



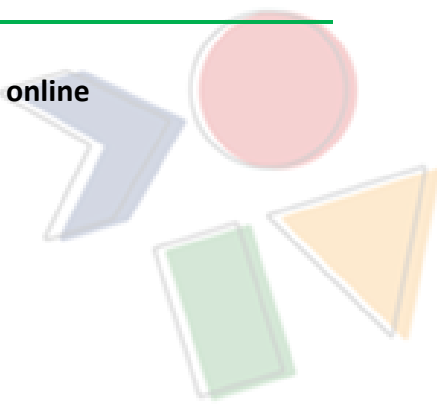
COIL proposal

Title of COIL Project

Age management and Occupational Health and Safety

Partner information

Name lecturer/professor:	Terezie Krestová	Rabia Balci
University:	VSB-TUO,	Amasya University, Merzifon Vocational School,
City & Country:	Ostrava, Czechia	Amasya, Turkyie
Department and/or Program:	Department of Management	Occupational Health and Safety Program
Module:	Age Management	Occupational Health and Safety
Number of students in module:	6	9
Level (year) of module:	2	3
Number of ECTS/credits:	--	--
Weight of COIL deliverables in ECTS/credits:	--	--
Have you taken a COIL training? If so, when? If not, are you interested?	No	No
Is this a new project or a repeating project?	new	new
Type of course/ module (face-to-face, fully online, or hybrid)	fully online	fully online





COIL project internationalised learning outcomes (1-3 only)

- Cooperation in international teams in online space – improvement of the intercultural awareness
- Application of the current knowledge on solving of practical task – Age management and occupational health and safety

Description of the deliverables i.e. collaborative task and/or other student collaboration

Identification of problem and prepare the presentation.

Age Management as Part of Human Resources Management

What practices are used in human resources management in the Czech Republic and Turkiye?

Compare challenges to which these countries face in the field of human resources?

What practices can be implemented within age management in?

How can occupational health and safety be integrated into age management practices?

What are the barriers to introducing age management in Czech or Turkish companies?

Occupational health and safety

What practices of OHS are used in the Czech Republic and Turkey?

What are the challenges that both countries face in occupational health and safety practices?

What can be done to create and maintain a culture of occupational health and safety for employees in terms of HR and age management practices?

What are the obstacles to the sustainability of occupational health and safety practices in Czech and Turkish companies?

Some suggestions how can age management and OHS can be linked. These are just examples, you can certainly find more.

Workplace Ergonomics: Both Occupational Health and Safety and Age Management Practices may address ergonomic considerations in the workplace. Ensuring that work environments are designed to accommodate the needs of all employees, including older workers, is important for safety and well-being. This can involve adjustments in workstation design, seating, and equipment to reduce the risk of musculoskeletal issues and injuries.

Injury Prevention: Effective Occupational Health and Safety practices focus on preventing workplace injuries. Age Management Practices can complement this by recognizing that older workers may have different physical limitations and susceptibility to injuries. Addressing these age-related



considerations, such as reduced balance or mobility, can be part of a holistic approach to injury prevention.

Health Promotion: Age Management Practices often involve promoting the health and well-being of older employees. These practices can be integrated with Occupational Health and Safety programs to encourage healthy lifestyles, regular medical check-ups, and early intervention for health issues. Healthy employees, regardless of age, are generally safer and more productive.

Training and Education: Both areas emphasize the importance of training and education. In the context of workplace safety, this includes training employees in safety protocols. Age Management Practices might involve training and upskilling older workers to adapt to changing job requirements, technologies, or industry practices while ensuring they are aware of safety measures.

Mental Health and Stress Management: Workplace stress can impact both safety and the health of employees, regardless of age. Both fields can collaborate to address stress management strategies, creating a safer and more supportive work environment.

Presentation:

- Present your project, focusing on the situation in the Czech Republic and Turkey.
- Highlight the differences between these countries.

Try to suggest which practices, regulations, etc., can be recommended for the other country. Activities and deliverables will be based on the DO IT! COIL manual.

Start and end date of modules plus proposed COIL project start and end dates

- COIL project started on 8 November 2023
- COIL project ended on 15 December 2023



COIL PROJECT PLAN

Title of COIL Project

Age management and Occupational Health and Safety

Partner nr.1

Name:	Terezie Krestová
Institution, City, Country:	VSB-TUO, Ostrava, Czechia
Department and/or Program:	Department of Management
Module:	Age Management
Number of students in module:	6

Partner nr.2

Name:	Rabia Balci
Institution, City, Country:	Amasya University, Merzifon Vocational School, Amasya, Turkey
Department and/or Program:	Occupational Health and Safety Program
Module:	Occupational Health and Safety
Number of Students in Module:	9



Language(s) of instruction at each institution

English language

Primary language(s) of most students in each course

English

Language of student collaboration

English

Type of module (face-to-face, fully online, or hybrid)

fully online

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COIL project internationalised learning outcomes (1-3 only)

Cooperation in international teams in online space – improvement of the intercultural awareness

Application of the current knowledge on solving of practical task – Age management and occupational health and safety

9. PRE-COIL: Description of how lecturers will prepare students for their COIL (e.g. intercultural communication, interdisciplinary collaboration, and/or technological support)



- Czech university – basic information of the topic, explanation of COIL purpose, icebreaker activities for familiarisation of students – instruction are given in Czech language
- Amasya University – identifying students' learning needs, using description of the project, teaching materials (slide presentations, journals, visuals)– instructions are given in Turkish language.

Description of icebreaker activity

- Brief introduction of each participant
- Brief introduction of country and city, where are students from.
- Prepare a typical food of each country

Description of the collaborative task and/or other student collaboration

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- Available open sources – scientific articles (using the Google Scholar)
- Materials prepared by lecturers.
- Microsoft Office applications: Excel, Word, PowerPoint

Technology choices for COIL collaboration

MS Teams, WhatsApp

Description of how the collaboration task(s) are graded (common rubric/ formative or summative assessment)

Common rubric will be used, assessment criteria are specified as follows:

Criteria which will be graded:

- Theoretical background
- Practical part
- Conclusion

Tips for presentation preparation:

- Work together, communicate together
- Use Teams, assign tasks and responsibilities and set a deadline by which they must be completed. Think also about possible control.
- Don't worry you sometimes do not understand or can't express accurately
- Use translators, applications, try to use another words. AI
- AI is current world. But declare its usage and attach the used prompts
- Set your own rules in the teams

Description of student reflection



- The students gained a new experience. Due to the language barrier, they found out that it is not always easy to work together in a team, especially when the result depends on other members as well.
- Many students had to overcome their comfort zone when presenting in a foreign language.

Lessons learned

The project preparation and presentation is evaluated. Students are not evaluated with a grade or points. If the students complete the assignment, they are awarded a certificate of completion.