



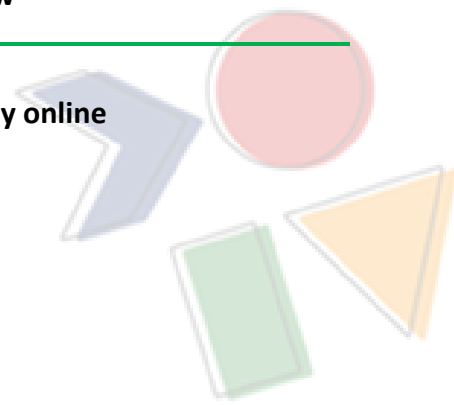
COIL proposal

Title of COIL Project

Effects of CLIMATE RISK on exchange rate fluctuations and the economy

Partner information

Name lecturer/professor:	Ales Lokaj, Karel Hlavacek	Magdalena Myszkowska
University:	VSB-TUO,	Wroclaw University of Economics and Business Poland
City & Country:	Ostrava, Czechia	Wroclaw, Poland
Department and/or Program:	Department of Finance	Department of International Business
Module:	International Marketing	Megatrends in International Business
Number of students in module:	12	13
Level (year) of module:	2 and 3	2
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?	Yes, 2022	No
Is this a new project or a repeating project?	repeating	new
Type of course/ module (face-to-face, fully online, or hybrid)	fully online	fully online





COIL project internationalised learning outcomes (1-3 only)

By the end of the project students should be able to:

1. develop an increased understanding of the climate changes by analyzing their impacts
2. understand the climate changes from the perspective of national economy and businesses
3. discuss and understand the cultural differences in understanding the climate changes and responses/reflection in different countries/industries
4. learn how to carry out team work in international environment
5. communicate under challenging circumstances (different unis, communication in English, technological challenges)

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

The project tasks will be explained to the students by means of discussion of particular activities they should perform, step by step:

Activity 1: Identification of country

Interview each other to select the country you wish to focus on in your project. You are free to choose the country according to your interest. However, the country must be vulnerable to climate risks. To help yourself, please study the data available in the Internet (e.g., presented by Swiss Re - regularly issued reports on natural catastrophes and man-made disasters).

Filter out the data on the climate related impacts faced recently (5 past years) by the country selected.

Run the brainstorming session to classify the climate-related risks you identified as either acute or chronic; justify your statement (provide some arguments to defend your position).

Activity 2: Sector

Please search the internet resources to provide some macroeconomic data to detect which sectors are the most vulnerable to climate change risks in the country of your interest (compare for instance data covering sectors such as tourism, farming, fishing, energy etc.).

Based on these data, please select one specific sector from this country that will be subject of further analysis in your project.

Following the climate risk scenarios, try to outline the optimistic and pessimistic scenario for this sector, given the increase of the temperature on the Earth.

Activity 3: Focus global trade and exchange rates fluctuation

Run the brainstorming session on how climate risk may affect the global trade and/or impact exchange rates fluctuations, if the climate risk consequences will be faced by the country and sector of your interest.

Develop the list of possible impacts, for each impact - suggest at least one solution.



Design a way how to avoid/minimize the impact of exchange rate fluctuations to export or imports - using example of some company (e.g. dealing with foreign exchange rate risk)

Project evaluation:

will be covering the activities; the system of evaluation will be presented in the opening presentation and is constructed as follows.

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

- 1st project meeting 4.3.2024
- 2nd project meeting 18.3.2024
- 3rd project meeting 15.4.2024
- 4th project meetings 22.4.2024 (reflections and feedback)
- In between – students requested to organize two interim meetings (and prepare short report to confirm the meetings and their outcomes)



COIL PROJECT PLAN

Title of COIL Project

Effects of CLIMATE RISK on exchange rate fluctuations and the economy

Partner nr.1

Name:	Ales Lokaj, Karel Hlavacek
Institution, City, Country:	VSB-TUO, Ostrava, Czechia
Department and/or Program:	Department of Economics
Module:	International Monetary Relations
Number of students in module:	12

Partner nr.2

Name:	Magdalena Myszkowska
Institution, City, Country:	Wroclaw University of Economics and Business Poland
Department and/or Program:	Department of International Business
Module:	Megatrends in International Business
Number of Students in Module:	13



Language(s) of instruction at each institution

English

Primary language(s) of most students in each course

Polish, Czech, English, Spanish, Italian, Ukrainian, Turkish

Language of student collaboration

English

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

fully online

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English, technological challenges)

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

- Students will be prepared for the interdisciplinary collaboration by their teachers (home
- country); the technological support will be offered to them..

