

Licence

This publication is released under the Creative Commons Attribution–NonCommercial–ShareAlike 4.0 International (CC BY-NC-SA 4.0) licence.

You may use, adapt and distribute this material for non-commercial educational purposes, provided that appropriate credit is given and any derivative works are shared under the same licence.

Licence link: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

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

Contact

For questions, feedback or requests related to adaptation or translation of this OER, please contact:

Marketing Gate – Association for Research, Education and Development

Email: marketingporta@gmail.com

Website: www.smart4green.eu

Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Funded by
the European Union

Marketing
Gate