



TQF. 3 Course Specification

Course Code: IBB 3312

Course Title: Independent study and Seminar in International Business

Credits: 3 (3-0-6)

Semester /Academic Year: 1/ 2025

Students: Bachelors of Business Administration
(International Business)

Lecturers: Dr. Denis Ushakov

College of Hospitality Industry Management
Suan Sunandha Rajabhat University

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Section 1. General Information

1. **Code and Course Title:**
IBB 3312 - Independent study and Seminar in International Business
2. **Credits:** 3- (3-0-6)
3. **Curriculum and Course Category:**
This course of Bachelor of Business Administration (International Business), CHM, SSRU is categorized as a core course.
4. **Lecturers:** Dr. Denis Ushakov
Office: Room 402, Main campus, E-mail denis.us@ssru.ac.th
5. **Year / Semester**
Graduate Student Year 2025 / Semester - 1
6. **Prerequisite Course** – Principles of Business
7. **Co-requisite Course** - None
8. **Learning Location**
Main campus, building 36
9. **Last Date for Preparing and Revising this Course:**
September, 01, 2025

Section 2. Objectives and Purposes

1. Course Objectives

At the end of this course, the student will possess a cognitive domain, psychomotor domain, and affective domain in the following areas of performance:

1. Identify, list, define key research and self-study terminologies and modern study techniques and methods.
2. Demonstrate the understanding of the process of independent studying in the fields of international business.
3. Demonstrate the understanding of process of preparation for research.
4. Know how to get required data and how to work with data within a frame of research and independent study.
5. Demonstrate an ability to collect feedback and interpret the results.
6. Demonstrate an ability to present results, findings and conclusions of own research

2. Purposes for Developing / Revising Course (content / learning process / assessment / etc.)

According to TQF (Thailand Quality Framework: HEEd.) and the Teachers' Council of Thailand with the standards of professional knowledge and experience for requirement courses, graduate students' program in business education should have essence of knowledge in learning management, classroom management, and educational quality assurance as follows:

2.1 Learning management consisting of:

- 1) Learning and teaching theories;
- 2) Learning models and instructional model development;
- 3) Design and management of learning experiences;
- 4) Integration of contents for learning groups;
- 5) Integration for group learning;
- 6) Techniques and know-how in learning management;
- 7) Media implementation and production and innovative development for learning;
- 8) Learner-oriented learning management;
- 9) Learning evaluation.

2.2 Classroom management consisting of:

- 1) Management theory and principles;
- 2) Educational leadership and teamwork;
- 3) Systematic thinking;
- 4) Learning of organizational culture;
- 5) Organizational human relations and communication;
- 6) Preparation and development academic programs and
- 7) activities for educational institution and communities;
- 8) Information system for management.

2.3 Educational Quality Assurance consisting of:

- 1) Principles and procedures for educational quality assurance;
- 2) Elements of educational quality assurance;
- 3) Educational standards;
- 4) Internal and external assurance;
- 5) Roles of administrators on the educational assurance.

Section 3. Course Structure

1. Course Outline

In this course, students will study the essential of research and studying process in international business including the basic of planning, organizing, motivating, leading, and controlling in the process of successful independent study or research. Every student has to pass one theoretical (theory of research and independent study) and three practical (analyze of other's research, in-class individual research, out-of – class independent research) stages

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

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

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

1 hour / week

Section 4. Learning Outcomes, Teaching and Evaluation Strategies

1. Development of Students' Special Characteristics

Special Characteristics	Strategies or Students Activities
Global business personality	Coaching and special training to increase students' understanding and practicing skill of being polite and to adapt a helpful business manner.
Leadership	Students will have opportunity to form a team for many special projects and take turn to be the leader of a team.
Self-study	Students will practice doing self-study, researching and bring information to share in class.

2. Development of Learning Outcomes in Domains of Learning

2.1 *Morals and Ethics*

2.1.1 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 morals and traditional values, beliefs and principles they claim to hold,
- (3) The ability to make business decisions according to moral concepts and judgments.

2.1.2 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.

2.1.3 Evaluation 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.

2.2 Knowledge

2.2.1 Knowledge to be acquired

- (1) The ability to understand business theories and solve case studies,
- (2) The ability to analyze and solve real practical problems and issues,
- (3) The ability to apply business knowledge integrated with other disciplines.

2.2.2 Teaching Strategies

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

2.2.3 Evaluation Strategies

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

2.3 Cognitive Skills

2.3.1 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.

2.3.2 Teaching Strategies

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

2.3.3 Evaluation Strategies

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

2.4 Interpersonal Skills and Responsibility

2.4.1 Interpersonal Skills and Responsibility 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.

2.4.2 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,

2.4.3 Evaluation 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.

2.5 Numerical Analysis, Communication and Information Technology Skills

2.5.1 Numerical Analysis, Communication and Information Technology Skills 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.

2.5.2 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.

2.5.3 Evaluation 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.

3. Curriculum Mapping

Meanings of Learning Outcomes in the Curriculum Mapping

3.1 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.

3.2 Knowledge

- (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

3.3 Cognitive Skills

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

3.4 Interpersonal Skills and Responsibility

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

3.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Be able to use basic ICT skills and apply them to daily life
- (2) Be able to use statistics and mathematics to solve business problems
- (3) Be able to use IT to search for new knowledge and apply numerical analysis in communications with emphasis on practical and real life experiences.

