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Sustainability Accounting Learning Platform for a Green Economy

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Teaching Activity 3 Online platform assessment

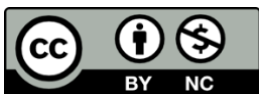
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1. Online platform assessment - Teaching Activity 3

The objective of this questionnaire is to gather feedback on the online platform from participants of the Project's Teaching Activity 3, held in Burgos from August 31 to September 4, 2025.

The feedback is instrumental to improving 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 24 students who 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, where 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. Case studies implemented as role play

The students' perception of the interactivity of the platform reveals a varied perception among students, with positive highlights, while other areas require attention (Figure 1). The case studies implemented as role play, 25% of the students feel satisfied and 29% completely satisfied, indicating that this tool has a positive impact on learning. However, 17% expressed dissatisfaction, and 29% took a neutral stance, suggesting that the dynamics of the role-play cases could be improved. In relation to the activities integrated into the units, the results are more polarized. While 17% are completely satisfied, 38% are satisfied, 21% are dissatisfied, and 25% neutral. Finally, the overall level of interaction with the platform reflects a positive experience, with 58% of students being either completely satisfied or satisfied, 33% remaining neutral, and only 8% reporting dissatisfaction.

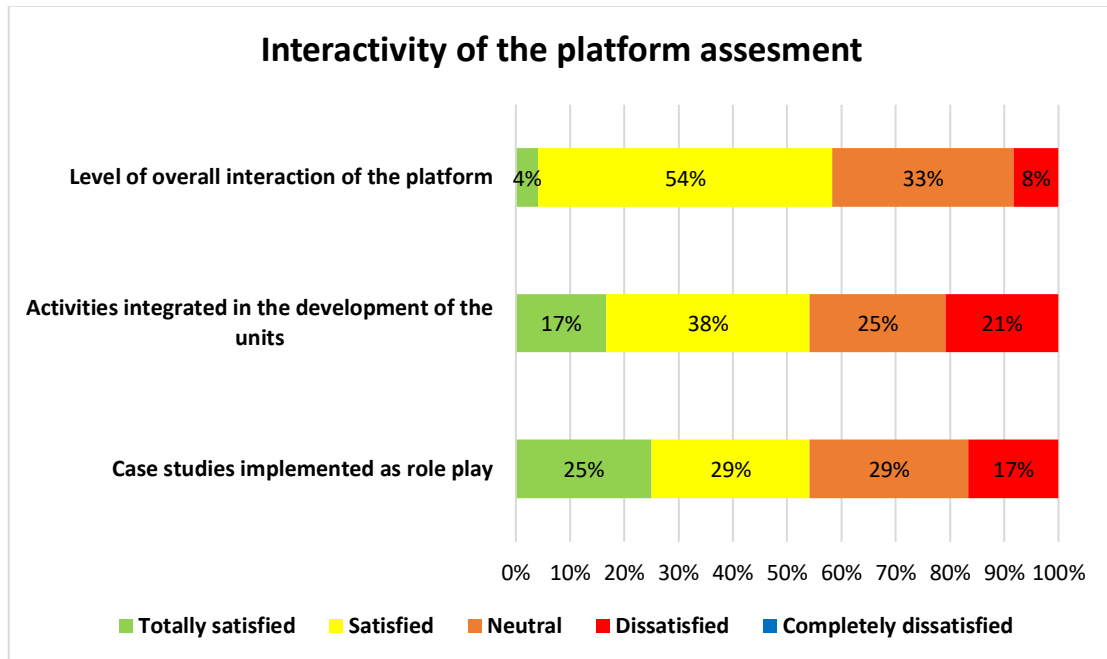


Figure 1. Interactivity of the platform assessment.

