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Sustainability Accounting Learning Platform for a Green Economy

2022-1-ES01-KA220-HED-000089844

Teaching Activity 3 Assessment

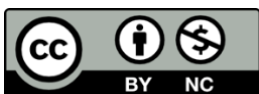
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1. Teaching Activity 3 Assessment

The objective of this questionnaire is to assess how participants perceive the organisation of the Project's Teaching Activity 3, held in Burgos from August 31 to September 4, 2025.

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 24 students that participated in the Teaching Activity 3. The responses were gathered at the end of Teaching Activity 3 on September 4, 2025.

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 24 students who attended the teaching activity came from the four higher education institutions that participate in the partnership: six from Montpellier Business School (France), six from the University of Burgos (Spain), six from Leuphana University Lüneburg (Germany) and six from the University of Trento (Italy).

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 14 students, while the remaining 10 students were from the 25-34 age range.

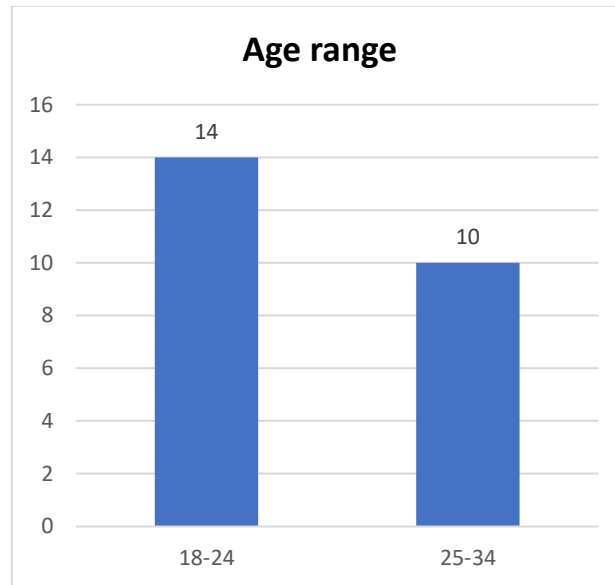


Figure 1. Students age range.

1.1.3. Gender identity

The Teaching Activity 3 was attended mostly by women (15), while there were nine men, as shown in Figure 2.

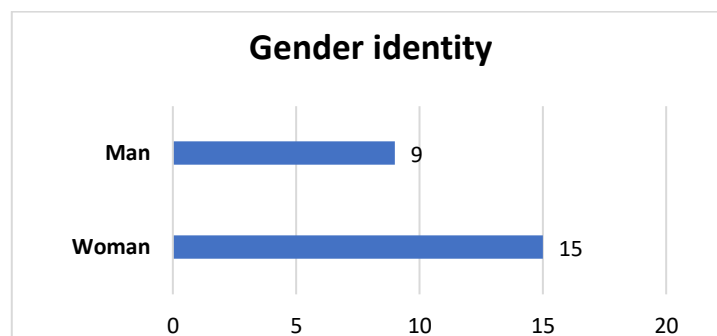


Figure 2. Students gender identity.

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, Finance or Sustainability.

