



QUARTERLY NEWS

Num. July. 2024



TOP NEWS OF THE QUARTER

Activities

External Experts! Aligning ACES knowledge with academic and real-world needs.

ACES Programme:

Modular, micro credential-based materials & methods!

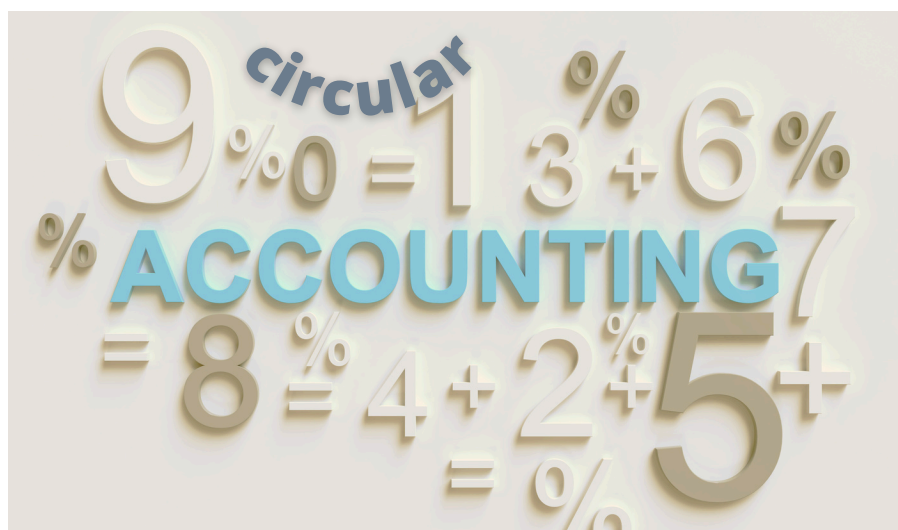
Quality and effectiveness!

Pre & Piloting activities with students, teachers, business & practitioners!

Increasing awareness! The what, the when & the where!

Next Steps: Nicosia Meeting & Beyond!

THE ACES PROJECT



Teaching Material & Pedagogical Methods

The ACES Project is gaining significant momentum as the tools and resources needed to meet the growing demand for sustainable accounting skills aligned with the Circular Economy (CE) are being shaped and tested.

The first half of 2024 has been a pivotal period, focusing on creating modular, micro credential-based materials to address the existing gaps in Higher Education Institutions (HEIs) curricula, and designing, testing, and validating Digital & Innovative Pedagogies to ensure they are adaptable, inclusive, and practical.

Approaching the 3rd ACES Project Coordination Meeting, to be held in Nicosia, Cyprus next September 2024, the development of teaching materials and micro credentials (WP3) is in full swing. These resources are designed to bridge the gap between traditional financial and managerial accounting with the innovative principles of CE, emphasizing the critical role of accounting in shaping accurate and effective circular business models. In response to the need for more dynamic learning methods, the project is challenging traditional lecture-based teaching by applying Kavanaugh's (2019) Learning Arch Design Method in both in-person and virtual sessions, creating a more engaging and flexible learning experience.

During this phase, the materials and methods are being tested and refined through pre-pilot and pilot activities. These involve close collaboration with students, educators, and businesses to ensure the content is not only innovative and relevant to real-world circular economy practices but also that the learning models and pedagogical approaches are of high quality and suitable for teaching CE and accounting effectively.

What's new?

»»» ACES MEETING ACADEMIC & REAL LIFE NEEDS!

External stakeholders have been invited to work with ACES consortium members. These external members were selected on the basis of their interest in the topic and the experience and expertise they can bring, giving ACES research phase (WP2) a practice-led perspective and helping to increase the applicability of the results reached (Literature Review & Interview Review).

External stakeholders engaged refer to two scholars from the Netherlands and Finland and a representative from the Spanish Chamber of Commerce. Their participation provided invaluable perspectives about WP2 results/outcomes, with scholars highlighting opportunities for further research and projects, while the Chamber of Commerce representative emphasized the practical business applications of our work. This external input validated our findings and broadened their relevance, ensuring that our work aligns with academic and real-world needs, ultimately increasing the impact of the ACES project.

External participation of stakeholders facilitates:

- Knowledge sharing between the research, teaching and business communities, based on peer-to-peer mechanisms.
- It enriches ACES findings & outputs with a practice-led perspective;
- Engages stakeholders in a co-creation process around ACES research (WP2);
- Gets feedback from stakeholders for focusing future research; and
- Promotes applicable innovative and inclusive teaching practices.



[Video Alcala Meeting](#)

**ACES: RESEARCH,
TEACHING & BUSINESS
COMMUNITIES**



THE ACES PROGRAMME: CONTENT, MATERIAL & METHODS

Creation of teaching and learning materials

- As part of WP-3 outcomes, the ACES team has developed teaching materials for three modules—Business Modules, Managerial Accounting, and Financial Accounting. These materials include a comprehensive description within three curriculum frameworks, one for each module. The teaching resources comprise lectures, case studies, in-class exercises, templates, peer feedback, lecturer feedback, and plenary sessions. These materials are designed for both synchronous and asynchronous sessions and incorporate innovative pedagogical methods, such as the use of artificial intelligence for tracking and enhancing learning processes.
- We are working on the curriculum framework for each of the three modules. The first versions are getting into shape. We meet regularly to discuss the progress and assure alignment between and within each of the modules. It is also a good and nice collaboration with WP4, building together a nice and inspiring curriculum for the circular experts of the future. It is still a bit ahead, but we are looking forward to our next meeting in Cyprus where we want to present an inspirational circular economy based curriculum!