In the open questions, the students made some **positive remarks** regarding the interactivity of the online platform:

- *It's good the fact that you get not only reading and repetitive content so it's nice that is like different types of "games" and also it's easy to use as a new user.*
- *It is really nice to have different activities/games in the platform, it makes it dynamic and interesting. I would say the approach of Duoulingo is a good one, learning by playing. Perhaps making the games a bit longer and the texts a bit shorter. It will make easier to retain the information and learn the concepts. Sometimes the time was too short, but in general pretty decent and doable. I find the variety of activities extremely good!*
- *I really liked the platform, although I would have liked to see practical examples of how internal controls are implemented and how cost accounting for material flow is carried out. The practical case exercises were the ones I enjoyed the most, although I would have preferred if the answers had been a bit more open, or if it had been possible to justify why the decision to choose one option or another would depend on many factors within the company.*

Yet, the students pointed out some **valuable aspects to improve** the interactivity of the online platform that we implement after the activity:

- *Some bugs, images missing, or responses correct but not working.*
- *Sometimes, the activities take too much time, and we don't get any explanation for the correct answer. We know when we're wrong, but we don't understand why.*



- *The time countdown in some of the activities is very limited and you don't really have time to read the question and even less to answer.*
- *As an option, there might be more elaborated (longer) cases specifically for a group work. There were some small technical difficulties with some assignments where answers were not accepted.*
- *Some of the games took a long time to load and it was a bit frustrating to find the right solutions in the short amount of time that was given.*
- *Regarding the interactivity of the online platform, I found that some aspects could be improved. In particular, the roleplay sections were not very engaging for me.*

MEASURES TO BE TAKEN BASED ON FEEDBACK

1. The activities were working slow because they platform was running on the production mode. Before the release, it will go to the final version, which will fix this issue.
2. The time for the activities will be revised to allow students to read and answer questions more comfortably.
3. Adjust the difficulty level of games and case studies to make them more challenging and suitable for university-level learners.

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 almost 63% of the students were satisfied or totally satisfied about the difficulty in accessing the platform. Furthermore, 79% were satisfied or totally satisfied with the reading machine of content.

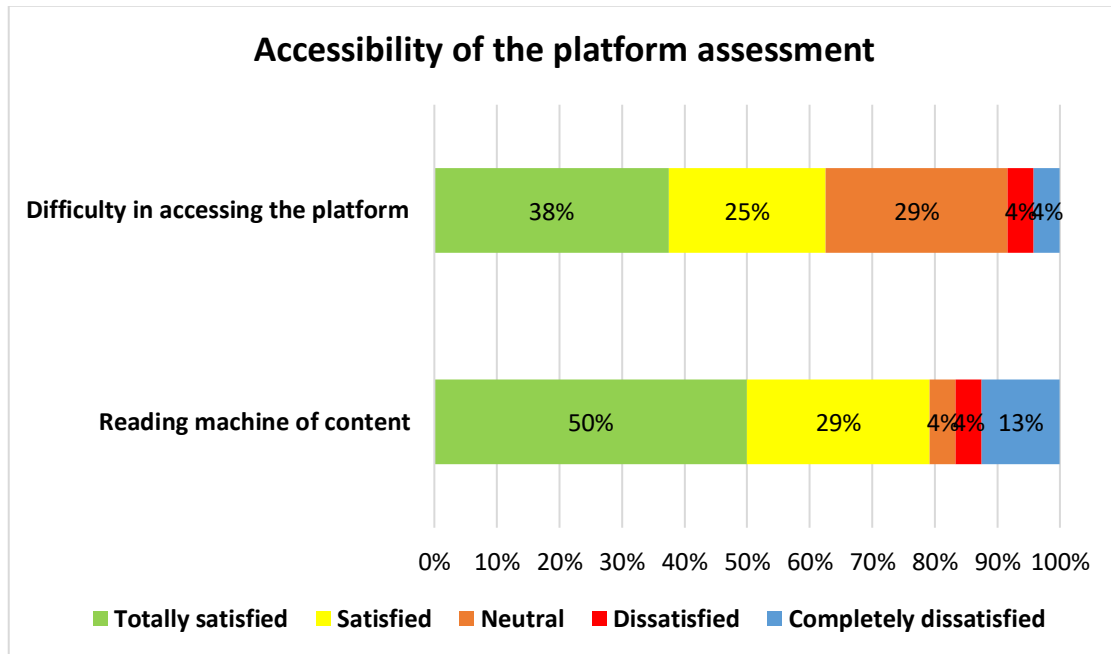


Figure 2. Assessment of the accessibility of the platform.

1.2.1. Device used to access to the platform

The vast majority of the students (75%) use a laptop to access the platform. While 21% use a computer, 4% tablet, and no students use a mobile phone (Figure 3).

