



TQF. 3 Course Specification

Course Code : IHT3406

Course Title : Marketing and Promotion of MICE

Credits : 3(3-0-6)

Semester /Academic Year : 2/ 2015

Students : Hospitality and Tourism Management

Lecturers : Ms.Kanamon Suwantada

International College, Suan Sunandha Rajabhat University

Table of Contents

Section	Contents	Pages
Section 1	General Information	2
Section 2	Objectives and Purposes	3
Section 3	Course Structure	4
Section 4	Developing Student's Learning Outcomes	5
Section 5	Lesson Plan and Assessment	8
Section 6	Learning and Teaching Resources	13
Section 7	Course Evaluation and Improvement	14

Section 1 General Information

1. Code and Course Title: IHT3406 Marketing and Promotion of MICE

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

3. Curriculum and Course Category:

This course of Bachelor of Business Administration, International College, Suan Sunandha Rajabhat University is categorized in Business Major Elective Courses

4. Lecturers: Ms.Kanamon Suwantada

5. Year / Semester

Semester 2/2015

6. Prerequisite Course

None

7. Co-requisite Course :

None

8. Learning Location

International College Suan Sunandha Rajabhat University

9. Last Date for Preparing and Revising this Course:

November 12 , 2015

Section 2 Objectives and Purposes

1. Course Aims

At the end of this course, the student will be able to perform in the following areas of performance:

- (1) Able to understand overview of operational functions of each business in MICE Industry
- (2) Able to understand development of MICE business, current affairs, problems and solutions, industry trends and growth.

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

According to TQF (Thailand Quality Framework: HEd.) and the Teachers' Council of Thailand with the standards of professional knowledge and experience for requirement courses, students program should have essence of knowledge in Principles and procedures in market research and strategic marketing planning, gathering and update economic data and statistics. Including sales planning, promotion of event and media production.

Section 3 Course Structure

1. Course Outline

Principles and procedures in market research and strategic marketing planning, gathering and update economic data and statistics. Including sales planning, promotion of event and media production.

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

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

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

3 hour / week

Section 4 Developing Student's Learning Outcomes

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>1. Ethics and Morals</p> <p>(1) Be able to deliver or to complete a required task at or the appointed time when conducting a tour</p> <p>(2) Be able to do the right thing according to the values, beliefs and principles they claim to hold,</p> <p>(3) Be able to make decisions in business according to moral concepts and judgments.</p>	<p>Work in group to discuss learning management, classroom management, and educational quality assurance; and their impact on teachers' skills and attitudes.</p> <p>(1) The team of students will help to remind other team members to be on time.</p> <p>(2) Provide an example of integrity in classroom such as no plagiarism.</p> <p>(3) Provide a case study that explains business ethics.</p>	<p>Group discussion Report</p> <p>(1) Checking student attendance every class</p> <p>(2) Evaluate from how many students cheating in exam.</p> <p>(3) Evaluate from students' responsibility on their contribution on group project.</p>
<p>2. Knowledge</p> <p>(1) Understanding the business theories and important case studies taught</p> <p>(2) To be able to provide an analysis and provide the solution to real world problems</p> <p>(3) To be able to use business knowledge integrated with other disciplines</p>	<p>(1) Use Problem-based learning</p> <p>(2) Use cooperative learning techniques</p> <p>(3) Invite guest speaker who is an expert in real world business</p>	<p>(1) Pop-quiz, midterm, and final exam</p> <p>(2) A group project</p> <p>(3) Class Presentation</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>3. Cognitive Skills</p> <p>(1) The ability to gather and summarize information, and conduct research</p> <p>(2) Self-study and sharing information to the class</p> <p>(3) The ability to solve problems from case studies</p>	<p>(1) Group Presentations</p> <p>(2) Participate in real competitions such as Business Plan Writing.</p> <p>(3) Problem-based learning</p>	<p>1. Individual portfolio</p> <p>2. Term papers</p> <p>3. Group report presentation</p>
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Be able to communicate with foreigners in English</p> <p>(2) Be able to use English to solve business problem</p> <p>(3) Initiate some new business ideas and have leadership</p>	<p>(1) Allow students with work in unfamiliar situation with new team members</p> <p>(2) Practice business manner and how to deal with customers</p> <p>(3) Use advance business English to communicate in class and with lecturers</p>	<p>(1) How students participate in teamwork</p> <p>(2) How students use advance business English in their presentation.</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be able to use basic ICT skills and apply them to daily.</p> <p>(2) Be able to use statistics and mathematics to solve business problems.</p> <p>(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.</p>	<p>(1) Use case studies that allow students to implement their knowledge of statistics and mathematics to solve business problems</p> <p>(2) Use activities such as encouraging students to show their work in an exhibition.</p> <p>(3) Students will form a team and do the group projects that require two-ways communication and develop their social skills.</p>	<p>(1) Evaluate the correct application of statistics and mathematics to solve problems.</p> <p>(2) Evaluate their ability to use software computer such as Photoshop doing their work.</p>

