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# Sustainability Accounting Learning Platform for a Green Economy

2022-1-ES01-KA220-HED-000089844

## Teaching Activity 2 Assessment

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## 1. Teaching Activity 2 Assessment

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The objective of this questionnaire is to assess how participants perceive the organisation of the Project's Teaching Activity 2. The feedback gathered will be valuable to improve the organisation of the next teaching activities. The questionnaire was structured in four blocks of questions:

- i. General information
- ii. Student selection
- iii. Organisation
- iv. Content

The questionnaire was filled in by the 23 students that participated in the Teaching Activity 2. The responses were gathered at the end of Teaching Activity 2 on November 8, 2023. We note that two of the students did not complete the feedback questionnaire in full and their responses have not been considered.

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. General information

#### 1.1.1. Institution representation

The 23 students who attended the teaching activity came from the four higher education institutions that participate in the partnership: six from Montpellier Business School (France), five from the University of Burgos (Spain), seven from Leuphana University Lüneburg (Germany) and five from the University of Trento (Italy). Initially, 25 students were selected to participate, but two of them resigned close to the activity due to personal reasons and health issues.

#### 1.1.2. Age ranges

As shown in Figure 1, the age range of the students was divided between two groups: 18-24 and 25-34. The 18-24 age range consisted of 12 students, while the remaining 9 students were from the 25-34 age range.

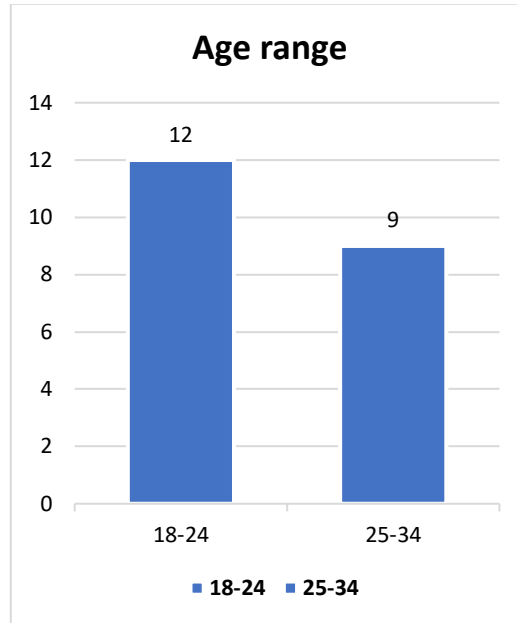


Figure 1. Students age range.

### 1.1.3. Gender identity

The Teaching Activity 2 was attended mostly by women (16), while there were five men, as shown in Figure 2.

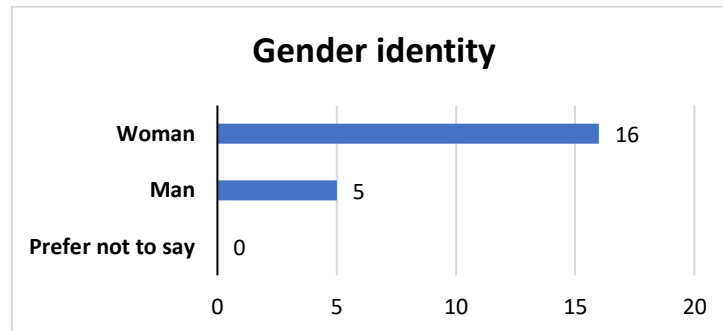


Figure 2. Students gender identity.

### 1.1.4. Programme enrolled

The academic programs of the students were quite diverse, with undergraduate students and other master's students differing in their approaches (see Figure 3). Most of the students were enrolled in programmes related to Economics, Management or Sustainability.

