

Course Code: DIBB3209

Degree: Bachelor

Course Name: Principles of Digital Entrepreneurship

Curriculum: International Business

Credit: 3

Faculty/College: Digital international business

Course Specification (TQF3/OBE3)

Section 1 General Information

1. Course Code and Name: DIB3209 Principles of Digital Entrepreneurship

Thai:/

English: DIB3209 Principles of Digital Entrepreneurship

3. Course Category

 General Education

 Required Course

 Elective Course

 Others

4. Course Coordinator and Instructor: Ms HU CAIMEI

Course Coordinator :No

Instructor : Ms HU CAIMEI

Contact Information: No

 email : hu.ca@ssru.ac.th

5. Semester and Academic Year

Semester: 1

Academic Year:2568

Year of Study: 3

6. Pre-requisite courses (if any): /

7. Co-requisites (if any):/

8. Class Location:36/3631

9. Date of Last Curriculum Revision: 30 JUNE 2568

 10. Alignment between the course, the University’s vision of “A leader in producing professionals”, and the requirements for higher education standards at bachelor’s level.

University’s Vision “A leader in producing professionals”		Promoting self-learning skills in practice and improving career development (Lifelong learning)	Promote digital skills
A Leader in Producing Professionals	Sustainable Social Development (SDGs)		
1. This course is fundamentally about	Modern entrepreneurship is	Experiential, Project- Based Learning	The course focuses exclusively

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cultivating a professional entrepreneurial mindset, not just teaching business theory. It directly produces professionals by: <ol style="list-style-type: none"> 1. Fostering an Owner's Mindset 2. Developing Practical, Venture-Ready Skills 3. Enhancing Employability 	inextricably linked with creating sustainable and positive impact.	Project-Based Learning (PBL). The "Build-Measure-Learn" Loop. Cultivating a Growth Mindset.	on digital business models(e.g., SaaS, marketplaces, platforms, digital content), which require an innate understanding of the digital landscape. Practical Tool Proficiency. Data-Driven Decision Making.
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Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description

Thai: No

English :This course provides a comprehensive introduction to the fundamental concepts and practices of launching and growing a venture in the digital economy. Students will explore how digital technologies transform traditional business models and create new opportunities for innovation and value creation. The curriculum combines theoretical frameworks with hands-on, experiential learning, guiding students through the entire entrepreneurial journey from idea validation to business model design and pitch presentation.

2. Number of hours spent per semester

Lecture	Practice / Workshop Fieldwork / Internship	Self-Directed Learning
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48 Hours/Semester 3 Hours/Week	... Hours/Semester ... Hours/Week	3 Hours/Semester ... Hours/Week
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 Course Type Lecture Practice

3. Individual Academic Counseling Hours

- 3.1 Academic Counseling (at least 1 hour per week)
- 3.2 Application of digital technology in academic consultation

4. Course Objectives

- 4.1. Identify and evaluate digital business opportunities and market gaps using online tools and trend analysis.
- 4.2. Apply lean startup methodologies and agile principles to validate business ideas quickly and efficiently.
- 4.3. Develop a viable business model for a digital venture using frameworks like the Business Model Canvas.
- 4.4. Design a minimum viable product (MVP) prototype and a basic digital marketing strategy for user acquisition.
- 4.5. Create and deliver a compelling investor pitch deck for a digital venture idea.
- 4.6. Analyze the ethical implications and social impact of digital business models and technologies.

5. Course Learning Outcomes (CLOs for OBE program) (LOs for TQF program)

CLO/LO 1: Identify and evaluate digital business opportunities through market gap analysis and trend recognition.

CLO/LO 2: Apply lean startup methodologies to test business hypotheses and validate venture concepts through customer discovery.

CLO/LO 3: Develop digital business models using structured frameworks that articulate value creation and capture mechanisms.

CLO/LO 4: Create minimum viable product (MVP) prototypes and digital marketing strategies for initial user acquisition.

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CLO/LO 5: Formulate and deliver persuasive investor pitch presentations that communicate venture potential effectively.

