

TEMPLATE: Contextualized Learning Activities (CLAs)

This learning activity is based on the Arts and Culture SHSM; however, it can be adapted to suit any of the majors or regular classroom curriculum.

Contact Information	
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Development date	July 2010
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Specialist High Skills Major	Arts and Culture
Course code and course title	BMI 3C – Introduction to Marketing
Name of contextualized learning activity/activities	Conducting a SWOT Analysis for the Arts and Culture Industry
Brief description of contextualized learning activity/activities	Students will apply critical and creative thinking techniques for a complete understanding of the importance of researching and conducting a SWOT Analysis (strengths, weaknesses, opportunities and threats) of a potential or existing business within the Arts and Culture field (Art, Music, Dance and Drama). Students will use this information to make decisions about whether or not a business idea should proceed / continue, whether the business idea should be stopped / discontinued or whether the idea should proceed after changes are made.
Duration	6 hours
Overall expectations	MPV.04 · demonstrate the importance of marketing research to a business.
Specific expectations	<ul style="list-style-type: none"> • The students will learn the value of utilizing a SWOT analysis to understand the relative position of a business in the field it competes in. • The exercise will provide the students with a “snapshot” of the business and the information needed in order to make prudent business decisions.

Catholic graduate expectations (if applicable)	CGE2b - reads, understands and uses written materials effectively; CGE3b - creates, adapts, evaluates new ideas in light of the common good; CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
Essential Skills and work habits	<p>Essential Skills</p> <ul style="list-style-type: none"> ✓Reading Text ✓Writing ✓Computer Use <p>Numeracy</p> <ul style="list-style-type: none"> ✓Data Analysis <p>Thinking Skills</p> <ul style="list-style-type: none"> ✓Job Task Planning and Organizing ✓Decision Making ✓Problem Solving . ✓Finding Information <p>Work habits</p> <ul style="list-style-type: none"> ✓Reliability ✓Organization ✓Initiative

Instructional/Assessment Strategies

Teacher's notes

Students should have previous knowledge of basic marketing concepts in order to effectively analyze the information provided by a SWOT analysis. The teacher should also book a computer lab or Library/Resource Centre for activities.

Context

1. Teacher begins instruction on conducting a SWOT Analysis by presenting the PowerPoint (Appendix A) as the students concurrently complete the fill in the blank note template during instruction (Appendix B).
2. Teacher should formatively assess student knowledge of a SWOT Analysis through an application exercise (Appendix C).
3. Teacher will introduce and explain the summative poster assignment (Appendix D). The teacher will assess student knowledge of a SWOT Analysis through this summative assignment.

Strategies

Students will engage in a variety of instructional strategies throughout the activities in this Contextualized Learning Activity component. Students will receive instruction in various forms (discussions, handouts, PowerPoint), in order to accommodate various learning strategies. In addition to this students will work in discussion forums in class and individually on assignments and projects.

Assessment and Evaluation of Student Achievement

Strategies/Tasks	Purpose
1. PowerPoint Lecture / Note Template	To introduce the concept of a SWOT Analysis and its use in market research.
2. SWOT Analysis Case Study – Formative	To provide the students with an opportunity to apply their learning and to discuss their opinions based upon a given scenario. It also allows the teacher to provide constructive feedback based upon the work of the students.
3. SWOT Analysis Poster - Summative	To provide the students with an opportunity to express their understanding of a SWOT Analysis through the creation of a visual poster based upon a business of their choice.
Assessment tools <ul style="list-style-type: none"> • Case Study worksheet (formative) • Poster rubric (summative) 	

Resources

(List all the resources needed to support the implementation of the CLA.)

Authentic workplace materials N/A
Human resources Teacher, relevant expert from appropriate field
Print Notman, David and Jack Wilson. The World of Marketing: A Canadian Edition. Nelson 2002.
Video N/A
Software Microsoft Word, Microsoft PowerPoint
Websites N/A
Other Computers, printer, poster paper, scissors, markers, glue, tape

Accommodations

As with all instruction, teacher should make accommodations based on individual student needs.

le: - review SWOT PowerPoint with student individually, walk through note template

- for formative assessment, write up information being considered on cards, have student place them on a 4-corners SWOT chart, orally explain their placement
- connect students with an in-field expert from their business of choice, by phone or email or in person, to provide authentic context to SWOT analysis summative

List of Attachments

1. Appendix A: "SWOT Analysis.ppt"
2. Appendix B: "SWOT Analysis Note Template.doc"
3. Appendix C: "SWOT Nightclub Analysis Case Study.doc"
4. Appendix D: "SWOT Analysis Poster.doc"