MARKETING SALES AND SERVICE

PATHWAY: Marketing Communications and Promotion

COURSE: E-marketing

UNIT 8: Channels of Distribution in E-marketing

✅ INTRODUCTION

Annotation:

Teacher will use a PowerPoint presentation to teach students about the channels of distribution in E-marketing. After the PowerPoint presentation, the teacher will give the students a handout that they will use to search the Internet to discover how E-marketing distribution differs from traditional marketing, the advantages and disadvantages of purchasing online, how E-commerce sites process orders, and how E-commerce can disenfranchise traditional retailers. They also will have two evaluation forms with which to compare six brands of order processing software and determine which is the best program and why.

Grade(s):

	9th
X	10th
X	11th
X	12th

Time: 2 – 3 50 minute periods

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

Additional Author(s):

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-8. Students will analyze distribution methods for E-marketing.
    a. Determine the channels of distribution available to E-marketers.
    b. Identify the advantages and disadvantages of purchasing goods online.
    c. Distinguish between direct and indirect channels of distribution.
    d. Define cybermediary.
    e. Evaluate various order processing software solutions.
    f. Discuss the issue of disenfranchisement of traditional retailers when companies adopt business to consumer distribution models.

GPS Academic Standards:

SSEF1. The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs and trade offs for individuals, businesses and governments.

National / Local Standards / Industry / ISTE:

UNDERSTANDINGS & GOALS

Enduring Understandings:
- Students will understand how E-marketers get products to their customers and the challenges they face in doing so.
- Students will understand the process of taking and processing orders online and how to choose software for this task.
- Students will understand the impact that E-marketing has on traditional retailers and the economy.

Essential Questions:
- Why is it important to understand that channels of distribution in E-marketing are different than in traditional marketing?
- Why is it important to understand what to look for in order processing software?
- How are traditional retailers disenfranchised when companies adopt business-to-consumer distribution models?

Knowledge from this Unit:

- Students will understand the channels of distribution for E-marketing.
- Students will understand the advantages and disadvantages of purchasing goods online.
- The difference between direct and indirect distribution in E-marketing.
- Students will understand what cybermediaries are and their function.
- Students will understand how E-commerce sites process orders.
- Students will understand how E-commerce affects traditional retailers and the economy

Skills from this Unit:

- Students will write a memo to a marketing manager explaining why they should use a certain software.

ASSESSMENT(S)

Assessment Method Type:

	Pre-test
	Objective assessment - multiple-choice, true- false, etc.

      __ Quizzes/Tests
      __ Unit test

	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

  X   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:

- Channels of Distribution Activity
- Order Processing Software Evaluation

Assessment(s) Description/Directions:

- This activity gives students internet sites and questions to answer about distribution channels in E-marketing.
- The second assessment has students evaluate 6 brands of order processing software and compare them and determine which software is the best. Then to write a memo to his/her boss recommending a particular brand of software.

Attachments for Assessment(s):

- Channels of Distribution Activity
- Order Processing Software Evaluation Form

LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
   MKT-EM-8. Students will analyze distribution methods for E-marketing.
   - g. Determine the channels of distribution available to E-marketers.
   - h. Identify the advantages and disadvantages of purchasing goods online.
   - i. Distinguish between direct and indirect channels of distribution.
   - j. Define cybermediary.
   - k. Evaluate various order processing software solutions.
   - l. Discuss the issue of disenfranchisement of traditional retailers when companies adopt business to consumer distribution models.

   SSEF1. The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs and trade offs for individuals, businesses and governments.

2. Review Essential Questions.
   - Why is it important to understand that channels of distribution in E-marketing are different than in traditional marketing?
   - Why is it important to understand what to look for in order processing software?
   - How are traditional retailers disenfranchised when companies adopt business-to-consumer distribution models?

3. Identify and review the unit vocabulary.

4. Show "E-marketing Distribution" PowerPoint.

5. Handout "Channels of Distribution Activity" to students. Have students use the internet to find the answers to the questions (there are 5 websites given, they can also search and find additional information). Hand out "Order Processing Software Evaluation Form" (6 copies per student) and the "Software Comparison Chart". Have the students evaluate the 6 brands of software with the evaluation form and then use the comparison chart to total their findings and make a decision on which software would be the best to use. They are then to write a memo to their boss (marketing manager) recommending their choice and reasons why this software should be chosen. *(If you have the capability, you could save the questions, evaluation form and comparison chart to a shared network drive that the students could access from their computers and pull up. If you do this you don't have to make paper copies and you save paper and time. Also, it is easier for the students to work on the computer than on paper.)*

CULMINATING PERFORMANCE TASK(S)

Culminating Unit Performance Task(s):

- Software Evaluation and Comparison
- Memo to Marketing Manager

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

- Students will compare 6 brands of order processing software, make a choice and write a memo to their boss on why they recommend that software. See # 5 above.
- Students will write a memo to their boss (marketing manager) recommending their choice and reasons why this software should be chosen.

Attachments for Culminating Performance Task:

- Software Comparison Chart

UNIT RESOURCES

Web Resources:

www.marketingteacher.com
http://www.ecommerce-guide.com/resources/
http://www.davechaffey.com/
http://onlinebusiness.about.com/?terms=electronic+commerce

Attachments, Materials & Equipment:

- Computers with internet capability
- Word processing software
- NEC projector hooked to computer to show PowerPoint
- Channels of Distribution Activity
- E-Marketing Distributing PowerPoint
- Software Comparison Chart
- Order Processing Software Evaluation Form

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		

Notes & Reflections:

There are many websites, magazines and books on this subject. You could extend this lesson further if you chose by having students do more in-depth research on the topics.