Universidad de Alcalá

COURSE GUIDE

INTERNATIONALISATION PROCESSES AND THE ECONOMY

Degree in Economics and International Business

University of Alcalá

Académic Year 2026/2027

1st Year – 1st Semester

COURSE SYLLABUS

Course name:	**Internationalisation Processes and the Economy**
Code	**361002**
Degree	**Bachelor's Degree in Economics and International Business**
Department and Area of Knowledge	**Department of Economics – Applied Economics Area**
Type:	**Core**
Crédits ECTS:	**6**
Curso y cuatrimestre:	**First year / First semester**
Profesorado:	Professor Juan Fernández de Navarrete G.V (jfernandezn@uah.es) Head of Teaching Unit: Dr. Álvaro Anchuelo Crego
Office Hours:	**Students will be informed at the beginning of the course**
Language:	English

1. PRESENTATION

The current integration of markets of all kinds and the increasing globalization of the economy make the internationalization of both companies and countries an irreversible process that demands specific training to confidently navigate this situation. This is especially true considering that this internationalization process affects entities of all sizes. The international environment, which is expected to be turbulent in the coming years due to the transition from the near-hegemonic power of the US to emerging powers, makes this subject both broader and more necessary.

The course syllabus is designed to introduce students, both theoretically and practically, to the techniques and methodologies necessary for the development of internationalization departments within companies and public institutions.

This is the first subject in the curriculum of the Degree in Economics and International Business in which a set of issues related to internationalization are addressed, integrating into this concept, on the one hand, traditional export techniques, on the other hand, international investments and on the other hand, finally, global approaches.

It is a complex subject, in that it requires information management in international databases and considerable synthesis skills in order to make internationalization

decisions based on indicators, choosing appropriate products and markets, and selecting effective forms of presence. To this end, cutting-edge search tools are provided, and Artificial Intelligence and its many possibilities are integrated into the course. It is used, but critically, to identify appropriate information sources and to keep abreast of the increasingly frequent changes in regulations and procedures. Its rigorous application allows the discipline to reach the level of producing professional reports, something that was not possible a few years ago.

Prerequisites and Recommendations (if applicable):

Students are advised to acquire prior basic knowledge of global economics and business economics, and to strengthen their English skills, as these are essential for professional practice in this field.

2. COMPETENCES

Basic and general competences::

GC1.- - Acquire capacity in the negotiation techniques used in international institutions and companies.
GC2.- - Ability to analyse data and reports, specifically from international sources (companies, international institutions such as the IMF, the WTO or the Bank for International Settlements).
GC3.- - Interest in updating the permanent requirements of techniques of organization and planning of international business and public activities.
GC4.- - Ability to assess the multiplicity of social, political, technical, etc. factors that converge in international business and institutional decisions.
GC5.- - Acquire the current ethical criteria susceptible of permanent updating manifested in the different countries through the anti-corruption codes, international economic rights charters, etc.
GC6.- - Ability to integrate into interdisciplinary teams that include people from very different countries and backgrounds.
GC7.- - Scientific and professional curiosity for the permanent use of analytical and conceptual instruments typical of international economic relations.
GC8.- - Motivation for the search for quality in professional practice and its development.
GC9.- - Curiosity for learning the new techniques and instruments that are continuously presented in the international world.
GC10.- - Written and oral expression skills that can be used in different environments.
GC11.- - Ability to use the English language to search for information and use the resources in that language, and in the preparation and presentation of academic activities.
BC1 - That students have demonstrated to possess and understand knowledge in an area of study that starts from the basis of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge from the forefront of their field of study.
BC2 - That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated

through the elaboration and defense of arguments and the resolution of problems within their area of study.
BC3 - That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.
BC4 - That students can transmit information, ideas, problems and their solutions to both specialized and non-specialized audiences.
BC5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal competences:

TC1.- - Acquire techniques and skills related to professional practice, including the application of the appropriate deontological regulations.
TC2.- - Know the resources available for access to information and use them effectively.
TC3.- - Acquire oral and written communicative skills in modern languages, both in professional environments and in other types of contexts.
CT4.- - Understand the ideas and arguments that are expressed in a foreign language, in writing and orally, both in everyday situations and in professional and specialized contexts.
TC5.- - Handle in an advanced way the office tools most frequently used in a professional environment (word processor, databases and spreadsheets) and advanced use of electronic communication programs, navigation and data search (email and Internet).
TC6.- - Design presentations using computer programs and ability to structure information appropriately and transmit it clearly and effectively, with a basic knowledge of the operation of data transmission networks.
TC7.- - Know the main techniques of management, conflict resolution, job selection and motivation of human teams in a work environment with the use of effective strategies in time management.
TC8.- - Plan and develop research in a certain field of study, in accordance with the academic and scientific requirements.
TC9.- - To know the history of the University of Alcalá, the functioning of the European institutions and the historical, social, economic and cultural reality of the European and Ibero-American countries.

Specific competences:

SC5.- - Acquire the ability to search, collect, select and manage documentary and statistical sources related to the international economy.
SC6.- - Use the quantitative methods applied to the study of the national and international economy, to understand and know its different dimensions, applying, where appropriate, the corresponding theoretical models.
SC9.- - Reinforce and/or acquire skills in Mathematical Analysis for Economics.
SC15.- - Acquire the ability to analyze, synthesize and critically summarize economic-business information using quantitative tools in the different economic-business areas.

Learning outcomes of the subject:

The program of the subject is designed to make the student know, in a theoretical and practical way, the techniques and work methodology necessary for the development of the departments of companies and public institutions that have to deal with internationalization.

The subject also includes the following OBJECTIVES, as indicated in the Department's Master Plan (dependent on the Strategic Plan-2036 of the University of Alcalá):

O-Doc-1	**Contribute to generating a UAH seal through the acquisition of DIGITAL skills**
O-Doc-1	**Contribute to generating a UAH seal through the acquisition of skills RELATED TO ENVIRONMENTAL SUSTAINABILITY**
O-Doc-3	**ACHIEVE 20% OF SPECIALIZED AND VERY HIGH QUALITY DEGREES**
O-Tra-1	**To make the UAH a benchmark in the adoption and promotion of scientific dissemination and open science, promoting the openness of knowledge transfer to the whole society, transparency and inclusion**
O-Int-1	**Maintain and enhance the level of internationalization as a transversal element throughout the UAH: teaching, research and knowledge transfer**
O-Int-2	**TO PROMOTE THE UAH AT AN INTERNATIONAL LEVEL AS WELL AS THE ROLE OF SPANISH AS A TRANSVERSAL FACTOR THROUGHOUT THE UNIVERSITY**
O-Cal-1.2	**Improvement of the teaching quality system for teachers**

3. CONTENTS

Content blocks	Total classes, credits or hours

I. Foreign markets and internationalization strategies	• 2 ECTS
II. Technical elements of import and export operations	• 2 ECTS
III. International Commercial Offer	• 1,5 ECTS
IV. International Investment	• 0,5 ECTS

Schedule

Week / Session	Content
01st	**INTRODUCTION:** • The internationalization of economic activities
02nd	**BLOCK 1: CHOOSING A PRODUCT:** • The exportable offer. Objective selection criteria
03rd	• Public institutions: information and support for exports
04th	**BLOCK 2: CHOOSING A TARGET MARKET AND VALIDATION/ADAPTATION OF THE PRODUCT** • Studying foreign markets
05th	• Ways to enter foreign markets
06th	• International Marketing: Product, Distribution, etc.
07th	• Foreign direct investment and other forms of internationalization
08th	• Multinational and global companies
09th	**BLOCK 3: TECHNICAL ELEMENTS FOR EXPORTING** • Organization and management of import/export
10th	• Technical elements (I): International Contracts
11th	• Technical elements (II): Logistics
12th	• Technical elements (III): Means of payment
13th	• Technical elements (IV): Customs
14th	• Multinational and global companies.

