Collaborative Online International Learning

COIL Module Plan | Plan del módulo COIL

1. Title of COIL Module | Título del módulo COIL (Aprendizaje en Colaboración Internacional en Línea)
MAN4720 Strategic Management & USP_2023_0_102_13525_416_4 Advertising (COIL) Spring 2024: "An International PC Advertising Campaign Launch!"
One-sentence Summary of Collaborative Task | Resumen de la tarea colaborativa en una oración
Marketing/Advertising campaign development of a US firm's PC product in France. *(Desarrollo de una campaña de publicidad para el lanzamiento de un producto "PC" de una empresa norteamericana en Francia.)*
Sustainable Development Goal Addressed | Alineación con los Objetivos de Desarrollo Sostenible
4, 5, 8, 17 (Quality education, Gender equality, Decent work and economic growth, Partnerships for the goals)

2. Partners' General Information | Información de los socios	
Partner 1 | Socio(a) 1	
General Information | Información general	
Name | Nombre	Maria del Carmen Capote Perez (Mimi)
Email | Correo electrónico	MCapote@fiu.edu

City & Country | Ciudad y país	Miami, Florida (USA)
Institution | Institución	Florida International University (FIU)
College & Department | Facultad y departamento	College of Business, International Business Department
Position | Puesto	Adjunct
Course Information | Información del curso	
Course Number & Name | Clave y nombre del curso	MAN4720
Undergraduate or graduate | Pregrado o posgrado	Undergraduate
Modality for non-COIL component (face-to-face, fully online, or hybrid) | Modalidad de enseñanza para el componente sin COIL (presencial, a distancia, o híbrida)	FTF in Miami, FL USA (with Zooms to allocate for COIL partnership, however, FTF in Spain would also be recommended if FIU/COB/IB would allow for it)
Number of students | Número de estudiantes	Course enrollment is open up to 60 at this time
Times and Dates | Horarios y Fechas	
[What time zone are you in (in relation to GMT)? Find your GMT time zone](#) | ¿En qué zona horaria te encuentras (con respecto de la zona GMT)? Encuentra tu zona horaria GMT	EST
Is there Daylight Savings Time in your country? If so, what days does it begin/end? | ¿Hay un horario de verano en tu país? De ser así, ¿qué día comienza/termina? | ¿Cuándo comienza y termina tu semestre?	Yes

When does your semester start and end? | ¿Qué días y a qué hora se reúne tu clase?	Jan 8 – Apr 27 (2024) 16 weeks
What days and times does your class meet? | ¿Qué días y a qué hora se reúne tu clase?	Mondays at 8:00-10:45 AM EST
What are the days of your holiday breaks? | ¿Cuáles son tus días feriados/días de descanso?	Jan 15, Feb 26-Mar 2
Are there any other issues of time you want to share with your partner? | ¿Hay algún otro tema de tiempo que quiera compartir con su socio?	Not at this time

Partner 2 | Socio(a) 2

General Information | Información general

Name | Nombre	David de Matías Batalla
Email | Correo electrónico	David.matiasbatalla@ceu.es
City & Country | Ciudad y país	Madrid (España)
Institution | Institución	CEU San Pablo
College & Department | Facultad y departamento	Económicas, Investigación y comercialización
Position | Puesto	Professor

Course Information | Información del curso

Course Number & Name | Clave y nombre del curso	Advertising
Undergraduate or graduate | Pregrado o posgrado	Pregrado (grado en España)
Modality for non-COIL component (face-to-face, fully online, or hybrid) | Modalidad de enseñanza para el componente sin COIL (presencial, a distancia, o híbrida)	online
Number of students | Número de estudiantes	25
Times and Dates | Horarios y Fechas	
[What time zone are you in (in relation to GMT)? Find your GMT time zone](#) | ¿En qué zona horaria te encuentras (con respecto de la zona GMT)? Encuentra tu zona horaria GMT	GMT+1
Is there Daylight Savings Time in your country? If so, what days does it begin/end? | ¿Hay un horario de verano en tu país? De ser así, ¿qué día comienza/termina? | ¿Cuándo comienza y termina tu semestre?	2nd Semester: February-May
When does your semester start and end? | ¿Qué días y a qué hora se reúne tu clase?	Monday and Wednesday 15 a 17h
What days and times does your class meet? | ¿Qué días y a qué hora se reúne tu clase?	Monday and Wednesday 15 a 17h
What are the days of your holiday breaks? | ¿Cuáles son tus días feriados/días de descanso?	From 24th de to 31st March
Are there any other issues of time you want to share with your partner? | ¿Hay algún otro tema de tiempo que quiera compartir con su socio?	no

