



Co-funded by
the European Union

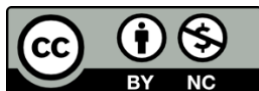


Sustainability Accounting Learning Platform for a Green Economy

2022-1-ES01-KA220-HED-000089844

Teaching Activity 1 Online platform assessment

November, 2023





Co-funded by
the European Union

The project 'Sustainability Accounting Learning Platform for a Green Economy' (Account4GreenEco) is co-funded by the European Union (Ref. 2022-1-ES01-KA220-HED-000089844). The opinions and views expressed in this document are those of the authors (partners of the Account4GreenEco Project: University of Burgos, Università degli Studi di Trento, Leuphana University Lüneburg, MBS School of Business, and Gestionet) and do not necessarily reflect those of the European Union or the Spanish Service for the Internationalisation of Education (SEPIE). Neither the European Union nor the SEPIE National Agency can be held responsible for them.



Teaching Activity 1 Online platform assessment © 2023 by the Sustainability Accounting Learning Platform for a Green Economy Project is licensed under CC BY-NC 4.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/>



Table of contents

1. ONLINE PLATFORM ASSESSMENT - TEACHING ACTIVITY 1.....	4
1.1. INTERACTIVITY OF THE PLATFORM.....	4
1.2. ACCESSIBILITY OF THE PLATFORM	6
1.2.1. DEVICE USED TO ACCESS TO THE PLATFORM.....	6
1.2.1. DISABILITY THAT LIMIT THE ACCESSIBILITY TO THE PLATFORM	7
1.3. USABILITY AND NAVIGATION OF THE PLATFORM	8
1.4. SASTISFACTION AND EXPERIENCE WITH THE PLATFORM.....	9
1.5. CONTENT	10

List of figures

Figure 1. Interactivity of the platform assessment.	5
Figure 2. Assessment of the accessibility of the platform.	6
Figure 3. Assessment of the accessibility of the platform.	7
Figure 4. Assessment of the accessibility of the platform.	7
Figure 5. Assessment of the usability and navigation of the platform.....	8
Figure 6. Assessment of the satisfaction and experience with the platform.....	9



1. Online platform assessment - Teaching Activity 1

The objective of this questionnaire is gather feedback on the online platform from participants of the Project's Teaching Activity 1. The feedback will be used to improve the design and user experience of the online learning platform. The questionnaire was structured in five blocks:

- i. Interactivity of the platform
- ii. Accessibility of the platform
- iii. Usability and navigation of the platform
- iv. Satisfaction and experience with the platform
- v. Content

The questionnaire was filled in by the 22 students that participated in the Teaching Activity 1. The responses were gathered at the end of Teaching Activity 1 on October 26, 2023.

Based on the feedback received, we present some proposals that can be implemented to address the areas for improvement identified in the participants' responses when applicable.

1.1. Interactivity of the platform

The first block of questions about **the interactivity of the platform** covered four topics:

- i. Level of overall interaction of the platform
- ii. Activities integrated in the development of the units
- iii. Videos integrated in the development of the units
- iv. Case studies implemented as role play

The students' perception about the interactivity of the platform varied according to the aspects evaluated, as figure 1 shows. The 82% of the students had a positive perception (satisfied and totally satisfied) about the level of overall interaction of the platform. However, the perception was different with the activities integrated in the development of the units. The percentage of satisfied and dissatisfied students was the same: 23%. The 50% of the students had a neutral perception and only 5% were totally satisfied. The perception about the last two aspects were quite similar. The videos integrated in the development of the units and the case studies implemented as role play had an overall positive perception (63% and 59% respectively).

