

TQF.3

Bachelor's Degree

Master's Degree



## Course Specification

Course Code: **IBB 2402** Course Title: **International Marketing**  
Credits : 3(3-0-6)

Program: International Business, International College  
Suan Sunandha Rajabhat University  
(SSRUIC)

Semester : 3 Academic Year : 2025

## Section 1 General Information

### 1. Code and Course Title :

Course Code: IBP 3426  
Course Title (English): International Marketing  
Course Title (Thai): การตลาดระหว่างประเทศ

### 2. Credits : 3(3-0-6)

### 3. Curriculum and Course Category :

3.1 Curriculum: Bachelor of Business Administration  
(International Business)

3.2 Course Category:

- |  |   |
|--|---|
| <input type="checkbox"/> General Education | <input checked="" type="checkbox"/> Required Course |
| <input type="checkbox"/> Elective Course   | <input type="checkbox"/> Others .....               |

#### **4. Lecturer Responsible for Course and Instructional**

##### **Course Lecturer (s) :**

4.1 Lecturer Responsible for Course: Dr. Yingsak Vanpetch

4.2 Instructional Course Lecturer(s):

Dr. Yingsak Vanpetch

#### **5. Contact/Get in Touch**

Room Number 401      Tel. 088-044-9777

E-mail v.yingsak@gmail.com.

#### **6. Semester/ Year of Study**

6.1 Semester: 2      Year of Study: 2019

6.2 Number of the students enrolled: 32

#### **7. Pre-requisite Course (If any)**

IBP1204 Principles of Marketing, and

IBP 2312 Marketing Management

#### **8. Co-requisite Course (If any)**

None

#### **9. Learning Location**

SSRUIC Building, Salaya Learning Center

Room Number : 203

#### **10. Last Date for Preparing and Revising this Course:**

25<sup>st</sup> December, 2019

## **Section 2 Aims and Objectives**

### **1. Course Aims**

At the end of this course, the student will reach to five domains in the following areas of performance :

#### **1.1 Morals and Ethics**

- (1) The ability to deliver or to complete a required task at or the appointed time,
- (2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,
- (3) The ability to make decisions in business according to moral concepts and judgments.

#### **1.2 Knowledge**

- (1) The ability to identify the marketing and business theories and describe important case studies,
- (2) The ability to provide an analysis and provide the solution to real world problems,
- (3) The ability to use business knowledge integrated with other disciplines.

#### **1.3 Cognitive Skills**

- (1) The ability to gather and summarize information,
- (2) Self-study and sharing information to the class,
- (3) The ability to solve problems from case studies.

#### **1.4 Interpersonal Skills and Responsibility**

- (1) The ability to communicate in English and discuss in marketing issues,
- (2) The ability to use English to solve business problem,
- (3) Initiate some new business ideas and have leadership.

### 1.5 Numerical Analysis, Communication and Information Technology Skills

(1) Be able to use basic ICT skills and apply them to daily life,

(2) The ability to use statistics data to solve business problems,

(3) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.

## **2. Objectives for Developing / Revising Course (content / learning process / assessment / etc.)**

According to TQF 5 (Thailand Quality Framework 5: HEd.) for the 2015 academic year, students should develop their abilities as follow:

(1) The need to increase analysis ability;

(2) The need to encourage team work;

(3) The need to revise assessment technique and focus more on cooperative learning practice.

Therefore, the purpose for developing course content is that students need to increase their analysis abilities as well as the change of learning technique to be more on cooperative learning. Thus, learning process will be revise in more practical ways, such as assigning cooperative activities for team work development.

## Section 3 Characteristics and Operation

### 1. Course Outline

(English) The conceptual framework for marketing across national borders, marketing within different foreign environments, international marketing, and factors that affect decision-making in an international setting.

(Thai) กรอบแนวคิดสำหรับการตลาดข้ามพรมแดนของประเทศ การตลาดต่างประเทศในสภาพแวดล้อมที่แตกต่างกัน การตลาดระหว่างประเทศและปัจจัยที่มีผลต่อการตัดสินใจในการตั้งค่างระหว่างประเทศ

## **2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)**

Lecture (hours)	Remedial Class (hours)	Practice/ Field Work/ Internship (hours)	Self Study (hours)
48 hours	-	96 hours / week	3+ (if any)

## **3. Time Length per Week for Individual Academic Consulting and Guidance**

(The lecturer responsible for course identifies the information, for example, 1 hour / week)

3.1 Self consulting at the lecturer's office: Room Number 401 SSRUIC Building, International College (Nakhonpathom Education Center/SSRU): 3 hours / week

3.2 Consulting via office telephone/mobile phone: 3 hours / week

3.3 Consulting via E-Mail: 3 hours / week

3.4 Consulting via Social Media (Facebook/Twitter/Line): 5 hours/ week

3.5 Consulting via Computer Network (Internet/Web board): 5 hours / week

## **Section 4 Developing Student's Learning Outcomes**

### **1. Morals and Ethics**

#### **1.1 Morals and Ethics to be developed**

- (1) The ability to deliver or to complete a required task at or the appointed time
- (2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,
- (3) The ability to make decisions in business according to moral concepts and judgments.