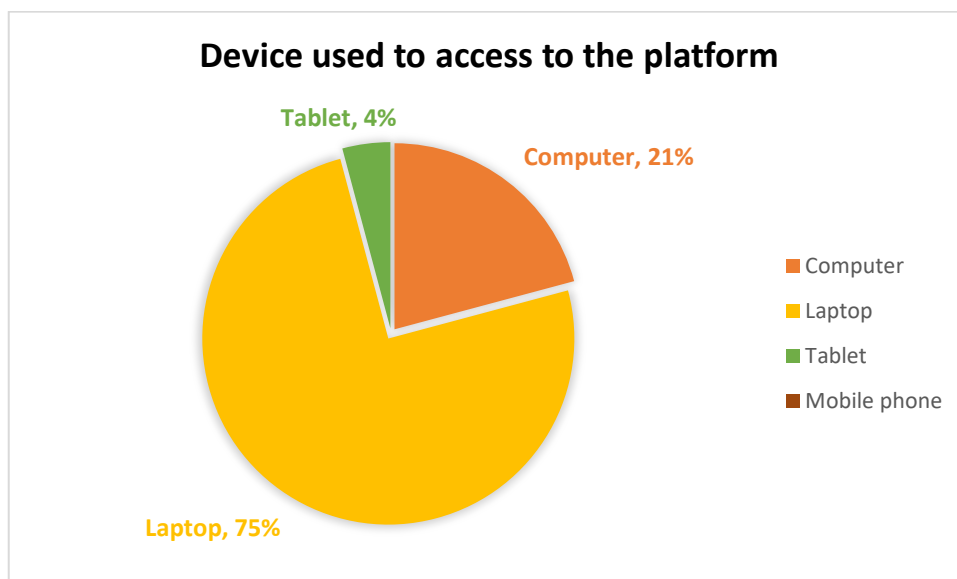


Figure 3. Assessment of the accessibility of the platform.

1.2.1. Disability that limit the accessibility to the platform

92% of the students answered that they did not have any disability that could limit their accessibility to the platform and pointed to no problem with the access.

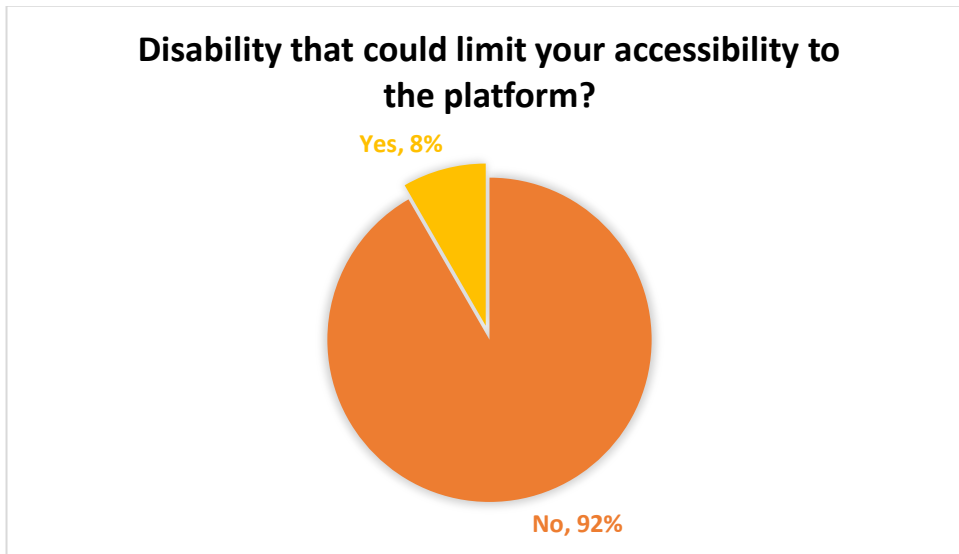


Figure 4. Assessment of the accessibility of the platform.

The students who do have a disability that may limit their access to the platform left us the following comments.