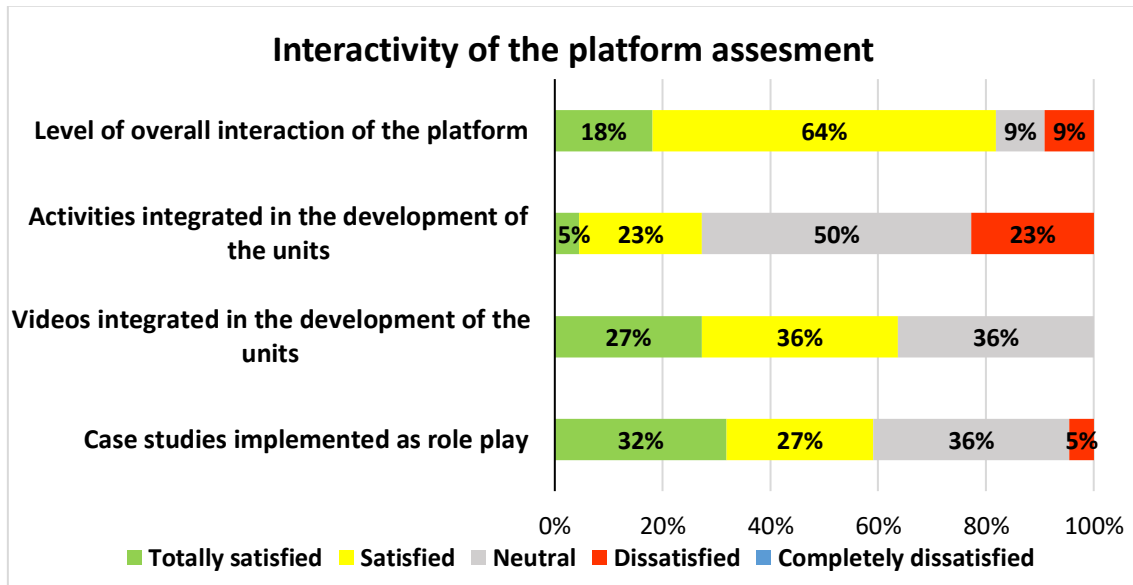


Figure 1. Interactivity of the platform assessment.

The students made some **positive remarks** regarding the interactivity of the online platform:

- *The platform is very easy and intuitive to use.*
- *It was easy to follow how the platform works. It is very clear.*
- *I liked the videos as they grasped my attention more than just the texts to read*
- *I think the content on the platform was great but some of the activity games didn't work properly and there were other things to better like the time when doing the activities.*
- *This platform has little mistakes that are going to be solved in the future like the language and final test capabilities, but I think it has a very good potential :)*
- *I liked the interaction in the platform: the tests were all different and also the comments when you get something right or wrong.*

They also point to some **valuable aspects to be improved** in the next phases of the platform development:

- *The interactivity of the platform was pretty good especially considering the "Activity" sections which seemed to be designed to test understanding rather than knowledge. The information section was good overall but seemed to be a lengthier than required. Shortening might help make it more attractive to participants who are not quite aware of the topic.*
- *Regarding the activities in the platform, I felt like sometimes, questions were about really specific things that were not really highlighted in the corresponding lesson or at least, were not the "most" important thing to memorise. But I really liked that we had to "verify" our understanding after each lesson. It's just that questions did not seem always really relevant.*



PROPOSALS BASED ON FEEDBACK

1. Try to streamline the textual content.
2. Revise activities to make them more aligned with content

1.2. Accessibility of the platform

In the block of questions on **the accessibility of the platform**, two aspects were rated:

- i. Difficulty in accessing the platform
- ii. Reading machine content

Figure 2 shows that 91% of the students were satisfied or totally satisfied about the difficulty in accessing the platform. Furthermore, almost 80% were satisfied or totally satisfied with the reading machine of content.

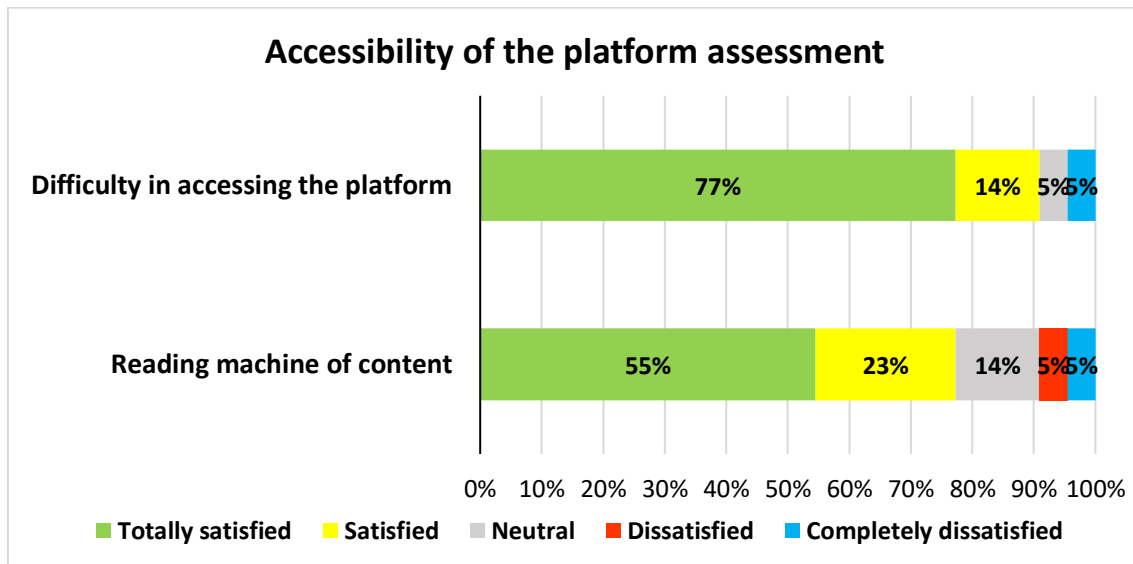


Figure 2. Assessment of the accessibility of the platform.