6. Alignment between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

CLOs	Cognitive Domain (Knowledge)						Psychomotor Domain (Skills)	Affective Domain (Attitude)
	R	U	Ap	An	Ev	C		
CLO1				✓			2	3
CLO2			✓				3	2
CLO3						✓	4	4
CLO4			✓			✓	4	3
CLO5					✓		5	5

Cognitive Domain

R=Remembering U=Understanding Ap=Applying An=Analyzing Ev=Evaluating

C=Creating

Psychomotor Domain

1. Imitation 2. Manipulation 3. Precision 4. Articulation 5. Naturalization

Affective Domain

1. Receiving 2. Responding 3. Valuing 4. Organization 5. Characterization

1.2 The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme.

CLO	Description	Cognitive Domain	Psychomotor Domain	Affective Domain
CLO1	Identify and evaluate digital business opportunities through market	✓ (Analyzing) Examines market trends and gaps to identify opportunities.	✓ Manipulation Uses digital tools for market analysis and trend spotting.	✓ Valuing Sees the value in data-driven opportunity identification.

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	gap analysis and trend recognition.			
CLO2	Apply lean startup methodologies to test business hypotheses and validate venture concepts through customer discovery.	✓ (Applying) Uses lean startup principles to validate ideas.	✓ Precision Executes customer interviews and validation tests with skill.	✓ Responding Actively participates in customer discovery processes.
CLO3	Develop digital business models using structured frameworks that articulate value creation and capture mechanisms.	✓ (Creating) Designs and constructs complete business models.	✓ Articulation Combines multiple elements into a coherent business model.	✓ Organization Prioritizes value creation and capture in business design.
CLO4	Create minimum viable product (MVP) prototypes and digital marketing strategies for	✓ (Creating) Builds prototypes and marketing strategies.	✓ Articulation Coordinates design and marketing skills effectively.	✓ Valuing Appreciates the importance of user feedback and iteration.

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	initial user acquisition.			
CLO5	Formulate and deliver persuasive investor pitch presentations that communicate venture potential effectively.	✓ (Evaluating) Assesses and selects key points for persuasive communication.	✓ Naturalization Presents with confidence and professional delivery.	✓ Characterization Demonstrates professional presence and conviction.

Course Learning Outcomes (CLOs) for non-OBE program

LOs	Ethics (E)	Knowledge (K)	Skills (S)	Interpersonal skills and responsibilities (C)	Numerical analysis skills, communication, and the use of information technology (IT)
LO1		✓			✓
LO2			✓		✓
LO3			✓		✓
LO4	✓		✓		
LO5	✓			✓	

7. Course improvement based on feedback from stakeholders (if this course is offered for the first time, no need to fill it out)

Feedback from stakeholders	Improvement based on feedback
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AUN QA Criterion: 3.6 Course improvement data based on feedback from stakeholders to show that the teaching and learning process is continuously improving. To ensure that it meets the needs of the working industry and is in line with the expected learning outcomes.

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Section 3 Student Improvement in Alignment with Course Learning Outcomes (CLOs)

1. Alignment between course learning outcomes (CLOs/LOs) and teaching methods, assessment and evaluation

CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (must align with Section 2, number 6)	Assessment and Evaluation Methods
CLO 1	<i>K-S-A</i>	Market Sensing Workshop: <ul style="list-style-type: none"> • Use trend platforms (Google Trends, Gartner) • Analyze industry disruption cases • Peer feedback on opportunity assessments Feedback: Expert-led critique of market gap analyses	Opportunity Brief: <ul style="list-style-type: none"> • 500-word report identifying a digital opportunity • Assessed on research depth and viability Evaluation: Rubric-based scoring of market understanding.
CLO 2	<i>K-S-A</i>	Customer Discovery Lab: <ul style="list-style-type: none"> • Conduct live customer interviews • Use validation boards (Lean Canvas) • Mentor feedback on pivot decisions Feedback: Structured reflection on customer feedback	Validation Report: <ul style="list-style-type: none"> • Document hypothesis testing results • Show iteration based on feedback Evaluation: Assessment of methodological rigor
CLO 3	<i>K-S-A</i>	Business Model Hackathon: <ul style="list-style-type: none"> • Use Business Model Canvas • Prototype revenue streams • Cross-team model critiques Feedback: Industry mentor model reviews	Business Model Canvas (20%): <ul style="list-style-type: none"> • Complete digital business model • Oral defense of design choices Evaluation: Rubric for