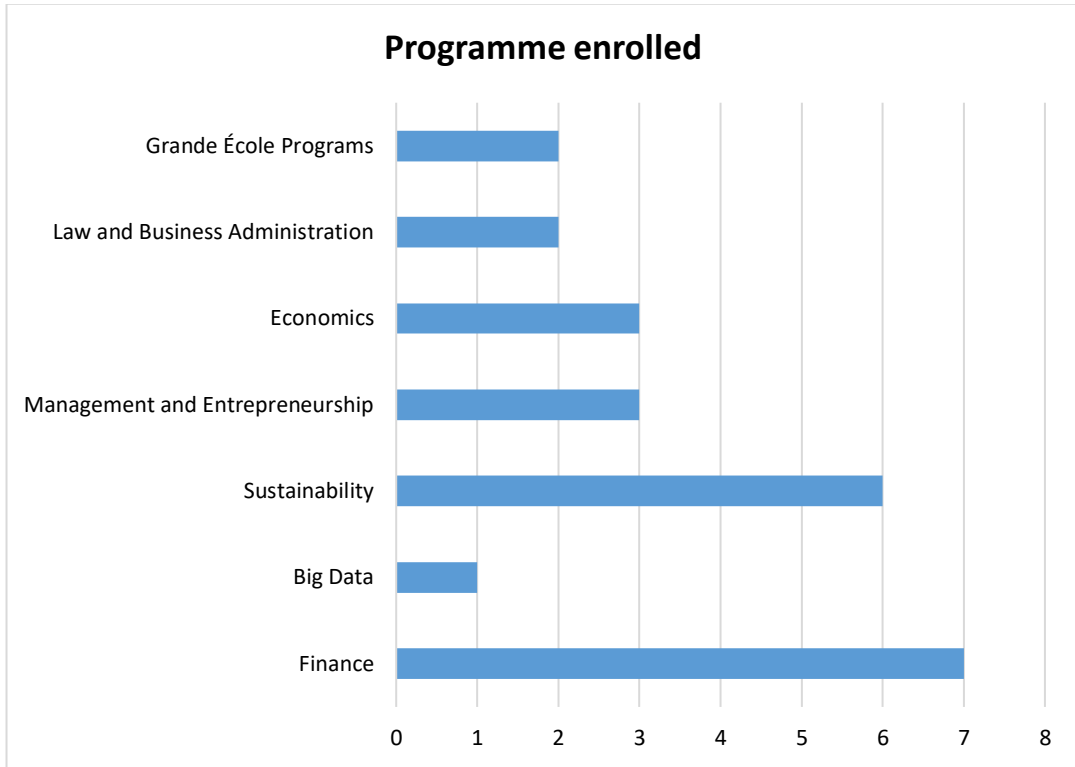


Figure 3. Students Programme enrolled.

1.1.5. Knowledge of accounting

The vast majority of students (92%) had prior knowledge of accounting, as shown in Figure 4. This result shows that most of them were familiar with accounting notions and concepts.

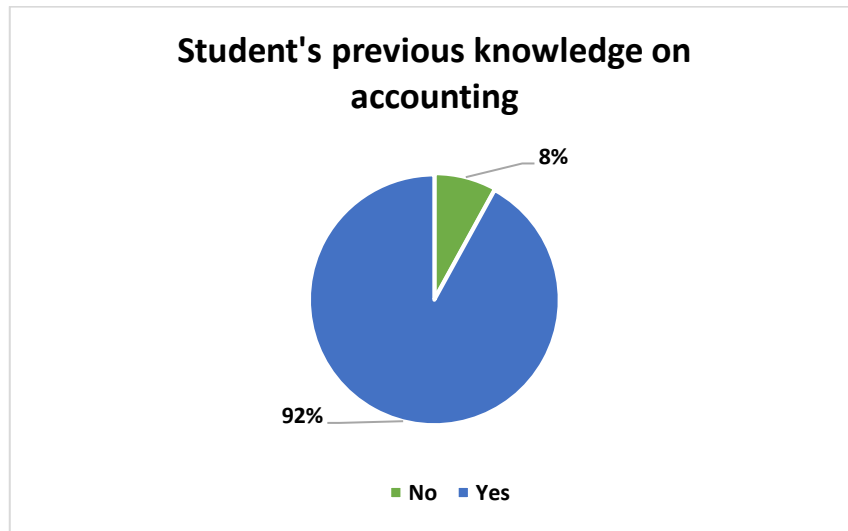


Figure 4. Students' previous knowledge of accounting.

1.1.6. Knowledge on sustainability

Similarly, almost all of the students (96%) had prior knowledge of sustainability as shown in Figure 5.

