

TQF 5: Course Report

1. Institution	Mahidol University International College
2. Faculty/Division/Program	Business Administration Division

Section 1: General Information

1. Course code and name	ICMK461 Marketing Strategy for Sustainability
2. Pre-requisite (if any)	4 th year status
3. Lecturer	Assoc. Prof. Dr. Olimpia C. Racela
4. Trimester	TBD
5. Venue	Mahidol University International College

Section 2: Comparison of Actual Course Operation with the Course Plan

1. Actual teaching hours compared with the teaching plan

Topic	Teaching Hours	Actual Teaching Hours	Reasons (if the difference is more than 25%)
Market-oriented Perspectives Underlying Successful Corporate, Business, and Marketing Strategies	4	4	n.a.
Corporate Strategy Decisions and Their Marketing Implications	4	4	n.a.
Business Strategies and Their Marketing Implications	4	4	n.a.
Marketing Ethics and CSR	4	4	n.a.
Measuring Market Opportunities: Forecasting and Market Knowledge	4	4	n.a.
Targeting Attractive Market Segments	4	4	n.a.
Differentiation and Brand Positioning	4	4	n.a.
Marketing Strategies for New Market Entries	4	4	n.a.
Strategies for Growth Markets	4	4	n.a.
Strategies for Mature and Declining Markets	4	4	n.a.

Strategies for Growth Markets	4	4	n.a.
Strategies for Mature and Declining Markets	4	4	n.a.
Marketing Strategy for a Digitally Networked World	4	4	n.a.
Organizing and Planning for Effective Implementation	2	2	n.a.
Measuring and Delivering Performance	2	2	

2. Topics that couldn't be taught as planned

Topics that couldn't be taught (if any)	Significance of the topics that couldn't be taught	Remedial action
None. All topics were taught.	n.a.	n.a.

3. Effectiveness of the teaching methods specified in the Course Specification

Learning Outcomes	Teaching methods specified in the course specification (TQF 3)	Effectiveness (Use ✓)		Problems of the teaching method(s) (if any) and suggestions
		Yes	No	
Ethics and Moral	-Lecture and class discussion -Ethical dilemmas embedded in assigned marketing strategy case studies -Exam questions	✓		
Knowledge	-Lecture and class discussion -Marketing strategy case study/problem and case analysis and group presentation with Q&A -Tailored marketing plan report and VDO pitch -Exam questions	✓		

Cognitive Skills	-Lecture and class discussion -Marketing strategy case study/problem and case analysis and group presentation with Q&A -Tailored marketing plan report and VDO pitch -Exam questions	✓		
Interpersonal Skills and Responsibilities	-Lecture and class discussion -Marketing strategy case study/problem and case analysis and group presentation with Q&A -Tailored marketing plan report and VDO pitch -Exam questions	✓		
Numerical Analysis, Communication and Information Technology Skills	-Lecture and class discussion -Marketing strategy case study/problem and case analysis and group presentation with Q&A -Tailored marketing plan report and VDO pitch -Exam questions	✓		
4. Suggestions to improve the teaching method				
None at this time.				

5. Actual Teaching methods used in class

Teaching Methods	Description	Check all that applies
Lecture	Instructor presenting material and answering student questions that arise	✓
Interactive Lecture	Lecture with two to fifteen minute breaks for student activities every twelve to twenty minutes	
Recitation	Students answering knowledge and comprehension questions	
Directed discussion	Class discussion that follows a more or less orderly set of questions that the instructor has crafted to lead students to certain realizations or conclusions or to help them meet a specific learning outcome	✓

Writing and speaking exercises	Any of many informal assignments and activities, usually in-class and ungraded, to help students learn material, clarify their thinking, or make progress on a formal assignment	
Classroom assessment techniques	Informal assignments and activities, usually in-class and ungraded, to inform the instructor how well students are mastering new material just presented or read	
Group work/learning	Students doing a learning activity or creating a product in small groups of two to six in or out of class; must be carefully managed by the instructor	✓
Student-peer feedback	Students giving one another feedback on a written or an orally presented product, usually a written draft or practice speech	✓
Cookbook science labs	Pairs or triads of students conducting a traditional, often predictable experiment following prescribed, cookbook-like procedures	
Just-in-time teaching	Instructor adjusts class activities and lectures to respond to the misconceptions revealed by students' electronic responses to conceptual questions	
Case method	Students applying course knowledge to devise one or more solutions or resolutions to problems or dilemmas presented in a realistic story or situation; an individual, small-group, or whole class activity	✓
Inquiry-based learning	Students learning or applying material in order to meet a challenge, such as to answer a question, conduct an experiment, or interpret data	✓
Problem-based learning	Student groups conducting outside research on student-identified learning issues (unknowns) to devise one or more solutions or resolutions to fuzzy problems or dilemmas presented in a realistic story or situation	✓
Project-based learning	Students applying course knowledge to produce something, such as a report (written or oral), process or product design, research or program proposal, or computer code; often paired with cooperative learning	✓
Role play	Students acting out instructor-assigned roles, improvising the script, in a realistic and problematic social or interpersonal situation	✓
Simulation	Students playing out, either face-to-face or on computer, a hypothetical social situation that abstracts key elements from reality	
Service-learning with reflection	Students learning from the experience of performing community service and systematically reflecting on it	
Fieldwork and clinical	Students learning how to conduct research and make sound professional judgments in real-world situations	
Other methods	(Please specify)	