- *There could be more time given for students with some learning disabilities such as dyslexia or adhd because they need more time to read the text or interact with written text.*

Overall, the students report a **positive experience** with accessing the platform through their devices. Their comments also point to this:

- *Everything was easy to access from technical point of view.*
- *It was pretty fine, a good user experience. The platform looks really nice and it's smooth.*
- *I didn't have any problems, and everything was very accessible and easy to understand.*

1.3. Usability and navigation of the platform

The third block of 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 similar assessments (Figure 5). More than 80% were satisfied or totally satisfied with the structure of the materials on the platform, whereas 8% were dissatisfied or completely dissatisfied. Regarding the navigation of the platform, almost 91% were satisfied or totally satisfied, while 8% were neutral. The satisfaction with the amount of technical hindrances received a 71% positive value, including satisfied and totally satisfied, whereas 13% were dissatisfied.

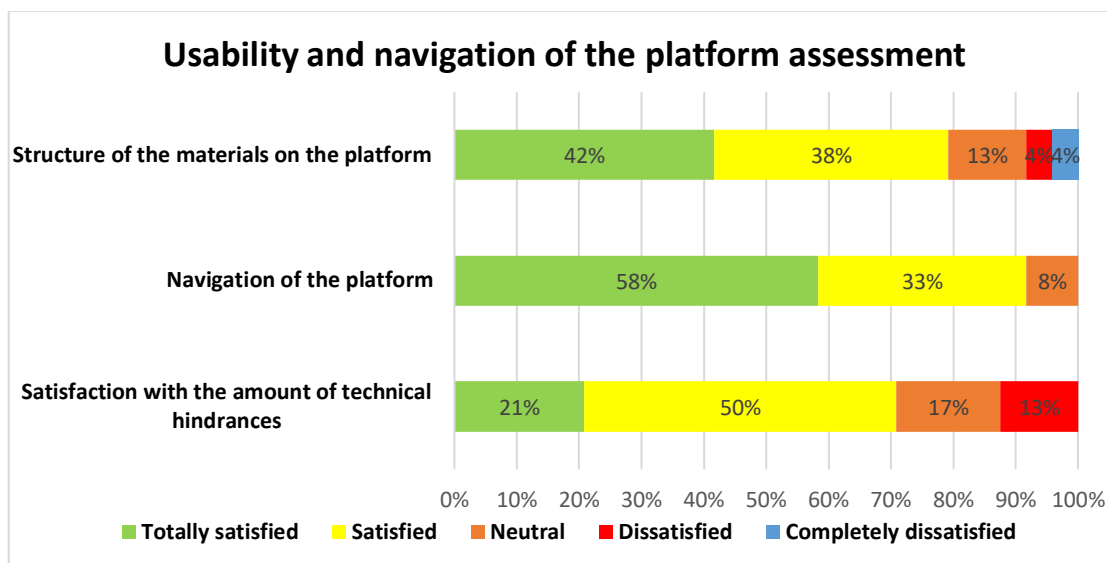


Figure 5. Assessment of the usability and navigation of the platform.

In the open questions, the students made some **positive remarks** regarding the usability and navigation of the platform:

- Regarding the usability and navigation of the online platform, I found it intuitive and well-structured. It is generally easy to move between sections and locate content.
- No issues.
- Sometimes there were a few technical issues but it was overall fine.

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

- I found it really good and intuitive. Perhaps I head of closing the text per with the cross on the upper right, it would be smoother to have a bottom at the end of the reading (e.g. “continue”) that takes you straight to the game. Sometimes the clicking didn’t work.
- Sometimes the language was too professional, which would normally be perfect for a scientific paper, but for a learning platform it makes the learning process harder.
- Comments made previously about slow and not proper loading of next steps or images, etc.

MEASURES TO BE TAKEN BASED ON FEEDBACK

1. Enhance readability of the text.
2. The activities were working slow because they platform was running on the production mode. Before the release, it will go to the final version, which will fix this issue.



1.4. Satisfaction and experience with the platform

Four issues were rated to evaluate **the satisfaction and experience with the platform**:

- 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

The assessment about **satisfaction and experience with the platform** shows an overall positive perception (Figure 6). The interesting presentation of the topics covered by the platform is the most highly rated aspect, with 46% of users totally satisfied and 29% satisfied, while 25% remain neutral and no dissatisfied responses were reported. The usefulness of the platform for learning/studying also received positive evaluations, with 21% totally satisfied and 46% satisfied, although 21% expressed neutrality and 13% dissatisfaction. Regarding the Depth of learning enabled by the platform, 58% of users (25% totally satisfied and 33% satisfied) expressed satisfaction, while 29% were neutral and 13% dissatisfied. Finally, the Overall view of the platform use shows a favorable trend, with 71% of participants satisfied or totally satisfied, 21% neutral, and only 8% dissatisfied.