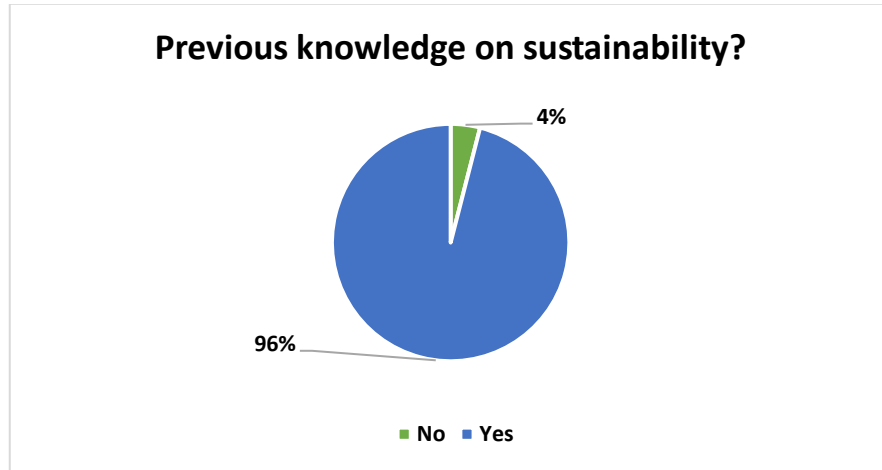


Figure 5. Students' previous knowledge of sustainability.

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 TA3 student selection process was very positive, as shown in Figure 6. The graph shows that 95% of the students were satisfied or totally satisfied with the information provided on the student's call. More than 92% were satisfied or fully satisfied with the selection process, and 100% of the students were satisfied or fully satisfied with the communication with the staff involved in the selection. Only 4% of the students were dissatisfied with the information provided on the student's call and the selection process.

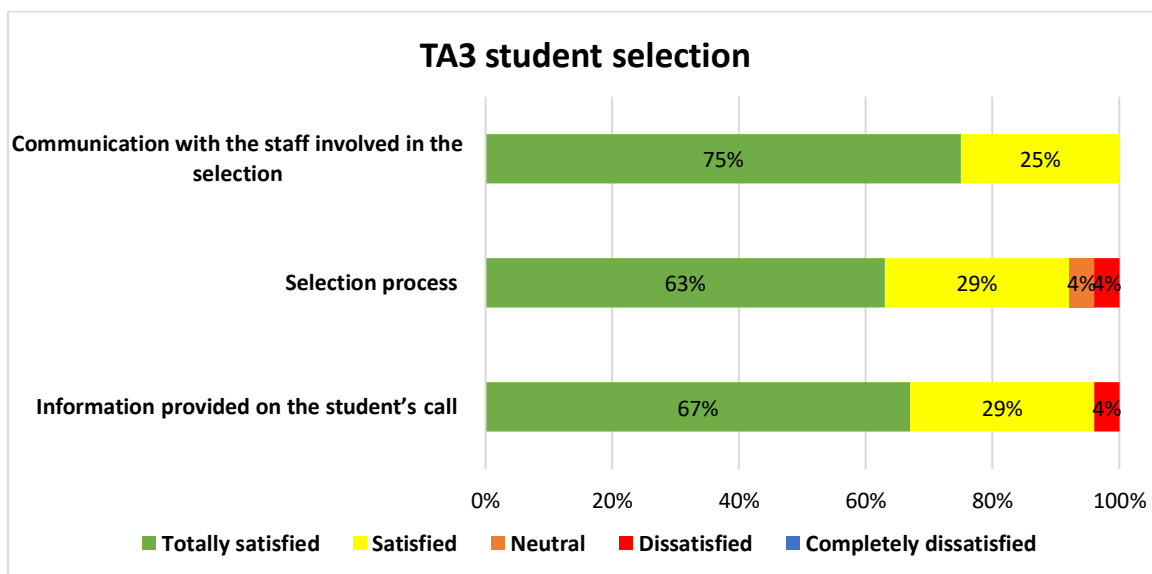


Figure 6. Assessment of Teaching Activity 3 student selection.



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

- *I really like the student selection because there are different ages, knowledge, professional experience... Thank you for this time with all of you.*
- *This worked out perfectly.*
- *It was really well organized! I have really enjoyed the activity and I got so many new insights and met people with different opinions. It was very enriching!*

1.3. Organisation

For **the organisation** of the Teaching Activity 3, five aspects were evaluated:

- Travel arrangements
- Accommodation
- Venue of the activity
- Catering
- 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 completely dissatisfied.

