



## *Blended Learning Curriculum in High School for 8th-12th form students*

### *E-Business & Internet Marketing For Innovative Training Firms*



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**Name of curricula:** “*E-Business&Internet Marketing For Innovative Exercise Firms*”

**Type:** Curriculum for local development / School curriculum at school decision

**Curricular areas:** Technologies

**Forms:** 9 10, 11,12

**Duration:** 2 semestres

**Number of hours a week:**1h/week

**Author:** Curriculum conceived and tested by teachers and students within Erasmus+ Program, F.R.E.E.D.O.M.Project - „Free Resourceful Entrepreneurs Experiencing Daringness on the Move, 2014-1-RO01-KA202-002946, Strategic Partnership for Vocational Education and Training between 8 organisations from 7 European countries:

1. Ensemble Scolaire Lasalle Saint Charles, Saint Pierre, Reunion Island, France;
2. Etimesgut Halk Egitim Merkezi, Ankara, Turkey;
3. Istituto d’Istruzione Superiore Crocetti-Cerulli, Giulianova, Italy;
4. Srednja Zdravstvena In Cozmeticna Scola Maribor, Maribor, Slovenia;
5. Sint-maartenscollege, Maastricht, The Netherlands;
6. Struer Oestre Skole, Struer, Denmark;
7. Şcoala Gimnazială nr. 5, Drobeta Turnu Severin, Romania;
8. “Theodor Costescu” National Economic College, Drobeta Turnu Severin, Romania.

FREEDOM Team is a team of teachers trainers and students who are passionate about online courses and want to specialize in online marketing and entrepreneurship. We are teaching students 14-20 years old. We are using current Blended Learning strategies, presented by trainers certified in an interactive format, easy to understand and implement.

The advantages of our curriculum:

Our course aims to serve you quickly and in a structured manner all the knowledge our students need. We will then learn how to reach your goals through case studies and practical exercises, video-tutorials, meetings face to face and online sessions.

Our teachers trainers are practitioners in the education field, effective in presenting of the courses. The group of students is kept to a small number of participants for the best results. Working group for one class consists 15 students.

After the course, our students will be left with a clear idea of what they need to do next for a proper online promotion, also they receive a eHandbook that will be constantly updated.

**The coordinating organisation of F.R.E.E.D.O.M. Project:** Colegiul Național Economic “Theodor Costescu”.

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## I. GENERAL PRESENTATION

The blended learning curriculum “E-Business & Internet Marketing For Innovative Training Firms” was created within Erasmus+ Program, F.R.E.E.D.O.M. Project - „Free Resourceful Entrepreneurs Experiencing Daringness on the Move, 2014-1-RO01-KA202-002946, Strategic Partnership for Vocational Education and Training between 8 organisations from 7 European countries financed by the European Commission through ANCDEFP ([www.freedomplus.eu](http://www.freedomplus.eu)).

The curriculum “E-Business & Internet Marketing For Innovative Training Firms” was done by a team of authors, didactic staff in the 8 European organisations partners involved in the F.R.E.E.D.O.M. Project. The partner organisations involved in the F.R.E.E.D.O.M Project “Free Resourceful Entrepreneurs Experiencing Daringness On the Move” are the following: Istituto d’Istruzione Superiore Crocetti-Cerulli in Giulianova, Italia; Ensemble Scolaire Lasalle Saint Charles in Saint Pierre, Reunion Island, France; Struer Oestre Skole in Struer, Denmark; Etimesgut Halk Egitim Merkezi in Ankara, Turkey; Srednja zdravstvena in kozmetična scola Maribor in Maribor, Slovenia; Sint-maartenscollege in Maastricht, Holland; Școala Gimnazială nr. 5 in Drobeta Turnu Severin, Romania; Colegiul Național Economic “Theodor Costescu” in Drobeta Turnu Severin, Romania.

The blended learning curriculum “E-Business & Internet Marketing For Innovative Training Firms” represents a curricular offer for an optional subject at high school level, projected for a budget of time of 1 hour per week - in total, 36 of hours of blended learning activities, on the duration of a school year. 10 hours from these are for evaluations (8 hours for on line intermediate evaluation and 2 hours for final online evaluation).

The class can be taught at 8-12, all profiles and specialisations in the conditions of making the didactic process at the particularities of the ages of the students.

For the elaboration of the curricular offer there was in view that entrepreneurial education online, e-marketing and online commerce represent priorities for the European Union and the creation of an integral market of services at community level.

The curriculum for this optional discipline answers the requests of strategy and finality of the educational process formulated in Education law, but in the first time the requests of entrepreneurial education in the conditions of backing the generations for an adaptation as soon as rapid to economy mechanisms of infused market of electronic commerce.

On the other hand, the optional is conceived to answer the concrete needs of students to integrate on a European market of work, becoming thus, active members in a global economy, with aspirations at financial independence and economic growth. As well the personal development is enforced at adapting at the rapid evolutions in economy and IT medium is accentuated.

The curriculum “E-Business & Internet Marketing For Innovative Training Firms” facilitates students the developing competencies of entrepreneurship, marketing and communication in online business. So, the tested optional in the Erasmus+ program is valorized to guarantee a broader access at hiring but also to stimulate the spirit of entrepreneurial initiatives online at future graduates.

The blended learning curriculum “E-Business & Internet Marketing For Innovative Training Firms” is an innovative curriculum based on the premise that students do not learn as 10 years ago, as the internet is their favourite space of learning.