#### **1.2 Teaching Strategies**

- (1) The team of students reminds other team members to be on time,
- (2) Provide an example of integrity in classroom such as no plagiarism,
- (3) Provide a case study that explains business ethics.

#### **1.3 Assessment Strategies**

- (1) Check student attendance every class,
- (2) Evaluate from number of students who cheat during the examinations,
- (3) Evaluate students' responsibility on their participation in group projects.

## **2. Knowledge**

### **2.1 Knowledge to be developed**

- (1) The ability to identify the business theories and describe important case studies,
- (2) The ability to provide an analysis and provide the solution to real world problems.
- (3) The ability to use business knowledge integrated with other disciplines.

### **2.2 Teaching Strategies**

- (1) Use problem-based learning
- (2) Use cooperative learning techniques
- (3) Invite guest speakers who are experts in real business and business regulation.

### **2.3 Assessment Strategies**

- (1) Pop-quiz, midterm, and final examination
- (2) A group projects
- (3) Class presentations

## **3. Cognitive Skills**

### **3.1 Cognitive Skills to be developed**

- (1) The ability to gather and summarize information, and conduct research,
- (2) Self-studying and sharing information with others,
- (3) The ability to find original solution and their own method.

### **3.2 Teaching Strategies**

- (1) Group and individual research and presentations
- (2) Participate in real intergroup and interpersonal competitions,
- (3) Problem-based learning.

### **3.3 Assessment Strategies**

- (1) Evaluate individual and group research and studies,
- (2) Evaluate in class activities and personal involvement,
- (3) Class presentations and discussion.

## **4. Interpersonal Skills and Responsibilities**

### **4.1 Interpersonal Skills and Responsibilities to be developed**

- (1) The ability to have two responsibilities; they learn for themselves and help group member to learn,
- (2) The ability to use adequate method for interpersonal communication and discussion,
- (3) The ability to create some business ideas and to have leadership skills.

### **4.2 Teaching Strategies**

- (1) Implement student center learning method and problem-based learning.
- (2) Encourage students to work together in small groups,
- (3) Implement business manner practices and social skills

### **4.3 Assessment Strategies**

- (1) Assess students' participation in teamwork,
- (2) Observe students business manner and social skills,

- (3) Evaluate students' business creativities and innovativeness by keynote speaker involvement or students contest organization.

## **5. Numerical Analysis, Communication and Information Technology Skills**

### **5.1 Numerical Analysis, Communication and Information**

#### **Technology to be developed**

- (1) The ability to use basic ICT skills and apply them to daily life,
- (2) The ability to use statistics data to solve business problems,
- (3) The ability to use business statistic methods in market analysis.

### **5.2 Teaching Strategies**

- (1) Use case studies that allow students to implement their knowledge of statistics to solve business problems,
- (2) Encourage students to use statistics and ICT in research and projects conduction,
- (3) Encourage students to actively use ICT and social media in daily life.

### **5.3 Assessment Strategies**

- (1) Evaluate the correct application of statistics to solve problems,
- (2) Evaluate effectiveness of ICT usage in research and presentations,

- (3) Evaluate their ability to use software and application in their work and studies.

**Remark:** Symbol ● means ‘major responsibility’

Symbol ○ means ‘minor responsibility’

No symbol means ‘no responsibility’

The above symbols were shown in ‘Curriculum Mapping’ of TQF 2.

(Program Specification)

## Section 5 Lesson Plan and Assessment

### 1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	Introduction to International Marketing <ul style="list-style-type: none"> <li>- Development of business operations</li> <li>- Advantages and disadvantages of international marketing</li> <li>- Types of international company</li> <li>- The objective of international marketing</li> </ul>	3	<ul style="list-style-type: none"> <li>• Pretest</li> <li>• Direct instruction and group discussion</li> <li>• Student center: cooperative learning (round robin)</li> </ul>	Dr. Yingsak Vanpetch
2	Information base for global marketing <ul style="list-style-type: none"> <li>- Marketing information</li> <li>- Data to support market entry decision</li> <li>- Data for market expansion</li> <li>- Information to coordinate worldwide</li> <li>- Primary sources for international marketing</li> <li>- Marketing analysis from research data</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction and group discussion</li> <li>• Student center: cooperative learning (round table)</li> </ul>	Dr. Yingsak Vanpetch
3	Mode of entry to international marketing <ul style="list-style-type: none"> <li>- International</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction and group discussion</li> <li>• Student center:</li> </ul>	Dr. Yingsak Vanpetch