3. Language(s) of instruction at each institution | Idioma(s) de instrucción en cada institución

Partner 1 – English, Spanish, French

Partner 2 - Castellano e inglés

4. Primary language(s) of most students in each course | Idioma(s) principal(es) de la mayoría de los estudiantes en cada curso

Partner 1 – English

Partner 2 - Bilingüe

5. Language for student collaboration | Idioma para la colaboración entre los estudiantes

Partner 1 - English

Partner 2 - Inglés

6. COIL module dates | Fechas para el módulo COIL

- Wk1 April - Meet/Greet: Get to know one another and for COIL instructors to explain expectations and assignments. (FIU and CEU - Parallel Collaboration.)
- Wk2 April - Brief: Students begin the planning of the campaign. (Mostly by FIU students to prep CEU students. Sequential Collaboration.)
- Wk3 April - Debrief: Students continue with the planning and future launch of the campaign. (Mostly CEU students to add expert knowledge to lock in the campaign for both, FIU/CEU students' project. Sequential Collaboration.)
- Wk4 April - Preparation of the Executive Document as well as Executive Presentation with the Advertising/Marketing Campaign proposed (FIU and CEU - Parallel Collaboration.)
- Wk5 April - Presentation of the Executive Presentation and upload of the Executive Document: International Advertising/Marketing Campaign of the PC product into the European (France) market. (FIU and CEU Sequential Collaboration

and Synchronous Collaboration.)
- Wk6 April/May – COIL Reflection. (FIU and CEU - Parallel Collaboration.)

Individual assignment details found in item 15 of this document.

7. Pre-COIL Preparation | Preparación Pre-COIL

Description of how you will prepare students to engage in COIL (e.g. intercultural communication, interdisciplinary collaboration, and/or technological knowledge and skills) | Descripción de cómo prepararán a los estudiantes para participar en el módulo COIL (p. ej. comunicación intercultural, colaboración interdisciplinaria, y/o habilidades y conocimiento tecnológico)

COIL instructor partners will speak with students about the exciting COIL integration in the course and will have select chapters from Diversity, Equity and Inclusion, International Human Resources and Organizational Management courses covered in class lectures to prep them for the first time they meet their Spanish counterparts - this will begin earlier in the term before COIL launch.

Class will also be required (attendance) on those weeks we are due to Zoom (or in person meet) with our Spanish partners at least twice along the project: Wk1 - First session and the last one to present the Plan, Wk5.

List any other activities or resources you will use to inspire student's interest and commitment | Listen cualquier otra actividad o recurso que utilizarán para inspirar el interés y el compromiso de los estudiantes

Survey, pre-COIL launch: Students to fill out a survey to tell us (the COIL partners) what they already know about marketing/advertising ahead of any activities, so we can have a pre-COIL sense of their knowledge base, and then do it again post-COIL completion to assess what they have learned. This will also help student partners feel empowered and supported by one another's knowledge.

8. Description of the icebreaker (duration and activity) | Descripción de la actividad rompehielo (duración y actividad)

We will play a game. One in which all students can introduce themselves and also their interests in working together. FIU students can also tell the CEU teams about how they run their simulation. They get super excited when they talk about this!

COIL partners can create a physical space in Google Drive/Cloud that will be linked to our external Canvas course, where students will be able to interact with one another. At the beginning of the semester at FIU, FIU participants to upload a short video about themselves and their FIU simulation teams, then both, FIU and CEU students to add to the video and share an image of something beautiful or interesting from the where they live. It would be awesome to also have them share something you couldn't see by just looking at them. Students will be asked to post three (3) comments for each participant. This is can be an asynchronous activity.

