** Module Development Fund**

**Template for developing modules**

*NOTES ABOUT THE USE OF THIS FORM:*

* *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
* *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
* *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
* *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
* *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
* *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
* *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
* *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the process.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know why they are engaging with the content.*

MODULE LEVEL TEMPLATE

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| **Details of institution that has developed the module** | |
| Name of University | Makerere University |
| Name of institutional contact | Assoc. Prof. Paul Birevu Muyinda |
| Email address of institutional contact | [mpbirevu@cees.mak.ac.ug](mailto:mpbirevu@cees.mak.ac.ug) |

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| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type |  |

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| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Original author (if applicable) | **Jamiah Mayanja** |
| Lead author | **Nakato Jamidah** |
| *Responsible for:* | **Module development** |
| Lead author | **Samuel Kabbera** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Jamiah Mayanja** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Richard Kajumbula** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Joseph Watuleke** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Geoffrey Kalange** |
| *Responsible for:* | **Module development** |

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | Word Document |
| Will a Moodle common cartridge be uploaded as well? | Yes |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | |
| Module title: | Principles of Marketing | | |
| Module code: | COE 1201 – Year 1 semester 2 Bachelor of Business Administration; Bachelor of Commerce; Bachelor of Arts in Economics; and Bachelor of Development Economics.  COX 2204 – Year 2 Semester 2 Bachelor of Commerce External  IFA 2242- Bachelor of Industrial and Fine Art Year 2 semester 2  BBS 2201- Bachelor of Statistics Year 2 semester 2 | | |
| Academic level: | Undergraduate level | Number of credits: | 3 credit units (90 hours)  1 credit unit = 30 hours of work (contact+self-study) |
| Class contact time (hours): | 24 hours per semester |
| Private/online study hours: | Private (pre-topic): 24 hours per semester  Online study: 42 hours per semester | Number of weeks of study: | 15 weeks |
| Total student learning hours: | 90 hours per semester | Number of units of study: | 11 units |

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| Programme(s) which might include this Module: | Undergraduate programmes such as Bachelor’s degree in:   * Business administration * Commerce * Arts * Economics * Statistics * Human resource management * Procurement and logistics management * Leisure and hospitality * Catering and hotel management * International business * Marketing * Travel and tourism management * Transport management * Agribusiness management * Office and information management * Finance and accounting * Banking and insurance * Social sciences * Social work and social administration * Business education * Entrepreneurship * Real estate management * Small business management * Fine art * Microfinance management |
| Pre-requisite student abilities and knowledge: | 1. Computer skills (ability to navigate the LMS) 2. Knowledge of economics 3. Knowledge of commerce 4. Knowledge of business |
| Pre-requisite (or co-requisite) modules: | 1. Introduction to Information Technology 2. Introduction to Business |

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| Aim of the module: | This course is designed to teach you how to think like a marketer, as you learn about the marketing techniques and examine the range of marketing decisions that organisations must make in order to sell their products and services. In addition, this module will develop your ability to formulate and evaluate marketing strategies. |
| Brief description of module: | This module provides students with information on the concepts of marketing. It focuses on understanding the environmental factors that affects the marketing activities as well as marketing strategies developed by firms in terms of pricing, product, place and promotion. The course also covers markets and buyer behaviour, marketing information systems, market research, selecting target markets, services marketing and E-marketing. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Identify the components of the marketing environment 2. Describe the behaviour of customers in the different markets 3. Design a marketing mix strategy (product, price, placement and promotion) 4. Convince potential customers to buy products |
| Indicative content: | * Definition of marketing, introduction to marketing concepts, marketing environment, markets and buyer behaviour, marketing information systems, market research, selecting target markets, marketing mix (product, price, placement and promotion), service marketing, direct and online marketing |
| Form of final/summative assessment: | The summative assessment will be done as continuous assessment test and final examination which will be supervised |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Identify the components of the marketing environment | Discussion forum, class presentation, quizzes |
| 1. Describe the behaviour of customers in the different markets Understanding the Marketplace and Consumers | * Discussion forum, class presentation, quizzes |
| 1. Design a marketing mix strategy (product, price, placement and promotion) | * Discussion forum, class presentation, quizzes |
| 1. Convince potential customers to buy products | * Discussion forum, class presentation, quizzes |

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| **Significant features or elements of module** |
| * Blended learning pedagogy * Marketing skills for personal and organizational growth and development |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | Undergraduate students for the areas of management, administration, leadership, business, entrepreneurship |
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| What **skills** should a *student* have **already** mastered before starting this Module? | * Computer / IT skills (ability to use technology and internet) |
| What **prior knowledge** of the subject matter should a *student* have? | * Economics, commerce, entrepreneurship, * business |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  should *facilitators* have **already** mastered before starting to teach this Module? | * Business, management, marketing, entrepreneurship |
| What **skills** do *support staff* need in order to support the delivery of this module? | * Computer / IT skills (ability to use technology and internet), navigating the LMS |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | * On the LMS, students will be asked to provide positive and constructive feedback on the team learners ‘views and ideas via the discussion forum * Formative feedback tools will be used to obtain feedback from students such as through collaborative discussion forums | |
| How will student feedback be used to improve module? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the course, either via a given email or the discussion forum. This feedback will help the module developers to update the module to make it better and more user friendly. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **0** |
| Unit name or title: | **Getting started** | | |
| Aim of the unit: | This unit is intended to acquaint learners with the virtual learning environment. The unit will also prepare them to socialise with others as they create their own knowledge. The unit also provides information about the course structure and requirements. | | |
| This topic covers: | * Self-introduction * Course structure and requirements | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*   1. Login to the LMS 2. Introduce yourself in the discussion forum 3. Update your profile by adding information and a photograph 4. Utilise discussion forums by commenting on others people’s bios 5. Navigate through the materials on the LMS | | |

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| Overview of student activity: | In this unit, you will be expected to login to the LMS, introduce yourself to your classmates, update your profile and comment on other people's posts. You will familiarize yourself with the learning management system and the course site. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| This unit supports all outcomes since the skills are going to apply to all outcomes | | | |
| Purpose of the unit/week/section: | | | |
| Welcome to the study of Principles of marketing. This is a blended course having elements of face-to-face, self-study, group work and online study. This course will have regular weekly assignments, forum discussion as well as class discussion. This unit is intended to enable you be able to use this online platform to learn. You are going to do some e-tivities (Activities online or electronic Activities) online and offline | | | |
| Over to you: *(a description of the process of the section)* | | | |
| You will be required to introduce yourself to your tutor and fellow students physically or online before starting other academic interactions. It will be important to also state your goals as well as share any experience that you may have regarding marketing. The virtual learning environment helps you to communicate with your fellow students and tutors. Your tutors are sincerely interested in your experience in this course and value your communication. | | | |
| Pre-topic activity: | | Number of hours | 1 hour |
| Before logging into the system, ensure you have a user name and password. When communicating, be polite, greet and respect the other party. For more information on online etiquette, go to <http://www.kent.edu/dl/Technology/Etiquette.cfm> | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 hour |
| You will be required to introduce yourself to your tutor and fellow students physically during a face to face session | | | |
| Online activity: | | Number of hours | 3 hours |
| What should students do? | E-Tivity 0.1   * Write a brief biography (bio) that   + tells your fellow students your name, your expectations and something about your background;   + explains why you believe that *Principles of Marketing* will benefit you in your future career; and   + identifies what you believe to be your greatest strength academically   + Post your bio in the discussion forum on the Week 0 discussion board   This task should take you about 1 hour.     * Get a soft copy your photograph that you wish to appear on your profile. Go to your profile page on LMS and edit your profile. Include your telephone number in your profile. This task should take you about 1 hour. * Visit your group’s discussion forum and welcome your colleagues. Read what the other students have posted, and comment on at least two of their bios, suggesting how you might work together to exploit your strengths for each other’s benefit. This task should take you about 1 hour. | | |
| Where do they do it? | On the LMS | | |
| By when should they do it? | By15th January 2020 at 23h00 | | |
| E-moderator/tutor role | | | |
| * Tutor will guide learners to ensure they do not miss out on any steps. Tutor will answer any questions as they arise, and point the learner to technical support forum for more technical questions. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| Self-introduction with a photo and at least two comments on other posts. | | | |
| How does this section link to other sections of the module? | | | |
| Unit 0 links to all the units since the skills are going to apply to all units. | | | |

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| = Total number of hours | 5 hours |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **1** |
| Unit name or title: | **Introduction to marketing** | | |
| Aim of the unit: | This unit lays the foundation to the course principles of marketing. The unit is designed to introduce you to definitions, concepts of marketing and the role of marketing to organisations. Understanding the principles that underpin the course prior to their application would increase learner interest in the subject. | | |
| This topic covers: | * Definition of marketing * Marketing concepts/philosophies * Role of marketing | | |
| Intended learning outcomes: | At the end of this **unit**, you will be able to:   1. Define Marketing 2. Describe the marketing philosophies /concepts 3. Explain the role of marketing to organizations and society as a whole | | |

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| Overview of student activity: | You will be expected to watch videos, read articles and text book before you do your activities. You will be grouped and be expected to participate in discussions. You will also be expected to share your ideas in class and on the LMS as well as participate in voting activities. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| **At the end of this unit, you will be able to:** | | | |
| 1. Define marketing | 1 | E-tivity 1.1 | Class presentation on the definitions of marketing |
| 1. Describe the marketing philosophies and their application | 1 & 4 | E-tivity 1.2 | Class presentation on the application of marketing philosophies |
| 1. Explain the role of marketing to organizations and society as a whole | 1,2,3,4 | E-tivity 1.3 | Summary explaining the role of marketing sent to the tutor |

