Proposed course title:

Fundamentals in Marketing (8110), Studies in Marketing (8120), Advanced Marketing (8130), and Electronic Commerce (8125).

Course description:

Economics is one of the topics that I teach to students in four different classes of marketing. Listed below are the course competencies for they are available online at www.vvcrc.tec.va.us.

Course Justification:

Part of the Marketing Education curriculum in Chesapeake City Public Schools.

Target audience:

High school students studying marketing education

Justification for using technology-based training:

Using a laptop computer with PowerPoint and a panel projector that I already have and content from my lessons, I can develop a simulation of the game show Jeopardy at no additional cost other than the time to input the questions and answers.

As a marketing teacher, I need a means to review the key concepts of the economics unit with the students in each class before I give them a unit test.

How can I tell if the students have really learned the course competencies from the task list?
Are there any topics that I should go over before I end the economics section and go on to another set of course competencies?

I could give them a practice test, but students want an activity that stimulates their interest. A test just is not very interesting. I decided that I would try a simulation of the Jeopardy television game show. It will be interesting for the students, and provide a good learning experience. I can also determine if I need any additional class time to bring the group up to speed.

Description of the Simulation:

Type of simulation:
Di agnostic simulation with a game twist.
Scope of the simulation (The "breadth" -- in general terms, what basic concepts and skills will be covered)

Initially limited for use as a review method for economics content in marketing education classes. It could later be expanded to other content areas.

Learning Objectives supported by the simulation

**Fundamentals of Marketing- Understanding Economics and Economic Activities**
56. Explain the nature of economics.
57. Describe the major economic activities related to marketing (i.e., production, consumption, distribution, exchange).
58. Distinguish between consumer and capital economic goods and services.
59. Describe major types of economic resources (land, labor, capital).

**Studies in Marketing-Understanding Economics**
22. Investigate the nature of economics and economic activities (buying, selling, financing, producing).
23. Classify economic goals and services.
24. Identify types of economic resources.
25. Identify the types of product utility.
26. Explore the factors affecting supply and demand in the economy.
27. Explain how price is determined.
28. Compare the types of economic systems.
29. Identify the characteristics of private enterprise.
30. Explain the role of profit in private enterprise.
31. Describe the effects of competition in a private enterprise economy.
32. Analyze governmental involvement in business.

**Advanced Marketing-Understanding Economics**
13. Explore opportunities and issues in international trade.
14. Explain the concept of gross domestic product.
15. Explain productivity and its effects.
16. Describe the characteristics of each phase of the business cycle.
17. Describe the concept of specialization/division of labor.
18. Describe the relationship between organized labor and business.

**Electronic Commerce- Understanding Economic Concepts**
12. Describe the major types of economic resources.
13. Describe the effects of competition in a private enterprise economy.

Framework
- **Problem/Scenario**
  Students in a classroom
- **Participant Roles**
  Students retain their own roles in the classroom.
- **Staff and peripheral roles**
Teacher must plan the questions and answers and act as game moderator.

- **Anticipated Events**

  A series of questions following the *Jeopardy* game rules.

**Projected Sequence**

I will write a whole series of answers and questions for a simulated game. In addition, I can upload the game to the Internet. The Office 2000 version of PowerPoint is very compatible with the web. I can insert the necessary buttons into the slides so that the user can navigate back to the “game board.”

I am also exploring the use of a program titled “Hot Potatoes.” It is available for free download from [http://polyglot.lss.wisc.edu/workshop/quizzes/index.html](http://polyglot.lss.wisc.edu/workshop/quizzes/index.html). It can be used for posting tests on the Internet. I would look at the possibilities of using Hot Potatoes to make the simulation self-scoring.

This project would demonstrate a fun way to use the Internet for learning. It would also be a valuable tool for teachers in any discipline. A blank version, without questions, could be posted on a web page. Teachers could insert their own answers and questions.

- **Consequences**

  They win or lose.

**Resource Requirements**

To create the simulated game board, I will start with a PowerPoint slide, and insert a table with 5 columns and 6 rows below the Jeopardy name. The top cell in each column will contain the name of a category, followed by the dollar amounts of $100 to $500. A separate slide could be created for Double Jeopardy where the question amounts are doubled.

<table>
<thead>
<tr>
<th>JEOPARDY!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
</tr>
<tr>
<td>$100</td>
</tr>
<tr>
<td>$200</td>
</tr>
<tr>
<td>$300</td>
</tr>
<tr>
<td>$400</td>
</tr>
<tr>
<td>$500</td>
</tr>
</tbody>
</table>

Into each cell with a dollar amount, I will insert a button that is linked to another slide with an answer. The answer slide will be linked to the question slide, as shown below.