9. COIL module student learning outcomes (1-3 only). It is suggested that you begin with "The students will be able to…" | Resultados de aprendizaje esperados del módulo COIL por parte de los estudiantes (menciona solo entre 1 y 3). Sugerimos cada enunciado con "Los estudiantes podrán ..."

1) Subject knowledge: Students will demonstrate that they can successfully conduct a business task like the development of an international marketing/advertising campaign in a professional manner.
   a. This will be measured by the successful completion of all tasks in Weeks 2-5.
2) Communication skills: Students at FIU will evidence a 400-level course proficiency in written and verbal skills within the business and strategic management discipline with their international counterparts. On the other hand, Students at CEU will evidence a proficiency level in written and verbal skills within business, marketing as well as negotiation and active listening attitude.
   a. This will be measured by the successful completion of all tasks in Weeks 1-6.
3) Critical thinking: Students will exhibit problem-solving strategies in an international business environment while working together with their international counterparts.
   a. This will be measured by the successful completion of all tasks in Weeks 2-5.

10. Description of the student collaboration | Descripción de la tarea colaborativa de los estudiantes

Team Integration | Integración del equipo

What is the group size for the collaboration? Consider 2 to 3 students per institution	¿Cuál es el tamaño del grupo para la colaboración? Considere de 2 a 3 estudiantes por institución	We would like to see FIU's entire class involved. They will be separated into teams with at least one Erasmus student from CEU in each.

What strategy will you use to form the teams? | ¿Qué estrategia utilizarán para formar los equipos?	Depending on the final size of the FIU class and that of CEU's, we propose up to 6 teams.
How will you help students start the team integration? | ¿Cómo ayudarán a los estudiantes a comenzar la integración del equipo?	We would like to emphasize the advantages of this intercultural, interdisciplinary, and international collaboration, explaining the importance of marketing/business/development/advertising and of cultural tasks required to best carry out in the online collaborative format. COIL partners can create a physical space in Google Drive/Cloud that will be linked to our respective Canvas course, where students will be able to interact with one another for the six-week period.

Collaborative Activity | Actividad colaborativa

Include the task instructions to structure the collaboration | Incluyan las instrucciones de la tarea para estructurar la colaboración.

- Wk1 April - Meet/Greet: Get to know one another and for COIL instructors to explain expectations and assignments. (FIU and CEU - Parallel Collaboration.)
    - ► Two truths and a lie.
    - ► Canvas introduction post that has a picture of each student posted, plus what they are currently "into", with a link to it, like "YouTube", "gaming", "TikTok".
    - ► Teams will be created to include at least one CEU student per team (for each FIU company team).
    - ► Explanation (maybe via videos or via live Zoom) by each instructors to all students of the expectations of the project for the next 6 weeks.
    - ► Students will be using When is Good (https://whenisgood.net/) to determine best times to meet outside of class-scheduled times in order to progress in their work in the next five (5) weeks.
    - ► Students will be introduced to all resources available for them to successfully complete the course with their international counterparts, such as Purdue OWL, WhatsApp, Canva, Eval.org.
    - ► Survey, pre-COIL launch:
        - Students to fill out a survey to tell us (the COIL partners) what they already know about marketing/advertising ahead of any activities, so we can have a pre-COIL sense of their knowledge base, and then do it again post-COIL completion to assess what they have learned. This will also help student partners feel empowered and supported by one another's knowledge.

- Wk2 April - Brief: Students begin the planning of the campaign. (Mostly by FIU students to prep CEU students. Sequential Collaboration.)
  - FIU students will explain their simulation, the products they have ready to sell in Paris and their current ads.
  - CEU students to then input in Wk3 how to improve and fortify the campaign.
- Wk3 April - Debrief: Students continue with the planning and future launch of the campaign. (Mostly CEU students to add expert knowledge to lock in the campaign for both, FIU/CEU students' project. Sequential Collaboration.)
  - CEU students to debrief FIU students on current events and updated European marketing/advertising specifics.
- Wk4 April - Preparation of the Executive Document as well as Executive Presentation with the Advertising/Marketing Campaign proposed (FIU and CEU - Parallel Collaboration.)
  - FIU/CEU student teams to prepare the Executive Document and Presentation for the campaign together.
- Wk5 April - Presentation of the Executive Presentation and upload of the Executive Document: International Advertising/Marketing Campaign of the PC product into the European (France) market. (FIU and CEU Sequential Collaboration and Synchronous Collaboration.)
  - FIU/CEU student teams present (ideally live via Zoom), if not via uploaded videos to Canvas.
- Wk6 April/May – COIL Reflection. (FIU and CEU - Parallel Collaboration.)
  - All students to reflect on their COIL experience.

