

Daugavpils Trade Vocational Secondary School



2015

Subject: marketing
Theme: Marketing types

**Addressee: 2., 3. professional qualification level
educational programme (curriculum): Restaurant
service, Hotel service, Tourism service**

Aim:

to stimulate students' creative thinking, to choose necessary marketing politics dependent on a situation.

Tasks:

- 1) to repeat inquiry concept and law;**
- 2) to consider main demand condition types;**
- 3) to consider marketing types according to demand condition;**
- 4) to formulate main marketing types aims and tasks;**
- 5) to work out corresponding marketing politics.**



Plan of lesson

Lesson outline

Theme: Marketing types

Inurement with a problem situation

Discussion on forum

Material revision (Moodle book)

Work in groups

Table part's (marketing aim) fulfillment

Students' division into groups and group work (discussion on forum)

Table part's (activities) fulfillment

Work group presentation

Lesson conclusion and evaluation.



The final result will be a completed table: Marketings types.

Demand condition	Marketing aim	Marketing type	Activities
1.	To show demand	conversial	
2.	To stimulate demand	stimulant	
3.	To transform potential demand into real one	developing (directed to producer)	
4.	To increase demand	remarketing	
5.	To balance demand	synchromarketing	
6.	To keep demand	supporting marketing	
7.	To decrease demand	demarketing	
8.	To remove or to limit demand	anti-marketing	



TEACHER:

1) introduces a theme for students, offers to look at lesson aims and tasks (FILE: *Lesson aim and tasks*);

2) rouses students' interest with problem situations: URL  /N1, N2/, FILE  (N3).

TEACHER: asks: „*What is happening with demand?*”



STUDENTS: discussion on forum
about situations (4 min)
TEACHER follows discussion,
directs, helps to make conclusions:
*a demand could differ
dependent on influenced
factors.*



TEACHER: Let's repeat

**necessary concepts,
definitions, diagrams!
(TEACHER beforehand has
downloaded in BOOK -
Demand theory revision
(*idea, factors*) - educational
materials).**

**Acquired material revision (8
min.)**



TEACHER asks in a frontal way

(What is it demand? What factors do influence on demand? How do they influence? What is a law of demand? What changes are happening with a diagram when inquiry is changing?)



STUDENTS answer (if they have forgotten, they use **MOODLE** book - *Demand theory revision (idea, factors)*, outside resources, for example, google.)



5. TEACHER: problems



determination (in a FORUM – *Demand condition*). In order everybody could understand a task, a teacher reads aloud (*What kinds could be demand condition? Why?*). Demand types should be formulated and written in diagram part 1 (2 min.).






6. TEACHER: divides students into 8 groups (2 min.): in each group not more than 3 persons; each participant has serial number; a teacher will define later who will present a work in accordance with serial number.



7. STUDENTS: questions about demand condition discuss on forum, fill tables (FILE  - *Marketing types*) the 1st part, use recourse **DICTIONARY  (*Marketing types*), outside resources Google (10 min.)**



**8. Teacher follows students’
work on FORUM  –
Demand condition, makes
corrections.**




9. TEACHER: shows on screen diagrams, where he/she notices inaccuracy and comments about them (ORALLY). Correctly done works a teacher temporarily does not comment.



10. TEACHER provides the next task for independent work: to describe for each demand condition corresponding activities (ORALLY).



**11. STUDENTS continue work
on FORUM  and fulfill
tables part 2 –Activities (15
min.)**



12. STUDENTS: each group presents results (PRESENCE), in a lottery way, choosing one situation from eight ones. Another groups add, follow, clarify, ask and add information into a table.



**12. TEACHER: follows, clarifies.
(20 min.)**



13. A TEACHER invites to evaluate lesson work, students fill a QUESTIONNAIRE (MOODLE QUESTIONNAIRE- Marketings types) about lesson theme, done tasks implementation, problems, suggestions for lesson improvement and evaluation (till 10) (5 min.)



13. STUDENTS fulfill a survey (MOODLE QUESTIONNAIRE).



13. TEACHER makes a summary of done work: you were successful to evaluate different situations and to find for each necessary marketing politics.

#	Criteria	Max acquired points number	Acquired points
1.	Skills to use knowledge practically	0-5	
2.	Group activity	0-3	
3.	Supplied information eligibility to theme	0-5	
4.	Acquired result rightness	0-5	
5.	Self-evaluation	0-2	
		Max – 20 points	

SCALE

Acquired points	1-2	3-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20
Mark	1	2	3	4	5	6	7	8	9	10



TEACHER evaluates each group success, he/she uses evaluation criteria and scale.



**A teacher gives to students
feedback: comments about
tasks fulfillment are on
MOODLE (TASK/FORUM),
marks are put in electronic
journal.**

Thanks for attention!!!

