

Course Code: IBB2402

Degree: Bachelor

Course Name: International Marketing

Curriculum: International Business

Credit: 3

Faculty/College: Digital international business

Course Specification (TQF3/OBE3)

Section 1 General Information

1. Course Code and Name: IBB2402 International Marketing

Thai:/

English: IBB2402 International Marketing

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:83/402

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)		
The course moves beyond theoretical	Understanding the social and	The curriculum requires students to conduct	Two dedicated weeks on "Digital

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

<p>knowledge to focus on practical, real-world applications. Topics like global supply chain challenges, digital marketing in global contexts, and legal/regulatory environments (GDPR) equip students with the specific, actionable skills demanded by global employers. The final project and case studies simulate professional marketing scenarios.</p>	<p>environmental impact of professional practice. Solving complex problems that have economic, social, and environmental dimensions.</p>	<p>independent international market research, analyze emerging markets, and present findings. This fosters critical thinking, self-directed inquiry, and the ability to continuously adapt to new global market trends—a cornerstone of lifelong learning.</p>	<p>marketing and social media in global contexts" ensure students gain proficiency in using digital tools for international audience targeting, SEO/SEM across regions, and managing global social media campaigns, which are essential modern marketing skills.</p>
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Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description

Thai: No

English : This course provides a comprehensive framework for understanding and applying marketing principles in a global context. Students will explore the complex interplay between the global marketing environment (cultural, economic, political, legal) and the strategic marketing decisions of firms. Key topics include assessment of global market opportunities, adaptation vs. standardization of the marketing mix (Product, Price, Place, Promotion),

Course Code: IBB2402

Degree: Bachelor

Course Name: International Marketing

Curriculum: International Business

Credit: 3

Faculty/College: Digital international business

international market entry strategies, and the execution of global branding and digital marketing campaigns. The course emphasizes developing a global mindset and ethical decision-making for future marketing professionals.

2. Number of hours spent per semester

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

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. Analyze the global marketing environment to identify key opportunities and threats.

4.2. Evaluate the cultural, economic, political, and legal factors that influence international consumer behavior and marketing practices.

4.3. Formulate effective international marketing strategies, including market selection and entry mode decisions.

4.4. Develop adapted or standardized marketing mix programs for international markets.

4.5. Construct a comprehensive and justified International Marketing Plan.

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

CLO/LO 1: Analyze the complexities of the global marketing environment (e.g., culture, economics, politics, law) and their impact on marketing strategy.

CLO/LO 2: Conduct a systematic screening process to select and evaluate potential international markets.

CLO/LO 3: Compare and contrast different market entry strategies (e.g., exporting, licensing, JVs, FDI) and recommend the most appropriate option for a given context.

CLO/LO 4: Develop an international marketing mix (4Ps) strategy that effectively balances global integration and local responsiveness.

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

CLO/LO 5: Formulate a justified international marketing plan and communicate it effectively in a professional context.

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			✓				2	3
CLO3					✓			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	Analyze the global marketing environment.	✓ Analyzing • Understands theories and frameworks (PESTEL, Hofstede). • Breaks down		✓ Responding, Valuing • Shows willingness to engage with

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

		complex environmental factors.		complex global issues. • Values the importance of cultural and ethical understanding.
CLO2	Conduct market screening and evaluation.	<ul style="list-style-type: none"> ✓ Applying, Analyzing • Applies market research methods and criteria. • Analyzes and interprets quantitative and qualitative data. 	<ul style="list-style-type: none"> ✓ Guided Response • Performs the steps of a systematic screening process using tools and models. 	<ul style="list-style-type: none"> ✓ Valuing • Appreciates the value of data-driven decision-making.
CLO3	Compare and contrast market entry strategies.	<ul style="list-style-type: none"> ✓ Evaluating • Judges the suitability of different entry modes based on criteria like risk, control, and investment. 		<ul style="list-style-type: none"> ✓ Organizing • Prioritizes strategic factors (e.g., long-term control vs. short-term risk) when making recommendations.
CLO4	Develop an international marketing mix (4Ps).	<ul style="list-style-type: none"> ✓ Creating • Synthesizes knowledge of environment, entry mode, and marketing 	<ul style="list-style-type: none"> ✓ Articulation • Demonstrates skill in crafting tailored product, price, place, and 	<ul style="list-style-type: none"> ✓ Valuing • Attaches value to the balance between global brand identity and