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| Detailed explanation of ALL student and teacher engagement with the unit:  (This should be presented in the order that the activities take place. So if students do work online **before** coming to the lecture, that should be shown ahead of what happens in class.  If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)  **Content** – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.) | | | |
| Outcomes addressed: | | | |
| Unit 1 supports overall outcomes 1-4 | | | |
| Purpose of the unit/week/section: | | | |
| This foundation unit establishes a strong basis on which all other units of this course are anchored. This unit is designed to help you understand the basic concepts of marketing. Understanding these concepts and forming your own ideas about what they really mean to you will give you a firm foundation for all units that follow. | | | |
| Over to you: (a description of the process of the section) | | | |
| It is generally believed that marketing is critical to the success of every organisation. The aim of marketing is to create value for customers and capture value from customers in return. Hence, acquiring marketing knowledge helps in identifying activities that will create value for both consumers and business. In this unit you will start by defining marketing and identifying it concepts and roles. You will also share experiences and specifically define marketing from the way you have experienced or practiced it. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Before you start your activities, here are some of the resources from which you will obtain information to do the work.  Read, Principles of Marketing by Jeff Tanner and Mary Anne Raymond, Chapter 1. Definition of marketing (pages 5-7), role of marketing (pages 11-13). This is available here:  <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf> .  Read, Principles of Marketing available here: <https://courses.lumenlearning.com/suny-marketing-spring2016/chapter/outcome-marketing/>  Read about Introduction to marketing, the five step marketing process available here: https://www.wemla.co/five-step-marketing-process/  As you read, reflect on these ideas and then apply as you put your ideas across. | | | |
| Face to face time: (if applicable) | | Number of hours | 3 hours |
| E-tivity 1.1  In class, we will form groups of ten people. Each group member will formulate individual definition of marketing, and as group come up with a uniform definition of marketing which will be debated in class. As a class we will then vote on the pertinent inclusions that form the definition of marketing and then agree on the best definition of marketing which is acceptable and adopted by the entire class. (1 ½ hours)  This activity should be done by 18th January 2020 at 23h00.  E-tivity 1.2  Using groups formed for e-tivity 1.1 you will make a presentation to class of not more than 10 slides about the  marketing concepts /philosophies and the key characteristics of each. As a class we will then debate on the ideas presented by the different groups and come up with a summary of the key ideas that underpin the marketing concept/ philosophies that are agreeable to the whole class. (1 ½ hours)  This activity should be done by 22nd January 2020 at 23h00. | | | |
| Online activity: | | Number of hours | 1.5 hours |
| What should students do? | E-tivity 1.3  Reflect on what you have learned, then within your personal experience as marketing student, explain the roles of marketing. Write a summary of not more than 250 words and post on the LMS. Comment on contributions of at least 2 other learners.  Improve on your work if necessary and post your improved work in your Portfolio (Private file) | | |
| Where do they do it? | You will post your summary on the LMS | | |
| By when should they do it? | By 24th January 2020 | | |
| E-moderator/tutor role | | | |
| Tutor will moderate the face-to face and online discussions and ensure that all learners participate and engage with each other in the discussions, and also ensure that assignments are posted on the LMS | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1, 2 and 3 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Excellent presentation reflecting content mastery ,clarity with several examples, deep reflection of topic, well organised work, excellent at engaging audience | Good presentation reflecting content mastery ,clarity with some examples, little reflection or analysis present, well organised work, good at engaging audience | Fair presentation reflecting content mastery ,clarity with few examples, very little reflection or analysis present well organised work, fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class by offering ideas and/or asks questions more than once per class,  comments always insightful & constructive | Contributes to class by offering ideas and/or asks questions once per class, comments mostly insightful & constructive | Rarely contributes to class by offering ideas and asking questions, comments are sometimes constructive | Never contributes to class by offering ideas and asking questions, comments are uninformative | | Participation in group discussions | Contributed exceptional effort to the group’s discussion and works consistently on group project the entire time | Contributed great effort to the group’s discussion  and works on group project for most of the allotted time | Contributed good effort to the group’s discussion  and works on group project only some of the allotted time | Rarely contributed to the group’s discussion and has trouble staying on task during group project time | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| Unit 1 forms the foundation to all the topics in the course | | | |

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| = Total number of hours | 7.5 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * Tutors power point presentations on the unit * e-books: introduction to marketing from OER services available on this link <https://courses.lumenlearning.com/suny-marketing-spring2016/chapter/outcome-marketing/> * Online videos: introduction to marketing, the five – step marketing process via the link: [https://www.youtube.com/watch?v=sfrsrku9rdu](https://www.youtube.com/watch?v=SFrsrKU9rDU) * Module notes * OERS * Additional resources: * Principles of marketing by Kotler, P. and G. Armstrong. (Upper Saddle river, NJ: Pearson Prentice hall, 2012) |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere university e-learning environment) platform to access study resources. In addition, the university provides free wireless and ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. |
| Where in this unit are students expected to work collaboratively? | E-tivity 1.1  E-tivity 1.2 |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using Wi-Fi) as long as they are on university premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * Using a range of assessments |
| How will feedback on unit be obtained from students? | * Students will post their online feedback on the personal portfolios on the Moodle platform * Face to face feedback will be presented in class |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the Unit to make it better and more user friendly as well as transferring the feedback on other units where applicable |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | * Immediate feedback will be received during the face to face * Online activity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **2** |
| Unit name or title: | **The Marketing Environment** | | |
| Aim of the unit: | The aim of this unit is to explore the factors that characterise the marketing environment. The unit emphasises the need to analyse the internal and external forces that affect business operations. This will form the basis for an organization’s marketing decision-making processes, policies and strategies. | | |
| This topic covers: | * Internal marketing environment * External marketing environment | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Recognize the internal marketing environmental forces that affect the company’s ability to serve the customers 2. Analyse the external marketing environmental forces that affect the company’s ability to serve the customers | | |

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| Overview of student activity: | Before you embark on the activities for this unit, you will be expected to read materials and as you take down the vital information. You will be expected to share your ideas/thoughts with members in your assigned group, take part in class discussions and make summarised notes to post on the LMS. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify the internal marketing environmental forces that affect the company’s ability to serve the customers | 1&4 | E-tivity 2.1 | Class presentations on the internal marketing environmental forces |
| 1. Explain the external marketing environmental forces that affect the company’s ability to serve the customers | 1&4 | E-tivity 2.2 | A summarised write-up on the external marketing environmental forces |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Outcomes addressed: | | | | |
| This unit 2 supports overall outcomes 1 & 4 | | | | |
| Purpose of the unit/week/section: | | | | |
| This unit addresses the complex nature of the internal and external marketing environment, that companies are expected to anticipate, react or adapt to. These factors explain the company’s marketing strengths, weaknesses, threats and opportunities which could mean the difference between success and failure. The environment will be important in shaping the company’s ability to attract, maintain and retain customers in a given setting. | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| Today the way business is being conducted is changing and marketing is changing along with it. It is therefore important to plan and carry out marketing activities after considering the marketing environment. In this Unit, we are going to thoughtfully look at different aspects of marketing environments and how they affected business operations. You will learn about the forces in the internal marketing environment which organisations can actually have control over. Also, this unit will give you an insight into the external (micro and macro) environment which the organisation has no control over, yet it has the ability to influence its capability to operate in the chosen market. Unit 2 motivates you to draw inferences from your practice in daily marketing environments in which you transact business. | | | | |
| Pre-topic activity: | | | Number of hours | 2 hours |
| Before you start working on this week’s activities, you will be expected to read the following resources:  Paper V: Basic Principles Of Marketing And Management, (Lesson 2 - section 2.6 Pages 225-234) here: <http://www.ddegjust.ac.in/studymaterial/pgdapr/pgdapr-105.pdf> .  Marketing Environment: Explanation, Components, & Importance, here:  <https://www.feedough.com/marketing-environment/>  The impact of Micro and Macro Environment Factors on Marketing, here: <https://blog.oxfordcollegeofmarketing.com/2014/11/04/the-impact-of-micro-and-macro-environment-factors-on-marketing/>  As you read these, please write down notes as you reflect on the factors of the internal and external marketing environment. After you have done so, attempt the required tasks. | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | 2 hours |
| E-tivity 2.1.  During class you will be expected to share ideas on the force of the internal marketing environment with your group members. Each group will nominate one representative to present in class. Each representative will have 10 minutes to present his/her views. At the end, each group will sum up the key forces covered in the lecture and improve on their presentation to post to the group forum. This activity should be done by 28th January 2020 at 23h00. | | | | |
| Online activity: | | | Number of hours | 3.5 hours |
| What should students do? | | E-tivity 2.2  Having read about the marketing environment, explain how the external marketing environment factors affect business practices. Make an individual summary of 800 words and send to the tutor. This is a tutor marked assignment and will constitute 10% of the coursework marks. | | |
| Where do they do it? | | You can do this using your smart phone or any computer and share on the LMS. | | |
| By when should they do it? | | By 2nd February 2020 at 23h00 | | |
| E-moderator/tutor role | | | | |
| The tutor will guide learners as they present in class, to ensure they are focused on the content of discussion and also stimulate further generation of new ideas. The tutor will receive and read the posts; guide discussions and thereafter, use the rubrics to allocate marks to the students on the LMS. In addition, the tutor will provide feedback on summaries posted on the LMS. | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | 1 hour |
| Learning outcome 1 and 2 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Excellent presentation reflecting content mastery ,clarity with several examples, deep reflection of topic, well organised work, excellent at engaging audience | Good presentation reflecting content mastery ,clarity with some examples, little reflection or analysis present, well organised work, good at engaging audience | Fair presentation reflecting content mastery ,clarity with few examples, very little reflection or analysis present well organised work, fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class by offering ideas and/or asks questions more than once per class,  comments always insightful & constructive | Contributes to class by offering ideas and/or asks questions once per class, comments mostly insightful & constructive | Rarely contributes to class by offering ideas and asking questions, comments are sometimes constructive | Never contributes to class by offering ideas and asking questions, comments are uninformative | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Participation in group discussions | Contributed exceptional effort to the group’s discussion and works consistently on group project the entire time | Contributed great effort to the group’s discussion  and works on group project for most of the allotted time | Contributed good effort to the group’s discussion  and works on group project only some of the allotted time | Rarely contributed to the group’s discussion and has trouble staying on task during group project time | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | | | | |
| How does this section link to other sections of the module? | | | | |
| Unit 2 links into unit 3, 4, 5, 6, 7, 8, 9, 10 and 11 | | | | |
| = Total number of hours | | | | 7.5 hours |
| **Some important questions** | | | | |
| Which learning resources/ references will scaffold the students’ learning? | * Tutors power point presentations on the unit * Online resources:   The Marketing Environment, here: <https://www.researchgate.net/publication/319085287_The_Marketing_Environment>  Understanding Of Micro And Macro Factors That Affect Your Business, here: <https://www.mageplaza.com/blog/micro-and-macro-factors-affect-your-business.html>  The impact of Micro and Macro Environment Factors on Marketing, here: <https://blog.oxfordcollegeofmarketing.com/2014/11/04/the-impact-of-micro-and-macro-environment-factors-on-marketing/>   * Module notes * OERs * Additional resources:   Book Chapter: Principles of marketing by Kotler, P. and G. Armstrong. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) | | | |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere University E-Learning Environment) platform to access study resources. In addition, the university provides free wireless and Ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. | | | |
| Where in this unit are students expected to work collaboratively? | E-tivity 2.1 | | | |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using WIFI) as long as they are on University premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups * Using a range of assessments | | | |
| How will feedback on unit be obtained from students? | * Online feedback on the discussion forum on the Moodle platform * Face to face feedback will be presented in class | | | |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the module to make it better and more user friendly. | | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | * Immediate feedback will be received during the Face to face * Online activity feedback will be received after exchanging summaries with group members. | | | |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **3** |
| Unit name or title: | **Markets and Buyer Behaviour** | | |
| Aim of the unit: | The aim of this unit is to explore the existing types of markets and the various aspects of buyer behaviour. The unit emphasises the need to analyse the cultural, social, personal and psychological factors in specific market situations. This will form the basis for the choices that consumers make. | | |
| This topic covers: | * Types of markets * Consumer and business buyer decision process * Factors affecting buying behaviour | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Distinguish between consumer markets and business markets 2. Illustrate the consumer and business buyer decision processes 3. Analyse the factors that affect consumer and business buyer behaviour | | |

