



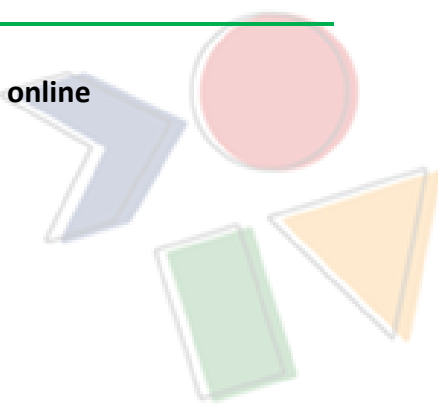
## COIL proposal

### Title of COIL Project

#### International Marketing Strategy

### Partner information

Name lecturer/professor:	<b>Aleksandra Kuźmińska-Haberla</b>	<b>Nina Grgurić Čop</b>
University:	<b>Wroclaw University of Economics and Business,</b>	<b>University of Rijeka,</b>
City & Country:	<b>Wroclaw, Poland</b>	<b>Rijeka, Croatia</b>
Department and/or Program:	<b>Department of Finance</b>	<b>Department of Marketing</b>
Module:	<b>International Marketing</b>	<b>International Marketing</b>
Number of students in module:	<b>20</b>	<b>22</b>
Level (year) of module:	<b>2 and 3</b>	<b>2</b>
Number of ECTS/credits:	<b>--</b>	<b>--</b>
Weight of COIL deliverables in ECTS/credits:	<b>--</b>	<b>--</b>
Have you taken a COIL training? If so, when? If not, are you interested?	<b>Yes, 2022</b>	<b>No</b>
Is this a new project or a repeating project?	<b>new</b>	<b>new</b>
Type of course/ module (face-to-face, fully online, or hybrid)	<b>fully online</b>	<b>fully online</b>





## COIL project internationalised learning outcomes (1-3 only)

Upon completion of this project, students will be able to:

- Cooperate in intercultural, virtual teams
- Use business databases to make international marketing decisions
- Introduce products/services to international markets

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

Week 1 (October 9th) – introduction of the project to students and preparation of technical requirements to join Teams platform (separately for Croatian and Polish students)

Week 2 (October 16th) – first joint meeting of the students from Wroclaw University of Economics and Business and Faculty of Economics and Business, University of Rijeka. Presentation by lecturers the COIL project assignment and requirements for the project. Intercultural icebreaker.

Week 3 (October 23rd) – online lecture on business databases.

Week 4 (October 30th) –online lecture on Segmentation, targeting, positioning and branding.

Week 4 – Week 9 (October 30th – December 4th) – students cooperate in groups outside the classes, on the classes/lectures they consult their project with the lecturers. Students work on situation analysis with the usage of business databases.

Week 8 (November 27th) – online lecture on Pricing for international markets.

Week 10 (December 11th) – mid-term presentation of Situation analysis and Marketing Strategy.

Week 11 (December 18th) – Week 14 (January 8th) - students cooperate in groups outside the classes, on the classes/lectures they consult their project with the lecturers. Students work on marketing strategy analysis with the usage of business databases.

Week 15 (January 15th) – final presentation of student's projects.

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

- October 16th from 11.30 am till 1:10 pm – Project introduction/Icebreaker
- October 23rd from 11.30 am till 1:00 pm – Databases
- November 6th from 11.30 am till 1:00 pm – Segmentation, Targeting, Positioning and Branding
- November 27th – Pricing for international markets
- December 11th from 10.15 am till 1.30 pm – Midterm presentations



- January 15th from 10:15 am to 1:30 pm



## COIL PROJECT PLAN

### Title of COIL Project

### International Marketing Strategy

#### Partner nr.1

Name:	<b>Aleksandra Kuźmińska-Haberla</b>
Institution, City, Country:	<b>Wroclaw University of Economics and Business, Wroclaw, Poland</b>
Department and/or Program:	<b>Department of Finance</b>
Module:	<b>International Marketing</b>
Number of students in module:	<b>20</b>

#### Partner nr.2

Name:	<b>Nina Grgurić Čop</b>
Institution, City, Country:	<b>University of Rijeka, Rijeka, Croatia</b>
Department and/or Program:	<b>Department of Marketing</b>
Module:	<b>International Marketing</b>
Number of Students in Module:	<b>20</b>



