



# QUARTERLY NEWS

Num. Oct. 2023



## TOP NEWS OF THE MONTH

### Activities

**Second ACES Meeting:**  
Celebrated in Alcala University (12-14 September)

**Reaching Results:** State-of-the-art & business insights-interviews of circular economy accounting

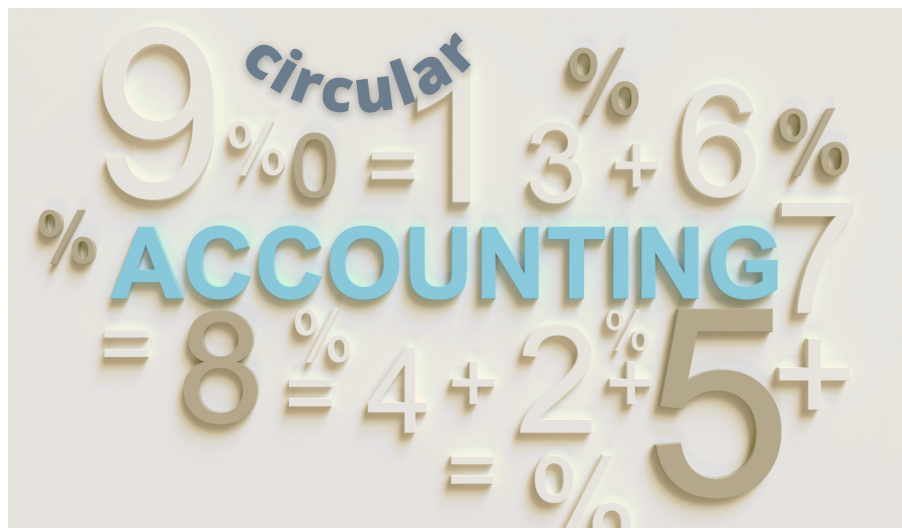
**Module Working:** Learning goals, Content & Assessments

**Understanding Pedagogies:**  
Inclusive and Flexible

**Microcredentials:** Certifying Knowledge Circular Accounting

**Next steps:** Transiting from WP2 to WP3 & WP4

## THE ACES PROJECT



The ACES project work is organized around 5 working packages, but founded on three pillars:

- Knowledge: Current State analysis and research framework (WP2)
- Teaching material (Topics/Content): Creation of teaching and learning materials, and Microcredential (WP3)
- Digital Tools/Pedagogies: Inclusive & flexible Pedagogies (WP4)

During the Second ACES Meeting held in Alcala University (12-14 September), work addressed focused in presenting WP2 results (both State-of-the-art of circular economy accounting and studying what accounting practitioners and professionals think about CE accounting), and grounding the bases for easy to use digital learning materials which at the same time can be easily included into both curriculum as well as in continuous education, highlighting microcredentials (WP3). Regarding WP4, discussions took place focusing on innovative pedagogical methods applied in circular economy and accounting teaching.

# What's new?

## ➤➤➤ 2ND ACES MEETING IN ALCALA UNIVERSITY AT A GLANCE

the 2nd ACES took place from 12th to 14th September 2023, in the University of Alcalá, in the 3M Room of the San Ildefonso College, Historical Building.

- During 3 days, ACES team aimed to ground the knowledge about CE & Accounting and pave the way, from the results achieved under WP2, both the literature reviews and bibliographic analysis and the analysis of the interviews conducted with companies across Europe, the creation of educational content on circular business models and circular accounting (WP3) for students, teachers and practitioners, supporting the topics taught on circular economy.
- As one of the aims of the ACES project is to learn about new teaching methods (WP4), a variety of innovative teaching pedagogies were discussed and used wherever possible, to both learn about and assess/encourage their use.
- Brief comments on the 3-day agenda. On the first day, the objectives/expected outcomes of the Second Meeting was set. First, the results of the literature review and interviews undertaken were presented and discussed. Based on these results, progress was made in defining the learning objectives and the contents and material on business models and circular accounting (analytical and cost, but also financial) where thought and discussed. The second day several seminars and workshops of pedagogies were addressed. On this basis, the concept and how to design and operationalize "micro-credentials" was discussed. The last day (third), results achieved were wrapped up and the next steps were fixed.
- Cultural activities. Parallel to the agenda, cultural activities took place. The first day (at 18h) ACES team visited the University of Alcalá World Heritage (Patios, Chapel and Façade). During all the meeting meals & coffe-breaks were done in the historical dining room of the University/Rectorate. A gala dinner was held on the second day, in the Historical "Alcala Parador".

