



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Optional Course for all Marketing Pathways

COURSE: Marketing Research

UNIT 8: Planning for a Research Project



INTRODUCTION

Annotation:

This unit will cover cumulative topics that have previously been addressed in this course's GPS. If you look closely at the standards, you can pull out information previously provided to you and create a sort of review over major concepts need to conduct a marketing research study. This unit consists of a major semester project and a capstone slideshow presentation addressing again effective ways to present your findings.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 2, 50-minute class meeting to cover material with a semester long project.

Author: Revised by Meghan Hatcher

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: Please list the standard and elements covered.

MKT-MR-8. Students will plan research design and implement data collection.

- a. Make data usable by organizing and summarizing data into frequency distributions, proportions, and measurements of central tendency.
- b. Describe data collection systems, decision support systems, and the system components of a marketing information system.
- c. Classify marketing research as exploratory research, descriptive research, or causal research.
- d. Identify and select an appropriate survey research design.
- e. Distinguish between scientific observation and casual observation.
- f. Define experimentation and discuss the requirements necessary for making a true experiment.
- g. Identify the types of laboratory experiments and their applications.
- h. Distinguish between internal and external validity.
- i. Distinguish between standard test marketing method, controlled-store and mini-market tests, electronic test markets, and simulated test markets.
- j. Plan and conduct experiments that include the identification of research objectives, research design and collection methods, treatments, control groups, experimental units, random assignments and replication as well as the identification of possible sources of bias and placebo effects.

GPS Academic Standards:

ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

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.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Student will gain a capstone understanding of all the bits and pieces that need to be considered when planning for a marketing research study.

Essential Questions:

- Once research has been conducted how can you and I use and understand the information to our advantage?

Knowledge from this Unit:

- Organizing data
- Survey design
- Internal and external validity
- Conduct an experiment
- Types of research

Skills from this Unit:

- Student will create and go forth with a marketing research study from problem recognition to reporting the findings.
- Students will create each type of technique needed to gain information for their study.



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
- ☒ 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

- _____ _x_ Application of skills to real-life situations/scenarios
- _____ Post-test



LEARNING EXPERIENCES

Sequence of Instruction

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

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MA1D3. Students will relate samples to population.

2. Review Essential Questions.

- Once research has been conducted how can you and I use and understand the information to our advantage?

3. Identify and review the unit vocabulary.

4. Have your students review important components of the steps in the research process.

5. MKT-MR-8 The Research Report PowerPoint

6. This unit lends perfectly to the DECA Marketing Research Manual Event guidelines. Each year DECA chooses a new topic that research events must cover. Check out the website www.deca.org, click on high school competitive events and scroll down to the research events. Each event covers an area clearly identified. You can give students the freedom to select their own topic to cover and the rubric and guidelines are laid out for you. Your best projects may want to go on and compete at the state and national level.

Notes & Reflections:

Outside resources needed may differ by each classroom environment in regards to how this project would work best for you.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

DECA Marketing Research Event

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:



UNIT RESOURCES

Web Resources:

www.deca.org

Materials & Equipment:

Power Point, once you decide how this project will work best for you, your material can be determined.

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input checked="" type="checkbox"/>	Graphing Software
<input checked="" type="checkbox"/>	Calculator
<input checked="" type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker