MARKETING SALES AND SERVICE

PATHWAY: MARKETING COMMUNICATIONS & PROMOTION

COURSE: E-MARKETING

UNIT 10:   MAKING MONEY IN E-MARKETING

INTRODUCTION

Annotation:

Teacher will present to students a presentation on revenue models in E-marketing and the E-business plan. Students will learn the value of planning and team work as they work in groups to develop a revenue model and complete a business plan for an internet based business.

Grade(s):

	9th
X	10th
X	11th
X	12th

Time: 8-10 – 50 minute periods

Author: Memory Reed, Harris Co. High, reed-m@harris.k12.ga.us

Additional Author(s):   Jason Stampers & Cheryl Tays

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards:

MKT-EM-10. Students will analyze revenue generation in e-marketing.
   a. Describe different types of revenue models.
   b. Explain how revenue models are developed.
   c. Differentiate between a traditional business plan and an e-business plan.
   d. Create an e-business plan.

GPS Academic Standards:

MC2P3. Students will communicate mathematically.
MC1D1. Students will determine the number of outcomes related to a given event.
MC1A1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

National / Local Standards / Industry / ISTE:

UNDERSTANDINGS & GOALS

Enduring Understandings:
- Students will understand revenue generation and how revenue models are developed.
- Students will understand how to create a business plan for E-business.

Essential Questions:
- What is a revenue model?
- What is the difference in a traditional business plan and an E-business plan?
- Why do E-businesses need to update their business plans more frequently than traditional businesses?

Knowledge from this Unit:
- Revenue model
- How to develop a revenue model.
- The difference in traditional and E-business plans.

Skills from this Unit:

- Student will be able to develop a revenue model.
- Student will be able to develop an E-business plan.

ASSESSMENT(S)

Assessment Method Type:

           Pre-test

           Objective assessment - multiple-choice, true- false, etc.
              __ Quizzes/Tests
              __ Unit test

x   Group project

           Individual project

           Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
              __ Self-check rubrics
              __ Self-check during writing/planning process
              __ Journal reflections on concepts, personal experiences and impact on one's life
              __ Reflect on evaluations of work from teachers, business partners, and competition judges
              __ Academic prompts
              __ Practice quizzes/tests

           Subjective assessment/Informal observations
              __ Essay tests
              __ Observe students working with partners
              __ Observe students role playing

           Peer-assessment
              __ Peer editing & commentary of products/projects/presentations using rubrics
              __ Peer editing and/or critiquing

           Dialogue and Discussion
              __ Student/teacher conferences
              __ Partner and small group discussions
              __ Whole group discussions
              __ Interaction with/feedback from community members/speakers and business partners

           Constructed Responses
              __ Chart good reading/writing/listening/speaking habits
              __ Application of skills to real-life situations/scenarios

           Post-test

Assessment(s) Title:

- Making Money in E-Marketing
- DECA Internet Marketing Business Plan Event Guidelines and Rubric
  (http://www.deca.org/pdf/IMP2009.pdf)

Assessment(s) Description/Directions:

Students will work in groups to do a business simulation where they are designing a revenue model and business plan for an internet business. They will use the DECA IMBP Event guidelines as a tool to help them complete the project. Students will complete a written business plan, a report on revenue models, and a PowerPoint presentation of the business plan.

✅ LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

   MKT-EM-10. Students will analyze revenue generation in e-marketing.
   - e. Describe different types of revenue models.
   - f. Explain how revenue models are developed.
   - g. Differentiate between a traditional business plan and an e-business plan.
   - h. Create an e-business plan.

2. Review Essential Questions.
   - What is a revenue model?
   - What is the difference in a traditional business plan and an E-business plan?
   - Why do E-businesses need to update their business plans more frequently than traditional businesses?

3. Identify and review the unit vocabulary.

4. Teacher should begin the unit by discussing what revenue generation is and what revenue models are. Then teacher should use the PowerPoint, "Revenue Models" to teach the subject. (In unit resources there are several websites listed that explain the concept of revenue models for E-marketing. If you search the web there are many more. This PowerPoint came from a college – Highland Community College – website. I tweaked it, made sure the links worked, etc.)

5. Teacher should then prompt students to explore various websites that discuss revenue models for E-business.

6. After discussing revenue models show the PowerPoint – The E-Business Plan. Teacher should discuss the different methods that need to be employed based on the business being an internet based business rather than a traditional business. (This PowerPoint was adapted from Cheryl Tays' PP – "The Formal Written Business Plan," I changed it to fit the DECA Internet Market Business Plan Event guidelines.)

7. Teacher can use the support of the textbook for explanations and examples of the business plan, as well as the websites listed in the web resources section of this lesson plan.

8. Teacher should then prompt students to explore various online business plans.

9. After completing the PowerPoint presentations, handout the "Making Money in E-Marketing" project and the "DECA Internet Business Plan Event" guidelines.   The project gives the students a business to write the plan for, but if the teacher prefers, you can allow the students to choose their own business to write the plan for.

10. It is suggested that no more than 3 students work on a single plan together.

11. Once the students choose their businesses (if they are choosing rather than using the business given), the teacher can begin to assist the students start the business plan.

12. Monitor and advise the students throughout the process.

13. Students should present their E-business plans before the class, using PowerPoint or some other presentation format. Students should handle this as a real presentation to a real client or as a DECA competition presentation; they should dress professionally and handle themselves professionally. The quality of the presentation should also be at least good enough for a DECA competition.

14. The teacher may use the rubrics attached to the DECA format for student assessment for the written and oral plan.

Notes & Reflections:

 Teacher needs to be familiar with revenue models in E-business as well as the difference in business plans for E-business and traditional businesses. Web resources should give teacher enough information to understand these concepts. If you don't already have this knowledge, do the research prior to starting the lesson. The project will take at least 1 week for students to complete, then they will need to present. Presentations should be limited to 10-15 minutes each.

There is a report on revenue models in addition to the business plan and presentation in the project. These should be 3 different grades.

CULMINATING PERFORMANCE TASK(S)

Culminating Unit Performance Task(s):

  "Making Money in E-Marketing"

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students work in groups of 2-3 to develop a revenue model and business plan for a fictional business. Students write a business report for the revenue model and a formal business plan. Students present their business plan via PowerPoint to the class in a formal format (DECA competition or professional presentation). Written and oral presentation should be graded using DECA Internet Business Plan Event rubrics.

UNIT RESOURCES

Web Resources:

http://articles.bplans.com/running-an-online-business/website-business-models

http://www.misprofessor.com/ecomm/bizmodls.shtml

http://www.networkcomputing.com/917/917f23.html

http://www.entrepreneur.com/ebusiness/index.html

http://ezinearticles.com/?The-5-Best-Revenue-Models-in-E-Commerce-History&id=102842

http://onlinebusiness.starmatrimonials.com/onlinerevenuemodels.php

www.bplans.com

http://www.deca.org/pdf/IMP2009.pdf

Attachments, Materials & Equipment:

- Presentation equipment (projector hooked to computer for PowerPoint presentations).
- Computers with presentation software and internet capability.

What 21st Century Technology was used in this Unit:

X	Slide Show Software		Graphing Software		Audio File(s)
	Interactive Whiteboard		Calculator		Graphic Organizer
	Student Response System		Desktop Publishing		Image File(s)
	Web Design Software		Blog		Video
	Animation Software		Wiki		Electronic Game or Puzzle Maker
	Email	X	Website		