	<p>market entry supporting factors</p> <ul style="list-style-type: none"> <li>- International market entry strategies</li> </ul>		<p>cooperative learning (think-pair-share)</p>	
4	<p>Culture and negotiation</p> <ul style="list-style-type: none"> <li>- Hofstede' culture dimensions</li> <li>- Adapting to foreign culture</li> <li>- Negotiation for international marketing</li> <li>- Negotiation strategies</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction and group discussion</li> <li>• Problem based learning: case study</li> </ul>	Dr. Yingsak Vanpetch
5	<p>Strategic Planning in international marketing</p> <ul style="list-style-type: none"> <li>- Globalization driver</li> <li>- International and global expansion strategies</li> <li>- Basic factors for international market segmentation</li> <li>- Global marketing program development</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction and group discussion</li> <li>• Student center: cooperative learning (jigsaw activity)</li> </ul>	Dr. Yingsak Vanpetch
6	<p>International marketing environment</p> <ul style="list-style-type: none"> <li>- Expansion of international trade</li> <li>- Influencing factors of expansion of international trade</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction and group discussion</li> <li>• Student center: cooperative learning (round robin)</li> <li>• Activities sheet</li> </ul>	Dr. Yingsak Vanpetch
7	Group Presentation	3	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Report</li> </ul>	Dr. Yingsak Vanpetch
8	Midterm Examination	3		Dr. Yingsak Vanpetch
9	The brand management in global	3	<ul style="list-style-type: none"> <li>• Direct instruction</li> </ul>	Dr. Yingsak Vanpetch

	<p>market</p> <ul style="list-style-type: none"> <li>- Global brand</li> <li>- Strategies brand</li> <li>- Global segment &amp; brand positing management</li> <li>- Production positioning for global market</li> <li>- International management of product &amp; brand</li> </ul>		<p>and group discussion</p> <ul style="list-style-type: none"> <li>• Problem based learning: case study</li> <li>• Student center: cooperative learning (role playing)</li> </ul>	
10	<p>The product management in global market</p> <ul style="list-style-type: none"> <li>- Product management</li> <li>- New product success factors</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction and group discussion</li> <li>• Student center: cooperative learning (jigsaw problem solving)</li> </ul>	Dr. Yingsak Vanpetch
11	<p>Global pricing Strategies</p> <ul style="list-style-type: none"> <li>- Product pricing method</li> <li>- Drivers of foreign market pricing</li> <li>- Transfer prices between subsidiaries</li> <li>- Foreign exchange rate to selling prices</li> <li>- Pricing polity for international market</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction and group discussion</li> <li>• Student center: cooperative learning (round table)</li> </ul>	Dr. Yingsak Vanpetch
12	<p>Global distribution system</p> <ul style="list-style-type: none"> <li>- Distribution process</li> <li>- Managing global distribution</li> <li>- Global logistics</li> <li>- Terms of shipment &amp; sale</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction and group discussion</li> <li>• Student center: cooperative learning (rotating feedback)</li> </ul>	Dr. Yingsak Vanpetch
13	<p>Promotion for global market</p>	3	<ul style="list-style-type: none"> <li>• Direct instruction and group</li> </ul>	Dr. Yingsak Vanpetch

	<ul style="list-style-type: none"> <li>- Massage of global marketing communication</li> <li>- Types of promotion for global market</li> <li>- Global media</li> </ul>		<ul style="list-style-type: none"> <li>discussion</li> <li>• Student center: cooperative learning (rally robin)</li> </ul>	
14	International Marketing Plan	3	<ul style="list-style-type: none"> <li>• Direct instruction and group discussion</li> <li>• Problem based learning: case study</li> </ul>	Dr. Yingsak Vanpetch
15	Group Presentation	3	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Report</li> </ul>	Dr. Yingsak Vanpetch
16	*** MAKE UP CLASS***	3	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Exam review</li> <li>• Post test</li> </ul>	Dr. Yingsak Vanpetch
17	Final Examination	3		Dr. Yingsak Vanpetch