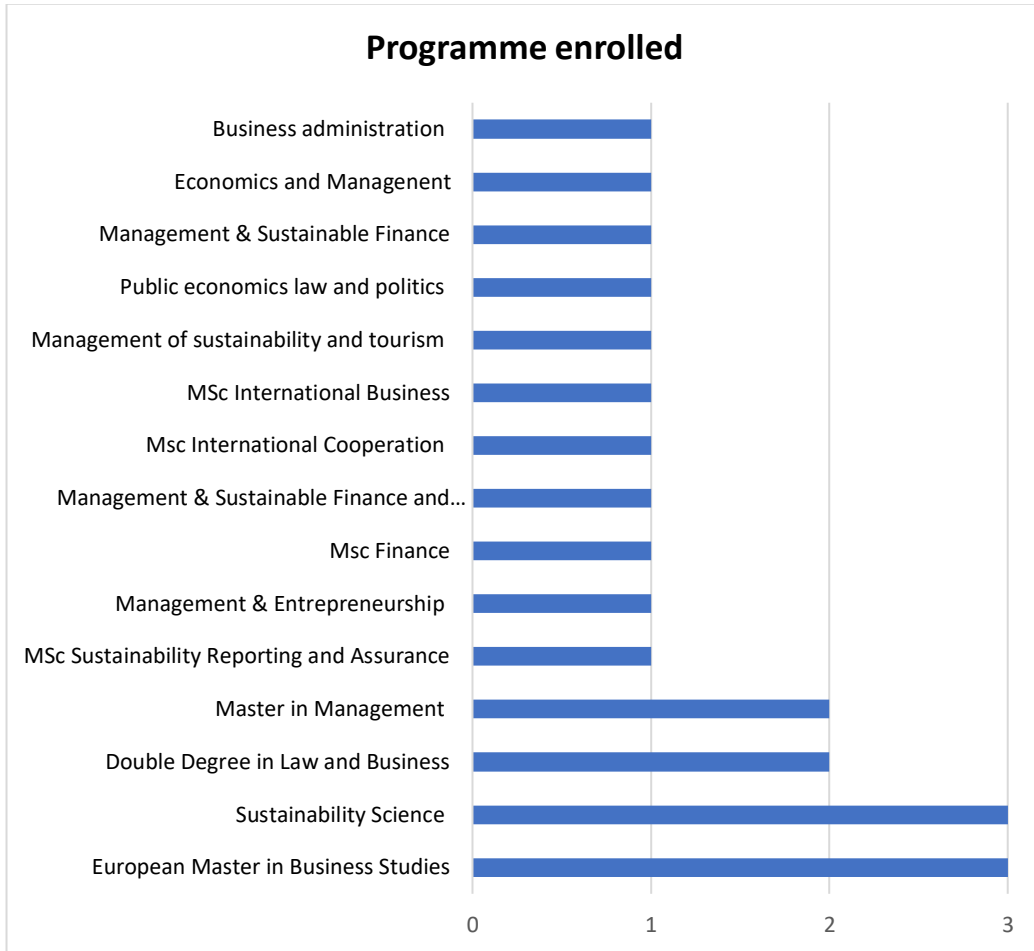


Figure 3. Students Programme enrolled.

### 1.1.5. Knowledge of accounting

The vast majority of students (71%) had prior knowledge of accounting, as shown in Figure 4. This result shows that most of them were familiar with accounting notions and concepts.

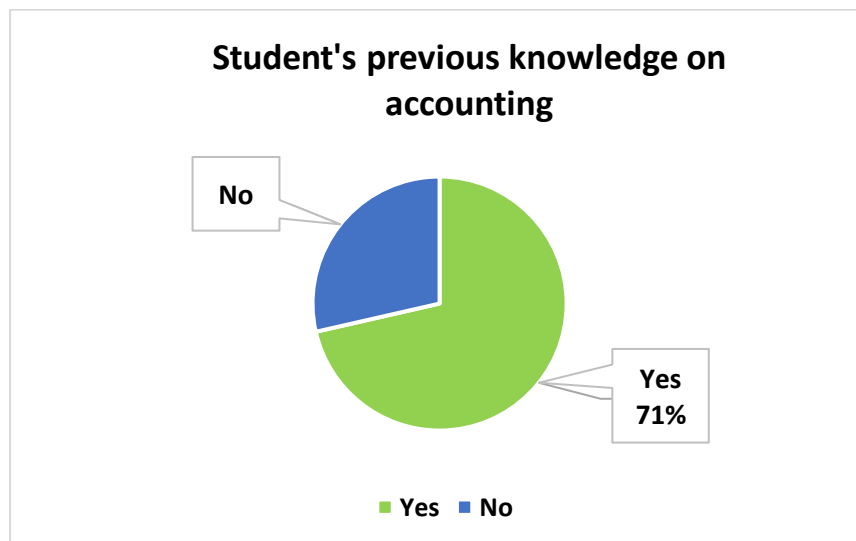


Figure 4. Students' previous knowledge of accounting.