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| Overview of student activity: | You will extend your search to internet resources before you do your activities. After reading the resource, you will make summarized notes and post on the LMS. You will also be expected to discuss in your assigned groups and share your views in class. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Distinguish between consumer markets and business markets | 2 & 4 | E-tivity 3.1 | Class presentations on the differences between consumer markets and business markets |
| 1. Describe the consumer and business buying decision processes | 2 & 4 | E-tivity 3.2 | Sharing individual experiences on the buying decision process in class |
| 1. Describe the factors influencing consumer and business buying behaviours | 2 & 4 | E-tivity 3.3 | A summary of factors influencing buying behaviours posted on the LMS |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| This unit 3 supports overall outcomes 2 & 4 | | | |
| Purpose of the unit/week/section: | | | |
| In this unit, we look at the most important element of the marketplace, the customers. Customers make buying decisions every day, and the buying decision is the focal point of the marketer’s effort. The buyer’s decision process itself affects his or her behaviour. In this unit you will recognise how business use buyer buying decisions to developing appropriate marketing mix. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, you are going to learn about the differences between consumer markets and business markets, which will help you understand how buyer make purchase decisions. Also, this unit will give you an insight on the steps entailed in the consumer and business buyer decision process as well as the cultural, social, individual and psychological factors that affect consumer and business buyer behaviour. This is line with the overall Intended learning outcomes intended to describe the behaviour of customers in different markets and to convince potential customers to buy products. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Before attempting your activities, here are some of the resources from which you will obtain information to do the work.  The business market Vs the consumer market, here:  <https://www.citeman.com/770-the-business-market-vs-the-consumer-market.html>. This resource will prepare you to accomplish your tasks in e-tivity 3.1.  Principles of Marketing by Jeff Tanner and Mary Anne Raymond, here: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf> . (Chapter 3 and 4). You will learn about the differences between consumer markets and business markets, the consumer buying process (pages 42-44) and business buying processes (pages 73-75) and the factors influencing buying decision processes (pages 47-57). As you read, reflect on these ideas and then apply as you put your ideas across. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| E-tivity 3.1.  Considering the insights, you gained from the resource you read in your pre-topic activity;   * + In your assigned groups form two groups studying consumer markets and business markets.   + Discuss the differences between the two markets and form arguments. This should be done in 20 minutes;   + Each group will nominate two representatives to present in class.   + Each representative will have 5 minutes to present his/her views and arguments;   + At the end, each group will sum up the key differences covered in the lecture and improve on their presentation to post to the group forum.   This activity should be done by 9th February 2020 at 23h00. | | | |
| Online activity: | | Number of hours | 4 hours |
| What should students do? | E-tivity 3.2  From what you read about the buying processes in your pre-topic activity, write summarized notes on consumer buying process and business buying process. Reflect on how this knowledge influenced your previous purchase decision. Explain what you applied and what you didn’t and what you would do differently next time you make a similar purchase. As individuals, write a summary of 500 words sharing your experiences and post to the group forum. Comment on contributions of at least 2 other learners and improve your work if necessary. Post your improved work in your Portfolio. (2 hours) | | |
| Where do they do it? | On smartphone or computers and share experiences in class | | |
| By when should they do it? | By 11th February 2020 at 23h00 | | |
| What should students do? | E-tivity 3.3  Reflect on factors influencing buying behavior and then explain how they apply or not apply to your purchase decisions. Switch your work with any member from your group for critiquing and giving their comments. When you receive back your work, reflect on the comments and improve your work and then post your revised copy to the group forum on the LMS. (2 hours) ) | | |
| Where do they do it? | On smartphone or computers and post on the LMS | | |
| By when should they do it? | By 14th February 2020 at 23h00 | | |
| E-moderator/tutor role | | | |
| Tutor will guide learners as they present in class, to ensure they are focused on the content of discussion and also stimulate further generation of new ideas. Tutor will provide feedback on summaries posted on the LMS. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1, 2 and 3 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 5 | 3 | 1 | 0 | | Quality of presentation | Excellent presentation reflecting content mastery ,clarity with several examples, deep reflection of topic, well organised work, excellent at engaging audience | Good presentation reflecting content mastery ,clarity with some examples, little reflection or analysis present, well organised work, good at engaging audience | Fair presentation reflecting content mastery ,clarity with few examples, very little reflection or analysis present well organised work, fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class by offering ideas and/or asks questions more than once per class,  comments always insightful & constructive | Contributes to class by offering ideas and/or asks questions once per class, comments mostly insightful & constructive | Rarely contributes to class by offering ideas and asking questions, comments are sometimes constructive | Never contributes to class by offering ideas and asking questions, comments are uninformative | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Participation in group discussions | Contributed exceptional effort to the group’s discussion and works consistently on group project the entire time | Contributed great effort to the group’s discussion  and works on group project for most of the allotted time | Contributed good effort to the group’s discussion  and works on group project only some of the allotted time | Rarely contributed to the group’s discussion and has trouble staying on task during group project time | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | Peer review | Excellent review with very constructive feedback about what worked well and what could be improved | Good review with constructive feedback about what worked well and what could be improved | Fair review with limited constructive feedback about what worked well and what could be improved | No review completed | | | | |
| How does this section link to other sections of the module? | | | |
| Unit 3 links into unit 5,4 6,7,8,9,10 and 11 | | | |

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| = Total number of hours | 9 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * E-books: Principles of Marketing by Jeff Tanner and Mary Anne Raymond, available: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf> * Online resource:  The business market Vs the consumer market here: <https://www.citeman.com/770-the-business-market-vs-the-consumer-market.html> * Module notes * OERs * Additional resources: * Book Chapter: *Principles of marketing* by Kotler, P. and G. Armstrong. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere University E-Learning Environment) platform to access study resources. In addition, the university provides free wireless and Ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. |
| Where in this unit are students expected to work collaboratively? | E-tivity 3.1  E-tivity 3.2  E-tivity 3.3 |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using WIFI) as long as they are on University premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * A range of assessments methods will be used |
| How will feedback on unit be obtained from students? | * Students will post their online feedback on the LMS * Face to face feedback will obtained during and after class presentations |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the module to make it better and more user friendly. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | * Immediate feedback will be received during the face to face, while activity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **4** |
| Unit name or title: | **Marketing information system and marketing research** | | |
| Aim of the unit: | The aim of this unit is to explore the components of a marketing information system and the various aspects of marketing research. The unit emphasises the need to conduct research in specific market situations to enable business make the right choices. | | |
| This topic covers: | * Definition and components of a marketing information system * Distinction between data, information and intelligence * Benefits of a marketing information system to an organisation * The relevance of marketing research * Types of research firms * The marketing research process | | |
| Intended learning outcomes: | At the end of this unit, we will be able to:   1. Describe the components of a marketing information system and each component’s purpose. 2. Explain the benefits of a marketing information system 3. Apply marketing research in solving business challenges. | | |

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| Overview of student activity: | You will watch videos, read some articles and text book before you do your activities. You will be expected to participate in online discussion and voting. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| **At the end of this unit, you will be able to:** | | | |
| 1. Describe the components of a marketing information system and each component’s purpose | 1 & 2 | E-tivity 4.1 | Summary about the components of marketing information system sent to the tutor |
| 1. Explain the benefits of a marketing information system | 1 & 2 | E-tivity 4.2 | Participation in forum discussion on the benefits of marketing information system |
| 1. Apply marketing research in solving business problems. | 4 &3 | e-tivity 4.3 | Assessment will be based on how the learner will be able to relate the steps of the marketing research process in solving a given marketing problem. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  (This should be presented in the order that the activities take place. So if students do work online **before** coming to the lecture, that should be shown ahead of what happens in class.  If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)  **Content** – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.) |