1.2.1. Device used to access to the platform

Almost all the students (91%) use computer to access to the platform. While 9% use laptop and no students use tablet or mobile phones (Figure 3).

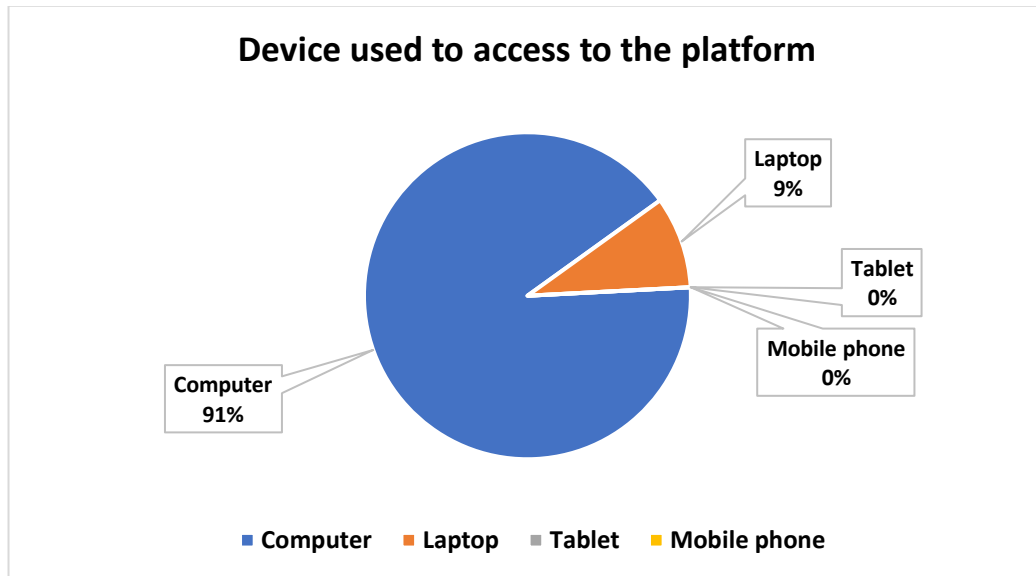


Figure 3. Assessment of the accessibility of the platform.

1.2.1. Disability that limit the accessibility to the platform

The 95% of the students answered they did not have any disability that could limit their accessibility to the platform, but did not point to any problem with the access.

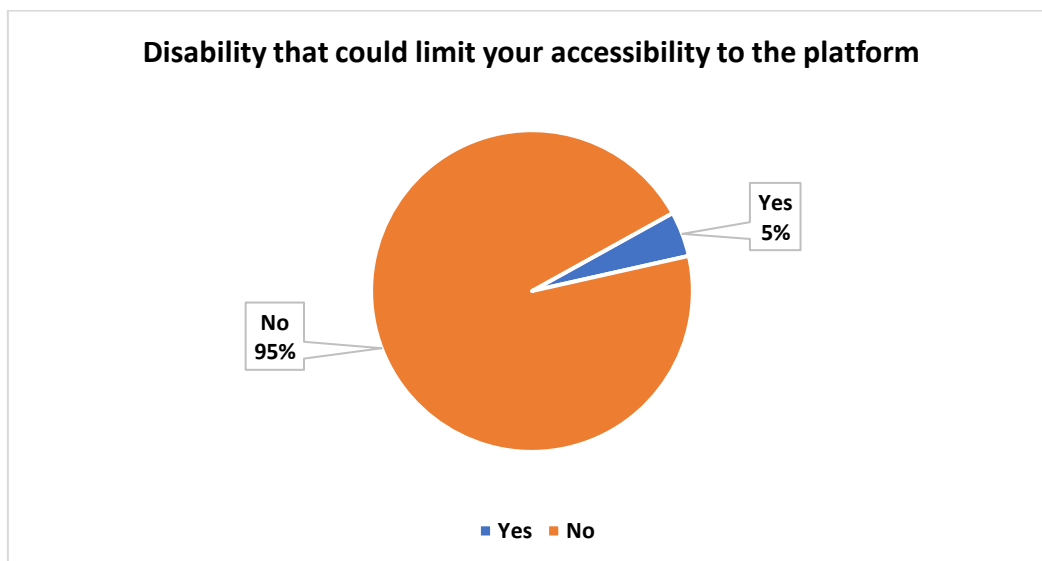


Figure 4. Assessment of the accessibility of the platform.