4. TEACHING-LEARNING METHODOLOGIES.-TRAINING ACTIVITIES

4.1. Credit distribution

Number of face-to-face hours: 48	Theoretical classes: 22,5 Practical classes: 22,5 Final examination: 3
Number of working hours Student's own:102	Autonomous work: 98 Tutorials ECTS: 4
Total hours: 150	

4.2. Methodological strategies, materials and teaching resources

The course will be taught using an active and applied methodology, designed to foster both the understanding of fundamental content and its application in contexts specific to international trade. Students are expected to acquire not only theoretical knowledge but also the ability to search for relevant information, interpret it critically, apply it to specific situations, and communicate their conclusions clearly and with sound reasoning.

Teaching will combine the explanation of concepts and procedures with practical activities, case studies, work with specialized sources, and the progressive development of academic and applied projects. This approach aims to strengthen the relationship between theory and practice and promote more meaningful learning.

Generally, in-person sessions will include an initial part dedicated to the presentation and explanation of the content of the corresponding topic, and a second part focused on its application through exercises, case studies, information analysis, discussion of examples, and completion of assigned tasks.

The methodology will be based on the following elements:

1. Lectures to present the topic, introduce students to a complex subject, and draw conclusions.
2. Practical classes for solving exercises and applying theoretical content in practice.
3. Reading, analyzing, and interpreting articles, books, and other documents.
4. Debates on a topic proposed by the professor.
5. Information searches and use of electronic resources (websites, online dictionaries, etc.).
6. Individual or group tutoring sessions to ensure students receive adequate support.
7. Implementation of innovative teaching techniques (cooperative learning, flipped learning, role-playing, gamification, blended learning, etc.).
8. Completion of assignments, presentations, and practical exercises. Both assignments and oral presentations are fundamental elements of the learning process. With the aim of fostering active student participation and promoting

collaborative work dynamics, a mixed assessment system is used in which the students themselves contribute to evaluating the best presentations.

9. The methodological approach is geared towards teaching procedures for searching, analyzing, and selecting information, as well as developing the ability to prepare professional reports using current and innovative tools.
10. Therefore, the focus of this course is to teach a methodology for searching for information and preparing professional reports using the most innovative tools available for this purpose.

This combination of hands-on work, participatory assessment, and the use of specialized technologies provides students with an applied learning experience aligned with the real demands of the export sector.

Specifically, the 3-hour classes are divided into two parts,

Part 1: 90 minutes. It begins with a multimedia knowledge test using the WooClap tool, so that students can assess their level of knowledge and the topics they will be learning. This is followed by a theoretical presentation.

Part 2: 90 minutes. Information retrieval and synthesis tools are explained, along with concrete examples, so that students can focus on the assigned tasks during the session.

All this is specified in the actions described in the following table:

- The Teaching-Learning Methodology pursues meaningful and relevant learning based on Relevant Content Capsules (RCC)	Each teaching unit is accompanied by slides or summaries of topics with the corresponding bibliographic resources.
- Presentation of basic theoretical approaches and concepts contained in each capsule	Content summaries allow for an extension of explanation and analysis in classes.
- Analysis and participatory reflection on the contents applying them to real cases	Use of the glossary and the FAQ's to check the understanding and application of all the relevant concepts in each didactic unit
- Elaboration and presentation of works: One work per thematic block.	I.- Search for information II.- Characterization of foreign markets III.- Organization of a purchase/sale operation abroad IV.- Forms of presence of an entity via exports
- Reading of various materials that must be worked on throughout the course:	- Company reports - Statistics of Public Institutions: Chambers of Commerce, Spanish and foreign Foreign Trade Institutes, Commercial Offices abroad, etc. - Studies of International Organizations - Press articles

- Analysis of multimedia material:	- Use of thematic videos developed by the World Trade Organization, the International Monetary Fund and other institutions for educational purposes
- Use and management of information:	- Collaboration with the professionals of the CRAI-Library so that the students carry out an activity that develops the informational competences in the use and management of the information

Methodology for Completing the Assignments

Throughout the course, three assignments with oral presentations will be completed, each linked to one of the three thematic blocks of the subject. These assignments constitute a central element of the teaching methodology and are designed to enable students to progressively apply the course content to real-world cases or, failing that, to sufficiently plausible and well-supported scenarios.