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| Outcomes addressed: | | | |
| This unit addresses overall outcomes 1,2 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| Marketing information is being gathered all the time by business as they engage in their daily operations. Business will engage in marketing research if it cannot answer questions using information generated by the marketing information systems. This unit is designed to help understand how information is gathered and used to make marketing decisions. | | | |
| Over to you: (a description of the process of the section) | | | |
| In this unit we appreciate the value of information to an organisation. If you are talking to customers about new product ideas, you’re engaging in market intelligence. If you go ahead to survey your customers with a questionnaire about a new type of product you are engaging in marketing research. In this unit you will identify and define the components of a marketing information system, the steps involved in conducting marketing research and the role of marketing research to an organisation. In this unit, we would like you to share your experience about marketing research and how you approach it. | | | |
| Pre-topic activity: | | Number of hours | 1. hrs |
| Read these resources, the information in there will help you to accomplish your assignments.  Read, Principles of marketing by the university of Minnesota available on the link here: <https://open.lib.umn.edu/principlesmarketing/chapter/10-1-marketing-information-systems/>  Principles of Marketing by Jeff Tanner and Mary Anne Raymond, here: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf> . (Chapter 10). You will learn about marketing information systems (pages 193-199) and marketing research (pages 200-2014). As you read, reflect on these ideas and then apply as you put your ideas across.  Watch a 28 minute video about marketing information system and marketing research available here: <https://youtu.be/vF600oLu4_4> | | | |
| Face to face time: (if applicable) | | Number of hours | 0 hrs |
|  | | | |
| Online activity: | | Number of hours | 4.5hrs |
| What should students do? | E-tivity 4.1  From what you learnt, write a summary of 250 words maximum on the components of the marketing information system in terms of definitions, what they entail and their relevance. Share your work with one member from your group and critic each other’s work. Return the work to the owner and then post on the group forum. Reflect on what others have done to improve your work and save your revised copy to your personal portfolio. (1 hour) | | |
| Where do they do it? | Online | | |
| By when should they do it? | By 17th February 2020 at 23h00. | | |
| What should students do? | E-tivity 4.2  You will log on to your LMS and join a forum discussion about the benefits of the marketing information system. You will be required to participate by making your contributions on the discussion forum. You can use your summaries you generated during your pre-topic activity to support your discussion. We will thereafter vote on the discussion forum the benefits of a marketing information system that can be adopted by the whole class. You will be notified on the LMS and SMS about the time of the discussion forum. (1 hours) | | |
| Where do they do it? | Online | | |
| By when should they do it? | By 22th February 2020 at 23h00. | | |
| What should students do? | E-tivity 4.3  Based on what you have learnt, about marketing research, we would like you to go and try out this activity. In your assigned groups identify a business problem and apply the basic steps used to conduct marketing research to solve the problem. Record a video of yourselves as you apply these steps (maximum 20 minutes). We will thereafter have a voting session to consider the most important aspects of inclusion in the video that practically represent the steps involved in the marketing research process. The video that incorporates all those aspects will be voted and shared to everybody on the platform.  (2 hours) | | |
| Where do they do it? | Online | | |
| By when should they do it? | By 29th February 2020 at 23h00. | | |
| E-moderator/tutor role | | | |
| Tutor will encourage, motivate and remind students about the online session, the forum discussion and the quiz through their emails, WhatsApp and SMS alerts. The tutor will also moderate online discussions by ensuring that all the learners participate and are included in the discussions and preside over voting on discussion forum. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1, 2 and 3 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | Participation in forum discussions | Continually participation throughout the discussion period | Frequently  participation throughout the discussion period | limited participation throughout the discussion period | No participation | | Quality of Discussion posting | Display an excellent understanding of the required readings and incorporated well in the response | Display a good understanding of the required readings and incorporated well in the response | Posting has questionable relationship to reading material | No evidence that reading were understood and/not incorporated in the discussion | | Participation in group discussions | Contributed exceptional effort to the group’s discussion and works consistently on group project the entire time | Contributed great effort to the group’s discussion  and works on group project for most of the allotted time | Contributed good effort to the group’s discussion  and works on group project only some of the allotted time | Rarely contributed to the group’s discussion and has trouble staying on task during group project time | | Peer review | Excellent review with very constructive feedback about what worked well and what could be improved | Good review with constructive feedback about what worked well and what could be improved | Fair review with limited constructive feedback about what worked well and what could be improved | No review completed | | | | |
| How does this section link to other sections of the module? | | | |
| Unit 4 links into unit all units | | | |

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| = Total number of hours | 7.5 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * Tutors power point presentations on the unit * Online journal articles   <https://open.lib.umn.edu/principlesmarketing/chapter/10-1-marketing-information-systems/>   * e-Books * Online videos: [https://youtu.be/vf600olu4\_4](https://youtu.be/vF600oLu4_4) * Internet * Module notes * OERS * Additional resources: * Book chapter: Principles of marketing by Kotler, P. and G. Armstrong. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere university e-learning environment) platform to access study resources. In addition, the university provides free wireless and ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. |
| Where in this unit are students expected to work collaboratively? | E-tivity 4.1  E-tivity 4.3 |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using WIFI) as long as they are on University premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * Using a range of assessments. |
| How will feedback on unit be obtained from students? | Students will post their online feedback on the Moodle platform face to face feedback will be presented in class |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the Unit to make it better and more user friendly as well as transferring the feedback on other units where applicable . |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Immediate feedback will be received during the Face to face, Online activity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **5** |
| Unit name or title: | **Selecting target markets** | | |
| Aim of the unit: | The aim of this unit is to explore the process of selecting target markets. The unit emphasises the need to understand the important concepts of market segmentation, target marketing and market positioning. These steps guides organisations as they attempt to focus on those people they want to sell to. | | |
| This topic covers: | * Market segmentation * Target Marketing * Market positioning | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Explain the bases for market segmentation 2. Recognize the target marketing strategies 3. Design a market positioning strategy | | |

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| Overview of student activity: | Before you embark on the activities for this unit, you will be expected to read materials and as you do so, take down the vital information. During the course of the week, you will be expected to share your ideas/thoughts with members in your assigned group, take part in class discussions and make summarised notes to post on the LMS. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the bases for market segmentation | 2 & 4 | E-tivity 5.1 | A case study presentation in class explaining the bases for market segmentation |
| 1. Recognize the target marketing strategies | 2 & 4 | E-tivity 5.2 | Summary of a case study describing the target marketing strategies posted on the LMS |
| 1. Illustrate a marketing positioning strategy | 2 & 4 | E-tivity 5.3 | Summary of a case study describing a market positioning strategy posted on the LMS |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| This unit addresses overall outcomes 2, 3 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| This unit emphasises the need to design different offers for different markets to achieve customer satisfaction. The unit also explains how business can choose select groups of people and organizations to sell to. These decisions are important in developing the marketing mix. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Companies design products or services that best serve the needs of different customers groups. As you learned in unit 3, sellers can choose to pursue consumer markets or business markets, or both. Therefore, one obvious way to begin the segmentation process is to segment markets into these two types of groups. In this unit, you will learn about market segmentation, look at the ways of choosing target markets and market positioning strategies needed to build and manage a company’s brand. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Read the articles below for information on market segmentation, target marketing and market positioning and write notes  Principles of Marketing by Jeff Tanner and Mary Anne Raymond, here: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf>. (Chapter 5). You will be guided about market segmentation (pages 87-101), target marketing (102-106) and market positioning (106-108).  Read book chapter 5: Market segmentation (pages 156-176), target marketing (178-183) and market positioning (184-186). <https://2012books.lardbucket.org/pdfs/marketing-principles-v2.0/s08-market-segmenting-targeting-an.pdf>  Article on the bases of market segmentation: <https://blog.alexa.com/types-of-market-segmentation/>.  Article on target marketing: <http://www.yourarticlelibrary.com/marketing/target-marketing-four-generic-target-marketing-strategies/13400>.  Article on the bases of market positioning: <https://corporatefinanceinstitute.com/resources/knowledge/strategy/market-positioning/> | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| E-tivity 5.1:  Reflect on the bases you learnt in your pre-topic activity and explain how they are applied by any company you are familiar with. You will be expected to share your ideas in class during the lesson. Each member of the class is required to provide constructive feedback during class presentations. This activity should be done by 8th March 2020 at 23h00 | | | |
| Online activity: | | Number of hours | 3 hours |
| What should students do? | E-tivity 5.2:  Identify a company/product of your choice and reflect on the target marketing strategy being used by that company/for that product and why. Exchange your work with one of your group members and to discuss your arguments further. Return the work to the owner and then post both your work and feedback on the forum. Reflect on what others have done and improve your work and save your revised copy to your personal portfolio (Maximum 500 words).  (1 ½ hours) | | |
| Where do they do it? | You can do this using your smart phone or any computer and share on the LMS. | | |
| By when should they do it? | By 10th March 2020 at 23h00 | | |
| What should students do? | E-tivity 5.3:  After reading, make summarized notes on the different market positioning strategies. Identify a product that you believe more people should use. As a marketer, outline your strategy how would you reposition the product to increase its use. Post your positioning strategy onto the discussion forum. When you receive feedback on your work, make adjustments where necessary and then post your revised copy to the group forum.  forum on the LMS. (1 ½ hours) | | |
| Where do they do it? | You can do this using your smart phone or any computer and share on the LMS. | | |
| By when should they do it? | By 12th March 2020 at 23h00 | | |
| E-moderator/tutor role | | | |
| The tutor will guide learners as they present in class, to ensure they are focused on the content of discussion and also stimulate further generation of new ideas. The tutor will receive and read the posts; guide discussions and thereafter, use the rubrics to allocate marks to the students on the LMS. In addition, the tutor will provide feedback on summaries posted on the LMS. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1,2 and 3 will be assessed using a post rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Excellent presentation reflecting content mastery ,clarity with several examples, deep reflection of topic, well organised work, excellent at engaging audience | Good presentation reflecting content mastery ,clarity with some examples, little reflection or analysis present, well organised work, good at engaging audience | Fair presentation reflecting content mastery ,clarity with few examples, very little reflection or analysis present well organised work, fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class by offering ideas and/or asks questions more than once per class,  comments always insightful & constructive | Contributes to class by offering ideas and/or asks questions once per class, comments mostly insightful & constructive | Rarely contributes to class by offering ideas and asking questions, comments are sometimes constructive | Never contributes to class by offering ideas and asking questions, comments are uninformative | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | Peer review | Excellent review with very constructive feedback about what worked well and what could be improved | Good review with constructive feedback about what worked well and what could be improved | Fair review with limited constructive feedback about what worked well and what could be improved | No review completed | | | | |
| How does this section link to other sections of the module? | | | |
| Unit 5 links into unit 3, 6,7,8,9 and 10 | | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * Tutors power point presentation on the unit * Online resources:   chapter 5: Market Segmenting, Targeting, and Positioning of Marketing Principles, here: <https://2012books.lardbucket.org/pdfs/marketing-principles-v2.0/s08-market-segmenting-targeting-an.pdf> .  Market Positioning - Creating an Effective Positioning Strategy here: <https://corporatefinanceinstitute.com/resources/knowledge/strategy/market-positioning/>   * Online video:   Targeting Strategies to gain knowledge on market coverage strategies, here: <https://www.youtube.com/watch?v=SFrsrKU9rDU>   * Module notes * OERs * Additional resources:   Book Chapter: *Principles of marketing* by Kotler, P. and G. Armstrong. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere University E-Learning Environment) platform to access study resources. In addition, the university provides free wireless and Ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. |
| Where in this unit are students expected to work collaboratively? | E-tivity 5.1  E-tivity 5.2  E-tivity 5.3 |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using WIFI) as long as they are on University premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * Using a range of assessments |
| How will feedback on unit be obtained from students? | * Students will post their online feedback on the Moodle platform * Face to face feedback will be presented in class |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the Unit to make it better and more user friendly as well as transferring the feedback on other units where applicable |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | * Immediate feedback will be received during the Face to face * Online activity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **6** |
| Unit name or title: | **Marketing Mix - Product** | | |
| Aim of the unit: | The aim of this unit is to generate an understanding on how companies develop and manage products and brands. The unit highlights how marketing managers come up with product decisions, which impact product function, appearance, packaging, service and warranty among others. | | |
| This topic covers: | * Definition of a product * Types of products * New product development process * Product life cycle * Branding, packaging and labelling | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Explain the new product development process 2. Identify the stages of the product life cycle 3. Elaborate the concepts of branding, packaging and labelling | | |