**ACES  
COORDINATION AND  
ORGANIZATION**



[Video Alcala Meeting](#)





## TEAM BUILDING AND TEAM ACTIVITIES

- Within the knowledge management literature, it has come to be said that anything can be replaced except for the team, the people around a project/venture. Much research has been done on the formation and building of a good team. There is, therefore a solid knowledge base on the subject. Building a team can be a great success even if neither the team leader nor any of the team members have read any of the literature on the team building. Even a broad theoretical knowledge base does not guarantee that team building will be successful in practice. From a pragmatic point of view, there always seems to be an element of surprise in the team building.
- In the ACES project, the team building is well in motion. However, the journey is just beginning: those involved in the ACES project have come to know each other remotely and only recently have people been able to meet each other in person. Real lingering encounters between people are essential for building trust and a sense of community. Getting work done is also getting on track. In short, within the ACES project, there are reasons to believe that the team will not only be a comfortable team, but also a productive one.
- ACES project challenges & achievements, hard work and accomplishments are taken seriously, shared and approach jointly. How do we ensure that the good momentum continues? Right people, lots of communication, commitment, complementary strenghts, shared values...
- ACES has build a common mission and commitment which are things this team cherishes now but alsoalso in the future.



## ACES TEAM BUILDING

activities

## ➤➤➤ ABOUT WP3 & WP4

In ACES project our objective is to create learning material with innovative pedagogic learning solutions.

Preparing learning materials entailed thinking around the learning objectives (overall and module specific), assessment activities & content. In this process co-creation became fundamental. To collect the results a brownpaper exercise was carried out in the 2nd Alcalá Meeting. Regarding the definition of learning objectives, Blooms's taxonomy (1956) of measurable verbs framework was followed, to explicitly indicate what the students must do in order to demonstrate their learning. As our pedagogic solution, we have chosen the Learning Arches Design by Kavanaugh (2020). Learning design and learning arches put the student into the center of learning as it always should be. "Learning is not a spectator sport" said principal lecturer Merja Alanko-Turunen and senior lecturer Marika Alhonen from Haaga-Helia University of Applied Sciences to us in the pedagogical info-session. With this system, each learning event needs start by setting the arch, then holding the arch and finally landing the arch. There exists easy tools to use for example in the setting and landing, check for example Liberating structures website.

## ➤➤➤ ABOUT PEDAGOGIES: THINKING ABOUT

I met Mira Merikanto, leading accounting expert of the Finnish Association of Economic and Financial Management, with coffee and chocolate. We discussed the accounting challenges of circular economy companies observed during the interviews, especially the balance sheet value of recycled material. The material may have been made available free of charge or the company may have even been paid for its collection. In practice, the balance sheet value according to the current accounting law is largely based on the purchase price and direct costs, but what if there is no purchase price at all or it is even negative? According to Mira, this issue could be discussed in their accounting expert group and an opinion could also be requested from the Accounting Board of Finland. We also discussed where the loanable clothes should be marked on the balance sheet. It is interesting to hear the opinion of several parties on this!

## ➤➤➤ 2ND ACES MEETING IN A NUTSHELL

The ACES team met in Alcalá de Henares (Madrid) for three days in September 2023. We used a workshop and templates to organize our discussions and track our progress. During these three busy days, we agreed on the main learning goal for the ACES program. We also outlined specific learning goals for each module and linked them to what students should learn. Additionally, we came up with ideas for assessments and content, making sure everything matched across the modules and the ACES program. These productive days marked the beginning of creating new teaching materials about how financial and managerial accounting can support circular business. We have laid the foundation, and now we can start designing the details.

[Read more about in our official webpage and LinkedIn:](#)



# Next steps

From Alcalá to Nicosia: Grounding the ACES Programme



## ACES CURRICULUM & MICROCREDENTIALS & RESULTS DISSEMINATION

### ➤➤➤ BUILDING ACES PROGRAMME CURRICULUM AND MICROCREDENTIALS

ACES CURRICULUM  
(MODULES)

MICROCREDENTIALS

PEDAGOGIES

Modules Structure, Microcredentialles and Pedagogies.

- To this end, the WP3 leaders have set a roadmap to work on the definition of the curriculum framework of the ACES programme. The work will aim at defining an organised plan, including the set of standards and learning outcomes that will define the content to be learned, i.e. what the learner(s) should know and be able to do. Within the curricular framework, it is planned to develop a set of micro-credentialles.
- This process will be supported by the use of innovative pedagogies. In this context, WP4 leaders will guide their design, elaboration and integration.

### RAISING ACES AWARENESS: MEDIA, SEMMINARS & PUBLICATIONS <<<

Increasing ACES awarness (namely, among relevant stakeholders).

- Within the DES Plan, different tasks have been foreseen to draw attention about the ACES Programme among relevant audiences (Staff & Academics, business leaders, entrepreneurs, practitioners and professionals, policymakers and experts).
- Among others, dissemination of the results achieved will be sought through the project website, and in particular, through social networks (LinkedIn and Youtube), attendance at conferences and workshops, and through publications. Currently, the first call for articles in a specialised journal on the subject has been launched.
- In the coming months, WP5 expects to work hand-in-hand with the ACES team leaders (WP2, WP3 and WP4) to identify & map the relevant audiences for the project (based on the results achieved and expected) and to determine the actions to be taken.

CALL FOR  
ARTICLES

[Link to the Call](#)



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**THE ACES PROJECT**