### 1.1.6. Knowledge on sustainability

Similarly, almost all of the students (86%) had prior knowledge of sustainability as shown in Figure 5.

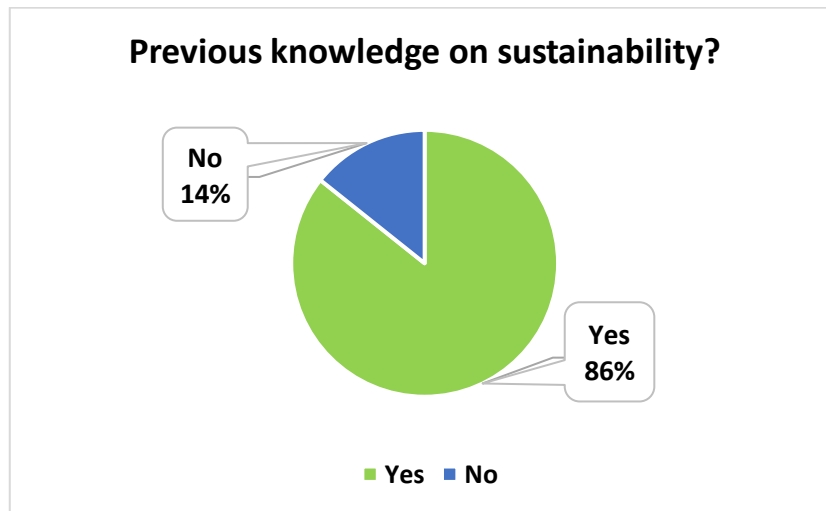


Figure 5. Students' previous knowledge of sustainability.

### 1.2. Student selection

In the block of questions on **the student selection**, three aspects were evaluated:

- i. Information provided on the student's call
- ii. Selection process
- iii. Communication with the staff involved in the selection

Overall, the students' perception of the TA2 student selection process was very positive, as shown in Figure 6. The graph shows that 76% of the students were satisfied or totally satisfied with the information provided on the student's call. More than 90% were satisfied or totally satisfied with the selection process and the communication with the staff involved in the selection. Only 5% of the students were dissatisfied with the information provided on the student's call.