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			completeness and innovation
CLO 4	<i>K-S-A</i>	Build Sprint: <ul style="list-style-type: none"> • Use no-code tools (Bubble, Webflow) • Create landing pages • A/B test marketing messages Feedback: User testing feedback sessions	MVP Package: <ul style="list-style-type: none"> • Functional prototype + marketing plan • User acquisition metrics analysis Evaluation: Usability testing and strategy assessment.
CLO 5	<i>K-S-A</i>	Pitch Clinic: <ul style="list-style-type: none"> • Video recording and analysis • Investor role-play sessions • Peer pitch evaluations Feedback: Professional investor feedback.	Live Pitch: <ul style="list-style-type: none"> • 5-minute investor presentation • Q&A handling assessment Evaluation: Communication and persuasion rubric.

* All courses in OBE program must have a complete K S E C shown in CLOs.

* All courses in TOF program must have a complete K S E C IT shown in LOs.

2. Establishing Outcome Index and rubrics in assessment and evaluation must be in accordance with the Outcome Index.

CLO 1/LO 1:

Levels (according to Bloom's Taxonomy): e.g. **Understanding or Applying or Analysis**

Behavior to be evaluated (Action Verb):

Below Expectation	Meet Expectation	Exceeds Expectation
Expressed Results Below the expected criteria (Performance 0% - 49%)	Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Expressed Results Higher than expected criteria (Performance 80% - 100%)
Fails to identify relevant market trends or gaps. The	Identifies current and relevant market trends and a	Identifies emerging or non-obvious trends and a high-

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<p>evaluation is superficial, illogical, or based on personal opinion rather than data. The opportunity described is not viable or is not clearly articulated.</p>	<p>plausible market gap. Evaluation is logical and supported by data from multiple sources. The opportunity is clearly described and potentially viable.</p>	<p>potential market gap. Provides a nuanced and insightful evaluation, synthesizing data from diverse sources to build a compelling case. The opportunity is innovative, well-defined, and demonstrates a clear understanding of the target market's needs.</p>
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Note: Assessment and evaluation of each CLO must be aligned with the learning domain and the specified level according to Bloom's Taxonomy. Rubrics should clearly define performance criteria in three levels: Below Expectation, Meet Expectation, and Exceeds Expectation, based on observable behavior and outcome quality.

CLO 2/LO 2: Levels (according to Bloom's Taxonomy): Behavior to be evaluated (Action Verb):		
<p>Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)</p>	<p>Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)</p>	<p>Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)</p>
<p>Does not follow a structured validation process. Hypotheses are unclear or untestable. Customer discovery is not conducted, or findings are ignored. Fails to pivot or iterate based on</p>	<p>Applies lean startup principles correctly to design and execute basic tests (e.g., interviews, surveys). Hypotheses are clear and testable. Gathers customer feedback and uses it to make</p>	<p>Designs and executes a sophisticated, multi-method validation strategy. Demonstrates agility in rapidly iterating and pivoting based on deep customer insights. Clearly articulates</p>

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evidence.	logical iterations to the venture concept.	key learnings and how they fundamentally shaped the venture's direction.
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CLO 3/LO 3:

Levels (according to Bloom's Taxonomy):

Behavior to be evaluated (Action Verb):

Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
The business model is incomplete, incoherent, or uses the framework incorrectly. Value proposition is weak or unclear. Revenue streams are not feasible or are missing. Components do not align with each other.	Develops a complete and logical business model using a structured framework. The value proposition is clear and compelling. Revenue streams are feasible and clearly defined. The model components are generally aligned.	Creates an innovative, scalable, and highly coherent business model. Demonstrates a deep understanding of how all components interlink to create and capture value. The model shows creativity in revenue generation and a strong potential for competitive advantage.