The general approach aims to familiarize students with situations typical of business internationalization processes, encouraging the selection, analysis, and justification of proposals related to companies that are in the process of entering new markets or to initiatives with international development potential. Likewise, the course seeks to strengthen analytical skills, knowledge of the economic and commercial environment, informed decision-making, and, where applicable, reflection on opportunities related to entrepreneurship. When the proposal is deemed suitable for the course objectives, real-world initiatives promoted by the students themselves may also be considered, including, if appropriate, their potential integration into alternative financing mechanisms, such as crowdfunding platforms.

The three projects follow a progressive logic, with each one developing and expanding upon aspects covered in the previous one. This sequence allows progress from identifying an exportable product or service to selecting the target market and, finally, carrying out the operational planning of the export.

Assignment 1. Selection of an Exportable Offer

The first assignment, corresponding to Block 1, will consist of selecting and justifying an exportable offer. This will be an individual assignment and will take the form of a brief career guidance report, with a maximum length of three pages of text, excluding appendices and a list of sources.

The objective of this assignment is for the student to identify a product or service proposal with internationalization potential and be able to justify it concisely, precisely, and in a way that is concise and decision-making-oriented. The quality of the justification, the ability to synthesize information, and the appropriate use of information from relevant, up-to-date, and correctly cited sources will be particularly valued.

In addition to the written report, each student will give a 90-second oral presentation, in elevator pitch format, with appropriate visual support. The purpose of this

presentation will be to clearly and convincingly explain the viability, interest, and potential of the proposed offer.

The presentations will take place in a public session in the classroom. Following the presentations, a peer review session will be conducted for formative purposes, allowing students to identify the proposals they consider best supported, most viable, or best presented. Based on this review, a preliminary ranking of the proposals can be developed, serving as a mechanism for immediate feedback and active group engagement.

Assignment 2. Target Market Selection and Proposal Adaptation

The second assignment, corresponding to Block 2, will consist of selecting and justifying a target country, based on the previously defined exportable product or service. This will include an objective analysis of the selected market, the potential adaptation of the product or service to that market, and an assessment of suitable financing alternatives, including, where relevant, crowdfunding or other support mechanisms related to foreign trade and entrepreneurship.

This assignment will be carried out in groups of three students and will be presented in a report of no more than five pages, excluding appendices and sources, as well as a three-minute oral presentation.

Group composition may be determined based on academic criteria related to the progress of previous activities, the diversity of student profiles, the complementarity of proposals, and the advisability of avoiding thematic duplication as much as possible. In any case, the instructors will be responsible for establishing the final team composition and ensuring the academic rigor of the developed proposals.

As in the previous assignment, presentations will be given in a public session and may include peer feedback and assessment mechanisms. These dynamics may lead to a new, indicative classification of the proposals, understood as a tool for motivation, active participation, and immediate feedback on the perceived quality of the work presented.

In group projects, an internal evaluation of the group's functioning may also be incorporated to gather information on the level of participation, involvement, and effective contribution of each member. This information will be supplementary and may be considered by the teaching staff along with other elements for monitoring the work process.

Assignment 3. Export Operation Planning

The third assignment, corresponding to Block 3, will consist of planning the export operation, including the main operational, documentary, administrative, and economic aspects necessary for its execution. The assignment must consider, among other aspects, the procedures related to exporting, the required basic documentation, and a cost estimate or profit and loss statement that allows for assessing the viability of the proposed operation.