Description of icebreaker activity

Activity no 1

Brief introduction of each participant: Each student will be encouraged to present this name, field of studies, where she/he would like to spend holidays, what is her/his favorite piece of music – this activity will be performed during the first meeting, before the groups are created

Activity no 2

Students will be asked to prepare a group poster with their photos arranged in artistic and amusing manner; this activity will be performed at the beginning of the second meeting, to strengthen the collaboration in the group and encourage their team participation.

Activity no 3

An interactive icebreaker activity titled "Where I'm From" aimed at fostering initial connections among participants. This activity was facilitated using an online Padlet wall, where students introduced themselves by sharing a post pinned to their geographic location.

Each post included fun facts about their country, city, or village, along with personal interests and an individual tidbit, labeled with the country and location name.

Students were encouraged to explore the Padlet wall, engaging with their peers' posts through likes, comments, and questions.

Activity no 4



In the icebreaker activity called “Rose, Bud, Thorn”, students worked in separate channels in Teams to share personal reflections and foster connections. The objective was to help students get to know each other by sharing personal joys, anticipations, and challenges using the metaphor of a Rose (a current joy), a Bud (an anticipated joy), and a Thorn (a current challenge).

Instructions for Students:

Rose: Share something that brings you joy right now, such as a personal achievement, a hobby, or a recent positive experience.

Bud: Share something you're excited about, like a future goal, an upcoming event, or something you're looking forward to.

Thorn: Share a current challenge, concern, or something that's been bothering you.

Each student had approximately 3 minutes to share, with the entire activity taking about 18 minutes per group. This activity facilitated deeper understanding and connection among participants.

Activity no 5

In this activity, students worked in separate channels in Teams to create a "Group Resume" outlining each member's personal, educational, or work experiences related to climate change.

Group Collaboration:

Each member had approximately 3 minutes to share their experiences related to environmental issues, sustainability, or climate change. This included projects, courses, volunteer work, or personal initiatives.

After sharing, the group discussed common themes, interests, and experiences to suggest a focus for their project. For example, shared experience in water conservation might lead to focusing on a country with significant water-related climate challenges.

Based on collective experiences and interests, the group decided on a country to focus on for

the project, leveraging their unique perspectives.

Group Sharing:

The group summarized the essential experiences that influenced their choice of country and prepared to present their "Group Resume" briefly. The presentation included a rationale explaining why the chosen country was of interest, highlighting relevant experiences and how the group's background positioned them to explore climate change impacts in this context.

Activity no 6

The icebreaker activity called “3-2-1” encouraged students to reflect on their experiences during the COIL project. Students were guided to reflect on their virtual collaboration over the past two weeks.

Instructions for Students:

Three Thoughts or Words: Share three thoughts or words that describe your work with your



team over the last two weeks. These could relate to your feelings, progress, or key learnings.

Two Questions: Write down two questions you now have about the project, the collaboration process, or further understanding of your project topic.

One Metaphor or Simile: Use one metaphor or simile to describe your COIL project experience so far. For example, "Collaborating with my team has been like navigating a ship through uncharted waters," highlighting the uncertainty but also the adventure and discovery involved.

This activity aimed to consolidate learning, acknowledge challenges, and identify areas for further inquiry, fostering deeper thinking and reflection among students.

Description of the collaborative task and/or other student collaboration

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Design a way how to avoid/minimize the impact of exchange rate fluctuations to export or imports - using example of some company (e.g. dealing with foreign exchange rate risk)

Project evaluation:



will be covering the activities; the system of evaluation will be presented in the opening presentation and is constructed as follows:.

Resources students will use

- Study manual on Diversity Management in English will be provided to the students from both universities.
- DT presentation, templates, and videos delivered to the students.

Technology choices for COIL collaboration

- MS Teams for the joint online and hybrid classes. Zoom could be optional as well.
- Moodle as LMS system for uploading the study materials
- MS Teams for uploading the study materials at WUEB

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

- At Skoda Auto University the students could be graded with up to 30 percent from the total grade of 100 percent. The grade will be inserted upon the completion of the final online presentation in November.
- At Wroclaw University of Economics, students will get grades between 2 and 5. The grade will be inserted upon the completion of the final online presentation in November.