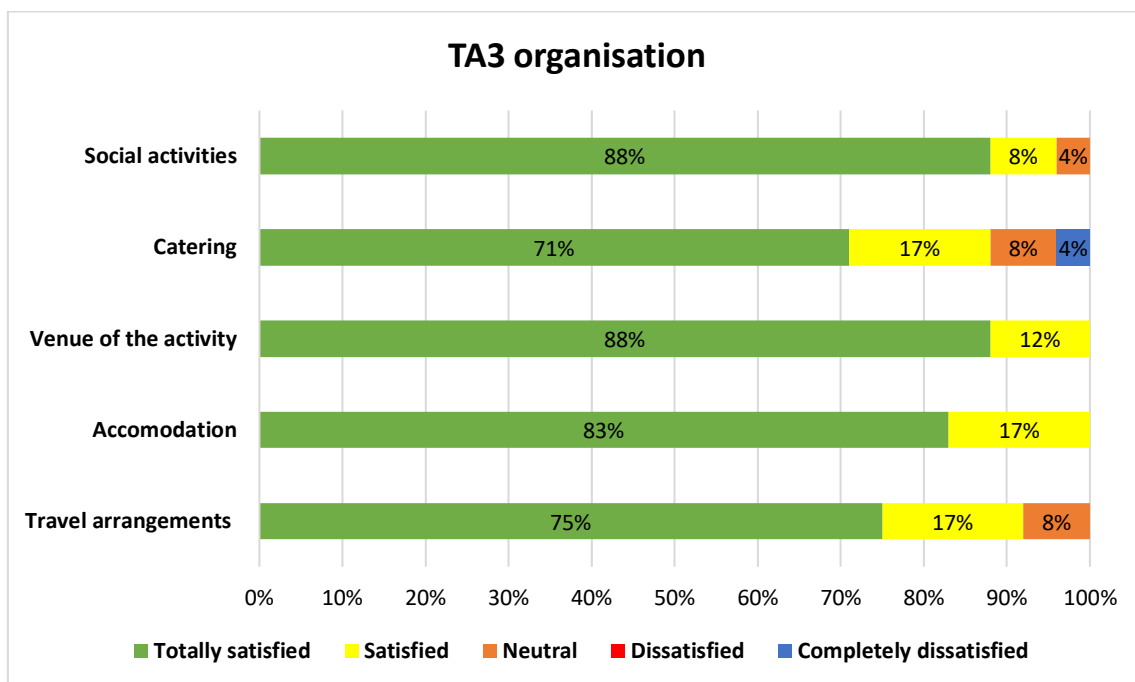


Figure 7. Assessment of the Teaching Activity 3 organization.

The students make some **positive remarks** regarding the TA3 **organization**:



- *Was perfect, thanks so much for the time and the organization!*
- *The organization of the Teaching Activity was very well done, especially regarding the extra activities and the group work, which were great for networking.*
- *I love this activity, the travel was great, Burgos is a sweet city and it make the activity more exciting. It would have been nice to add one more day to be able to explore the city further and create more memories here.*

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

- *It would have been nice to have more social activities.*

1.4. Content

To evaluate **the content** of the Teaching Activity 3, 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 possibility to participate and interact with lectures by asking questions, amount and length of breaks during sessions, and the participation of the staff. Specifically, 96% of students were satisfied with the agenda of the sessions, while 92% were positive about the relevance of the topics for their future development. The presentation of the topics and the clarity of the sessions were also highly valued, with satisfaction rates of 96% and 100%, respectively. Breaks between sessions received a slightly lower rating, with 84% of students fully satisfied. The possibility of participating and interacting during the sessions was also rated positively, with 100% satisfaction.

However, some areas for improvement were identified, in particular, 8% of students expressed dissatisfaction regarding the usefulness of the sessions for platform use. Furthermore, although most students recognized the relevance of the topics for their future development, 8% remained neutral, indicating that the content could have been 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 amount and length of breaks during sessions may need to be adjusted.

