



# GEORGIA

PEACH STATE PATHWAYS  
2009 - 2010

Career, Technical, & Agricultural Education

## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing Sales and Service

**COURSE:** Marketing Research

**UNIT 5:** Constructing Sampling Populations in Market Research



## INTRODUCTION

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**Annotation:**

This unit introduces the student to the concept of sampling in order to effectively conduct primary market research. Students will explore several different types of sampling and determine the most effective sample size for market research based upon the desired outcomes.

**Grade(s):**

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

**Time:**

**Author:** Rachael McClain

**Additional Author(s):** William G. Zikmund

**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

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### GPS Focus Standards:

#### **MKT-MR-5. Students will construct sampling designs in the marketing research process.**

- a. Identify the issues concerning the identification of the target population and the selection of the sampling frame.
- b. Explain the concept of census versus sample, including types of sampling situations.
- c. Identify methods for determining sample size and explain the concept of sample distribution.
- d. Distinguish between random sampling and systematic (non-sampling) errors.
- e. Discuss the advantages and disadvantages of the various types of probability and non-probability samples.
- f. Identify how to choose an appropriate sample design.

### GPS Academic Standards:

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

MC1P1. Students will solve problems (using appropriate technology).

MC1P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MC3D1. Using sample data, students will make informal inferences about population means and standard deviations.

MA1D3. Students will relate samples to population.

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



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- The student will understand the reason behind and the process of sampling in order to conduct research.
- The student will understand the appropriate sample size for a research study.

### Essential Questions:

- Why does a company conducting market research consider a sample of the population rather than an entire population?

### Knowledge from this Unit:

- A sample is a small representation of a population.
- The larger the sample size the more accurate the picture of the population, however, cost rises proportionately to size.
- A sample can be selected in several different methods.

### Skills from this Unit:

- The student will determine an appropriate sample via a selected sampling method and size in order to conduct a market research study.
- The student will analyze options on the best way to display numeric information while investigating a population's characteristics.
- The student will develop a basic knowledge of the process of sampling, sampling methods, and sample size determinants.



## ASSESSMENT(S)

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### 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
- ☐ 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:

Sampling This! Activity with Handouts  
Market Research Teacher Guided Activity  
DECA Written Market Research Event

### Assessment(s) Description/Directions:

# LEARNING EXPERIENCES

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## Sequence of Instruction

M&M Introduction Activity  
Sampling Design PP (can be altered based upon class ability)  
Sampling Activity with handouts  
Determining Sample Size PP (can be altered based upon class ability)  
Market Research (Teacher Guided Activity)

## Notes & Reflections:



## CULMINATING PERFORMANCE TASK(S)

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### Culminating Unit Performance Task(s):

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



## UNIT RESOURCES

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### Web Resources:

These websites can be used for current event resources throughout the Market Research course:

[http://glencoe.mcgraw-hill.com/sites/0078769043/student\\_view0/businessweek\\_videos.html](http://glencoe.mcgraw-hill.com/sites/0078769043/student_view0/businessweek_videos.html)

[http://www.swlearning.com/marketing/zikmund/essentials\\_2e/zikmund.html](http://www.swlearning.com/marketing/zikmund/essentials_2e/zikmund.html)

<http://www.ceoexpress.com/default.asp>

<http://www.brint.com/>

<http://www.marketingpower.com/Pages/default.aspx>

<http://www.worldopinion.com/>

[http://websites.swlearning.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20bl&flag=instructor&product\\_isbn\\_issn=0538446641&disciplinenumber=608](http://websites.swlearning.com/cgi-wadsworth/course_products_wp.pl?fid=M20bl&flag=instructor&product_isbn_issn=0538446641&disciplinenumber=608)

<http://www.glencoe.com/qe/efcwin.php?qi=9411>

[http://glencoe.com/olc\\_games/game\\_engine/content/gln\\_bomc/me\\_06\\_nat/chapter28/game1\\_typecx/](http://glencoe.com/olc_games/game_engine/content/gln_bomc/me_06_nat/chapter28/game1_typecx/)

<http://www.glencoe.com/qe/efcwin.php?qi=9412>

**Attachments, Materials & Equipment:**

**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 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		