### Language(s) of instruction at each institution

Polish language  
Croatian language  
English language

### Primary language(s) of most students in each course

Polish, Croatian, English,

### Language of student collaboration

English

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

fully online

### COIL project start and end dates

- October 16th from 11.30 am till 1:10 pm – Project introduction/Icebreaker
- October 23rd from 11.30 am till 1:00 pm – Databases
- November 6th from 11.30 am till 1:00 pm – Segmentation, Targeting, Positioning and Branding
- November 27th – Pricing for international markets
- December 11th from 10.15 am till 1.30 pm – Midterm presentations
- January 15th from 10:15 am to 1:30 pm

### COIL project internationalised learning outcomes (1-3 only)

Upon completion of this project, students will be able to:

- Cooperate in intercultural, virtual teams
- Use business databases to make international marketing decisions
- Introduce products/services to international markets



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

- The lecturers will prepare students to work together in intercultural teams by introducing and conducting a few intercultural icebreakers that will allow the students to get to know each other.
- The lecturers will set communication channels for students on Teams, form groups of 2+nationalities, and connect students in groups

### Description of icebreaker activity

- Students will start with “Pin your place” as an introduction (the whole group) and a “3 similarities and 3 differences” game (project groups) – the teachers will adjust the number and intensity to group dynamics.

### Description of the collaborative task and/or other student collaboration

- Week 1 (October 9th) – introduction of the project to students and preparation of technical requirements to join Teams platform (separately for Croatian and Polish students)
- Week 2 (October 16th) – first joint meeting of the students from Wroclaw University of Economics and Business and Faculty of Economics and Business, University of Rijeka. Presentation by lecturers the COIL project assignment and requirements for the project. Intercultural icebreaker.
- Week 3 (October 23rd) – online lecture on business databases.
- Week 4 (October 30th) –online lecture on Segmentation, targeting, positioning and branding.
- Week 4 – Week 9 (October 30th – December 4th) – students cooperate in groups outside the classes, on the classes/lectures they consult their project with the lecturers. Students work on situation analysis with the usage of business databases.



- Week 8 (November 27th) – online lecture on Pricing for international markets.
- Week 10 (December 11th) – mid-term presentation of Situation analysis and Marketing Strategy.
- Week 11 (December 18th) – Week 14 (January 8th) - students cooperate in groups outside the classes, on the classes/lectures they consult their project with the lecturers. Students work on marketing strategy analysis with the usage of business databases.
- Week 15 (January 15th) – final presentation of student’s projects.

### Resources students will use

- Scientific literature
- IM presentations, templates, and videos.

### Technology choices for COIL collaboration

- MS Teams for the joint online and hybrid classes.
- MS Teams for uploading the study materials at WUEB.
- Databases like Statista, Euromonitor...

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

- At Rijeka University the students can get 0-35 points which is equivalent of 0-35% of the grade in the course International Marketing.
- At Wroclaw University of Economics and Business, students will get grades between 2 and 5. The grade will be inserted upon the completion of the final online presentation in January.
- The evaluation of the project will be done commonly by teachers from both universities

### Description of student reflection



- Students appreciated the opportunity to practice English, use professional business databases like Statista and Euromonitor, and develop marketing strategies for global markets. Many enjoyed the interactive icebreaker activities, which helped them connect with peers from different cultures. The project also strengthened their understanding of key marketing concepts like segmentation, targeting, branding, and pricing strategies for international markets.
- 
- However, some challenges were highlighted, such as difficulties in coordinating time of meetings and occasional communication issues within teams. Not all team members participated equally, which sometimes created extra workload for others. Despite these challenges, most students felt the experience significantly enhanced their marketing knowledge and intercultural communication skills.

## Lessons learned

To improve future COIL projects, clearer expectations about individual responsibilities and deadlines should be set to ensure balanced participation within teams. Regular check-ins with lecturers could help identify and address team challenges early. Providing students with a detailed guide on using business databases and structuring marketing strategies might reduce initial confusion and increase productivity.

Moreover, better support for intercultural communication, such as offering mini-sessions on cultural differences or group dynamics, could help students navigate collaboration more effectively. Finally, using flexible communication tools and ensuring that schedules accommodate different time zones would enhance overall teamwork and project success. This course has shown that structured guidance combined with independent tasks can create a rewarding and practical learning experience..