6. e-Learning tools used in class

E-learning Tools	Check all that applies
1. Moodle (MUIC e-Learning)	
2. Edmono	
3. Canvas	
4. Socrative	
5. Google Classroom	
6. Social Media (e.g. Facebook, LINE)	
7. Kahoot, Mentimeter, Poll Everywhere	
8. Others, please specify; Microsoft Teams Platform	✓

Section 3: Course Report

1. Number of students registered	71	
2. Number of students at the end of the term	71	
3. Number of student withdrawing the course (W)	0	
4. Grade distribution		
Grade	Students	Percentage
A	8	11.3
B+	19	26.8
B	30	42.2
C+	7	9.9
C	6	8.4
D+	0	0
D	0	0
F	1	1.4
Incomplete (I)	0	0
Pass (P, S)	0	0
Not pass (U)	0	0
Withdraw (W)	0	0
5. Factors causing unusual distribution of grades (If any)		
None. The distribution of grades is not unusual.		

6. Discrepancies in the evaluation plan specified in the Course Specification

6.1. Discrepancy in evaluation time frame ☒ No ☐ Yes (explain)

Discrepancy	Reasons
None.	

6.2. Discrepancy in evaluation method ☒ No ☐ Yes (explain)

Discrepancy	Reasons
None.	

7. Verification of students' achievements

Verification Method	Result
- Individual case analysis	Students demonstrate critical-thinking, problem-solving, quantitative analytical skills, and technology skills;
- Individual senior marketing plan report and VDO pitch	Students demonstrate resourcefulness, innovativeness, professional communication skills, and technology skills;
- Group case analyses and presentations	Students engage in role-play and demonstrate interpersonal skills, accountability, work ethic, conflict resolution, and technology skills

Section 4: Problems and Their Impacts on Course Operation

1. Problems related to teaching and learning resources ☒ No ☐ Yes (explain)

Problems	Impacts

2. Problems related to curriculum management and institution ☒ No ☐ Yes (explain)

Problems	Impacts

Section 5: Course Evaluation

1. Students' evaluation (attach document)

Critical comments from students' evaluation	Lecturer's feedback on the issue
<p>-The score was not based on the instruction and evaluation criteria;</p> <p>-the word limit of 1,000 words but some who submit 3,000 words get a higher score;</p>	<p>-expectations of work submitted are provided several ways: (1) rubrics in the syllabus and posted in the MS Teams Channel under 'Files', (2) visual examples of 'good' student work shown in the first class, (3) a practice case analysis in the third week of the semester where students who attempt the practice case can receive feedback to improve upcoming scored work;</p> <p>- case analyses write-ups are limited to around 1,000 words and/or four A4 size pages to 'force' students to write concisely; students may include appendices of frameworks, tables, and charts at their discretion;</p>
<p>-too much work</p>	<p>-the course workload has already been lowered several times; the standard here is typical of high-performing marketing programs at other AACSB business schools; students are informed in advance during pre-registration that the course is demanding and are advised not to enroll if he/she plans to study more than 16 credits that semester;</p>

2. Evaluation of the course using other methods

Critical comments from the evaluation	Lecturer's feedback on the issue
<p>-general "course is a lot of work, but it is good," feedback from colleagues who have spoken to students about ICMK461</p>	<p>Same as above.</p>

Section 6: Plan for Improvement

1. Developments from suggestions made in the previous course report

Suggestions/Recommendation from Previous Course Report	Developments
Implement case study method with updated marketing strategy courses;	-effective

2. Other developments/improvement of the course



None at this time.

3. Suggestions/recommendations for future course improvement

Recommendation	Timeframe	Responsible Person
Continue to develop and complete the Marketing Plan handbook, with a new timeframe	Completed by 30 August 2024	Olimpia C. Racela

4. Suggestions/comments from the course lecturer to the Program Director/Coordinator

None.

	Name	Date
Course Lecturer	 Olimpia C. Racela	22 May 2024
Program Director of Marketing	 Olimpia C. Racela	22 May 2024

APPENDIX

#	COMMENTS AND SUGGESTIONS
1	Just one comment. I personally feel like the work is too much for this course because usually for other class if there is a final project there will be no final exam or if there is final exam there will be no final term project. By having both is little work overload for student. However, I really do love Professor's teaching method. She is one of the best teachers throughout my 4 years
2	I think this class is not fair as the professor random the case which some are easy and some are hard, and the grade is depending on the case that we are received, as well as there are so many project for this course, but still have a final exam which the last trimester did not have, so the grand and the standard each term is different, I think it is not fair
3	Should fix the exam date
4	The lecturer put so much efforts in and I can really see it. The contents are very useful and can really be use in real life work. However the scale of work might be a bit big for 3 months. Anyways, overall is still so great.
5	Ajarn was very supportive and tried to help students on the work.