Section 5. Lesson Plan and Assessment

5.1 Lesson Plan

Week	Contents	Hours	Learning activities
1-2	Part 1. Theory and methods of research and studying <ol style="list-style-type: none"> 1. Philosophical approaches and meanings of research and study 2. Methods of research 3. Structure of research 4. Proposals 5. Purpose of research 6. Hypothesis 7. Goals, objectives 8. Data collection and work with data 9. Methods of data collection 10. Finding and conclusions 11. Graphs and information visualization 	6	Lecture Group discussion Q&A Testing (pre test) Team competition Kahoot test Quizz.com Google meet
2-3	Part 2. Analyzing research <ol style="list-style-type: none"> 1. Find any business research in library 2. Analyze a structure and logic of this research 3. Present results of this analyze 	6	Individual study Individual project Presentation Debates Discussions Q&A E-mail communication Google meet interview
3-4	Part 3. In class research <ol style="list-style-type: none"> 1. Create plan of in-class research 2. Present a logic and structure of research 3. Collect data in class 4. Work with data 5. Making a conclusion 6. Presentation of results 	6	Individual study Individual project Presentation Debates Discussions Q&A Google meet interview Communication in messengers Online research submissions and evaluation Discussions in online forums
5-15	Part 4. Individual research <ol style="list-style-type: none"> 1. Choosing a topic, making a proposal 2. Presentation and discussion of proposal 3. Presentation of data collection methods 4. Presentation of Questionnaire 5. Data collection 6. Presentation of collected data 7. Finding and conclusions 8. Making a final report 9. Presentation of final report 	30	Individual study Individual project Presentation Debates Discussions Q&A Google meet interview Communication in messengers Online research submissions and evaluation
16	Enrichment activities and Make up Class		
17	Final Presentation		

5.2 Learning Assessment Plan

Learning Standards/Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>Morals and Ethics</p> <ul style="list-style-type: none"> ● (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. 	<ul style="list-style-type: none"> (1) Checking student attendance every class (2) Evaluate from how many students cheating in exam. (3) Evaluate from students' responsibility on their contribution on group project. 	Throughout semester	10 % S / U S / U
<p>Knowledge</p> <ul style="list-style-type: none"> ● (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 	<ul style="list-style-type: none"> (1) Pop-quiz, midterm, and final exam (2) A group project (3) Class Presentation 	Throughout semester	25% S / U 15%
<p>3.3 Cognitive Skills</p> <ul style="list-style-type: none"> ● (1) The ability to gather and summarize information, and conduct research ○ (2) Self-study and sharing information to the class ○ (3) The ability to solve problems from case studies 	<ul style="list-style-type: none"> (1) Group Presentations (2) Participate in real negotiations. (3). Problem-based learning 	Throughout semester	30 % S / U S / U
<p>3.4 Interpersonal Skills and Responsibility</p> <ul style="list-style-type: none"> ● (1) The ability to communicate in English ○ (2) The ability to use English to solve business problem ○ (3) Initiate some new business ideas and have leadership 	<ul style="list-style-type: none"> (1) How students participate in teamwork? (2) How students use advance business English in their presentation. (3) How students can use English in discussions and debates? 	Throughout semester	10 % S / U S / U
<p>3.5 Numerical Analysis, Communication and Information Technology Skills</p> <ul style="list-style-type: none"> ● (1) Be able to use basic ICT skills and apply them to daily life ○ (2) Be able to use statistics and mathematics to solve business problems ○ (3) Be able to use IT to search for new knowledge and apply numerical analysis in 	<ul style="list-style-type: none"> (1) Evaluate the correct application of statistics and mathematics to solve problems. (2) Evaluate their ability to present their work in at a exhibition. (3) Evaluate their ability to use software computer such as Photoshop doing their work. 	Throughout semester	10 % S / U S / U

Learning Standards/Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
communications with emphasis on practical and real-life experiences.			

Section 6. Learning and Teaching Resources

Foundational Texts on Research Design & Methodology

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (8th ed.). Pearson.

Easterby-Smith, M., Jaspersen, L. J., Thorpe, R., & Valizade, D. (2021). *Management and business research* (7th ed.). SAGE Publications.

Literature Review & Identifying a Research Gap

Fink, A. (2020). *Conducting research literature reviews: From the internet to paper* (5th ed.). SAGE Publications.

Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. *MIS Quarterly*, 26(2), xiii–xxiii.

Ridley, D. (2012). *The literature review: A step-by-step guide for students* (2nd ed.). SAGE Publications.

Discipline-Specific Texts in International Business

Peng, M. W., & Meyer, K. E. (2019). *International business* (3rd ed.). Cengage Learning.

Cavusgil, S. T., Knight, G., Riesenberger, J. R., Rammal, H. G., & Rose, E. L. (2020). *International business: The new realities* (5th ed.). Pearson.

Journal of International Business Studies (JIBS).

Academic Writing & APA Style

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd ed.). American Psychological Association.

Graff, G., & Birkenstein, C. (2021). *They say / I say: The moves that matter in academic writing* (5th ed.). W.W. Norton & Company.

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 Lecturers team observe the class and discuss 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 assignment is interesting and stimulating.
- (11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director /Head of program construct 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 questions, the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitor to assessment process and Grading.

5. Methodology and Planning for Course Review and Improvement

- (1) Revise and develop course structure and process every two years.
- (2) Assign different lecturers teach this course to enhance students' performance.