



# GEORGIA

PEACH STATE PATHWAYS  
2009 - 2010

Career, Technical, & Agricultural Education

## MARKETING SALES AND SERVICE

**PATHWAY:** MARKETING COMMUNICATIONS AND PROMOTION

**COURSE:** E-MARKETING

**UNIT:** EVALUATING WEBSITES



## INTRODUCTION

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**Annotation:**

Students will learn how important website design is to an e-commerce business. Students will learn what a successful website design entails. Students will evaluate e-commerce websites for usability.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:**

1 – 50 minute periods

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**Additional Author(s):**



## FOCUS STANDARDS

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### GPS Focus Standards:

**MKT-EM-3. Students will evaluate e-marketing websites for user friendliness.**

- a. Identify factors in determining ease of use (i.e., navigation, payment procedures, consistency, design).
- b. Identify payment methods for online purchases.
- c. Explain order fulfillment.

### GPS Academic Standards:

*MC2P2. Students will reason and evaluate mathematical arguments.*

*MC3P1. Students will solve problems (using appropriate technology).*

### National / Local Standards / Industry / ISTE:



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will understand the importance of e-commerce companies to build websites that are user-friendly.

### Essential Questions:

- What makes an e-commerce website attractive to customers?
- Why is it important for an e-commerce company to understand what makes a customer not purchase their products?

### Knowledge from this Unit:

- Students will learn what makes an e-commerce website user-friendly.

### Skills from this Unit:



## ASSESSMENT(S)

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### Assessment Method Type:

<input type="checkbox"/>	Individual project
<input type="checkbox"/>	Subjective assessment - Includes short answer and essay tests.
<input type="checkbox"/>	Post-test
<input type="checkbox"/>	Group projects
<input type="checkbox"/>	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
<input type="checkbox"/>	Objective assessment - multiple-choice, true- false, etc.
<input type="checkbox"/>	Pre-test
<input type="checkbox"/>	Peer-assessment - assessment of peer proficiency using specific criteria

### Assessment(s) Title:

E-Commerce Website Quiz

### Assessment(s) Description/Directions:

Students will take a true/false quiz on topics covered in this unit. Key is located within quiz.

### Attachments for Assessment(s):

E-Commerce Website Quiz with Key



## LEARNING EXPERIENCES

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### Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
  - Aesthetics
  - Graphics
  - Company Image
  - Navigation (on a website)
  - Order Fulfillment
4. Give students "E-Commerce Website Evaluation Note Guide". This handout corresponds to the notes below. Explain to students that in e-commerce website design is extremely important. If the website isn't designed well, it does NOT attract customers. Consequently, the site will not do well (which will kill the business). It is important that sites are:

- Aesthetically pleasing
- Do not have too many graphics or flash that causes slow downloading
- Do not have too much text or in paragraph form which turns customers off
- Graphics, color choice, and design need to support company image (Footlocker wouldn't want flowers and pinks and greens).
- Must be easy to navigate for customers, keeping in mind that not all customers are computer literate.
- Customers should be able to get to the checkout in no more than 3 clicks. The checkout should be easy to navigate and understand. Orders should be fulfilled quickly and products need to be refundable and exchangeable since they are being purchased online without being seen in person. Orders need to be shipped quickly. Sites should offer more than one type of payment method (Credit card and PayPal, etc.) and also more than one type of shipping method (FedEx and USPS, etc.). Shipping shouldn't take more than 1 week after leaving the warehouse.

5. Give students "E-Commerce Website Evaluation Rubric". Give each student three copies.

6. Have students go to 3 e-commerce websites and use the rubric to evaluate each site. (You may choose to have students do this in pairs or individually). Students will need a rubric for each site they evaluate. You may choose for students to go to sites of their own choosing or you may choose the sites for them. Suggested sites:

[www.walmart.com](http://www.walmart.com)  
[www.target.com](http://www.target.com)  
[www.ae.com](http://www.ae.com)  
[www.footlocker.com](http://www.footlocker.com)  
[www.hollister.com](http://www.hollister.com)  
[www.oldnavy.com](http://www.oldnavy.com)



## CULMINATING PERFORMANCE TASK(S)

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### Culminating Unit Performance Task(s):

E-Commerce Website Evaluation

### Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will use the rubric to evaluate e-commerce websites and turn in for a grade.

### Attachments for Culminating Performance Task:

E-Commerce Website Evaluation Rubric



## UNIT RESOURCES

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### Web Resources:

[www.walmart.com](http://www.walmart.com)  
[www.target.com](http://www.target.com)

[www.ae.com](http://www.ae.com)  
[www.footlocker.com](http://www.footlocker.com)  
[www.hollister.com](http://www.hollister.com)  
[www.oldnavy.com](http://www.oldnavy.com)

### Attachments, Materials & Equipment:

- E-Commerce Website Quiz with Key
- E-Commerce Website Evaluation Note Guide
- E-Commerce Website Evaluation Rubric
- Computers with internet access

### What 21st Century Technology was used in this Unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		

### Notes & Reflections:

### 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.