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

		principles to create a coherent strategy.	promotion strategies.	local market adaptation.
CLO5	Formulate and communicate a marketing plan.	<ul style="list-style-type: none"> ✓ Creating, Evaluating • Creates a comprehensive and justified plan. • Evaluates and defends strategic choices. 	<ul style="list-style-type: none"> ✓ Naturalization • Skills in written and oral communication are performed with professional fluency and effectiveness. 	<ul style="list-style-type: none"> ✓ Characterization • Internalizes the role of a professional marketer, demonstrating confidence, ethics, and responsibility.

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)

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

Feedback from stakeholders	Improvement based on feedback
/	/

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.

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

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>	<p>Case Study Analysis: In-depth analysis of real-world examples (e.g., Walmart in Germany, Netflix localization). Facilitated class discussion to debate the impact of different environmental factors.</p> <p>Feedback: Instructor provides structured feedback on case study reports, focusing on depth of analysis and logical reasoning.</p>	<p>Group presentation on a PESTEL analysis of a selected country.</p> <p>Essay question in the midterm exam requiring students to analyze the environmental challenges for a company entering a new market.</p>
CLO 2	<i>K-S-A</i>	<p>Data Workshop: Hands-on session using online databases (e.g., Statista, Euromonitor) to gather and analyze market data for different countries.</p> <p>Project-Based Learning: Groups work on a semester-long project to screen and select a target market for a specific product.</p> <p>Feedback: Peer and instructor feedback on the selection criteria and data interpretation during workshop sessions.</p>	<p>Submission of a market data report for two countries.</p> <p>Summative (Project Component): The market selection and justification within the final marketing plan.</p>
CLO 3	<i>K-S-A</i>	<p>Scenario-Based Role-Play: Groups are assigned a company and market scenario and must "pitch" their recommended entry strategy to the "board"</p>	<p>Multiple-choice and short-answer quizzes on key concepts.</p>

Course Code: IBB2402

Degree: Bachelor

Course Name: International Marketing

Curriculum: International Business

Credit: 3

Faculty/College: Digital international business

		(classmates). Comparative Tables: In-class activity to complete pro/con tables for different entry modes. Feedback: Instructor and peer feedback during the role-play on the strength of the justification.	Summative (Exam): A case study in the final exam requiring a justified entry mode recommendation.
CLO 4	K-S-A	Glocalization Workshop: Groups adapt a global product's marketing mix for a specific local market. They must present their choices (e.g., new product features, local pricing, distribution channels, adapted ad copy). Feedback: Iterative feedback on the final project's marketing mix section from the instructor, focusing on creativity and cultural intelligence.	Summative (Final Project): The comprehensive marketing mix strategy is a core component of the final international marketing plan
CLO 5	K-S-A	Project-Based Learning (PBL): The core of the course is the development of a full international marketing plan for a real company/product. Peer Review: Students provide structured feedback on each other's draft plans. Rehearsal & Feedback Sessions: Groups practice their final presentations and receive feedback on both content and delivery.	Summative (Final Assessment): 1. Written Report: The complete international marketing plan. 2. Final Presentation: A professional pitch of the plan to instructors and peers.

* 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**

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

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%)
Fails to identify or incorrectly identifies key environmental factors (PESTEL). Analysis is superficial, illogical, or consists of unsupported opinions. Shows a significant misunderstanding of the interconnections between factors.	Correctly identifies and describes the main environmental factors. Analysis is logical and supported by examples from the case or reading. Explains the basic impact of these factors on a company's marketing strategy.	Provides a nuanced and insightful analysis. Weighs the relative importance of different factors and explores their complex interconnections. Draws well-reasoned, sophisticated conclusions about risks and opportunities for the business.