CLO 4/LO 4:

Levels (according to Bloom's Taxonomy):

Behavior to be evaluated (Action Verb):

Below Expectation	Meet Expectation	Exceeds Expectation
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Expressed Results Below the expected criteria (Performance 0% - 49%)	Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Expressed Results Higher than expected criteria (Performance 80% - 100%)
The prototype is non-functional or does not demonstrate the core value proposition. The marketing strategy is generic, irrelevant to the target audience, or missing key components. No clear user acquisition path.	Creates a functional prototype that effectively demonstrates the core value proposition. Develops a relevant digital marketing strategy with identified channels and a basic plan for attracting initial users. Strategy is aligned with the target audience.	Creates a high-fidelity, user-friendly prototype that generates genuine interest. Develops a sophisticated, multi-channel marketing strategy with clear metrics for success, targeted messaging, and a creative approach to cost-effective user acquisition.

CLO 5/LO 5:

Levels (according to Bloom's Taxonomy):

Behavior to be evaluated (Action Verb):

Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
The pitch is disorganized, unclear, and fails to cover critical elements (problem, solution, market, business model). Delivery is unprofessional and unconvincing. Unable to	Formulates a clear and structured pitch that covers all key elements of the venture. The narrative is logical and persuasive. Delivery is professional and confident. Able to	Creates a compelling, story-driven pitch that powerfully communicates the venture's vision and potential. Demonstrates deep mastery of the material, anticipates objections, and handles

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answer basic questions.	adequately respond to questions.	challenging questions with poise and persuasive reasoning. Delivery is engaging and inspires confidence.
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Section 4 Lesson Plan and Assessments

1. Lesson plan (teaching and learning for at least 15 weeks)

Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
1	Introduction to the Digital Entrepreneurship Mindset		3	Icebreaker: "The Last Digital Product That Wowed You." Lecture: Course overview, defining digital entrepreneurship, the agile mindset vs. traditional business. Activity: Group discussion on characteristics of successful digital entrepreneurs.	Pre-course survey on entrepreneurial experience and goals.	CAIM EI HU
2	Idea Generation & Opportunity Recognition	CLO 1	3	Lecture: Sources of innovation, trend spotting (STEEP analysis), identifying pain points. Workshop: "Problem Storming" - Use techniques like SCAMPER to generate digital business ideas. Tool: Miro board for collaborative ideation.	Submit three potential digital business ideas with a brief problem statement.	CAIM EI HU
3	Lean Startup & Customer Discovery	CLO 2	3	Lecture: Principles of Lean Startup, Build-Measure-Learn loop, hypothesis testing. Activity: "The Interview Lab" -	Worksheet on formulating and prioritizing business	CAIM EI HU

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				<p>Role-play customer discovery interviews. Craft open-ended questions.</p> <p>Feedback: Peer review of interview question sets.</p>	<p>hypotheses.</p>	
4	<p>Business Model Design</p>	CLO 3	3	<p>Lecture: Business Model Canvas (BMC) framework - deep dive into each block.</p> <p>Workshop: Teams complete a BMC for their top idea.</p> <p>Case Study: Analyze the BMC of a company like Airbnb or Uber.</p>	<p>Submit a completed BMC for a chosen idea.</p>	<p>CAIM EI HU</p>
5	<p>Value Propositions & MVP Design</p>	CLO 4	3	<p>Lecture: Designing compelling value propositions, MVP principles.</p> <p>Workshop: "MVP Sketching" - Teams storyboard their MVP and define its core features.</p> <p>Tool: Introduction to no-code tools (Bubble, Adalo, Webflow).</p>	<p>Present MVP storyboard and value proposition canvas for team feedback.</p>	<p>CAIM EI HU</p>
6	<p>Digital Marketing & User Acquisition</p>	CLO 4	3	<p>Lecture: Digital marketing funnel, SEO/SEM, content marketing, social media strategies.</p> <p>Workshop: Create a mock digital ad campaign (e.g., a Facebook ad set + landing page) for their MVP.</p> <p>Tool: Google Analytics demo.</p>	<p>Draft a one-page user acquisition strategy.</p>	<p>CAIM EI HU</p>

