E- COMMERCE LESSON PLAN

KEY CONCEPT:

Introduction to Electronic Commerce (*E-Commerce*)

PERFORMANCE OBJECTIVES:

- ❑ Discover how e-commerce evolved from electronic communications
- ❑ Name the characteristics that define e-commerce
- ❑ Examine the basic purpose of e-commerce
- ❑ Explain how e-commerce can increase a business's revenue

PATHWAY STANDARDS ADDRESSED: (List)

E-Commerce Pathway

A1.1 Explain how e-commerce is similar to and different from traditional commerce, including comparing the competitive environment of online models with traditional business models.

A1.2 Understand the economic impact of the partnership between the Internet and business.

A1.3 Understand the role of the Internet in expanding business options and creating diverse marketplace opportunities.

A1.5 Identify common e-market research activities and the type of information each provides.

ACADEMIC SKILLS REINFORCED: (List)

California Language Arts Standards

2.1 Analyze the structure and format of fictional workplace documents, including the graphics and headers, explain how authors used the features to achieve their purposes.

2.6 Demonstrate use of sophisticated learning tools by following technical directions.

California State Mathematics – Algebra 1

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

FOUNDATION OR ESLRS ADDRESSED: (List)

Foundation Standards
    Mathematics Number Sense 1.6 Calculate the percentage of increases and decreases of a quantity.

    Principles of Economics 2.6c Write technical documents included scenarios, definitions, and examples to aid comprehension.

    Principles of Economics 12.2 Students analyze the elements of America's market economy in a global setting

    Principles of Economics 12.2.8 Explain the role of profit as the incentive to entrepreneurs in market economy.

MATERIALS:

- Textbook – E-Commerce Glenco McGraw Hill 2006
- Instructor handout
- Instructor PowerPoint
- Computers with Internet access
- Assessment

MOTIVATION/OPENER:

Students get into groups of 3 or 4 and are given 5 minutes to discuss their answers to the following questions:

List 5 places you could buy shoes.
    Possible student answers: Shoe store, department store, swap meet, catalog, etc.

Students will be required to report out their group results to the questions to the entire class for open discussion.

Teacher should direct students toward the discussion of online shopping by asking the question "have you ever shopped or bought anything online?" and introduce the term "e-commerce"

PRESENTATION: (Teacher Activities)

1. Facilitate discussion on the opener
   - Discover how e-commerce evolved from electronic communications
2. Define the term _electronic communication_ and then the evolution of e-commerce from this <http://www.thefreedictionary.com/electronic+communication>
   - Name the characteristics that define e-commerce

3. Define the terms _e-commerce_ (It's the buying and selling of goods and services over the Internet) and _e-tailer_ <http://www.thefreedictionary.com/e-tailer>
4. Define, compare and contrast: _bricks-and-mortar business_ (a business with an actual physical location or storefront.), _multichannel retailer_ (a retailer that sells it products via traditional channels – catalog, bricks-and-mortar, and telephone – as well as via an online channel), and _pure-play retailers_ (sell primarily through the Internet).
   ❑ Examine the basic purpose of e-commerce
5. Facilitate a student list of the purposes of e-commerce
6. Discuss the actual purpose of e-commerce using the student list. Teacher should ensure that students understand that the basic goal is to reach and transact business with customers using electronic means.
   ❑ Explain how e-commerce can increase a business's revenue
7. Explain that with e-commerce a business can increase global presence and the potential for many more customers than a traditional bricks-and-mortar business. This increased exposure can boost a company's sales and ultimately its profits.

APPLICATION: (Student Activities)

1. As a class, students will create a list examples of goods and services that may be purchased online
2. Have student compare shop online for product for first hand e-commerce experience
   a. Example: Nike shoes
      i. www.nike.com
      ii. www.froogle.com
      iii. www.ebay.com
3. Have students report on which e-tailer had the product at the price they were willing to pay
4. Have students list businesses that operate as a brick-and-mortar business, as a multichannel retailer, and as a pure-play retailers
5. In groups of 3-4, students will list the purposes of e-commerce according to their previous knowledge. All lists will be consolidated on the board, discussed then followed by lecture.
6. Have students create a list of advantages for purchasing products and services online as a class, select the one advantage they think is the greatest. Students will write it as a journal entry.

ASSESSMENT/EVALUATION:

See attached rubric for Multimedia Presentations (for Closure) and a rubric for comparison-shopping (Student activity #2)

CLOSURE:

In teams of 3-4, students will interview a manager at their favorite retail store to determine if the store has an e-commerce Web site. Based on the interview, each team should create two PowerPoint slides summarizing the positive and negative effect the Web site has had on the business. If the business does not have an e-commerce Web site, the team should prepare two PowerPoint slides supporting or not supporting the creation of an e-commerce Web site for this business.

Shop On-Line Group Activity Rubric

Directions: This form helps you to evaluate student work in cooperative learning groups. Indicate the numbers from the following questions that best reflect your assessment of the group's work and presentation.

1= Weak 2=Moderately Weak 3= Average 4= Moderately Strong 5= Strong

1. Each member of the group had a clear   1   2   3   4   5
   understanding of the task and contributed
   to the assignment.

2. Group members presented their research in   1   2   3   4   5
    a clear and logical manner.

3. The group completed the task assigned.   1   2   3   4   5

4. The group performed to it's full potential.   1   2   3   4   5

Total Points_____   Grade_____

Members of the Group:_____

Add additional questions are comments:

_____

E-Commerce Multimedia Presentations Rubric

Directions: This form is designed to evaluate group multimedia presentations. Read statements and mark the number that reflects your assessment of the group's work.

1= Weak 2= Moderately Weak 3= Average 4= Moderately Strong 5= Strong

1. Presentation content is accurate.	1	2	3	4	5
2. Group shows an understanding of the content matter.	1	2	3	4	5
3. The group project showed all required components of the assignment.	1	2	3	4	5
4. The presentation shows the groups ability to synthesis information.	1	2	3	4	5
5. Each group member participated in the development of the presentation.	1	2	3	4	5
6. Presentation reflects groups full potential.	1	2	3	4	5

Total Points _____   Grade_____

Members of the Group:_____

Additional Comments:_____
_____