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):		
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 screening process is disorganized or missing key steps. Selection criteria are	Follows a structured screening process using relevant criteria (e.g., market	Designs and executes a highly systematic and rigorous screening process. Uses

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

irrelevant or misapplied. Data is ignored or misinterpreted. The final market recommendation is arbitrary and unjustified.	size, growth). Applies data to evaluate markets competently. Provides a clear, logical justification for the selected target market based on the analysis.	creative or advanced criteria. Synthesizes data from multiple sources to provide a compelling, well-supported justification for the chosen market, acknowledging any limitations.
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CLO 3/LO 3:		
Levels (according to Bloom's Taxonomy):		
Behavior to be evaluated (Action Verb):		
<p style="text-align: center;">Below Expectation</p> <p style="text-align: center;">Expressed Results</p> <p style="text-align: center;">Below the expected criteria</p> <p style="text-align: center;">(Performance 0% - 49%)</p>	<p style="text-align: center;">Meet Expectation</p> <p style="text-align: center;">Expressed Results</p> <p style="text-align: center;">Meet the expected criteria.</p> <p style="text-align: center;">(Performance 50% - 79%)</p>	<p style="text-align: center;">Exceeds Expectation</p> <p style="text-align: center;">Expressed Results</p> <p style="text-align: center;">Higher than expected criteria</p> <p style="text-align: center;">(Performance 80% - 100%)</p>
Fails to accurately describe entry modes. Does not identify key similarities or differences. The recommendation is missing, unrelated to the analysis, or lacks any justification.	Accurately compares and contrasts different entry modes (e.g., JV vs. FDI) based on standard criteria like risk, control, and investment. Makes a clear recommendation that is logically connected to the stated context and analysis.	Provides a sophisticated comparison, highlighting subtle trade-offs and long-term strategic implications. The recommendation is nuanced, innovative, and brilliantly defended against potential counter-arguments using evidence.

CLO 4/LO 4:
Levels (according to Bloom's Taxonomy):

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

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 marketing mix is incoherent, culturally insensitive, or incomplete. Strategies for the 4Ps are generic, not tailored to the target market, or contradict each other. Shows no evidence of balancing global and local needs.	Develops a coherent and complete 4Ps strategy. Elements are appropriately adapted to the target market's cultural and consumer behavior. Shows a clear and logical effort to balance global brand consistency with local responsiveness.	Creates an innovative, highly integrated, and culturally astute marketing mix. Strategies are not only adapted but also show a deep understanding of the local competitive landscape and consumer psyche. The plan is exceptionally compelling and feasible.

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 plan is disorganized and lacks critical components. Arguments are unjustified. The presentation is unclear,	Formulates a complete, logical, and justified marketing plan. The document is well-structured.	Formulates a comprehensive, insightful, and exceptionally persuasive plan that demonstrates mastery of the

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

<p>unprofessional, and fails to defend the strategy under questioning.</p>	<p>The presentation is clear and professional, effectively communicating the key points and responding adequately to questions.</p>	<p>subject. The presentation is compelling, engaging, and delivered with professional polish. The student confidently defends the strategy with sophisticated responses to challenges.</p>
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Section 4 Lesson Plan and Assessments

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

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 international marketing course rules		3	Icebreaker: "A product from my country I wish was global." Lecture: Syllabus review, course rules, intro to International Marketing & the SDG framework. Activity: In-class discussion.	Informal class discussion to gauge initial understanding.	CAIM EI HU
2	Introduction & Globalization vs. Localization	CLO1, CLO4	3	Lecture: Theories of Theodore Levitt, Pankaj Ghemawat. Case Study: Analyze a classic example (e.g., Coca-Cola vs. McDonald's). Workshop: "Problem Storming" - Teams form around global market problems.	Team formation and problem statement submission.	CAIM EI HU
3	Culture, Ethics, and CSR	CLO1	3	Lecture: Hofstede's dimensions, ethical relativism vs. absolutism, CSR. Activity: "Cultural Lens" workshop - Teams analyze their problem through Hofstede's dimensions.	Draft three ethical considerations for their chosen market.	CAIM EI HU
4	International	CLO2	3	Lecture: PESTEL analysis, market	Submit a one-	CAIM