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7	Midterm Exam	CLO1-3		In-Class: Midterm Exam	Midterm Exam	CAIM EI HU
8	Pitch Craft: Storytelling & Deck Design	CLO 5	3	Lecture: The anatomy of a great pitch, storytelling techniques, slide design. Workshop: "Pitch Deck Teardown" - Analyze good and bad pitch decks. Activity: Teams outline their pitch deck structure.	Submit a pitch deck outline and first three slides.	CAIM EI HU
9	Financials & Unit Economics	CLO 3	3	Lecture: Basic startup financials: revenue models, cost structure, key metrics (CAC, LTV, Breakeven). Workshop: "Numbers Lab" - Teams build a simple financial model for their venture. Tool: Excel/Google Sheets templates.	Complete a basic financial projection sheet.	CAIM EI HU
10	Funding the Venture		3	Lecture: Bootstrapping vs. funding, angel investors, VC, crowdfunding. Guest Speaker: An early-stage investor or a founder who has raised funding. Q&A: Session with the guest speaker.	Prepare and submit three questions for the guest speaker.	CAIM EI HU
11	Legal Basics	CLO 6	3	Lecture: Business entity	Quiz on key	CAIM

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	for Digital Startups			formation (LLC vs. C-Corp), intellectual property (IP), terms of service, privacy policies. Case Study: Discuss a legal case involving a tech startup (e.g., a trademark dispute).	legal concepts.	EI HU
12	Ethics in Digital Entrepreneurship	CLO 6	3	Lecture: Ethical dilemmas: data privacy, algorithmic bias, platform responsibility, ESG. Activity: "Ethics Roundtable" - Debate scenarios in groups and present findings. Framework: Use a structured ethical decision-making model.	Submit a 500-word ethics memo on their venture's potential impact.	CAIM EI HU
13	Practice Pitch Session	CLO 5, CLO 7	3	Activity: Full-length practice pitch (8-10 minutes) in front of instructors and mentors. Feedback: Intensive feedback session on content, delivery, and Q&A.	Iterate pitch deck and narrative based on feedback.	CAIM EI HU
14	Final Project Presentations	CLO5	3	Summative Assessment: Teams deliver their final professional pitch (15 mins + 5 mins Q&A). Simulate a boardroom asking tough questions about strategy, feasibility, and ethics.	Final Group Presentation & Pitch	CAIM EI HU
15	Course Wrap-up &		3	Reflection on lessons learned.		CAIM EI HU

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	The Entrepreneurial Journey-1					
16	Course Wrap-up & The Entrepreneurial Journey-2		3	Reflection on lessons learned.		CAIM EI HU
17	Final Exam	CLO2-4	3	In-Class: Comprehensive Final Exam	F (40)	CAIM EI HU

2. Assessment Plan (specify the week of assessment)

Quiz Q	10%	Quiz 1.....				
Assignment	30%	ครั้งที่ 1-3	ครั้งที่ 4-5	ครั้งที่ 6-7	ครั้งที่ 9-14	ครั้งที่ 9-14
Project and Presentation	20%			ครั้งที่ 15	ครั้งที่ 15	ครั้งที่ 15
Midterm Exam	20%	ครั้งที่ 8	ครั้งที่ 8	ครั้งที่ 8		
Final Exam	20%				ครั้งที่ 17	ครั้งที่ 17
Quiz Q	10%	Quiz 1.....				