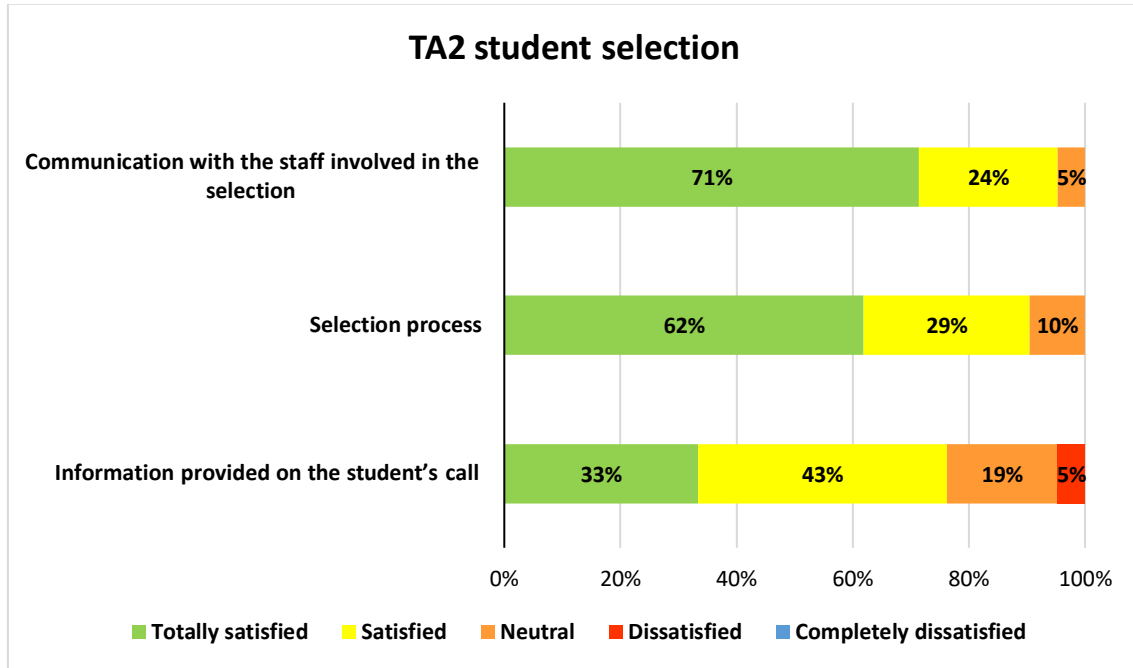


Figure 6. Assessment of Teaching Activity 2 student selection.

The students make some **positive remarks** regarding the student selection that are presented below:

- *I think the selection process and overall module was well organized. Professors were also very helpful and involved during the overall process.*
- *I consider everything was perfect.*
- *Everything was clear and went smoothly.*

### 1.3. Organisation

For **the organisation** of the Teaching Activity 2, five aspects were evaluated:

- i. Travel arrangements
- ii. Accommodation
- iii. Venue of the activity
- iv. Catering
- v. Social activities

Overall, the students assessed **the organisation of the Teaching Activity 1** positively (see Figure 7). The venue of the activity was the most highly rated aspect. Travel arrangements, accommodation, catering and social activities also received positive ratings. The only aspect that received a negative rating was catering, but only one student was totally dissatisfied.

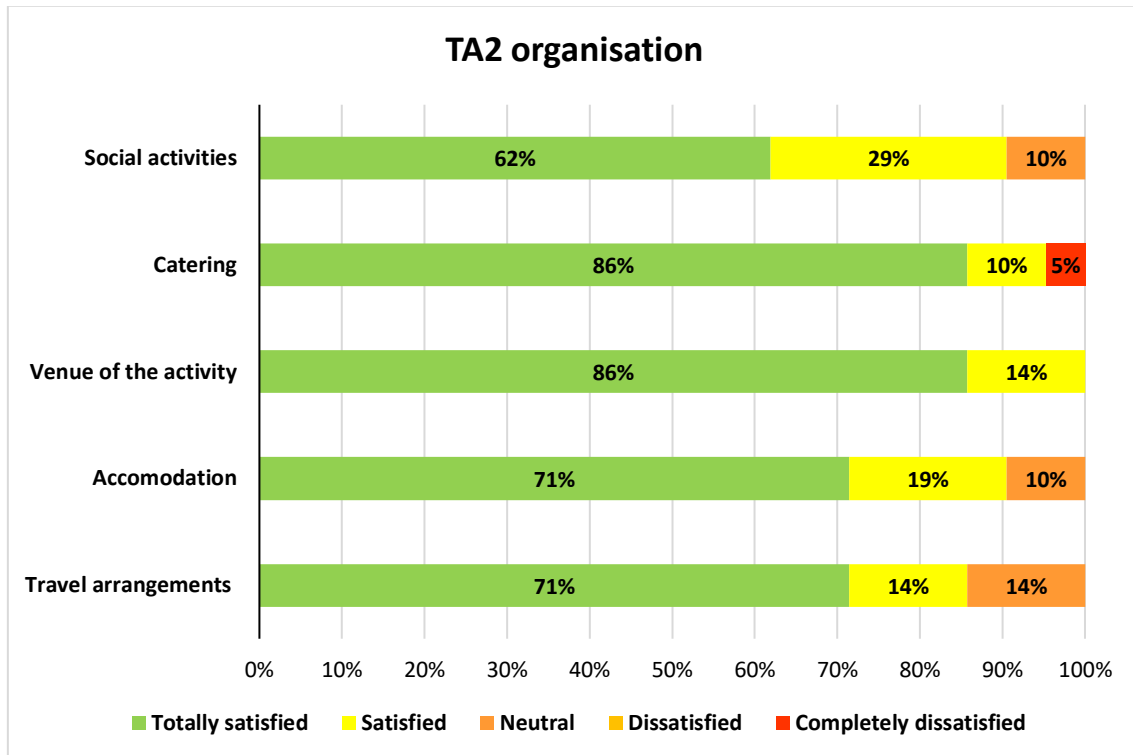


Figure 7. Assessment of the Teaching Activity 2 organization.

