

BIG IDEAS

Marketing services and products can be designed through consultation and collaboration.

Personal design choices require the evaluation and refinement of skills.

Tools and **technologies** can influence people's lives.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design</p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> • Conduct user-centred research to understand opportunities and barriers <p><i>Defining</i></p> <ul style="list-style-type: none"> • Establish a point of view for a chosen marketing and promotion opportunity • Make decisions about premises and constraints that define the marketing design space <p><i>Ideating</i></p> <ul style="list-style-type: none"> • Generate ideas and enhance others' ideas to create possibilities, and prioritize the possibilities for prototyping • Work with users throughout the design process <p><i>Prototyping</i></p> <ul style="list-style-type: none"> • Identify and use a variety of sources of inspiration and information • Choose an appropriate form and level of detail for prototyping • Plan procedures for prototyping multiple ideas • Construct prototypes, making changes to tools, materials, and procedures as needed • Record iterations of prototyping <p><i>Testing</i></p> <ul style="list-style-type: none"> • Identify and obtain critical feedback with a relevant audience to evaluate effective test marketing • Based on feedback received and evaluated, make changes to product and/or service plan or processes as needed 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • marketing and promotion opportunities within the local community • role of advertising in domestic and international contexts • marketing processes, including the AIDA (Attention, Interest, Desire, Action) model • social marketing and ethical marketing, including the ethics of cultural appropriation • marketing and promotion strategies, including test marketing, segmentation, targeting, and positioning • ways to improve marketability of products and services • types of advertising that can influence diverse target market groups offline and online • risk assessment associated with marketing products and services • influence of corporate sponsorship, including naming rights

Learning Standards (continued)

Curricular Competencies	Content
<p>Making</p> <ul style="list-style-type: none"> Identify tools, technologies, materials, processes, cost implications, and time needed for development and implementation Use project management processes when working individually or collaboratively to coordinate or create processes or products Share progress to increase opportunities for feedback, collaboration, and, if applicable, marketing <p>Sharing</p> <ul style="list-style-type: none"> Decide on how and with whom to share or promote their product or service and creativity Critically reflect on their design thinking and processes, and identify new marketing goals Assess their ability to work effectively, both individually and collaboratively <p>Applied Skills</p> <ul style="list-style-type: none"> Apply safety procedures for themselves, co-workers, and users in both physical and digital environments Identify and assess skills needed for marketing and design interests, and develop specific plans to learn or refine them over time Demonstrate the ability to apply a framework for problem solving <p>Applied Technologies</p> <ul style="list-style-type: none"> Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for marketing and promotion interests Evaluate impacts, including unintended negative consequences, of choices made about technology use Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level 	<ul style="list-style-type: none"> event planning, coordination, and facilitation skills interpersonal and public relations skills to promote products or services and to interact with potential customers career options in marketing and promotions

Big Ideas – Elaborations

- **technologies:** tools that extend human capabilities

Curricular Competencies – Elaborations

- **user-centred research:** research done directly with clients to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **constraints:** limiting factors, such as target market characteristics, available technology, expense, space, environmental impact
- **sources of inspiration:** may include personal experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders
- **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **relevant audience:** people who represent the target market
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **Share:** may include showing to others or use by others, including the client
- **product or service:** for example, a physical product, event, service, strategy, process
- **technologies:** tools that extend human capabilities

Content – Elaborations

- **local community:** for example, in the school community, for a local not-for-profit agency
- **advertising:** including ambient advertising and digital or virtual advertising
- **AIDA:** AIDA is an acronym for Attention, Interest, Desire, and Action, referring to the marketing and advertising stages from when a consumer first becomes aware of a product or brand through to when the consumer makes a purchase decision.
- **social marketing:** Rather than financial effects, the primary goal is to achieve positive social effects.
- **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **test marketing:** The purpose of test marketing is to find out how users/consumers receive promotion ideas before the marketing strategy is launched on a larger scale.
- **risk assessment:** anticipating and addressing user/consumer effects (e.g., financial hardship and social-emotional impacts) and environmental challenges
- **interpersonal and public relations skills:** for example, professional communications and courtesies; technological or visual supports to accompany marketing or demonstrations at conferences; social media and networking