## 2. Learning Assessment Plan

	<b>Learning Outcome</b>	<b>Assessment Activities</b>	<b>Time Schedule (Week)</b>	<b>Proportion for Assessment (%)</b>
1	<b>Morals and Ethics</b> (1) The ability to deliver or to complete a required task at or the appointed time,	(1) Open-end Questions (2) Attendance criteria (3) Short answer questions	Throughout semester	(1) S/U (2) 10% (3) S/U

	<p>(2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,</p> <p>(3) The ability to make decisions in business according to moral concepts and judgments.</p>			
2	<p><b>Knowledge</b></p> <p>(1) The ability to identify the business theories and describe important case studies,</p> <p>(2) The ability to provide an analysis and provide the solution to real world problems,</p> <p>(3) The ability to use business knowledge integrated with other disciplines.</p>	<p>(1) Open-end Questions</p> <p>(2) Paper test</p> <p>(3) Paper test</p>	<p>(1) Throughout semester</p> <p>(2) Week 8</p> <p>(3) Week 17</p>	<p>(1) S/U</p> <p>(2) 20 %</p> <p>(3) 30 %</p>
3	<p><b>Cognitive Skills</b></p> <p>(1) Self-study and sharing information to the class,</p> <p>(2) The ability to solve problems from case studies.</p>	<p>(1) Short answer questions</p> <p>(2) Essay questions</p>	<p>(1) Throughout semester</p> <p>(2) Throughout semester</p>	<p>(1) 10 %</p> <p>(2) 10 %</p>

	(3) The ability to find original solution and their own method.			
4	<p><b>Interpersonal Skills and Responsibilities</b></p> <p>(1) The ability to communicate in English,</p> <p>(2) The ability to use English to solve business problem,</p> <p>(3) Initiate some new business ideas and have leadership.</p>	<p>(1) Question &amp; answer</p> <p>(2) Question &amp; answer</p> <p>(3) Open-end questions</p>	Throughout semester	<p>(1) S/U</p> <p>(2) S/U</p> <p>(3) S/U</p>
5	<p><b>Numerical Analysis, Communication and Information Technology Skills</b></p> <p>(1) Be able to use basic ICT skills and apply them to daily life,</p> <p>(2) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p>	<p>(1) Report paper</p> <p>(2) Question &amp; answer</p>	<p>(1) Week 15</p> <p>(2) Throughout semester</p>	<p>(1) 20%</p> <p>(2) S/U</p>

## **Section 6 Learning and Teaching Resources**

### **1. Textbook and Main Documents**

Philip Cateora, John Graham, Mary Gilly (2012). *International Marketing* (16<sup>th</sup> ed).

McGraw-Hill

### **2. Important Documents for Extra Study**

Kotler, Philip & Kotler, Kevin L. (2009). *Marketing Management* (13<sup>th</sup> ed.).

Pearson

### **3. Suggestion Information (Printing Materials/Website/CD/Others)**

Jeannet, Jean P & Hennessey, David.(2011). *Case in Global Marketing Strategies*. (5th ed.).

Houghton Mifflin

## **Section 7 Course Evaluation and Revising**

### **1. Strategies for Course Evaluation by Students**

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) Content was sufficiently integrated.
- (4) Content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials used were effectively.

(6) The learning methods appropriate assessed the students' understanding of the content.

(7) Overall, students are satisfied with the quality of this course.

## **2. Strategies for Course Evaluation by Lecturer**

2.1 Lecturer observes the class and discusses the results as follow:

(1) The lecturer is well prepared for class sessions.

(2) The lecturer answers questions carefully and completely.

(3) The lecturer uses examples to make the materials easy to understand.

(4) The lecturer stimulated interest in the course.

(5) The lecturer made the course material interesting.

(6) The lecturer is knowledgeable about the topics presented in this course.

(7) The lecturer treats students respectfully.

(8) The lecturer is fair in dealing with students.

(9) The lecturer makes students feel comfortable about asking question.

(10) Course assignments are interesting and stimulating.

(11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director / Head of program constructs assessment items to evaluate four dimensions of lecturer's competencies: teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

## **3. Teaching Revision**

Lecturer revises teaching / learning process based on the results from the students' survey question, observation, suggestion, and classroom research.

## **4. Feedback for Achievement Standards**

The evaluation is conducted by International College Administrator Committee in order to assessment process and grading.

## **5. Methodology and Planning for Course Review and Improvement**

5.1 Revise and develop course structure and process every three years.

5.2 Assign different lecturers teach this course to enhance students' performance.

**Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level**

Courses	1. Morals and Ethics			2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills			6. Other Domain ie. Learning Management Skills		
	● Major Responsibility									○ Minor Responsibility								
Course Category: Business Major Required Course	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Course Code: IIB 2205 Course Title: Microeconomics	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			