The students make some **positive remarks** regarding the TA2 **organization**:

- *Amazing organization - thank you!*
- *Very fun and quite organized!*
- *Organization was amazing! Well done to the team involved*

Some comments also point to aspects that **can be improved**:

- *Great with the sparkling water during the classes. The overall food during the day was great. But the food the first two evenings was not great. All other parts were great :)*
- *It would be nice if on the first day we would have played more ice breakers -- we tended to stick with our university groups quite a bit because they were the people we knew, but being forced to intermingle would have been very nice and would have added a bit more value to the program.*
- *Secondly, although the catering offered oat milk (vegan option) which is appreciated, it is true that no vegan (solid) food was provided, only one afternoon a vegan sponge cake was offered on an occasional basis.*
- *Finally, most of the leisure activities were organized after dark, which does not allow us to see and enjoy the beauty of the city properly.*



## 1.4. Content

To evaluate **the content** of the Teaching Activity 2, nine elements were considered by the students in their assessment:

- i. Agenda for the Teaching Activity
- ii. Interesting presentation of the topics covered in the sessions
- iii. Relevance of the topics covered for my future development
- iv. Usefulness of the sessions on the platform use
- v. Understandability and clarity of the expositions in seminars
- vi. Staff participating in the sessions
- vii. Interest of the seminars
- viii. Possibility to participate and interact with lectures by asking questions
- ix. Amount and length of breaks between/during sessions

Students' overall assessments of **the content** were positive and very positive (Figure 8). The majority of students showed high satisfaction with several aspects of the sessions, highlighting the TA agenda, the relevance of the topics covered, and the participation of the staff. 72% were satisfied with the agenda of the sessions, while 77% were positive about the relevance of the topics for their future development. In addition, the presentation of the topics and the clarity of the presentations were well received, with 71% and 72% satisfied, respectively. The breaks between sessions were also rated very highly, with 67% of students being fully satisfied. The possibility of participating and interacting during the sessions was also rated positively, with 71% satisfaction.

However, some areas for improvement were identified, especially in the usefulness of the sessions for the use of the platform, where only 38% of the students were satisfied. Furthermore, although the majority were satisfied with the interest of the sessions, 19% were neutral, suggesting that some felt that the topics covered could be more engaging or relevant. Overall, while there was a positive assessment of many aspects, some areas, such as the usefulness of the sessions and the dynamics of participation may need to be adjusted.