Description of student reflection

ORGANISATION of COIL project

- Some students complained on functionality of MS Teams
- Team building: space to introduce more and organize them in a different manner
- In majority, students felt well introduced to the topic, evaluated workload adequate to the tasks requested to be done, found the criteria of evaluation clear

TEAM WORK

- Some students complained on efficient group work (communication)
- There were some issues with organization interim meetings and communication problems in the group
- However, overall enjoyed the project and collaboration



BENEFITS FROM COILS

- In majority, students acknowledge the contribution of their COIL experience to team work, digital skills and intercultural competences
- Some interesting comments that opt more for blended scheme (to have a chance to meet in person as well)
- Half of the students find COIL as valuable teaching method (half stay neutral or negative)

To gather detailed feedback on students' emotional and cognitive engagement with the COIL project, we utilized the "Compass Points" reflection activity. This method encouraged students to reflect on their experiences by sharing their excitements, worries, needs, and suggestions for moving forward. Each student completed this reflection individually and submitted their responses through an MS Forms link. The insights collected through this activity were instrumental in understanding the overall student experience and identifying areas for improvement in future projects.

Summary of Students' Reflections

Excitements (E):

Students were most excited about collaborating with peers from different countries, leveraging new online tools, and discussing climate change issues. The opportunity to work in an international team and exchange diverse perspectives was particularly motivating.

Worries (W):

Common concerns included communication challenges due to differing schedules and potential language barriers. Technological issues, such as equipment malfunctions, and anxiety about project outcomes and effective coordination were also highlighted.

Needs (N):

Students expressed the need for clearer instructions on using online tools, better initial guidance, and more structured support throughout the project. They also suggested having optional countries and industries provided by professors and more regular group meetings to improve coordination.

Stance/Suggestions for Moving Forward (S):

For future projects, students recommended implementing open communication channels, diverse skill development opportunities, and structured feedback mechanisms. They also emphasized the importance of flexible project design, resource accessibility, and the inclusion of mentoring programs to support participants.

Lessons learned



After the COILs, the teachers involved in providing instructions for students have shared their reflections and comments (by pointing on positive and negative aspects)

Karel Hlavacek

- + international teamwork, increased motivation of the students, examples of different perspectives,
- additional time requirements when compared with standard teaching and difficulties to find a time that fits all participants, initial setting of the online platform
- + increase of competence regarding teamwork, working in multinational teams with nonnative English speakers, sharing students' expertise, identifying perspectives from other disciplines.
- However, it was quite difficult to design a schedule to be o.k. for all participants.
- + international teamwork, students' involvement in the topic, surprisingly good quality of final presentations (given the short time and number of additional meetings)
- difficulty to find proper dates of joint meetings (matching two universities was challenging, although the uni administration was supportive); students' familiarity with Teams platform (or rather lack of) - for some reason, they were not open to test Teams possibilities and it was difficult to explain why we need to use Teams (technical aspects)

Magdalena Myszkowska

- + Students were highly engaged and motivated by the opportunity to collaborate with peers from different countries. This aspect successfully broadened their perspectives and fostered crosscultural understanding.
- + The incorporation of new online tools and technologies was well-received. Students enjoyed using these tools, which enhanced their digital literacy and made the project more interactive and engaging.
- + The discussions on climate change and related issues sparked curiosity and interest among students. The project provided a meaningful context for learning and encouraged students to think critically about global challenges.
- + Working in international teams helped students develop essential skills such as communication, teamwork, and problem-solving. These skills are invaluable in both academic and professional settings.
- Students faced difficulties in coordinating meetings and maintaining effective communication due to differing schedules and time zones. This issue highlighted the need for better communication tools and strategies.
- Technical problems, such as equipment malfunctions, posed significant barriers for some students. This suggests a need for improved technical support and contingency plans to address such issues promptly.
- There were concerns about the clarity of instructions and guidance provided. Some students felt that more detailed guidelines and structured support could have enhanced their experience and performance.
- The feedback indicated that not all team members contributed equally, which affected the overall group dynamics and workload distribution. This issue underscores the importance of fostering accountability and equitable participation in group projects.



The implementation of COILs in model I (as part of existing course; assignment or creation of one, short project for international collaboration) seems the most available COIL option. However, the major problem faced was the organization of collaborative on-line meetings, to gather together the students from VSB-TUO and UE Wroclaw.

To arrange this, UEW had to adjust to VSB-TUO (partner has no flexibility in changing time and duration of the lectures, once planned; the only flexibility was in exchanging the teachers; however

– this inconvenience could be temporary given the VSB-TUO policy – shortened teaching period (to 10 weeks only), to avoid high costs of heating and use of electricity during winter months)

For those who wish to apply COIL in model I – we highly recommend to plan far ahead (one semester) the dates of meetings and collaborate with the universities planning divisions to organize the collaborative lectures simultaneously at both (three) universities.

Finally, this model seems feasible for double-universities collaboration (more partners would cause more problems in synchronizing the two or three meetings that require the participation of all students)