Individual assignment details found in item 15 of this document.

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11. Describe any common readings, films, or other resources students will use | Descripción de algunas de las lecturas comunes, filmes u otros recursos que los estudiantes utilizarán

Bibliography:
- CZINKOTA M.R. Y. RONKAINEN I.A. (2012): Principles of International marketing, Ed, South-Western Cengage Learning, 10ª edición, Florence, United States
- HOLLENSEN, S. / OPRESNIK, M. 2010. Marketing – A Relationship Perspective, München.
- KOTLER P.T., KELLER K.L (2015), Marketing Management Ed. Pearson, UK
- Belch, G. E., & Belch, M. A (2011). Advertising and promotion: An integrated marketing communications perspective, McGraw-Hill Companies, Ninth Edition
- FRED R. DAVID; FOREST R. DAVID (2022). Strategic Management: A Competitive Advantage Approach, Concepts. 16th Ed.

Online website and blogs of reference:
- American Marketing Association: https://www.ama.org/
- Neil Patel: https://neilpatel.com/es/
- Marketing Insider Review: https://marketinginsiderreview.com/

- The Drum: https://www.thedrum.com/
- Marketplace® Simulation Business Simulations - Marketplace Business Simulations (marketplace-simulation.com)

Resources of additional Partners and Vendors that can be used in this course:
- Canvas
- Microsoft
- Google
- YouTube
- ProctorU
- HonorLock
- Turnitin
- Marketplace Simulations
- Zoom
- Respondus LockDown Browser
- Wall Street Journal
- LinkedIn
- Canva
- WhatsApp
- Purdue OWL
- Eval.org
- When is Good

12. Technology tools to be used (synchronous and asynchronous) | Herramientas tecnológicas a utilizar (sincrónicas y asincrónicas)

*Please consult with your institution for more information regarding accessibility. | *Por favor, consulta con tu institución para mayor información respecto a la accesibilidad.*

Purpose | Objetivo	Tool | Herramienta	User Guide | Guía de uso *Include link to help students learn how to use or troubleshoot the tool | Incluyan enlaces para ayudar a los estudiantes a aprender cómo usar o solucionar problemas de la*	Access Link | Enlace de acceso *Add the link that students will use to access the tool | Agrega el enlace que los estudiantes usarán para acceder a la herramienta*

		herramienta	
Content Management | Gestión de contenido *Where will students find content and descriptions of the activities? | ¿Dónde encontrarán los alumnos el contenido y las descripciones de las actividades?*	● **CANVAS**		● **How do I contact Canvas Support? - Instructure Community - 389767 (canvaslms.com)**
Virtual Meetings | Reuniones Virtuales *How will students meet synchronously? | ¿Cómo se reunirán los estudiantes sincrónicamente?*	● **ZOOM** ● **MS TEAMS**		● **Contact Zoom Support - Zoom Support** ● **Contact Us - Microsoft Support**
Communication | Comunicación *Instant Messaging or Email Services | Servicios de mensajería instantánea o correo electrónico*	● **WHATSAPP** ● **ZOOM** ● **FB MESSENGER** ● **MS TEAMS**		● **WhatsApp Help Center** ● **How do I contact Canvas Support? - Instructure Community - 389767 (canvaslms.com)** ● **Messenger Help Center (facebook.com)**
Collaboration | Colaboración *Additional tools needed to produce the collaborative project | Herramientas adicionales necesarias para producir el proyecto colaborativo*	● **CANVA** ● **POWERPOINT** ● **WORD** ● **EXCEL**		● **Contact Canva Support - Canva Help Center** ● **Contact Us - Microsoft Support** ● **Contact Us - Microsoft Support** ● **Contact Us - Microsoft Support**
Other | Otras			