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| Overview of student activity: | You will be expected to read some resources before you do your activities. You will also be expected to present your individual activities in class and also exchange your work with one of your group members and critic each other’s work online. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe the new product development process | 3 & 4 | E-tivity 6.1 | Summary describing new product development process posted on the LMS |
| 1. Explain the product life cycle and the objectives and strategies for each stage | 3 & 4 | E-tivity 6.2 | A summary sent to the tutor explaining product life cycle and strategies adopted at each stage |
| 1. Elaborate the concepts of Branding, packaging and labelling | 3 & 4 | E-tivity 6.3 | A case study to analyse branding, packaging and labelling |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| Unit 6 addresses supports overall outcomes 3 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| Marketing is all about building brands that connect deeply with customers. Products are designed to deliver value to customers by satisfying their needs. Recall that you learned about buying behavior in unit 3. This unit focuses on the role of product in fulling buyer’s needs. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, you are going to learn about the new product development process, which will help you understand how products are developed. Also, this unit will give you an insight on the steps entailed in developing new product as well as the product life cycle stages. You will also learn about branding, packing and labeling of products. This is in line with the overall learning outcomes intended to design a marketing mix strategy. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Before you do your tasks, read the book Principles of Marketing by Jeff Tanner and Mary Anne Raymond, here: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf>. (Chapter 7). You will be guided about the new product development process (pages 130-135), product life cycle and the strategies for adopted at each stage (pages 136-143), and branding, packing and labelling (pages 221-224). As you read, please make short notes on the key ideas you come across. The notes you will help you to complete your e-tivities.  Watch video here: <https://www.youtube.com/watch?v=KWy4UgbzCBU> on new product development process  Watch video here: <https://www.youtube.com/watch?v=nBx4XZ2xvNM> on product life cycle  Watch video here: <https://www.youtube.com/watch?v=WAd5bpkNTQU> on branding, packaging and labeling | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2.5 hours |
| E-tivity 6.3  Reflect about yourself as a marketer and making reference to your notes in your Pre-topic activity, explain the concept of branding, packaging and labeling using a product of your own choice. Prepare a five-minute presentation to share your understanding of the concepts to classmates when we meet in class. The class will assess your presentation as guided by the tutor.  This activity should be done by 22nd March 2020 at 23h00 | | | |
| Online activity: | | Number of hours | 3 hours |
| What should students do? | E-tivity 6.1  In reference to what you learnt from your pre-topic activity, discuss in your groups the importance of the new product development stages clearly mentioning the activities within each stage. Select one group member for this section who should summarise the final solution for E-tivity 6.1 and post it to the forum. (1 ½ hours) | | |
| Where do they do it? | On smartphone or computers and post on the group forum | | |
| By when should they do it? | By 16th March 2020 at 23h00 | | |
| What should students do? | E-tivity 6.2  Considering the insights, you gained from the resource you read, write summarized notes on the product life cycle and strategies adopted at each stage. After that, select any product with a short life cycle you are familiar with. Reflect on the strategies you have noted down and then explain how they apply or not apply to that particular product. Make an individual summary of not more than 500 words and send to the tutor. This is a tutor marked assignment and constitute 10% of the coursework marks. (1 ½ hours) | | |
| Where do they do it? | On smartphone or computers and send to the tutor | | |
| By when should they do it? | By 19th March 2020 at 23h00 | | |
| E-moderator/tutor role | | | |
| Tutor will guide learners as they present in class, to ensure they are focused on the content of discussion and also stimulate further generation of new ideas. Tutor will provide feedback on summaries posted on the LMS | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1,2 and 3 will be assessed using a post rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Excellent presentation reflecting content mastery ,clarity with several examples, deep reflection of topic, well organised work, excellent at engaging audience | Good presentation reflecting content mastery ,clarity with some examples, little reflection or analysis present, well organised work, good at engaging audience | Fair presentation reflecting content mastery ,clarity with few examples, very little reflection or analysis present well organised work, fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class by offering ideas and/or asks questions more than once per class,  comments always insightful & constructive | Contributes to class by offering ideas and/or asks questions once per class, comments mostly insightful & constructive | Rarely contributes to class by offering ideas and asking questions, comments are sometimes constructive | Never contributes to class by offering ideas and asking questions, comments are uninformative | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | Participation in group discussions | Contributed exceptional effort to the group’s discussion and works consistently on group project the entire time | Contributed great effort to the group’s discussion  and works on group project for most of the allotted time | Contributed good effort to the group’s discussion  and works on group project only some of the allotted time | Rarely contributed to the group’s discussion and has trouble staying on task during group project time | | Participation in forum discussions | Continually participation throughout the discussion period | Frequently  participation throughout the discussion period | limited participation throughout the discussion period | No participation | | Peer review | Excellent review with very constructive feedback about what worked well and what could be improved | Good review with constructive feedback about what worked well and what could be improved | Fair review with limited constructive feedback about what worked well and what could be improved | No review completed | | | | |
| How does this section link to other sections of the module? | | | |
| Unit 6 links into unit 7, 8,9,10 and 11 | | | |

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| = Total number of hours | | 8.5 hours |
| **Some important questions** | | |
| Which learning resources/ references will scaffold the students’ learning? | * Tutors power point presentations on the unit * E-books: Principles of Marketing by Jeff Tanner and Mary Anne Raymond, here: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf>. (Chapter 7) * Module notes * OERs * Additional resources: * Book Chapter: *Principles of marketing* by Kotler, P. and G. Armstrong. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) | |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere University E-Learning Environment) platform to access study resources. In addition, the university provides free wireless and Ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. | |
| Where in this unit are students expected to work collaboratively? | E-tivity 6.1  E-tivity 6.3 | |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using WIFI) as long as they are on University premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * A range of assessments methods will be used | |
| How will feedback on unit be obtained from students? | * Students will post their online feedback on the LMS * Face to face feedback will obtained during and after class presentations | |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the module to make it better and more user friendly. | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | * Immediate feedback will be received during the face to face, while activity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. | |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **7** |
| Unit name or title: | **Services** | | |
| Aim of the unit: | The aim of this unit is to generate an understanding of the difference between products and services. The unit will highlight how service firms can differentiate their services. | | |
| This topic covers: | * Definition of services * Marketing mix for services * Characteristics of services * Service marketing triangle * Marketing strategies for services marketing | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*  1. Identify four characteristics of services that sets them apart from goods  2. Develop strategies for marketing services | | |

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| Overview of student activity: | You will be expected to read some resources before you do your activities. You will also be expected to exchange your work with one of your group members and critic each other’s work online. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify the characteristics of services | 3 & 4 | E-tivity 7.1 | Forum discussion on service characteristics using a case study |
| 1. Formulate strategies for marketing services | 3 & 4 | E-tivity 7.2 | Summary on service marketing strategies for a case study |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| Unit 7 supports overall outcomes 3 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| In this unit, each of you will share different knowledge and experience on characteristics of services and marketing strategies for service. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Many tangible products have intangible service components attached to them. In this unit, you are going to learn about the service characteristics that distinguish products from services, as well as the service marketing strategies. In this unit you will be required to read journal articles and do given assignments individually and as a group. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| These resources about service marketing will give you insights for the tasks that you will do.  Read, service marketing from the ABC of Marketing here: <https://www.abcofmarketing.com/topic/services-marketing/>  Watch the video about introduction to service marketing here: <https://www.youtube.com/watch?v=1zYsQSJvbog>  Watch the video about service marketing triangle here: <https://www.youtube.com/watch?v=3jm4hJ5_n0U> | | | |
| Face to face time: *(if applicable)* | | Number of hours |  |
|  | | | |
| Online activity: | | Number of hours | 3 hours |
| What should students do? | E-tivity 7.1  Write notes on the service characteristics. Reflect on the ideas you learnt and explain how this differs or relates to your experience with services. Share your experiences on group discussion forum.  Each member of the group is required to provide positive and constructive feedback on at least one submission from their colleagues. (1 ½ hours) | | |
| Where do they do it? | You can do this using your smart phone or any of the computer and share on the LMS | | |
| By when should they do it? | By 24th March 2020 at 23h00 | | |
| What should students do? | E-tivity 7.2  Identify a company of your choice and reflect on the service marketing strategies in terms of whether they are being implemented in that company. Exchange your work with one of your group members and to discuss your arguments further. Reflect on the comments and improve your work. Save your refined copy to your personal portfolio (Maximum 500 words) (1 ½ hours) | | |
| Where do they do it? | You can do this using your smart phone or any of the computer and share on the LMS | | |
| By when should they do it? | By 26th March 2020 at 23h00 | | |
| E-moderator/tutor role | | | |
| Read the students’ post and provide them with feedback | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1 and 2 will be assessed using a post rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | Quality of Discussion posting | Display an excellent understanding of the required readings and incorporated well in the response | Display a good understanding of the required readings and incorporated well in the response | Posting has questionable relationship to reading material | No evidence that reading were understood and/not incorporated in the discussion | | Participation in forum discussions | Continually participation throughout the discussion period | Frequently  participation throughout the discussion period | limited participation throughout the discussion period | No participation | | Number of posts | Minimum of 3 posts | Minimum of 2 posts | Minimum of 1 post | No post | | Follow-up Postings | Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts | Elaborates on an existing posting with further comment or observation | Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion | Posts no follow-up responses to others | | Peer review | Excellent review with very constructive feedback about what worked well and what could be improved | Good review with constructive feedback about what worked well and what could be improved | Fair review with limited constructive feedback about what worked well and what could be improved | No review completed | | | | |
| How does this section link to other sections of the module? | | | |
| Unit 7 links into unit 6,8,9, 10 and 11 | | | |