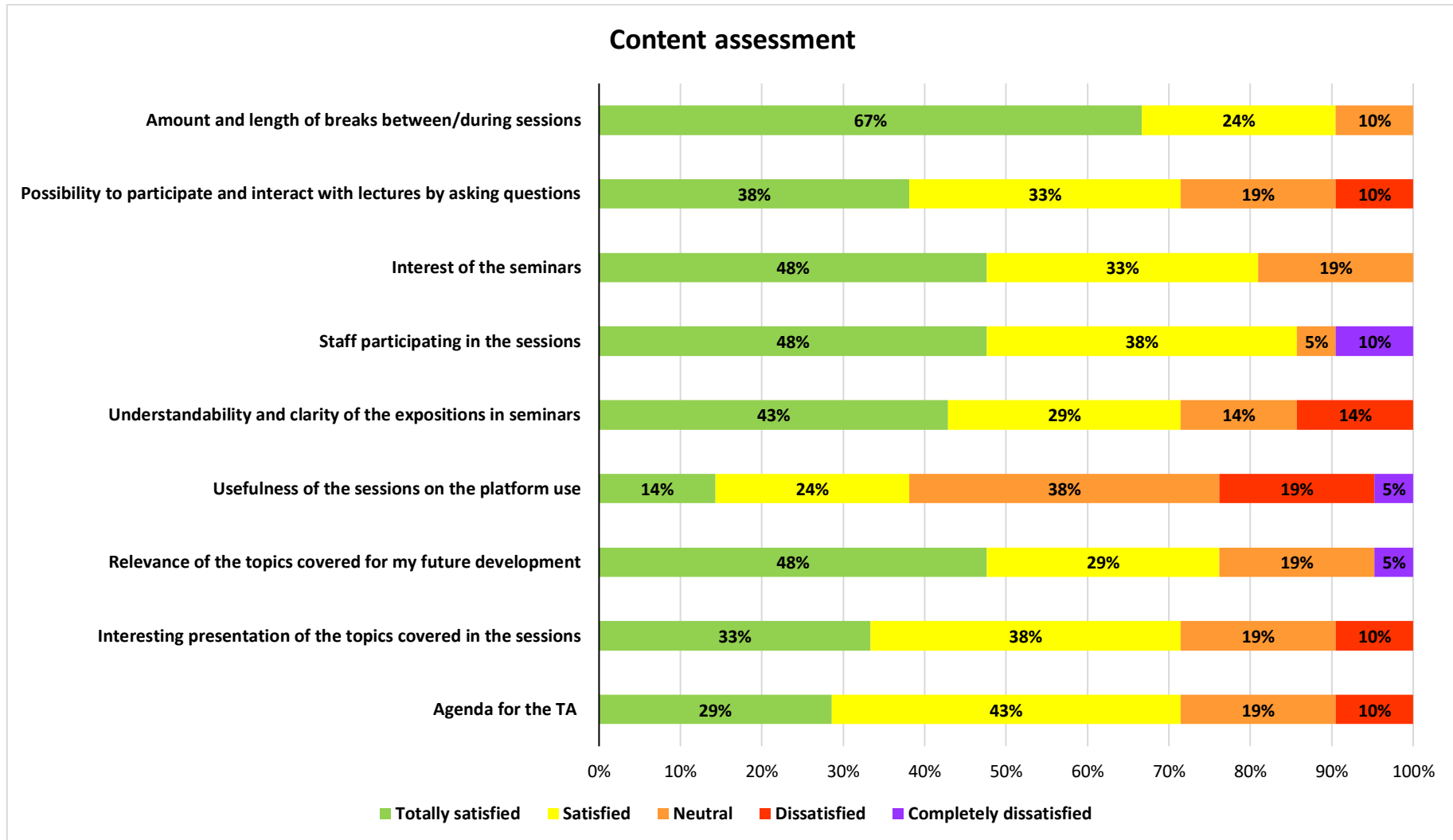


Figure 8. Assessment of the Teaching Activity 2 content.



Some **positive comments** about the content of the activity are presented below:

- *It was an amazing activity, with a good agenda and good activities, these 3 days were good!*
- *The whole program managed very well. I am amazed by the organization. Dr. Julia Benkert organized everything perfectly. Everything went very smoothly.*

Some comments also point to aspects that can be improved:

- *Being with a laptop in a room full of people and doing individual work is not really intuitive; except small discussions of max 30 min no activities of group bonding during the session was made. Using the platform and getting into direct feedback with other universities would have not only been an Icebreaker to new conversation but would have also improved our notes and interactions with the others.*
- *I would have liked much more lectures rather than these individual working activities.*
- *Would've been great to hear more about the other professors from the different schools, about their research, etc.*
- *We could do more case studies, brainstorming to learn. Spending whole sessions to use platform only was not that informative.*

#### PROPOSALS BASED ON FEEDBACK TO INTEGRATE IN THE NEXT TEACHING ACTIVITY

1. Include more lectures and group discussions to complement individual learning.
2. Make better use of daylight hours (important: the activity was in Lüneburg in November, which gets dark at 4 pm).
3. Include more sessions on the research and experience of lecturers – introduce them in the icebreaker activity.
4. Ensure that group activities are well-explained and clear in terms of objectives.