

### 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	
<b>Board</b>	Waterloo Catholic District School Board
<b>Development date</b>	July 2010
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<b>Specialist High Skills Major</b>	Arts and Culture
<b>Course code and course title</b>	BMI3C – Introduction to Marketing
<b>Name of contextualized learning activity/activities</b>	Creating An Effective Survey
<b>Brief description of contextualized learning activity/activities</b>	Students will apply critical and creative thinking techniques for a complete understanding of the process and importance of creating an effective survey within the Arts and Culture field (Art, Music, Dance and Drama). Students will create a survey with purpose that will attempt to gather marketing information that will provide them with a basis to make informed business decisions.
<b>Duration</b>	6 hours
<b>Overall expectations</b>	MPV.04 · demonstrate the importance of marketing research to a business.
<b>Specific expectations</b>	<ul style="list-style-type: none"> <li>• The students will learn the importance of creating a survey with a real focus and purpose</li> <li>• The exercise will provide the students with the opportunity to use a variety of techniques (i.e. – closed-ended questions, open-ended questions, scale response questions) in order to attain the information required.</li> </ul>

<b>Catholic graduate expectations (if applicable)</b>	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;
<b>Essential Skills and work habits</b>	<p>Essential Skills</p> <ul style="list-style-type: none"> <li>✓Reading Text</li> <li>✓Writing</li> <li>✓Computer Use</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>✓Data Analysis</li> </ul> <p>Thinking Skills</p> <ul style="list-style-type: none"> <li>✓Job Task Planning and Organizing</li> <li>✓Decision Making</li> <li>✓Problem Solving .</li> <li>✓Finding Information</li> </ul> <p>Work habits</p> <ul style="list-style-type: none"> <li>✓Reliability</li> <li>✓Organization</li> <li>✓Initiative</li> </ul>

## Instructional/Assessment Strategies

### Teacher's notes

Students should have previous knowledge of basic marketing concepts in order to effectively create a survey that is both well written and has a clear focus / objective. The teacher should also book a computer lab or Library/Resource Centre for the activities.

### Context

1. Teacher begins instruction on creating a survey 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 creating a survey through an application exercise (Appendix C) and discussion using Teacher's key (Appendix D).
3. Teacher will introduce and explain the summative survey assignment (Appendix E). The teacher will assess student knowledge of creating a survey 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 creating an effective survey and its use as an effective marketing research tool.
2. Critiquing a Survey - Formative	To provide the students with an opportunity to apply their learning and to discuss their opinions based upon a given survey. It also allows the teacher to provide constructive feedback based upon the work of the students.
3 – Survey Assignment - Summative	To provide the students with an opportunity to show their understanding of creating a survey that is both well written and constructed with a clear purpose / objective.
<b>Assessment tools</b> <ul style="list-style-type: none"> <li>• Critiquing a Survey worksheet (formative)</li> <li>• Survey Assignment rubric (summative)</li> </ul>	

## Resources

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

<b>Authentic workplace materials</b> N/A
<b>Human resources</b> Teacher
<b>Print</b> PowerPoint Lecture / Note Template Critiquing a Survey worksheet / Critiquing a Survey worksheet key Survey Assignment
<b>Video</b> N/A
<b>Software</b> Microsoft Word, Microsoft PowerPoint
<b>Websites</b> N/A
<b>Other</b> Computers, printer

## Accommodations

As with all instruction, teacher should make accommodations based on individual student needs.  
le: - review Survey PowerPoint with student individually, walk through note template  
- for formative and summative assessment, circulate classroom and ensure students are using various types of question strategies (i.e. – open and closed ended, etc.) that are ultimately aimed at the survey's objectives.

## List of Attachments

1. Appendix A: "Surveys.ppt"
2. Appendix B: "Surveys Note Template.doc"
3. Appendix C: "Critiquing a Survey.doc"
4. Appendix D: "Critiquing a Survey Key.doc"
5. Appendix E: "Survey Assignment.doc"