The students experience a **positive experience** with accessing the platform through their device. Their comments also point to this:

- *Accessing the platform with a computer is really easy and it also really easy to use, really reactive and fluid.*
- *My experience was pretty smooth. Account creation and access was okay. Also, the platform was very user-friendly.*
- *The 'sign up' process was also very fast and simple.*



1.3. Usability and navigation of the platform

The third block questions referred to **the usability and navigation of the platform** and evaluated the following aspects:

- i. Structure of the materials on the platform
- ii. Navigation of the platform
- iii. Satisfaction with the amount of technical hindrances

The three elements evaluated obtained very **positive assessments** (Figure 5). More than 90% were satisfied or totally satisfied about the structure of the materials and the navigation of the platform. The satisfaction with the amount of technical hindrances also received a high value: 82% including satisfied and totally satisfied perceptions.

Only 5% (one student) was dissatisfied about the structure of the materials and the satisfaction with the amount of technical hindrances

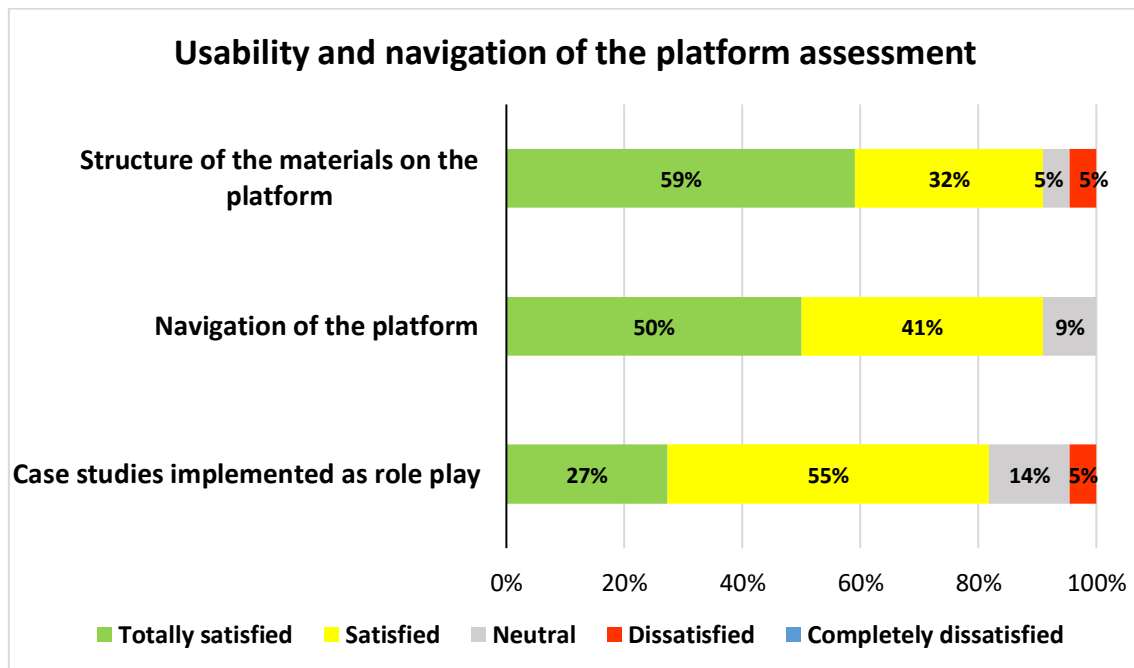


Figure 5. Assessment of the usability and navigation of the platform.

The students make some remarks regarding to **the usability and navigation of the platform** that are cited below, some of which suggested some areas for improvement:

- *It was easy to find all the content and navigate through it.*
- *The online platform is really easy to use and the navigation is flawless. But it would be great to have a little tutorial about how to use the platform when you register for the first time.*



PROPOSALS BASED ON FEEDBACK

1. Incorporate an about section on the platform with guidance on how to use it.

1.4. Satisfaction and experience with the platform

To evaluate **the satisfaction and experience with the platform**, four issues were considered:

- i. Usefulness of the platform for learning/ studying
- ii. Interesting presentation of the topics covered by the platform
- iii. Depth of learning enabled by the use of the platform
- iv. Overall view of the platform use

Students' overall assessments of **the satisfaction and experience with the platform** were really positive (Figure 6). All aspects evaluated obtained more than 75% approval (satisfied or totally satisfied). The overall view of the platform use was the best valued issue and obtained 95% including satisfied and totally satisfied perceptions.

