



MARKETING SALES AND SERVICE

PATHWAY: Marketing Communications and Promotion

COURSE: E-marketing

UNIT 9: Website Development for Marketing



INTRODUCTION

Annotation:

Students will learn about web design for E-marketing. Teachers introduce the concept via an interview of the producer of the movie, *Gone in 60 Seconds*. The students learn the importance of planning prior to designing. Teacher teaches about Web Design (and a little internet history) via a PowerPoint, *Web Design for Marketing*. Then the teacher hands out an online tutorial, *Learn the Net*, which reinforces what was in the PowerPoint and has the kids learn the information through answering questions from a website. Students learn about good design and bad design of web pages. After all the instruction, students are given an evaluation tool to evaluate websites.

Grade(s):

| | |
|-------------------------------------|------------------|
| <input type="checkbox"/> | 9 th |
| <input checked="" type="checkbox"/> | 10 th |
| <input checked="" type="checkbox"/> | 11 th |
| <input checked="" type="checkbox"/> | 12 th |

Time: 3 – 50 minute periods

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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-9. Students will explore professional design and website development from a marketing perspective.

- a. Understand the importance of planning and designing prior to building a website (ease of use/navigation).
- b. Define ASCII and WYSIWYG.
- c. Choose appealing images for the website based on the target market.
- d. Distinguish between image/graphic files (i.e. jpg, tiff).
- e. Determine the purpose of hyperlinks.
- f. Explain how the use of fonts and font size impact a website's appearance to customers.
- g. Differentiate between a site map and a navigation scheme.

GPS Academic Standards:

MM1D4. Students will explore variability of data by determining the mean absolute deviation (the average of the absolute values of the deviations).

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of website design.
- Students will understand what it takes to design and develop an e-marketing website.

Essential Questions:

- How much planning should go into designing a website prior to the actual beginning of the design process?
- What type of images should be included in your e-commerce site?
- How does the appearance of a website influence the success of the e-business?

Knowledge from this Unit:

- Students will understand what ASCII and WYSIWYG are and their function.
- Students will understand what a web site is and how they are created.
- Students will understand the attributes of using Dreamweaver website design software.
- Students will understand the history of the internet and the World Wide Web.
- Students will understand what HTML is and how it exchanges information.
- Students will understand how servers communicate with PC's.
- Students will understand what domain names mean.
- Students will understand information about major browsers.

- Students will understand information about the W3C.
- Students will understand what 5.08 Compliant means for website development.
- Students will understand the meaning of XML and XHTML.
- Students will understand the types of graphics files and the difference in size and quality.
- Students will understand what hyperlinks are and how they are used.
- Students will understand how to choose fonts for web pages.
- Students will understand the difference in Site Maps and Navigation Schemes.
- Students will understand what marketers have to remember when designing websites for marketing.

Skills from this Unit:

- Students will write a business report on five websites.



ASSESSMENT(S)

Assessment Method Type:

| | |
|-------------------------------------|--|
| <input type="checkbox"/> | Individual project |
| <input checked="" 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:

- Learn the Net Tutorial

Assessment(s) Description/Directions:

- Students will complete the tutorial with questions about web design for e-marketing.

Attachments for Assessment(s):

- Learn the Net tutorial



LEARNING EXPERIENCES

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.
4. Set-Induction – Web Page Design (From Cara Norton – Parkview High School, Gwinnett County)
Introducing Planning and Designing Web Pages can be a bit un-motivational to students who are ready to jump in and get started on creating web pages. One way to help keep their interest is in doing a comparison between creating a movie and creating a web site. On the DVD for the movie *Gone In 60 Seconds*, there is an interview with Jerry Bruckheimer, the movie's producer. The entire interview revolves around all of the planning, design, and preparing that goes on with a movie before the actors show up and the filming begins. His emphasis is on the time it takes to plan each detail so that time and money are not wasted. He uses terms such as *storyboard* and *teamwork* that can be directly correlated with designing web pages. It is an interesting interview and the parallels between planning and designing movies and planning and designing web sites are similar enough that students get the point that they can't just sit down and create a website without having put some thought into it. Plus, the ones who have seen the movie really enjoy seeing how some of the car chase scenes were done.
 1. Show PowerPoint "Web Design for Marketing".
 2. Hand out "Learn the Net Tutorial". Have students complete and turn in.
 3. Hand out "Good Design Checklist" and "Bad Design Checklist" to each student. Have students evaluate 5 websites using these handouts and the "Web Site Evaluation Activity" or "Web Site Evaluation Rubric". After evaluation of websites, have students (choose 1)
 - a. Show the websites on the overhead screen and explain their ratings to the class or,
 - b. Write a business report explaining their rating of each website and making a recommendation as to which website is best
 - c.

Notes & Reflections:

PowerPoint was taken from one by Cara Norton and then changed to meet the needs for E-marketing



CULMINATING PERFORMANCE TASK(S)

Culminating Unit Performance Task(s):

- Web Site Evaluation

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

- Students will review five websites and grade each on the Web Site Evaluation Rubric. Students then choose which website is best and write a business report about the 5 sites and their recommendation as to which is the best.

- OR, students review the sites and then use the Web Page Evaluation Activity to evaluate the sites. Students determine which site they think is the best and then they show each site on the overhead and explain their reasoning for the choice they made.

Attachments for Culminating Performance Task:

- Good Design Checklist
- Bad Design Checklist
- Web Site Evaluation Rubric
- Web Site Evaluation Activity



UNIT RESOURCES

Web Resources:

- <http://www.poeticsystems.com/blog/Ethical-Hyperlinks-SEO.html#>
- <http://www.wfu.edu/~matthews/misc/graphics/formats/formats.html>
- WWW.MICROSOFT.COM

Attachments, Materials & Equipment:

- NEC projector hooked to computer
- Computers with internet access
- Web Design for Marketing PowerPoint
- Learn the Net Tutorial
- Good Design Checklist
- Bad Design Checklist
- Web Site Evaluation Activity
- Web Site Evaluation Rubric

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 | | |