This assignment will be carried out in groups of six students and will involve a greater degree of content integration and technical rigor. The result will be a report of a maximum of ten pages, excluding appendices and sources, and a corresponding oral presentation.

The group formation and thematic definition may be organized taking into account the progress made in previous assignments, the coherence of the proposals, and the desirability of ensuring a diversity of cases and a balanced distribution of students. As in the previous phases, the presentations may incorporate group evaluation mechanisms and generate a preliminary ranking of the presented work.

Peer Assessment and Formative Feedback

The inclusion of peer assessment activities serves an essentially formative purpose. This procedure aims to foster active engagement during presentations, stimulate critical reflection on others' work, and provide students with additional feedback on how their proposals are received by the group.

Student assessments may be used to create indicative rankings or classifications of the presentations in each phase. These classifications will aim to reinforce motivation, highlight the reception of proposals, and generate immediate feedback after the presentations. Their use will always adhere to academic criteria and will be supervised by the teaching staff.

In group work, information obtained through internal assessment or peer assessment tools may be used to support the monitoring of the work process and to evaluate the individual contributions of team members. However, this information will be supplementary and will be considered alongside other objective evidence of participation, involvement, and performance.

All assessments made by the students will be formative and complementary in nature, and in no case will they constitute by themselves the determining criterion of the final grade, which will correspond to the teaching staff in accordance with the previously established evaluation criteria.

Educational Purpose of the Assignment System

This methodological approach allows:

- all students to gain experience in the public presentation of proposals;
- to become familiar with brief and concise formats, typical of professional environments and consistent with specialized communication practices;
- to develop the ability to argue, prioritize information, and defend decisions;
- to receive feedback from both the teaching staff and the rest of the group;
- to encourage active student involvement in the analysis and evaluation of presentations;
- to reinforce relevant transversal skills, such as oral and written communication, analytical skills, the synthesis of complex information, and teamwork;
- for students to incorporate a methodology for preparing and presenting assignments that is also useful for other subjects and academic or professional contexts.

5. EVALUATION: Procedures, evaluation and qualification criteria[1]

The assessment will be continuous and formative, based on pre-established evaluation criteria and aimed at evaluating the degree to which learning outcomes have been achieved.

The assessment system will take into account both knowledge of the subject's core content and the students' ability to apply it to specific situations, analyze relevant information, develop well-founded proposals, and communicate their findings effectively.

Evaluation criteria

In relation to the content and study:

- Understands the basics and knows how to apply them.
- Relates the different knowledge.
- Properly resolves cases, exercises and activities.
- Synthesizes ideas and proposes a coherent reasoning in reports and essays.
- Knows how to work as a team encouraging and motivating its members.
- Makes original contributions.
- Is able to respond to the values recommended by the student.

In relation to research work:

The following criteria are used:

1) Adequacy of bibliographic and/or other references to the project

2) Consistency in the analysis of each student, the synthesis of the information obtained and the originality.

3) The quality of the structure and format of the presentation.

Qualification criteria

The student must choose and communicate to the teacher who teaches the subject in the first 15 days after the start of the course the type of evaluation which he has chosen.

Types of evaluation:

Continuous evaluation

Final evaluation

If the student does not communicate anything, it is understood that he is in continuous evaluation.

[1] ***Following the regulations governing the processes of evaluation of learning, approved by the Governing Council on March 24th, 2011,*** *it is important to indicate the evaluation procedures: for example, continuous evaluation, final, self-evaluation, co-evaluation. Instruments and evidence: essays, activities. Criteria or indicators to be assessed in relation to competences: mastery of conceptual knowledge, application, knowledge transfer. For the rating system it is necessary to remember the* ***Governing Council Normative of July 16th, 2009.***

Continuous evaluation

Continuous assessment allows students to obtain 100% of the grade, taking into account the following elements:

1. Class participation: Active, organized, and high-quality (10%)
The Wooclap tool will also be used to assess active learning during the sessions. Contributions made throughout the course related to case analysis, information interpretation, source research and use, and the application of tools and procedures specific to the subject will also be evaluated.

