



## COIL proposal

### Title of COIL Project

**Cultural differences in consumer behaviour**

### Partner information

Name lecturer/professor:	<b>Luch Desamaprados</b>	<b>Eva Haug</b>
University:	<b>CEU, Valencia</b>	<b>Amsterdam University of Applied Sciences</b>
City & Country:	<b>Spain</b>	<b>Netherlands</b>
Department and/or Program:	<b>Business</b>	<b>Business, Elective (minor)</b>
Module:	<b>Consumer Behaviour</b>	<b>Intercultural Sensitivity</b>
Number of students in module:	<b>7</b>	<b>29</b>
Level (year) of module:	<b>2</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>No</b>	<b>Yes, 2021</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:

- Communicate/interact with students from a foreign country both on professional and leisure topics (intercultural behaviour).
- Understand the principle of personal income tax application in the foreign, participating country
- (this includes: calculating and comparing income tax burden of both of the countries in similar situations).
- Improve (business) English skills.

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

- there will be held a meeting with students in the university to explain the rules of intercultural communication: before the start of this COIL.
- The first online meeting with all the participants from both of the countries include the explanation of functions of the platform, e.g. how to share their presentation.
- The teachers will be ready to help students with using the tools with the platform.
- Each online lecture will start with icebreaking discussion.
- Presentation of differences between personal income tax in the Czech Republic and Netherlands.
- Preparation of case studies, comparison of tax burden of personal income in the Czech Republic and Netherlands.
- 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 meeting - 7th of February, 2024**
- **2nd meeting – 16rd of February, 2024**
- **3rd meeting – 3rd of March, 2024**
  
- In between – students requested to organize at least three interim meetings (to prepare for task for the 2nd and 3rd meeting).



## COIL PROJECT PLAN

### Title of COIL Project

**Comparison of personal income tax in the Czech Republic and Netherlands on 2024**

#### Partner nr.1

Name:	<b>Luch Desamparados</b>
Institution, City, Country:	<b>CEU, Valencia, Spain</b>
Department and/or Program:	<b>Business</b>
Module:	<b>Consumer Behaviour</b>
Number of students in module:	<b>40</b>

#### Partner nr.2

Name:	<b>Eva Haugh</b>
Institution, City, Country:	<b>Amsterdam University of Applied Sciences, Netherlands</b>
Department and/or Program:	<b>Business, Elective (minor)</b>
Module:	<b>Intercultural Sensitivity</b>
Number of Students in Module:	<b>29</b>



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

English, Dutch

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

Dutch, Spanish, French, English

### Language of student collaboration

English

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

fully online

### COIL project start and end dates

- November 7, 2023 – December 12, 2023

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

- The learner can demonstrate understanding of the complexity of consumer behaviour, in relation with internal and external factors, when introducing a product in a new country and apply this in a comparative research.
- The learner can identify cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still able to negotiate a shared understanding.
- The learner can describe cultural rules and biases as they apply to consumer behaviour.



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

- General introduction to COIL
- Brief explanation of platform Padlet
- General information about the universities

### Description of icebreaker activity

#### Step 1: Introduce yourself by answering these questions: (synchronous meeting with both groups)

- What is the most interesting thing about the place you live?
- What is the most fun about your studies?
- What would you like to contribute to the COIL team?

#### Step 2: Mapping your cultural orientation. (asynchronous preparation & synchronous meeting to discuss)

Individually prepare the activity by mapping your own cultural orientation (see handout).

As a group share and exchange your answers and discuss how your cultural orientation influences your teamwork. What are your strengths and challenges as a group?

Share your teams' strengths and challenges either as a visualization (image, mindmap) or as a short report on Padlet.

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



## Assignment 2: Report & Video

- **REPORT**

### 1. Products and Needs.

Each team will choose 2 products, one from Morocco and other from Spain, with the objective of selling it in the other country.

After choosing the product you will have to describe it, enumerate its most important characteristics and classify it according to the type of purchase it refers to.

Finally, you will have to describe which kind of need the consumer is trying to fulfil with each product.

### 2. Internal and External factors

You will have to analyse, for each product and country, which kind of internal (motivation, perception, learning, personality and lifestyle and attitudes) and external (economic and demographic issues, culture, social class, and social groups) influence consumer behaviour and how they do it.

After that, you will decide if the company should make any changes in its offer to attend and satisfy its new consumers.

Finally, you will compare and try to determine if there are differences between the factors affecting Moroccan and Spanish consumers.

### 3. Report's norms

The document will have a maximum of 15 pages including front page, index, bibliography and annexes (if necessary).

It will be delivered as a pdf file through Online campus (CEU) and Brightspace (HVA).

- **VIDEO**

You will summarize the content of your report. There's no need to explain all the report but the most important facts and conclusions.

The maximum duration will be 4 minutes and all the members of the COIL team will participate for, at least, 30 seconds.

You can simulate a news programme, a conference or whatever you think it will help you to communicate your message. Use your imagination!

You will share a link to your video on Padlet.



### Resources students will use

Necessary internet resources.

### Technology choices for COIL collaboration

**Zoom** (synchronous kick off and wrap up/reflection)

**Padlet** (to share materials)

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

**Presentation of tax system (Netherlands, Czech Republic)** – max. 10 points

**Case studies (calculation and presentation of results)** – max. 10 points

Final scores depend on the percentage of total points (out of max. 20)

- 90-100% - (A) excellent
- 80-90% - (B) very good
- 70-80% - (C) good
- 60-70% - (D) satisfactory
- 50-60% - (E) sufficient
- less than 50% - (F) fail

### Description of student reflection

- The program enhanced students' understanding of consumer behavior, teamwork, and cross-cultural communication, which are valuable for their future careers.
- Students appreciated learning about the Netherlands and Spain, including their habits, cultural values, and consumer behaviors.





- Practical assignments, such as analyzing products and creating reports, allowed students to apply theoretical concepts in engaging and creative ways.
- Many participants formed new friendships and valued the opportunity to interact with peers from different cultural and academic backgrounds.
- Some students faced technical difficulties during the initial meetings, and coordinating deadlines across countries was occasionally challenging.
- Despite minor obstacles, students found the COIL program to be a rewarding experience, with lasting benefits for their professional and personal growth.

## Lessons learned

1. The kick off: AUAS students joined the meeting individually on their laptops. The CEU students were in a classroom, which resulted in technical issues (sound etc) but also made it very difficult for the teams to work in break out rooms (too much noise).
2. This resulted in the icebreaker assignment not being clearly understood and a delay in getting started. There were trust issues between some student groups.
3. The wrap up: all students were online individually and the assignment worked out much better. The task (related to the festive season and new year resolutions) facilitated a conversation about what worked well and what did not work well.
4. The Padlet was easy to use and facilitated collaboration. It was also an advantage that students could see that both academics were collaborating: transparency.
5. The academics made the assumption that the students would use each others local context and expertise to do field research and thereby collaborate, but the students did not take advantage of this opportunity. For the academics this was so obvious they forgot to write it as an explicit instruction in the task description.
6. The duration (4 weeks) was tight. Next time they will try to extend the project to at least 5 weeks. This will give students more time to do the icebreaker and develop trust. The collaboration on the assignment will benefit from knowing each other better.



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COIL report nr. 3