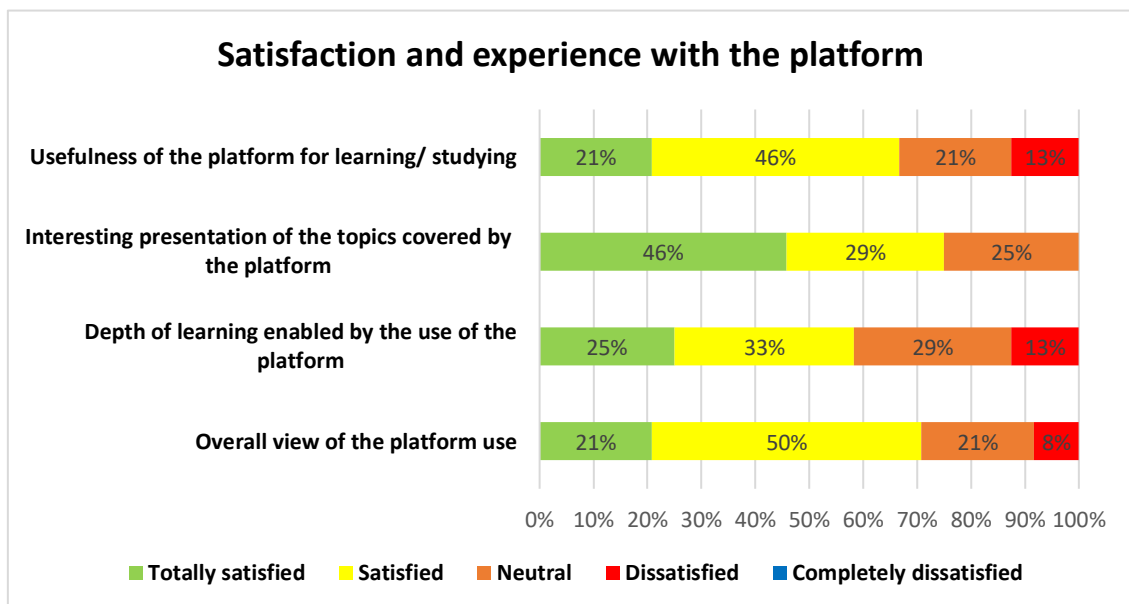


Figure 6. Assessment of the satisfaction and experience with the platform.

The students make some aspects to be improved regarding their overall **satisfaction and experience with the platform**.

- Platform contains great concepts but need serious improvements in user interface and technical bugs and change of inefficient activities.
- There were too many information and the layout could appear too confusing, I suggest to use more pictures.



- *It was a lot of text, sometimes it felt like reading an academic paper, which is not bad, but for an interactive platform could be too dense.*

MEASURES TO BE TAKEN BASED ON FEEDBACK

1. The platform's visual design and layout will improve in the final version (in production version the content appears differently in some chapters).

1.5. Content

To evaluate **the content**, students were given space to comment on the different units with the aim of modifying or improving content (i.e., text, activities, etc). The most relevant comments regarding **Unit 3.1** are presented below:

- Regarding the content of Unit 3.1, the texts and activities are generally fine. However, the role games could be improved, as they often feel repetitive and sometimes lack clear instructions or context. Providing more variety and better guidance in these activities would make them more engaging.
- I would like more a larger role play with hardest decision because it was so easy to know the correct path to win the role play.

The students also evaluated **the content of Units 3.2**. Their most valuable comments for improvement are presented below:

- Regarding the content of Unit 3.2, the texts and activities are generally fine.
- I enjoyed it the most, I wish there are more like that second role play. It is interesting, you learn so much, and it's a real application where you can find different endings.
- I would change the role game in case of a bad scenario.

MEASURES TO BE TAKEN BASED ON FEEDBACK

1. Ensure all games and quizzes are bug-free and provide accurate feedback.
2. Correct identified misspellings (not reported here for the sake of brevity, but corrected on the platform).
3. Consider adjusting the game timings.