13. Technical support available at each institution | Soporte técnico disponible en cada institución

Who are the technology staff at your institution that can support you and your students?	¿Quién es el personal de tecnología en sus instituciones que puede apoyarlos a ustedes y a sus estudiantes?	Partner 1 – Canvas Support, Marketplace Simulations Support, FIU Helpdesk Partner 2 – Canvas Support, Marketplace Simulations Support, CEU Helpdesk.
What is the Internet speed (e.g. slow, fast, etc.) available to you and your students?	¿Cuál es la velocidad de Internet (por ejemplo, lenta, rápida, etc.) disponible para ustedes y sus alumnos?	Partner 1 – Reliable (usually). Partner 2 – Reliable (usually).
Is your data usage on the Internet limited by price or any other factor?	¿El uso de datos de Internet está limitado por costo o por algún otro factor?	Partner 1 – No. (Wi-Fi is free on campus. Unknown at the homes of each student). Partner 2 – No.
Are there any policies that restrict your use of certain technology tools?	¿Existen políticas que restrinjan el uso de ciertas herramientas tecnológicas?	Partner 1 – No. Partner 2 – No
What concerns do you have about technology?	¿Qué inquietudes tienen sobre la tecnología?	Partner 1 – None that I am aware of. Partner 2 – None that I am aware of.

14. Description of how students will reflect on their COIL experience at each institution | Descripción de cómo los estudiantes reflexionarán sobre su experiencia en COIL en cada institución

Partner 1 – FIU students will write a 3-paragraph reflection in Canvas>Discussions discussing what they learned about themselves and about their international counterparts through this exchange. They will be asked to address the sustainable UN Goals they have worked within. They will also examine the positive aspects of this collaborative learning experience, and they will explain how their preconceived ideas (if any) about this part of the world evolved thanks to this experience in that discussion. They will be required to reply to 2 other discussions.

Partner 2 - CEU students will debate in class about global business, global communications…. and all implications, including UN Goals they have worked within. They will also examine the positive aspects of this collaborative learning experience, and they will explain how their preconceived ideas (if any) about this part of the world evolved thanks to this experience in that discussion.

Some questions to help the ideas flow when writing these discussions for FIU and CEU students:

- How has this COIL impacted your global awareness?
- What new perspectives have you discovered during your COIL experience?
- What made the COIL experience unique or special?
- What did you learn about your international peers? What did you learn about yourself?
- Overall, what was the most interesting and useful learning moment for you in your collaborative activities with international peers?
- And finally, what do you take away from COIL that may help you in other areas of your life?

15. Description of how the collaboration task(s) are graded and student learning is determined at each institution | Descripción de cómo es (son) calificada(s) la(s) tarea(s) colaborativa(s) y cómo está determinado el aprendizaje estudiantil esperado por cada institución

Partner 1 – I propose we Partner up in grading the actual development of the international product/service launch, but we grade individually when it comes to the COIL experience exercise.

- FIU students will have their regular FIU course activities due before, during and after the six-week COIL program.
- Those will be graded separately from the COIL activities (see MAN4720 syllabus for those activities and their point system.)
- COIL activities:
  - ► Allocation of 25% of their FIU grade toward all below COIL activities:
    - ✓ Wk1: **Intro** (FIU and CEU - Parallel Collaboration.)
      - Two truths and a lie game participation. 5pts
      - Canvas introduction post video that has a picture of each student posted next to it, plus what they are currently "into", with a link to it, like "YouTube", "gaming", "TikTok". FIU participants to upload a short video about themselves and their FIU simulation teams, then both, FIU and CEU students to add to the video and share an image of something beautiful or interesting from the where they live. Both sets of students will share something each one, that can't be seen just by looking at them. Students will be asked to post three (3) comments for each participant. This can be an asynchronous activity. 20pts