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias
1	Introduction to MICE Industry <ul style="list-style-type: none"> • Pre-test • Class Introductions, Review course reference sheet • Overview of MICE Industry 	3	<ul style="list-style-type: none"> • Pre-test to assess Student knowledge about MICE Industry
2	Meeting <ul style="list-style-type: none"> • Definition • Purpose of Corporate Meeting • Industry Trends 	3	<ul style="list-style-type: none"> • Direct Instruction and group discussion • Student-centered: Cooperative learning approaches
3	Incentive Travel <ul style="list-style-type: none"> • Incentive Travel program types • Incentive Travel in Thailand • Incentive Travel Trends 	6	<ul style="list-style-type: none"> • Direct Instruction and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches
4	Conventions <ul style="list-style-type: none"> • Convention Industry History • Recent Convention Trends • Convention Categorize and Management 	3	<ul style="list-style-type: none"> • Direct Instruction • Case Study
5	Exhibitions <ul style="list-style-type: none"> • Exhibition Purposes and Objectives • Recent Convention Trends • Convention Categorize and Measurement 	3	<ul style="list-style-type: none"> • Direct Instruction • Self-study and E-learning through Moodle

Week	Topic/Outline	Hours	Learning Activities and Medias
6	Organizer and Attendee Decision Making Criteria <ul style="list-style-type: none"> • Meeting and Incentive Travel Decision Criteria • Convention and Organizer (PCO) Criteria • Convention Attendee Decision Criteria • Exhibition Organizer and Attendee Decision Criteria 	3	<ul style="list-style-type: none"> • Direct Instruction • Student-centered: Problem-Based learning and Cooperative learning approaches
7	Special Events <ul style="list-style-type: none"> • Characteristics • Special Events Component • Social and Economic Impact • Roles and Importance of Event Management Companies 	3	<ul style="list-style-type: none"> • Direct Instruction • Student-centered: Problem-Based learning and Cooperative learning approaches
8	MIDTERM EXAMINATION		
9	Marketing for MICE Principles and procedures in market research and strategic	3	<ul style="list-style-type: none"> • Direct Instruction and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches • Self-study and E-learning through Moodle
10	Marketing and Sales Planning, sales planning <ul style="list-style-type: none"> • promotion of event • media production • 	3	<ul style="list-style-type: none"> • Direct Instruction
11	MICE Events Management Project Management Importance	3	<ul style="list-style-type: none"> • Direct Instruction • Student-centered: Problem-Based learning and Cooperative learning

Week	Topic/Outline	Hours	Learning Activities and Medias
12	The MICE Industry Logistic <ul style="list-style-type: none"> • Logistics and Transportation • Transportation Mode • MICE Industry logistics • Related Stakeholders in Logistics and transportation 	3	<ul style="list-style-type: none"> • Direct Instruction and group discussion
13	Standard in MICE Industry <ul style="list-style-type: none"> • International Organization for standardization (ISO) • National Level Standard and Guidelines 	3	<ul style="list-style-type: none"> • Direct Instruction and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches
14	Ethics for MICE <ul style="list-style-type: none"> • Negative Impact • Ethics 	3	<ul style="list-style-type: none"> • Direct Instruction and group discussion • Case Studies
15	Students Presentation	3	<ul style="list-style-type: none"> • Student-centered: Problem-Based learning and Cooperative learning approaches
16	Project- work Assignment submission		
17	Final Examination		
TOTAL	48 hours		

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1. Ethics and Morals</p> <p>To have ethic behavior (personal responsibility , corporate responsibility) and moral reasoning.</p>	<p>1. Individual portfolio</p> <p>2. Group discussion</p>	<p>Throughout semester</p>	<p>Class attendance</p> <p>10 %</p>
<p>2. Knowledge</p> <p>(1) To compile courses to formulate a learning plan for teaching mathematics.</p> <p>(2) To design a learning model appropriate to the learners' ages;</p> <p>(3) To select, develop and produce media and instrument that promote learning</p>	<p>1. Project work and Term papers</p> <p>2. Project work designed using the Geometer's Sketchpad</p> <p>3. Group report presentation</p>	<p>Through out semester</p>	<p>*Midterm 20%</p> <p>*Final 30%</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>3. Cognitive Skills</p> <p>(1) To organize activities that promote learning and classify the learners' levels based on evaluation.</p> <p>(2) To create project work assignment on Algebra using GSP.</p>	<ol style="list-style-type: none"> 1. Project work and Term papers 2. Project work designed using the Geometer's Sketchpad (GSP) 3. Group report presentation 	Through out semester	*Quiz 10%
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Have responsibility for assignment : Design lesson plan and project work using GSP in Algebra</p> <p>(2) Positive interdependence, accountability and posses social skills</p>	<ol style="list-style-type: none"> 1. Checklists 2. Observation 3. Interviews 	Through out semester	* Individual Activities 10 %
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Have mathematical skills to analyse and solve Algebraic problems</p> <p>(2) Able to create algebraic functions using mathematics software and self learning through E-learning and Moodle.</p> <p>(3) Can use correct language in oral and written presentations.</p> <p>(4) Can use computer and IT to search for new knowledge through various search engines.</p>	<ol style="list-style-type: none"> 1. Project work and Term papers 2. Project work designed using the Geometer's Sketchpad (GSP) 3. Group report presentation 4. Individual portfolio 	Through out semester	*Group Project 20%

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Raj, R., & Musgrave, J. (2009). *Event Management and Sustainability*. Wallingford, UK: CABI

Rogers, T.(2003). *Conferences and Conventions: A Globalindustry*. Oxford (England: Butterworth-Heinemann.

Vining, S. (2001, Fall). The Future of the meetings industry: Why certain conference innovators are winning *Meeting discoveries*, 1, 1-7.

2. Important Documents for Extra Study

Fenich, G. (2005). *Meeting, expositions, events, and conventions: An introduction to the industry*. Upper Saddle River, N.J.: Pearson/Prentice Hall.

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

Keywords for searching:

Meeting, Incentive Travel, Conference, Convention, Events

Website: <http://www.businesseventsthailand.com/>

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 are 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.
-