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| = Total number of hours | 6 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * Online resource: ABC of Marketing, here: <https://www.abcofmarketing.com/topic/services-marketing/> * Module notes * OERs * Book Chapter: *Principles of marketing* by Kotler, P. and G. Armstrong. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere University E-Learning Environment) platform to access study resources. In addition, the university provides free wireless and Ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. |
| Where in this unit are students expected to work collaboratively? | E-tivity 7.1  E-tivity 7.2 |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using WIFI) as long as they are on University premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * A range of assessments methods will be used |
| How will feedback on unit be obtained from students? | * Students will post their online feedback on the LMS * Face to face feedback will obtained during and after class presentations |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the module to make it better and more user friendly. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | * Immediate feedback will be received during the face to face, while activity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **8** |
| Unit name or title: | **Marketing mix - Pricing** | | |
| Aim of the unit: | The aim of this unit is to generate an understanding of how price is used in marketing to attain profitability, competitiveness and manage customer perception of company’s offers. | | |
| This topic covers: | * Definition of pricing * Pricing objectives * Pricing strategies * Factors that influence pricing decisions | | |
| Intended learning outcomes: | At the end of this unit, you will be able to;   1. Explain the role of pricing in marketing 2. Establish the right pricing strategies. 3. Identify the factors influencing pricing decisions | | |

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| Overview of student activity: | You will watch videos, read some articles and text book before you do your activities. You will be grouped and expected to participate in your discussions. You will also be expected to post your individual activities on the LMS |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| **At the end of this unit, you will be able to:** | | | |
| 1. Explain the role of pricing in marketing | 3 &4 | E-tivity 8.1 | Power point presentation on the role of pricing in marketing |
| 1. Describe the pricing strategies | 3 &4 | E-tivity 8.2 | Class discussion on the pricing strategies |
| 1. Identify the factors influencing pricing decisions | 3 & 4 | E-tivity 8.3 | Forum discussions on the factors influencing pricing decisions |

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| Detailed explanation of ALL student and teacher engagement with the unit:  (This should be presented in the order that the activities take place. So if students do work online **before** coming to the lecture, that should be shown ahead of what happens in class.  If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)  **Content** – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.) | | | |
| Outcomes addressed: | | | |
| Unit 8 addresses overall outcomes 3 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| In the previous units, we looked at products and services which cost ﬁrms money to produce. This unit explores how organizations decide to price their goods and services. | | | |
| Over to you: (a description of the process of the section) | | | |
| Price is the only marketing mix variable that generates revenue. Pricing decision is among the most difficult and yet critical decision marketing managers are compelled to make to remain competitive. The decision concerns what price to charge for products and services. More than ever, managers need a sound pricing strategy to facilitate customer value creation and earn a profit. In this unit you will learn about the pricing strategies, the role of pricing to business and factor influencing pricing decisions. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Before embarking on any e-tivity you will be required to;  Read, Principles of Marketing by Jeff Tanner and Mary Anne Raymond, here: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf>.  (Chapter 15) You will learn about factors influencing pricing decisions (pages 302-305) and pricing strategies (pages 306-312).  Read the journal article on the link here:  <http://journals.univ-danubius.ro/index.php/oeconomica/article/view/3707/3867>  Watch the video on the link here: <https://youtu.be/SIiyMpPSTiQ>  Watch the video on the link here: <https://youtu.be/mmm0ccYPliU>  And as you do so, note down the relevant information that will help you to accomplish your tasks. | | | |
| Face to face time: (if applicable) | | Number of hours | 2 hours |
| E-tivity 8.2  Reflect on the pricing strategies in the light of the following question. What new products have you purchased in the last one year that were priced using either a penetration or a skimming pricing approach. Please come to class ready to share your experience. This activity should be done by 2nd April 2020 at 23h00. | | | |
| Online activity: | | Number of hours | 3 hours |
| What should students do? | E-tivity 8.1  In your assigned groups, discuss the role of pricing to any business organization. All group members should participate and agree on the most suitable roles. Select one person for this section who should summarise the final solution in a power point presentation not exceeding 5 slides, and post it to the group forum. (1 ½ hours) | | |
| Where do they do it? | Online | | |
| By when should they do it? | By 28th March 2020 at 23h00 | | |
|  | e-tivity 8.3  You will log in to a discussion forum and participate in the forum discussion on the topic; factors influencing pricing decisions. You will be required to participate by making your contributions on the discussion forum. You can use the summaries you generated during your pre-topic activity to support your discussion on the forum. You will be notified on the LMS and SMS about the time of the discussion forum. (1 ½ hours) | | |
| Where do they do it? | Online | | |
| By when should they do it? | By 5th April 2020 at 23h00 | | |
| E-moderator/tutor role | | | |
| Tutor will encourage, motivate and remind students about the online session, and the forum discussion their emails, WhatsApp and SMS alerts. The tutor will also moderate online discussions by ensuring that all the learners participate and are included in the discussions and preside over voting on discussion forum. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1,2 and 3 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Class Participation | Contributes to class by offering ideas and/or asks questions more than once per class,  comments always insightful & constructive | Contributes to class by offering ideas and/or asks questions once per class, comments mostly insightful & constructive | Rarely contributes to class by offering ideas and asking questions, comments are sometimes constructive | Never contributes to class by offering ideas and asking questions, comments are uninformative | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | Participation in forum discussions | Continually participation throughout the discussion period | Frequently  participation throughout the discussion period | limited participation throughout the discussion period | No participation | | Follow-up Postings | Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts | Elaborates on an existing posting with further comment or observation | Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion | Posts no follow-up responses to others | | Number of posts | Minimum of 3 posts | Minimum of 2 posts | Minimum of 1 post | No post | | Quality of Discussion posting | Display an excellent understanding of the required readings and incorporated well in the response | Display a good understanding of the required readings and incorporated well in the response | Posting has questionable relationship to reading material | No evidence that reading were understood and/not incorporated in the discussion | | | | |
| How does this section link to other sections of the module? | | | |
| Unit 8 links into unit 6, 7,9,10 and 11 | | | |

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| = Total number of hours | 8 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * Tutors power point presentations on the unit * Online journal articles: http://journals.univ-danubius.ro/index.php/oeconomica/article/view/3707/3867 * e-Books * Online videos: [https://youtu.be/mmm0ccypliu](https://youtu.be/mmm0ccYPliU) * Online video: <https://youtu.be/SIiyMpPSTiQ> * Module notes * OERs * Additional resources: * Book Chapter: Principles of marketing by Kotler, P. and G. Armstrong. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere university e-learning environment) platform to access study resources. In addition, the university provides free wireless and ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. |
| Where in this unit are students expected to work collaboratively? | E-tivity 8.1  E-tivity 8.2  E-tivity 8.3 |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using wifi) as long as they are on university premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * Using a range of assessments |
| How will feedback on unit be obtained from students? | Students will post their online feedback on the Moodle platform |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or The discussion forum. This feedback will help the module developers to update the module to make it better and more user friendly. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Online activity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **9** |
| Unit name or title: | **Marketing Mix -**  **Place/Distribution** | | |
| Aim of the unit: | The aim of this unit is to explore the existing channels of distribution. Without  distribution, we cannot enjoy what is produced. Thus distribution decisions directly affect every other marketing decision. | | |
| This topic covers: | * Definition of distribution * Marketing channel structures and levels * Factors to be considered in selecting channel members * Components of physical distribution | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*   1. Explain the marketing channel levels 2. Explain the functions performed by channel members 3. Identify the factors to be considered in selecting channel members 4. Explore the components of physical distribution | | |