THE ACES PROGRAMME

Scopes and contents of Microcredentials

- M1. Introduction to Circular Economy Business Models in a Systematic Change:** Offers a structured overview of the Circular Economy (CE), addressing global environmental challenges, the responses of governments and businesses, and explores CE-promoting business models and standards.
- M2. Management Accounting in Circular Economy:** Focuses on managerial accounting from a sustainability and CE perspective. It includes performance indicators to support circular business models and a case study on applying and measuring CE in companies.
- M3. Financial Accounting in Circular Economy:** Introduces integrated reporting and recent developments in CE and sustainable accounting. It highlights the importance of integrated reporting within CE and sustainability frameworks.



- WP4 focused on ensuring the quality of our learning models and the appropriateness of innovative pedagogical methods applied to Circular Economy (CE) and accounting education. Before assessing their suitability, we first had to select the innovative pedagogy we intended to use.
- Higher education teaching is often quite traditional, relying heavily on lectures rather than engaging students actively. In the ACES project, we chose to apply the Learning Arch Design method developed by Simon Kavanaugh (2019). This approach structures learning sessions with a clear SET - HOLD - LAND framework. In the SET phase, learners are introduced to the session; during HOLD, they engage in activities that facilitate learning; and finally, the session concludes with a LAND activity, allowing time to reflect and close the session smoothly rather than rushing to the end.
- We have applied this learning design method in both in-person sessions and virtual settings. While in virtual environments we cannot fully ensure whether participants engage in activities like breathing exercises, dancing, or note-taking, we are testing and assessing their effectiveness in our pilot programs. For in-person sessions, the feedback has been overwhelmingly positive, with students and teachers enjoying the interactive ways of starting and ending courses. Many participants have expressed plans to incorporate this method into their own teaching or even regular meetings.
- We highly recommend exploring this method as well!

➤➤➤ ACES ERASMUS PROJECT: PRE-PILOT EVALUATION

We are excited to share the results of the pre-pilot testing phase for our educational materials on Integrated Reporting and the new IFRS Sustainability Standards 1 and 2. These materials, developed as part of the ACES Erasmus project, aim to provide advanced knowledge and skills in sustainability reporting, focusing on emerging trends and Circular Accounting.

The pre-pilot phase involved two groups: 12 master students from European University Cyprus and 3 faculty members. The students engaged in a lecture, discussion, and completed a feedback questionnaire, with most rating the content as excellent. Faculty members participated in a brainstorming session, providing valuable insights for further refinement.

Overall, the feedback was overwhelmingly positive, highlighting the relevance and quality of the materials. We are now incorporating these suggestions to enhance our content and teaching methods.

Stay tuned for more updates as we move to the next phase!

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



Next steps

ACES Project Prepares to Achieve Key Milestones at Upcoming Consortium Meeting



3RD ACES MEETING: ACES CLOSER TO HEI'S & INDUSTRY

➤➤➤ NICOSIA, CYPRUS: "THE BACKBONE OF THE ACES CURRICULUM"...

3RD ACES MEETING: NICOSIA, CYPRUS SEPTEMBER 2024

The ACES Project is set to take major strides forward at its upcoming 3rd Consortium Meeting, to be held at the European University Cyprus (EUC) from September 10–12.

This meeting will focus on advancing critical areas of the project as the consortium outlines the following key objectives to be achieved in the coming months:

- Completion and Presentation of Core Teaching Materials
- Comprehensive and Innovative Educational Resources
- Development of Microcredentials
- Implementation of Innovative Pedagogical Elements
- Evaluation of Pedagogical Effectiveness

The outcomes of this meeting will drive the next phase of the project, ensuring that European HEIs will be well equipped to meet the challenges of a rapidly changing world.

ACES EVENTS: FORTHCOMING DISSEMINATION ACTIVITIES...



The ACES (Accounting for Circular Economy and Sustainability) programme is excited to announce a series of upcoming dissemination activities aimed at fostering collaboration and knowledge sharing among diverse stakeholders, including students, faculty, entrepreneurs, business professionals, policy makers, regulators, and accounting professionals. These events will be conducted by all ACES consortium partners and are designed to promote innovative educational practices in circular accounting and sustainability.

- Key Events to Anticipate refer to Workshops and Training Sessions, Webinars for Professionals, Networking Events, Policy Maker Roundtables and Public Conferences, among others.
- Through these dissemination activities, the ACES programme aims to bridge the gap between academia and industry, equipping various stakeholders with the knowledge and skills needed to drive the transition toward a sustainable future
- Further details of the schedule of these activities will be communicated through the project's official channels: the ACES website and its LinkedIn account.

ACES EVENTS & WORKSHOPS



Co-funded by
the European Union

More information about the Erasmus+ programme: www.oph.fi/erasmusplus

The European Commission is not responsible for the content of this publication



SOMETHING NEW IS HAPPENING IN (HEI) EUROPE...

<https://erasmusaces.eu/>



THE ACES PROJECT



THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

