Lesson plan

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| Topic 1 Online services |
| Learning Objectives:* Describe the features and implications of using online services to support:
* retail, financial services, productivity, booking systems
* education and training
* news and information
* entertainment and leisure
* Analyse and describe the uses, impacts and implications for individuals and organisations of:
* transactional data, targeted marketing, collaborative working
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| Content |
| StarterPowerPoint Guide: Topic 1 Online servicesShow students the method of purchasing a car in the 1980s and ask them to consider how people now purchase cars. There have been significant changes since 2000 in the methods that people can find out information about cars, find different cars on offer nationwide and pay for them. Take students through some of these on the answers slide.MainRetailOnline services heavily support retail. Most students will be familiar with online shopping. Ask them to also consider what additional online services support online shops. These range from email to communicate with customers to payment systems to process payment.Give out **Worksheet 1** and ask students to do **Task 1.**Topic 1 Worksheet 1Topic 1 Worksheet 1 AnswersCustomer profilesOnline shopping gathers large amounts of information about their customers as it can track every movement they make through a website. Students are not so likely to be aware of the tracking that occurs in traditional outlets. Shops frequently make use of sensors that can count the number of people that enter or exit the store. This shows the number of customers on each day and also can give an average time each customer spends in the store.More advanced tracking technologies can monitor the MAC addresses of customer’s smartphones (using their Wi-Fi signals). This can then monitor where they go in the store and how long they spend there. Other systems can use CCTV to monitor the areas of a store where customers spend less or more of their time allowing them to notice areas that need updating or displays that are or are not working.Gathering informationThe link: <https://www.theguardian.com/technology/datablog/2014/jan/10/how-tracking-customers-in-store-will-soon-be-the-norm> gives more information about tracking using Wi-Fi. Take students through the slide and ask them how the information could be useful to the shop the people who work there.Targeted marketingTraditional media had some possibilities on targeting their marketing. For instance, readers of the Financial Times were more likely to be interested in financial products and luxury items than those who read The Sun. Online advertising is able to take targeting and be even more precise – down to the individual customer. Students are likely to be aware of how advertising can target them based on their preferences or recent websites they have visited. Discuss these with them. You may also be interested in showing them the video “Is Facebook listening to your conversations?” [8m30s]: <https://www.youtube.com/watch?v=G1q5cQY4M34> Booking systemsDiscuss student’s experiences with booking systems. Ask them for the benefits to both individuals and customers of online booking systems and take them through the answers in the following slide.Ask students to do **Task 2** on the worksheet.Online financial servicesFinancial services have seen major changes in the last few decades. Online banking is one such change. Ask students to suggest others and take them through the answers slide. Students may also mention the answers of alternative payment systems such as PayPal, Apple Pay and Google Pay. This more modern area of finance is referred to as ‘Fintech’. You may wish to show the video ‘What is fintech?’ [3m47s] <https://www.youtube.com/watch?v=-EoNrg_DR3s> to them.Transactional data and payment by mobile phoneDiscuss the possible way that transactional data can be created. Ask students what transactional data they have created in the last week – this may be payments in a shop/receipts, in app purchase, credit top-ups or contract payments for a phone or tickets for travel or an event. Take students through the payment by mobile phone slide. Examples of two new banks which are ‘app only’ are Monzo and Starling Bank.University in the 1980sAsk students to explain how people used to learn without the Internet. Of course, universities still operate to a large degree in a similar manner today, but online systems are also used to complement traditional teaching. Universities often have more advanced systems such as plagiarism checking software. Artificial Intelligence (AI) may also be used to monitor and assess student’s progress.Case study: MoodleMoodle is one of the most popular learning platforms for online learning in universities and schools. Discuss features of any learning platform/VLE you may have in your school or college.Collaborative workingStudents may have had experience of collaborative working technologies, such as Google Docs or document sharing sites. Ask them about the benefits of these technologies to both individuals and businesses.Ask students to do **Task 3** and **Task 4** on the worksheet.EntertainmentStudents will be fully aware of changes to entertainment that have been possible due to online services. Streaming is one of these that has disrupted the industry and changed how people consume and create content. Ask students about the implications of these services and take them through the answers slide.News and informationStudents may be less familiar with traditional media such as newspapers and magazines as they already consume these online. Whilst they may not visit the online versions of these products, they may well be getting news from social networks. Other information may be obtained from a variety of outlets including Wikipedia and YouTube. There are a huge number of different online sites and methods for obtaining news and information. Ask students about these and then take them through the answers slide which covers some of the possibilities.Ask students to do **Task 5** on the worksheet.PlenaryAsk students to complete the plenary task. You may wish for them to complete the task in pairs. Once they have finished working on their chosen topic they should present their summary to the class.Hand out **Homework 1**. Topic 1 Homework 1Topic 1 Homework 1 Answers |