Course Code: IBB2402

Degree: Bachelor

Course Name: International Marketing

Curriculum: International Business

Credit: 3

Faculty/College: Digital international business

	l market research & segmentation			segmentation bases in int'l context. Workshop: Teams begin a PESTEL analysis for their target country. Tool: Introduction to market data sources (Statista, Euromonitor).	page PESTEL analysis summary.	EI HU
5	Cross-cultural consumer behavior	CLO1, CLO4	3	Lecture: Cross-cultural consumer behavior, buyer decision process. Activity: "How Might We..." adapt a product for a specific cultural need?	Conduct 5 "virtual interviews" (research online forums/social media) to understand target consumers.	CAIM EI HU
6	Global branding & positioning	CLO4	3	Lecture: Global brand architecture (e.g., branded house vs. house of brands), positioning strategies. Workshop: Teams develop a Value Proposition and a preliminary brand positioning for their project.	Instructor feedback on Value Proposit.	CAIM EI HU
7	Midterm	CLO1-		In-Class: Midterm Exam	Midterm Exam	CAIM

Course Code: IBB2402

Degree: Bachelor

Course Name: International Marketing

Curriculum: International Business

Credit: 3

Faculty/College: Digital international business

	Exam	3				EI HU
8	Pricing strategies in different markets	CLO3, CLO4	3	Lecture: Incoterms, pricing strategies (market skimming, penetration, cost-plus), currency fluctuations. Workshop: Conduct a pricing strategies for their product.	Peer review of pricing models.	CAIM EI HU
9	Supply chain & distribution challenges	CLO3, CLO4	3	Lecture: Incoterms, pricing strategies (market skimming, penetration, cost-plus), currency fluctuations. Workshop: Teams calculate a cost-based price and a market-based price for their product.	Distribution channel map submitted for feedback.	CAIM EI HU
10	Digital marketing and social media in global contexts -1	CL O4	3	Lecture: SEO/SEM across borders, global social media strategies (Weibo vs. Twitter). Workshop: Teams create a mock digital ad (storyboard) for one platform in their target market.	Ad storyboard presentation and critique.	CAIM EI HU
11	Digital marketing and social media in global contexts -2	CLO4	3	Lecture: SEO/SEM across borders, global social media strategies (Weibo vs. Twitter). Workshop: Teams create a mock digital ad (storyboard) for one platform in their target market.	Ad storyboard presentation and critique.	CAIM EI HU
12	Legal & regulatory	CLO1, CLO3	3	Lecture: GDPR, local advertising laws, import/export regulations,	Group summary of	CAIM EI HU

Course Code: IBB2402

Degree: Bachelor

Course Name: International Marketing

Curriculum: International Business

Credit: 3

Faculty/College: Digital international business

	environments (e.g., GDPR, trade agreements)			intellectual property. Activity: Regulatory scavenger hunt - What are the key rules for their product/country?	key regulatory findings.	
13	Emerging markets and B2B international marketing	CLO1, CLO2, CLO3	3	Lecture: "Bottom of the Pyramid" strategies, unique challenges in emerging markets, B2B vs. B2C international marketing. Q&A: Final project consultation session.	Teams refine their plans 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 & The Entrepreneurial Journey-1		3	Reflection on lessons learned.		CAIM EI HU
16	Course Wrap-up & The Entrepreneur		3	Reflection on lessons learned.		CAIM EI HU

Course Code: IBB2402

Degree: Bachelor

Course Name: International Marketing

Curriculum: International Business

Credit: 3

Faculty/College: Digital international business

	rial Journey-2					
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>					
<i>Computational Thinking, Algorithms</i>		3 no. of Questions				
<i>Introduction to Python programming</i>						
<i>Assignment</i>	<i>30%</i>					
<i>Projects and</i>	<i>20%</i>					

Course Code: IBB2402

Degree: Bachelor

Course Name: International Marketing

Curriculum: International Business

Credit: 3

Faculty/College: Digital international business

Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
<i>Presentations</i>						
<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
50 – 53	D	Poor / Weak
46 – 49	D-	Very Poor / Barely Passing
0 – 45	F	Fail / Failing

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

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.

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

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.

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

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)

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

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

Course Code: IBB2402

Course Name: International Marketing

Credit: 3

Degree: Bachelor

Curriculum: International Business

Faculty/College: Digital international business

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) ...

[add text]

Course Coordinator

date [add text]