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| Overview of student activity: | Before you embark on the activities for this unit, you will be expected to read materials and as you do so, take down the vital information. You will be expected to share your ideas/thoughts with members in your assigned group, take part in class discussions and make summarised notes to post on the LMS. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain marketing channel structures and members | 3 & 4 | E-tivity 9.1 | Class presentations on the marketing channel structures and members |
| 1. Explain the functions performed by channel members | 3 & 4 | E-tivity 9.2 | Class presentations and summary on the functions Performed by Channel members |
| 1. Identify the factors to consider when selecting channel members to use in distribution | 3 & 4 | E-tivity 9.3 | Forum discussion on factors considered when selecting channel members |
| 1. Explore the components of physical distribution | 3 & 4 | E-tivity 9.4 | Group summary highlighting the components of physical distribution |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | |
| Outcomes addressed: | | | | | |
| This unit 9 supports overall outcomes 3 & 4 | | | | | |
| Purpose of the unit/week/section: | | | | | |
| Once businesses have developed products and services, it is important to take the products closer to customers. In other words, how companies sell has become as important as what they sell. This unit focuses on the role of distribution in influencing marketing objectives. | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | |
| It should be noted that though production is made in one place, consumption is scattered. Selecting the best distribution channel is critical because it can mean the success or failure of your product. In unit 3 you learnt about buyers and the type of customer you are selling to will have an impact on the channel you select. In this unit, you will gain an understanding on how organisations deliver their products/services to the target market. In this unit, you will learn about the concept of distribution, marketing channel structures and members, functions performed by channel members and factors considered in selecting distributors. | | | | | |
| Pre-topic activity: | | Number of hours | 2 hours | | |
| Before you attempt your tasks, read these online resources to help you to understand place/distribution  Principles of Marketing by Jeff Tanner and Mary Anne Raymond, Chapter 8 (page 147-160) here: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf>  Marketing channel structures here: <https://www.marketing91.com/types-of-channel-structures/>  Components of physical distribution here:  <https://www.businessmanagementideas.com/marketing/physical-distribution/physical-distribution-definition-objectives-importance-and-components-marketing/17992>  <https://opentext.wsu.edu/cpim/chapter/10-1-basics-of-distribution-channels/>  Factors to be considered in selecting channel members here:  <http://www.yourarticlelibrary.com/material-management/9-factors-relevant-for-the-selection-of-a-vendor/26147> | | | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 hours | | |
| E-tivity 9.1  In your assigned groups make a list of four to ﬁve diﬀerent types of products. Decide which channels should be used to distribute each product. You will present your ﬁndings to class and see if they agree with you. (1 hour)  This activity should be done by 7th April 2020 at 23h00.  **E-tivity 9.2**  Considering the insights, you gained from the resource you read in your article on marketing channel levels   * + In your assigned groups, discuss the functions of marketing channels;   + Each group will nominate one representative to present in class.   + Each representative will have 5 minutes to present his/her views;   + At the end, each group will sum up the function of marketing channels covered in the lecture and improve on their presentation to post to the group forum.   This activity should be done by By 10thApril 2020 at 23h00 (1 ½ hours) | | | | | |
| Online activity: | | Number of hours | 2 hours | | |
| What should students do? | E-tivity 9.3  Write summarized notes on the factors influencing the selection of channel members to use in distribution. Share your ideas on the group discussion forum. Each member of the class is required to provide positive and constructive feedback on at least one submission from their colleagues. Improve on your work if necessary and save your improved work in your personal Portfolio. (1 ½ hours ) | | | | |
| Where do they do it? | You can do this using your smart phone or any computer and share on the LMS. | | | | |
| By when should they do it? | By 11th April 2020 at 23h00 | | | | |
| What should students do? | E-tivity 9.4  Reflect on what you learnt about the components of physical distribution. In your assigned groups, discuss the components of physical distribution. Select a one group member for this section who should summarise the final solution of not more than 500 words for E-tivity 9.4 and post it in that forum. (1 ½ hours ) | | | | |
| Where do they do it? | You can do this using your smart phone or any computer and share on the LMS. | | | | |
| By when should they do it? | By 12th April 2020 at 23h00 | | | | |
| E-moderator/tutor role | | | | | |
| The tutor will guide learners as they present in class, to ensure they are focused on the content of discussion and also stimulate further generation of new ideas. The tutor will receive and read the posts; guide discussions and thereafter, use the rubrics to allocate marks to the students on the LMS. In addition, the tutor will provide feedback on summaries posted on the LMS. | | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour | | |
| Learning outcome 1,2 3 and 4 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Excellent presentation reflecting content mastery ,clarity with several examples, deep reflection of topic, well organised work, excellent at engaging audience | Good presentation reflecting content mastery ,clarity with some examples, little reflection or analysis present, well organised work, good at engaging audience | Fair presentation reflecting content mastery ,clarity with few examples, very little reflection or analysis present well organised work, fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class by offering ideas and/or asks questions more than once per class,  comments always insightful & constructive | Contributes to class by offering ideas and/or asks questions once per class, comments mostly insightful & constructive | Rarely contributes to class by offering ideas and asking questions, comments are sometimes constructive | Never contributes to class by offering ideas and asking questions, comments are uninformative | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | Participation in forum discussions | Continually participation throughout the discussion period | Frequently  participation throughout the discussion period | limited participation throughout the discussion period | No participation | | Follow-up Postings | Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts | Elaborates on an existing posting with further comment or observation | Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion | Posts no follow-up responses to others | | Quality of Discussion posting | Display an excellent understanding of the required readings and incorporated well in the response | Display a good understanding of the required readings and incorporated well in the response | Posting has questionable relationship to reading material | No evidence that reading were understood and/not incorporated in the discussion | | Number of posts | Minimum of 3 posts | Minimum of 2 posts | Minimum of 1 post | No post | | Participation in group discussions | Contributed exceptional effort to the group’s discussion and works consistently on group project the entire time | Contributed great effort to the group’s discussion  and works on group project for most of the allotted time | Contributed good effort to the group’s discussion  and works on group project only some of the allotted time | Rarely contributed to the group’s discussion and has trouble staying on task during group project time | | | | | | |
| How does this section link to other sections of the module? | | | | | |
| Unit 9 links to Units 6,7,8,10 and 11 and 12 | | | | | |
| = Total number of hours | | | | 8 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * Tutors power point presentation on the unit * Online resources:   10.1 Basics of distribution channels, here: <https://opentext.wsu.edu/cpim/chapter/10-1-basics-of-distribution-channels/>  Using Marketing Channels to Create Value for Customers, here:  <https://2012books.lardbucket.org/books/marketing-principles-v2.0/s11-using-marketing-channels-to-cr.html>  PLACE: Distribution Channels by Prof. P.V. (Sundar) Balakrishnan, here: <http://faculty.washington.edu/sundar/MM-BBUS320/LECTURE-NOTES/Mktg_L%2314-Place-DistributionChannels.pdf>  *The Nature and Functions of Distribution (Place),* here: <https://opentextbc.ca/businessopenstax/chapter/the-nature-and-functions-of-distribution-place/>  Section 8.4 Marketing Channel Strategies, here:  <https://2012books.lardbucket.org/books/marketing-principles-v2.0/s11-04-marketing-channel-strategies.html>   * Online videos:   Channels of Distribution: <https://www.youtube.com/watch?v=kH_pjEXuhxU>   * Module notes * OERs * Additional resources:   Book Chapter: *Principles of marketing* by Kotler, P. and G. Armstrong. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere University E-Learning Environment) platform to access study resources. In addition, the university provides free wireless and Ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. |
| Where in this unit are students expected to work collaboratively? | E-tivity 9.1  E-tivity 9.2  E-tivity 9.3  E-tivity 9.4 |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using WIFI) as long as they are on University premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * Using a range of assessments |
| How will feedback on unit be obtained from students? | * Students will post their online feedback on the Moodle platform * Face to face feedback will be presented in class |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the Unit to make it better and more user friendly as well as transferring the feedback on other units where applicable |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Immediate feedback will be received during the Face to face while online activity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **10** |
| Unit name or title: | **Marketing Mix - Promotion** | | |
| Aim of the unit: | The aim of this unit is to generate an understanding of the role promotion to organisations. This information will assist you to determine how to create awareness, inform and persuade the target market to buy products and services being offered by organisation. | | |
| This topic covers: | * Definition of promotion * Promotional tools * Factors that aﬀecting the promotion mix * Process of developing an effective promotion program * [Discuss the steps involved in promotion decisions](https://www.abcofmarketing.com/discuss-steps-involved-promotion-decisions/) * Methods of determining a promotions budget | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Identify the components of the promotional mix 2. Develop effective promotion messages 3. Explain the factors that aﬀect the promotion mix 4. Describe the methods of setting promotion budgets | | |

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| Overview of student activity: | You will watch videos, read some articles and text book before you do your activities. You will be grouped and expected to participate in your discussions. You will also be expected to present your individual activities in class and group activities on the LMS. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify the components of the promotional mix | 3 &4 | E-tivity 10.1 | A case study presentation in class explaining the promotional mix |
| 1. Develop effective promotions message | 3 &4 | E-tivity 10.2 | A case study presentation in class about creating a promotions message |
| 1. Explain the factors influencing the choice of a promotions mix | 3 &4 | E-tivity 10.3 | Discussion on the factors influencing the choice of a promotions mix |
| 1. Describe the methods of setting a promotions budget | 3 &4 | E-tivity 10.4 | Forum discussion on the methods of setting promotion budget |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
| Unit 10 supports overall outcomes 3 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| Once businesses have developed products and services, they must communicate the value and beneﬁts of the oﬀerings to both current and potential customers in both consumer markets and business markets. Business change the form of promotions they use in order to reach their target markets. This unit focuses on the role of promotion in influencing marketing objectives. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Promotion is not a single tool but, rather, a mix of several tools. Company must coordinate these promotion tools to deliver a clear, consistent, and compelling message about its organization and its products. In this unit, you are going to learn about the promotion mix. Also, this unit will give you an insight on the steps entailed in developing a communications program. You will also learn about setting a promotions budget. This is line with the overall intended learning outcomes intended to design a marketing mix strategy. | | | |
| Pre-topic activity: | | Number of hours | 2 hours |
| Read these resources. This information will help you to understand promotion before you attempt your tasks.  Principles of Marketing by Jeff Tanner and Mary Anne Raymond here: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf>. You will learn about the promotions (Chapter 11 to 13). You will be guided on the promotion mix (pages 221-224), determining the message strategy (pages 227-232), and setting a promotion budget (pages 233-234). As you read, take notes you will help you to complete your e-tivities. The promotion mix and the factors that affect promotion mix from ABC of Marketing here : <https://www.abcofmarketing.com/topic/promotion-mix-marketing-communications/>. Creating an advertising message here: https://www.knowthis.com/promotion-decisions/types-of-promotion-objectives/ | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 hours |
| E-tivity 10.2  Basing on the insights you gained from in your pre-topic activity, identify any advert and mention the purpose of the message and its audiences. Reflect on the message strategies used and indicate what you would add or remove from the message to make it more effective. You will be expected to share your ideas in class during the lesson.  This activity should be done by 16TH April 2020 at 23h00. | | | |
| Online activity: | | Number of hours | 4 hour |
| What should students do? | E-tivity 10.1  Making reference to your notes in your pre-topic activity, reflect on the promotion tools identified while evaluating which ones are commonly used and which ones are least used and why. Reflect on the benefits and drawbacks associated with at least any two tools identified. Share your work on the discussion forum. Each member of the class is required to provide positive and constructive feedback on at least one submission from their colleagues. Refine your work using any new knowledge acquired from discussing with your colleagues and post on your portfolio.  (1 ½ hours) | | |
| Where do they do it? | You can do this using your smart phone or any of the computer and share on the LMS | | |
| By when should they do it? | By 14th April 2020 at 23h00 | | |
| What should students do? | E-tivity 10.3  In your assigned groups discuss, the factors organizations consider when making promotion decisions. Each group member is required to participate. At the end, each group will summarise the key factors identified in the discussion and post to the group forum. (1 ½ hours) | | |
| Where do they do it? | You can do this using your smart phone or any of the computer and share on the LMS | | |
| By when should they do it? | By 19th April 2020 at 23h00 | | |
|  | E-tivity 10.4  Reflect on what you have learned from your pre-topic activity, then within your assigned groups discuss, why companies use diﬀerent methods to set their promotion budgets. Each member in the group is expected to contribute ideas during the discussion on the forum. Write a group summary and share on the LMS.  (1 hour) | | |
| Where do they do it? | You can do this using your smart phone or any of the computer and share on the LMS | | |
| By when should they do it? | By 22nd April 2020 at 23h00 | | |
| E-moderator/tutor role | | | |
| Tutor will guide the students in classes as they make their presentations and also ensure that assignments are discussed and shared on the LMS | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1,2 3 and 4 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Class Participation | Contributes to class by offering ideas and/or asks questions more than once per class,  comments always insightful & constructive | Contributes to class by offering ideas and/or asks questions once per class, comments mostly insightful & constructive | Rarely contributes to class by offering ideas and asking questions, comments are sometimes constructive | Never contributes to class by offering ideas and asking questions, comments are uninformative | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | Participation in forum discussions | Continually participation throughout the discussion period | Frequently  participation throughout the discussion period | limited participation throughout the discussion period | No participation | | Quality of Discussion posting | Display an excellent understanding of the required readings and incorporated well in the response | Display a good understanding of the required readings and incorporated well in the response | Posting has questionable relationship to reading material | No evidence that reading were understood and/not incorporated in the discussion | | Follow-up Postings | Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts | Elaborates on an existing posting with further comment or observation | Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion | Posts no follow-up responses to others | | Number of posts | Minimum of 3 posts | Minimum of 2 posts | Minimum of 1 post | No post | | Participation in group discussions | Contributed exceptional effort to the group’s discussion and works consistently on group project the entire time | Contributed great effort to the group’s discussion  and works on group project for most of the allotted time | Contributed good effort to the group’s discussion  and works on group project only some of the allotted time | Rarely contributed to the group’s discussion and has trouble staying on task during group project time | | | | |
| How does this section link to other sections of the module? | | | |
| Unit 10 links into unit 6,7,8,9 and 11 | | | |