- Students will be using When is Good (https://whenisgood.net/) to determine best times to meet outside of class-scheduled times in order to progress in their work in the next five (5) weeks.
- Students will be introduced to all resources available for them to successfully complete the course with their international counterparts, such as Purdue OWL, WhatsApp, Canva, Eval.org.
- Survey, pre-COIL launch:
  - Students to fill out a survey to tell us (the COIL partners) what they already know about marketing/advertising ahead of any activities, so we can have a pre-COIL sense of their knowledge base, and then do it again post-COIL completion to assess what they have learned. This will also help student partners feel empowered and supported by one another's knowledge.5pts
- ✓ Wk2: **Brief** (Mostly by FIU students to prep CEU students on simulation activities - Sequential Collaboration.)
  - FIU students will explain their simulation (live or asynchronously via a video), the products they have ready to sell in Paris and their current ads. Brief (live or video) will be coupled with a PPT file of no more than ten (10) slides, including title, team, citations and thank-you slides. 50pts
  - CEU students will give input/reactions to each Brief and ask questions (live or asynchronously via a video). 10pts
- ✓ Wk3: **Debrief** (Mostly CEU students to add expert knowledge to lock in the campaign for both, FIU/CEU students' Final Project, the Executive Document/Presentation - Sequential Collaboration.)
  - CEU students to elaborate on their Wk2 input and fully debrief FIU students on current events and updated European marketing/advertising specifics (live or asynchronously via a video). Debrief (live or video) will be coupled with a Word file in APA style of no more than five (5) pages, including cover page and References page (of no less than five (5) relevant and current references). 50pts
  - FIU students will give input/reactions to each Debrief and ask questions (live or asynchronously via a video). 10pts
- ✓ Wk4: **Preparation of the Executive Document** as well as Executive Presentation with the Advertising/Marketing Campaign proposed for entrance into French market (FIU and CEU - Parallel Collaboration.)
  - FIU/CEU student teams to prepare the Executive Document and Presentation for the campaign together. This can take place throughout the week in whichever medium listed in item 12 of this document they prefer. Their interaction throughout the week will not be graded but will be required in order to be ready for Wk5.
  - Students should post individual questions/progress updates in the Wk4 Canvas Discussion Assignment to earn participation points for the week. 10pts
  - Zoom will be held to discuss.
- ✓ Wk5: **Presentation** of the Executive Presentation and upload of the Executive Document: International Advertising/Marketing Campaign of the PC product into the European (France) market. (FIU and CEU Sequential Collaboration and Synchronous Collaboration.)
  - FIU/CEU student teams present (ideally live via Zoom), if not via uploaded videos to Canvas. They will

upload two files:
- A Word file in APA style of no more than five (5) pages, including cover page and References page (of no less than five (5) relevant and current references). 20pts
- A PPT file of no more than twelve (12) slides, including title, team, citations and thank-you slides. They will have this file up on the screen while they present their Executive Presentation of their Executive Document, dressed in business professional attire and using the appropriate industry-specific terminology and jargon. Presentation will be fully in English. 80pts (40pts for verbals and 40pts for visuals.)

- ✓ Wk6: **COIL Reflection** (FIU and CEU - Parallel Collaboration.)
  - Each student participant will write a 3-paragraph reflection in the Wk4 Canvas Discussion Assignment discussing what they learned about themselves and about their international counterparts through this exchange. They will be asked to address the sustainable UN Goals they have worked within. They will also examine the positive aspects of this collaborative learning experience, and they will explain how their preconceived ideas (if any) about this part of the world evolved thanks to this experience in that discussion. They will be required to reply to 2 other discussions. 50pts
  - Some questions to help the ideas flow when writing these discussions for FIU and CEU students:
    - How has this COIL impacted your global awareness?
    - What new perspectives have you discovered during your COIL experience?
    - What made the COIL experience unique or special?
    - What did you learn about your international peers? What did you learn about yourself?
    - Overall, what was the most interesting and useful learning moment for you in your collaborative activities with international peers?
    - And finally, what do you take away from COIL that may help you in other areas of your life?

Partner 2 - I propose we Partner up in grading the actual development of the international product/service launch, but we grade individually when it comes to the COIL experience exercise. In my subject, its activity will have a direct impact in final grade. I have to debate with my colleague in CEU the weight of this activity.