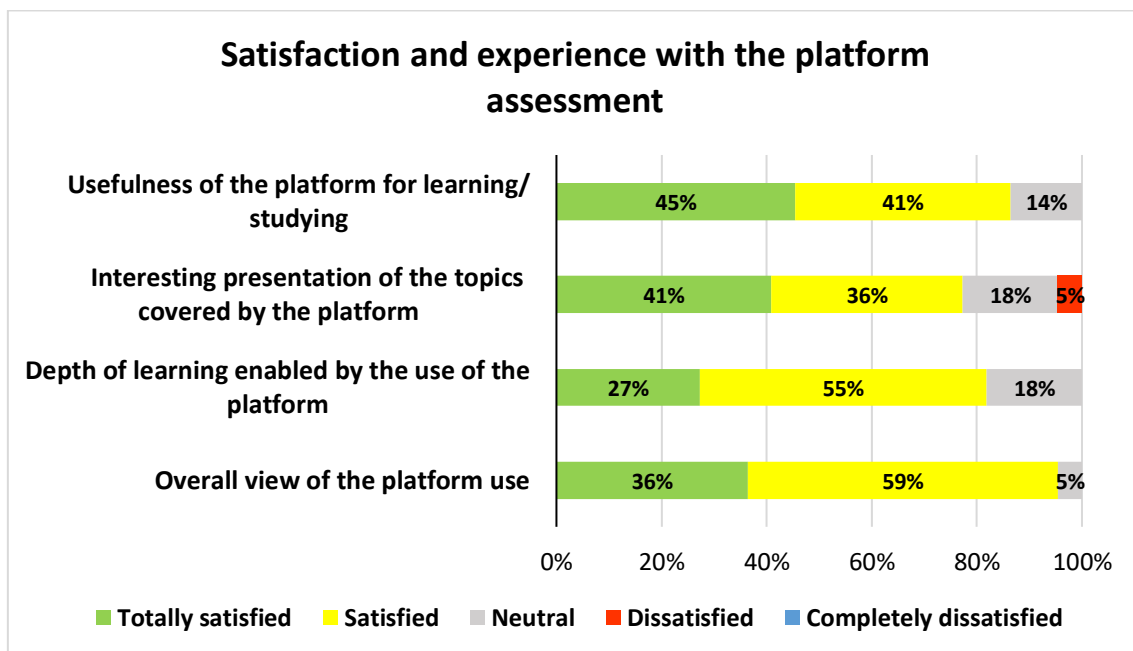


Figure 6. Assessment of the satisfaction and experience with the platform.

The students make some positive remarks regarding their overall **satisfaction and experience with the platform** that are shown below:

- *I liked the design and it was really clear where everything was. However, the content specially of the first unit was really hard to read. The second unit had the most important thing in the articles highlighted in green and it made it easier to follow all the content.*

Some comments also point to **issues that shall be addressed**:



- *The topics were covered in quite an understandable manner. My only feedback would be that there was some unnecessary repetition in the written material, which might be good for comprehension at the same time it might take away interest as some participants including me, experienced.*
- *Regarding the presentation of the lessons, I felt that sometimes it was too long and I regret that there is not a little resume at the end with for example the most important vocabulary or definition to remember or at least for us the possibility to make notes directly on the platform.*

PROPOSALS BASED ON FEEDBACK

1. Text will be edited to avoid repetition.
2. Vocabulary will be subject to revision and provide definition, if considered to be needed.

1.5. Content

To evaluate **the content**, students were offered additional comments on Units 1.1 and 1.2 with the aim of modifying or improving content (i.e., text, activities, etc). The comments regarding to **Unit 1.1** are presented below:

- *I found the information quite accessible, although some of the writing could have been more succinct at times*
- *The structure of the theme is not as intuitive as the 1.2.*
- *The most important things of each article or document should be highlighted in green as on the second unit. It makes it easier to read and focus on what is important. The content is very dense and having those things highlighted would make it lighter.*
- *I just think that I needed more time for the tests and games. Giving the right answer would motivate me more to continue with the modules and sometimes I just need some more time to think about my answer.*
- *It was a little bit hard to remember and understand everything about the different materiality, institutions, certification etc. It would be great to add a summary table as it was really dense.*
- *There are some games that say you didn't pass when you did.*

MEASURES TO BE TAKEN BASED ON FEEDBACK

- 1) Streamline and simplify content, as mentioned above.
- 2) Revise structure
- 3) Highlight key ideas more clearly.
- 4) Revise length of the activities.



Co-funded by
the European Union

5) Solve technological hindrances.