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| = Total number of hours | 9 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * E-books: Principles of Marketing by Jeff Tanner and Mary Anne Raymond, here: <https://my.uopeople.edu/pluginfile.php/57436/mod_book/chapter/37368/BUS2201-Textbook.pdf>. * Online resource: ABC of Marketing here: https://www.abcofmarketing.com/topic/promotion-mix-marketing/ * Module notes * OERs * Book Chapter: *Principles of marketing* by Kotler, P. and G. Armstrong. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere University E-Learning Environment) platform to access study resources. In addition, the university provides free wireless and Ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. |
| Where in this unit are students expected to work collaboratively? | E-tivity 10.1  E-tivity 10.2  E-tivity 10.3  E-tivity 10.4 |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using WIFI) as long as they are on University premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * A range of assessments methods will be used |
| How will feedback on unit be obtained from students? | * Students will post their online feedback on the LMS * Face to face feedback will obtained during and after class presentations |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the module to make it better and more user friendly. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | * Immediate feedback will be received during the face to face, while activity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **11** |
| Unit name or title: | **Direct and Online marketing** | | |
| Aim of the unit: | The aim of this unit is to explore how marketers seek a direct, immediate, and measurable consumer response. In this unit you will learn how direct marketing is used to build relationships with customers. | | |
| This topic covers: | * Definition of direct marketing * Uses of direct marketing * Major forms of direct marketing * Benefits of direct marketing | | |
| Intended learning outcomes: | At the end of this **unit**, you will be able to:   1. Define direct marketing 2. Name and describe the major forms of direct marketing 3. Explain the benefits of direct marketing | | |

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| Overview of student activity: |  |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** (Pressing <Tab> at the end of the table will provide additional rows in the table, if required.) | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| **At the end of this unit, you will be able to:** | | | |
| 1. Define direct marketing | 3 & 4 | E-tivity 11.1 | Class presentations on the definition of direct marketing |
| 1. Name and describe the major forms of direct marketing | 3 & 4 | E-tivity 11.2 | Forum discussions on forms of direct marketing |
| 1. Explain the benefits of direct marketing | 3 & 4 | E-tivity 11.3 | Forum discussions on the benefits of direct marketing. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  (This should be presented in the order that the activities take place. So if students do work online **before** coming to the lecture, that should be shown ahead of what happens in class.  If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)  **Content** – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.) | | | |
| Outcomes addressed: | | | |
| Unit 11 support overall outcomes 3 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| In unit 9, we discussed direct marketing as marketing channel level that contain no intermediaries. Direct marketing is used as a supplementary channel or medium for communicating directly with consumers using traditional and digital approaches. These approaches are important in building relations with customers. | | | |
| Over to you: (a description of the process of the section) | | | |
| Direct marketing is described as one of the fastest growing avenues of serving customers where companies use consumer- direct (CD) channels to reach and deliver goods and services to customers without using marketing middlemen. Online marketing is the fastest-growing form of direct marketing.  In this unit, you will explore the potential embedded in direct marketing in stimulating business. You will learn about the definition of direct marketing, forms of direct marketing and the benefits of direct marketing to business. | | | |
| Pre-topic activity: | | Number of hours | 1 hour |
| Watch these video and make short notes on direct marketing, the notes you will make will then help you to accomplish your activities  Watch video about the advantages and disadvantages of Direct Marketing here: <https://youtu.be/_bufxo6vpbg>  Watch video about direct marketing here: <https://www.youtube.com/watch?v=68PQx18UZxU>  Read, The Role of Direct Marketing in Relation with the Consumers in Kosovo pages 49 -52  <https://www.researchgate.net/publication/305744468> | | | |
| Face to face time: (if applicable) | | Number of hours | 2 hours |
| E-tivity 11.1  Formulate individual definition of direct marketing and post your definition on the group discussion forum. As a group come up a uniform definition of direct marketing which will be debated in class. As a class we will then vote on the pertinent inclusions that form the definition of direct marketing and then agree on the best definition of direct marketing which is acceptable and will be adopted by the entire class.  This activity should be done by 23rd April 2020 at 23h00. | | | |
| online activity: | | Number of hours | 2 hours |
| What should students do? | E-tivity 11.2  As you watch the video, take note of the different forms of direct marketing. Reflect on these form and evaluate which ones are familiar to you and which ones are not. Share your ideas on the group forum and also evaluate each other’s work. (1 hour) | | |
| Where do they do it? | Online | | |
| By when should they do it? | By 24th April 2020 | | |
| What should students do? | E-tivity 11.3  You will log on to your LMS and join a forum discussion about the benefits of direct marketing. You will be required to participate by making your contributions on the discussion forum. You can use your summaries to support your discussion on the forum. We will thereafter vote on the discussion forum the benefits of a direct marketing that can be adopted by the whole class. You will be notified on the LMS and SMS about the time of the discussion forum. (1 hours) | | |
| Where do they do it? | Online | | |
| By when should they do it? | By 25th April 2020 | | |
| E-moderator/tutor role | | | |
| Tutor will encourage, motivate and remind students about the online session, and the forum discussion their emails, WhatsApp and SMS alerts. The tutor will also moderate online discussions by ensuring that all the learners participate and are included in the discussions and preside over voting on discussion forum. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 hour |
| Learning outcome 1,2 and 3 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Excellent presentation reflecting content mastery ,clarity with several examples, deep reflection of topic, well organised work, excellent at engaging audience | Good presentation reflecting content mastery ,clarity with some examples, little reflection or analysis present, well organised work, good at engaging audience | Fair presentation reflecting content mastery ,clarity with few examples, very little reflection or analysis present well organised work, fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class by offering ideas and/or asks questions more than once per class,  comments always insightful & constructive | Contributes to class by offering ideas and/or asks questions once per class, comments mostly insightful & constructive | Rarely contributes to class by offering ideas and asking questions, comments are sometimes constructive | Never contributes to class by offering ideas and asking questions, comments are uninformative | | Originality of the ideas | Ideas were original and unique, did not copy anyone | Ideas were somewhat original, did not exactly copy from anyone. | ideas used were suggested during class, clearly shows some copying from other students | Ideas were very similar to teacher’s example/  directly copied from another student without any new or original ideas | | Assignment Posting | Posts well developed assignment that fully addresses and develops all aspects of the task | Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task | Posts no assignment | | Participation in forum discussions | Continually participation throughout the discussion period | Frequently  participation throughout the discussion period | limited participation throughout the discussion period | No participation | | Follow-up Postings | Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts | Elaborates on an existing posting with further comment or observation | Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion | Posts no follow-up responses to others | | Quality of Discussion posting | Display an excellent understanding of the required readings and incorporated well in the response | Display a good understanding of the required readings and incorporated well in the response | Posting has questionable relationship to reading material | No evidence that reading were understood and/not incorporated in the discussion | | Number of posts | Minimum of 3 posts | Minimum of 2 posts | Minimum of 1 post | No post | | Participation in group discussions | Contributed exceptional effort to the group’s discussion and works consistently on group project the entire time | Contributed great effort to the group’s discussion  and works on group project for most of the allotted time | Contributed good effort to the group’s discussion  and works on group project only some of the allotted time | Rarely contributed to the group’s discussion and has trouble staying on task during group project time | | Peer review | Excellent review with very constructive feedback about what worked well and what could be improved | Good review with constructive feedback about what worked well and what could be improved | Fair review with limited constructive feedback about what worked well and what could be improved | No review completed | | | | |
| How does this section link to other sections of the module? | | | |
| Unit 11 links into units 7 and 10 | | | |

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| = Total number of hours | 6 hours |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * Tutors power point presentations on the unit * Online journal articles * e-Books * Online videos : [https://youtu.be/\_bufxo6vpbg](https://youtu.be/_bUFxO6VPbg) * Module notes * OERS * Additional resources: * Book chapter: principles of marketing by Kotler, p. and g. Armstrong. (upper saddle river, NJ: Pearson prentice hall, 2012) |
| How are students enabled to access the resources? | The students will be trained during face to face sessions on how to navigate the LMS (Makerere university e-learning environment) platform to access study resources. In addition, the university provides free wireless and ethernet internet at all points on campus. The resources will be uploaded (by facilitators for use by students) on to the LMS and reminders about availability of resources and assignments will be sent on their respective emails and posted on the platform. In case of further enquiries, students will be able to send emails to the MUELE support office. |
| Where in this unit are students expected to work collaboratively? | E-tivity 11.1  E-tivity 11.2 |
| How has an inclusive approach been incorporated in this unit? | * There is a mixture of learning materials available for class and online purposes, to include reading materials, video and audio. * Besides, materials will be uploaded and stored in a zip cartridge on the LMS for each student to access with ease * For equal opportunities, all the students are able to access all materials on the LMS for free (using Wi-Fi) as long as they are on university premises. * The slow learners can take time making use of the available access to learning materials instead of being constrained to learning at a specific point in time in a typical classroom. * Breaking the task into smaller parts to include slow learners * For students who face difficulties accessing the learning materials, there will be a support office and email on the LMS where the students can get more information to support them in making use of the LMS. * Inclusive participation will be enhanced using smaller face-to-face and online groups. * Using a range of assessments |
| How will feedback on unit be obtained from students? | Students will be required to provide feedback during the face- to -face interactions . |
| How will student feedback be used to improve unit? | There will be a course feedback survey on the LMS, where students will be asked to provide feedback on any aspect of the unit, either via a given email or the discussion forum. This feedback will help the module developers to update the module to make it better and more user friendly. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | During the Face to face time |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*