2. Individual progress tests: 40%
Two individual written tests will be administered throughout the course to assess understanding of the content and its application to scenarios related to the subject. Each test is worth 20% of the final grade:

First test: 20%
Second test: 20%

3. Assignments: 35%
Students will complete one or more individual or group assignments related to the different modules of the subject. These assignments may consist of market analysis, product or destination selection and justification, business plan development, or the preparation of technical reports.

4. Oral Presentation and Defense: 15%
The oral presentation of the assignments will be assessed based on the ability to synthesize information, clarity of presentation, organization of content, appropriate use of technical language, and the ability to provide reasoned answers to the questions posed.

Requirements for passing the course:

To pass the course through continuous assessment, it is necessary to:

1) obtain a final grade of 5.0 or higher out of 10
2) complete the mandatory tests and activities established in the course syllabus
3) demonstrate a sufficient level of proficiency in the assessment tools considered essential for verifying the acquisition of the learning outcomes

Final evaluation

Ordinary call
Students who have chosen this option will have to take a written test that will consist of the development of several general questions about each of the blocks of the program. This exam will decide 100% of the final grade.

During the development of the evaluation tests, the guidelines set out in the Regulation establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of the irregularities committed during those tests,

including the consequences for committing academic fraud according to the Regulation of Disciplinary Regime of the Students of the University of Alcalá.

The teaching-learning methodology and the assessment process will be adapted as needed, in accordance with the guidelines of the Diversity Support Unit, to implement curricular adaptations for students with specific needs.

6. BIBLIOGRAPHY

Basic Bibliography on export and import:

In Spanish:

1. ICEX (2005): *Estrategia y Gestión del Comercio Exterior*.
2. Diaz Mier, M.A. and Hernando Moreno, J. M. (2001): *Técnicas de Comercio Exterior*, Ed. Pirámide.
3. Moreno Gormaz, J.E. (2008): *Theoretical and Practical Guide to Foreign Trade*. Ed. Dikynson.
4. ICEX (2024) Guía de trámites y documentos de exportación. Dpto de Ventana Global ICEX

In English:

5. Albaum, G; Strandskov, J. y Duerr, E. (2016): *International Marketing and Export Management*, Ed. Pearson, 8º edición.
6. Cateora, P.R.; Gilly, M.C. & Graham, J.L. (2014): *International Marketing,* Ed. MGCraw Hill, 16th edition.

Basic Bibliography on other subjects:

In Spanish:

7. Arteaga Ortiz, J. (Coord.) (2017): *Manual de Internacionalización*, Ed. ICEX-CECO.
8. Durán Herrera, J.J. and Gallardo Olmedo, F. (2013): *Finanzas internacionales para la empresa*, chapters 1 and 2, Ed. Pirámide.
9. García, G. (2012): *How to conduct international business*, Madrid: Ed. Pirámide
10. Diaz Mier, M.A. (2003): *Negocios Internacionales, Introducción*, Ed. Pirámide.

In English:

11. Welch, L.; Benito, G; Petersen, B. (2017): *Foreign Operations Methods*, Ed. EE.
12. World Bank (2013): *Doing Business* (Disponible en internet)
13. Dunnig, J. y Lundan, S. (2008): *Multinational Enterprises and the Global Economy*, Ed. Edward Elgar.
14. Porter, M.E. (1980): Competitive Strategy: Techniques for Analyzing Industries and Competitors. New York: Free Press.
15. Porter, M.E. (1990) The Competitive Advantage of Nations Ed Palgrave Macmillan

Further reading:

16. On specific points of the foreign trade program there are excellent collections of the Spanish Institute of Exterior Commerce, Spanish Chambers of Commerce, etc. as well as the ESIC publishing house.
17. In English, the "Principles of Export", a series of works on specific aspects of export carried out by the "Institute of Export", Ed. Blackwell, deserves to be cited.