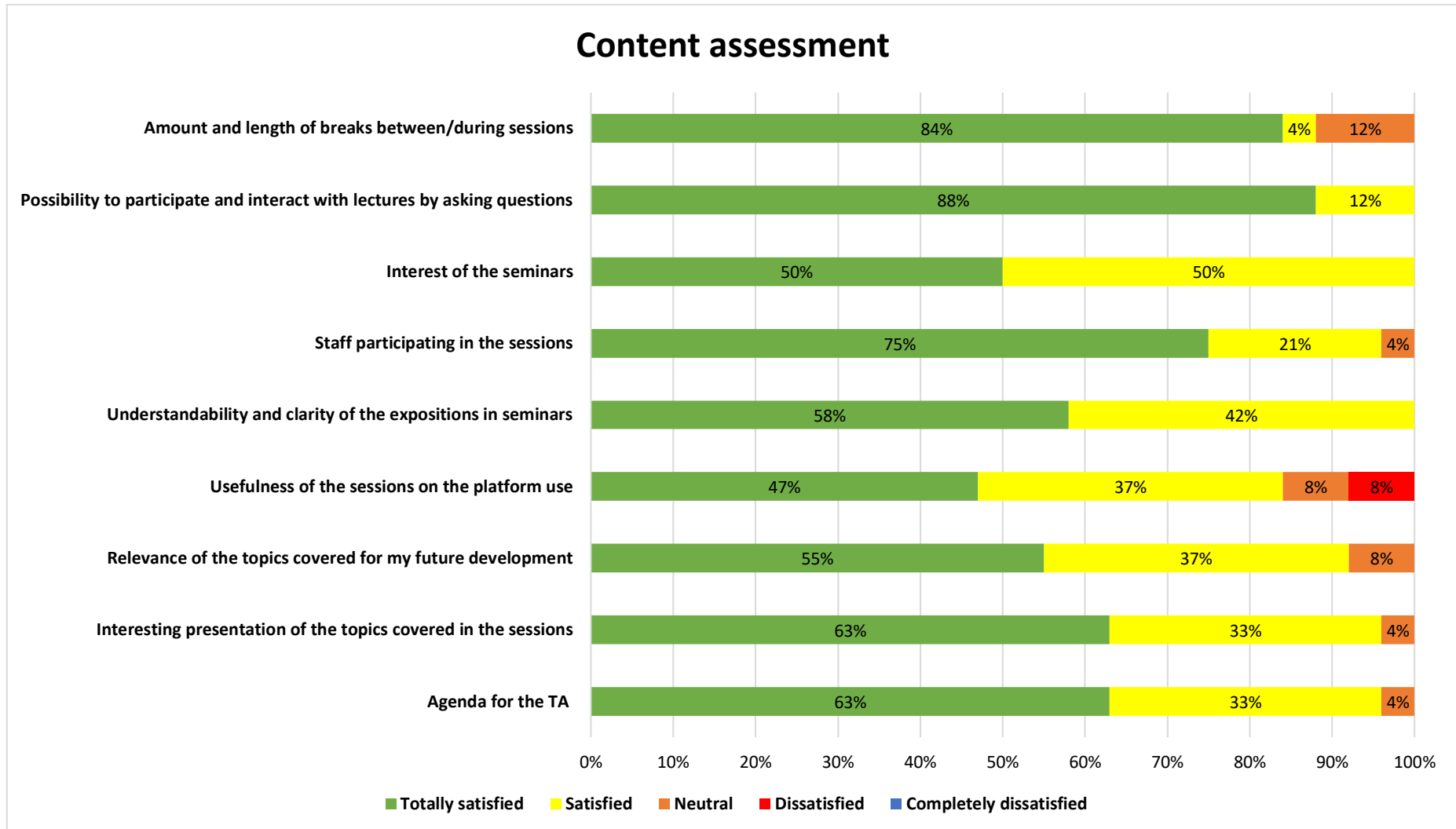


Figure 8. Assessment of the Teaching Activity 3 content.



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

- *The content of the Teaching Activity made for a very positive experience. I would like to thank all the other professors who participated and were involved. The level of teaching was excellent, and the activities were engaging and well-structured.*
- *Length of breaks was good.*
- *I really like the content.*

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

- *We didn't have time to carefully prepare the presentation. Many topics were presented in a very short time; an extra day would probably have been useful.*
- *Some history seminars felt a bit irrelevant but interesting.*