3. Test Blueprint (specifies the topic and number of exams/assessments/assignments)

Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
<i>Sub-test</i>	<i>10%</i>					

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Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
<i>Computational Thinking, Algorithms</i>		3 no. of Questions				
<i>Introduction to Python programming</i>						
<i>Assignment</i>	30%					
<i>Projects and Presentations</i>	20%					
<i>Midterm Exam</i>	20%	20 no. of Questions	20 no. of Questions			
<i>Final Exam</i>	20%			20 no. of Questions	20 no. of Questions	

4. Academic Evaluation Criteria

percent	Grade Level	meaning
86 – 100	A	First-Rate
82 – 85	A-	Excellence
78 – 81	B+	Very Good
74 – 77	B	Good
70 – 73	B-	Fairly good
66 – 69	C+	Satisfactory / Above Average
62 – 65	C	Satisfactory / Average
58 – 61	C-	Below Average / Fair
54 – 57	D+	Poor / Marginal Pass

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50 – 53	D	Poor / Weak
46 – 49	D-	Very Poor / Barely Passing
0 – 45	F	Fail / Failing

5. Criteria for Assessing the Achievement of Course Learning Outcomes

Level of Achievement	Achievement Criteria	Explanation
Achieve Level 3	At least 80% of students must achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to exceed expectations, such as exceeding benchmarks and demonstrating the ability to apply knowledge in complex situations.
Achieve Level 2	60-79% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to achieve the minimum goals, with the results reflecting a good understanding and application of knowledge at a basic level.
Achieve Level 1	Less than 60% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	It shows that the learning outcomes are still below the expected criteria. Most learners may not yet be able to achieve the expected level of achievement and need to improve or develop their learning.

Quality Assurance Criteria:

4.5 The method of assessing learners must demonstrate the achievement of the expected learning outcomes at the course level and the learning outcomes at the course level.

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Section 5 Learning Resources and Support Facilities

1. Learning Materials and Learning Aids

- 1.1 Teaching Materials : Ries, Eric. The Lean Startup. Crown Business, 2011.
- 1.2 Books, textbooks or learning resources from the Office of Academic Resources
- 1.3 Laboratory
- 1.4 Website, Software, or Devices
- 1.5 Practical Training and Internship Location

2. Learning Platform

<https://ssrudlp.ssru.ac.th/>

3. Learning materials from external sources

Identify Web Site, YouTube , Social Media, e-learning, etc.

4. Research for learning in the course (if any)

- 2.1 Research Title 1
- 2.2 Research Title 2

AUN QA Criteria:

3.4 Teaching and learning activities to promote learning Lifelong learning skills (e.g., creative and critical questioning, data processing skills, new ideas and new practices)

Section 6 Course Evaluation and Improvement

1. Course Evaluation by Students

- Course Assessment Form
- Assessment Form for Teacher Assessment (reg Website)
- Discussion and Exchange of opinions between lecturers and students
- Reflection on student behavior
- Receiving feedback from students through communication channels designated by the professor.
- Others (specified) ...

2. Strategies for Evaluating Teaching and Learning Management

- Student Exam Results
- Verification / Validation of Academic Learning Outcomes and Student Learning Achievement
- Assessment by the examination committee
- Observation by the instructor team
- Observation by Stakeholders (Identified) ...
- Others (specified) ...

3. Course Implementation Improvement Plan

- Organizing seminars or conferences on teaching and learning with stakeholders
- Research on learning management both inside and outside the classroom
- Others (specified) ...

4. Verification of student learning outcomes in accordance with PLOs and CLOs

- Establishment of a committee to review the results of the evaluation of learning outcomes. For example, exam checking, assignment review, grading and evaluation
- Review of Grading and Evaluation by Academic Committees of Faculties/Departments

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Checking the scoring results by random inspection from lecturers/experts who did not responsible for the curriculum

Others (specified) ...

5. Course Review and Improvement Plan

Annual Course Revision Based on the Auditor's Suggestion in number 4

Annual course revision based on student assessments and comments

Others (specified) ...

Caimei HU

Course Coordinator

30 JUNE 2025