It is therefore the duty and concern of teachers to update their teaching strategies and professional skills, exploiting new technologies to develop for students European key competencies in the 21st century. This course answers the need for openness and approach to school to life in perspective of the role of education in developing an active and responsible social behavior, appropriate to a changing world, built and based on the integration of electronic technologies.

The introduction of this optional at high school students in forms 8-12 is required. It is asked by:

- Our experiences teaching: the most common deficiency among students aged 14-21 years are losing enthusiasm about the future, the lack of consistent and targeted actions to build the future step by step.
- Lack of other subjects at this level, which is gradually introduced economic concepts of market economy, through observation and introspection economic reality of online personal, social and community environment.
- More acute need for training and educating of students in the spirit of market economy, private property and entrepreneurship online.
- Benefits to students, organized by exploring online entrepreneurship, based on a structured curriculum. In a changing labor market, are increasingly important key competences makes the students happy. On a market in continuous change qualifications are more and more important with the acquisition of solid basic knowledge. Promoting or marketing and entrepreneurship online is among these online key competencies.

The optional "E-Business & Internet Marketing For Innovative Training Firms" proposes that during the school year students are involved in a series of cooperation initiatives face-to-face and online focused on simulation of online business necessary

for the development of e-entrepreneurship skills and e-marketing.

ICT tools will allow transcurricular activities connecting various subjects and different learning styles. By taking on specific roles in each stage of the game, students will be active subjects of cooperation activities, protagonists of their own learning processes, will express their own creativity simulated business enterprises in an innovative learning environment.

An added value will be given by visits to real companies related field of study, where they learn to learn by doing to identify good practices to find ideas and to implement them. Even successful meetings with local successful entrepreneurs will add value to the overall success of the optional implementation.

The optional "E-Business & Marketing For Innovative Internet Training Firms" tested Erasmus + will add significant value to the partner organizations in the project.

The curriculum "E-business & Internet Marketing for innovative training firms" is an online simulation that puts competing companies that sell innovative exercises as virtual products. In the online environment there are economic transactions based on practice processes of a real company. Working in exercise firm promotes innovative teamwork ability and ability to work independently, achievement and the desire to make decisions, flexibility and intercultural sensitivity. Students are encouraged to win the competition in terms of profits, sales and market share. The data generated by the program offers participants many opportunities to practice reading and interpreting financial reports of the training firm. Competition motivates students to think about the fundamentals of e-marketing and the company's financial resources and to correlate them with economic principles and economic institutions they studied. Throughout the simulation, students will set a price for their products, will determine production levels, marketing, research- development budgets will plan and will invest in the business marketing and business development. Since these decisions require planning and analytical thinking, the optional will be a funni competition will be exhilarating and a powerful teaching tool.

Given that the overall activity of youth will take place within economic mechanisms, planning in the spirit of market economy and familiarity with the concepts and mechanisms of this system would raise potential future entrepreneurs and increase the power of adaptation of the young generation, its success in career .

***The curriculum includes the following elements:***

- I. General presentation
- II. General skills
- III. Values and attitudes
- IV. Specific competences and contents
- V. Methodological suggestions
- VI. Bibliography
- VII. School Planning calendar
- VIII. Course support – e-Handbook

## **II. GENERAL COMPETENCES**

1. Utilization specific concepts entrepreneurship education and technological disciplines approaches for organizing knowledge and explanation of facts, events, processes identified online business in real life.
2. The application specific knowledge online entrepreneurship, social media, advertising and online marketing in problem solving situations identified in the online business and personal development opportunities analysis seizing opportunities offered by social media
3. Cooperarea face to face and online with others in solving theoretical and practical problems in the various groups to develop successful businesses.
4. Manifestarea active and responsible social behavior, suitable for a changing world.
5. Participarea making and solving community problems in online formats on initiating and conducting business.
6. Analiza situations problem in order to find solutions for the optimization strategies.
7. Developing digital skills: digital and social media will be required to work in a motivating and relaxing.
8. Know how to use computerized working environments.
9. Using skills acquired in school for a faster integration into the labor market.

## **III. VALUES AND ATTITUDES**

General and specific competences to be formed by the teaching and learning of the subject "E-business & Internet Marketing Firms for innovative exercise" based on values and attitudes and promote the following:

1. entrepreneur and online consumer informed;
2. positive attitude to exploit opportunities provided by the Internet to create online business and online advertising activities;
3. Personal responsibility in the management of its budget on free online resources;
4. Independence in thought and action, critical thinking, creativity and innovation;
5. Responsibility entrepreneurial activity online;
6. Free Initiative;

7. Economic efficiency in entrepreneurial activity online.
8. Spirit of saving using the opportunities offered by the online environment;
9. Rejection wastage of money using online environment;
10. Responsibility to ensure income for self, family, own property and businesses in the online environment;
11. The positive relationships with others in the online environment;
12. Ability to make rational decisions for online businesses

#### IV. SPECIFIC SKILLS AND CONTENTS

<b>Learning Unit no 1: How to use Open Source solutions for e-business and Internet marketing in education</b>	
<b>Contents</b>	<b>Specific Skills</b>
1.1. An overview of Blended Learning model.  1.2. Open Source Solutions for Blended Learning - Content Management Systems (CMS). Notable Examples of CMS. 1.2.1. Introduction in Content Management Systems (C.M.S.) 1.2.2. Organizing a virtual framework in schools for teaching-learning using Moodle Platform. 1.2.3. E-commerce and e-marketing – Basic solutions for schools: Installing Wordpress and Prestashop Platform.  1.3. Online Project Management “European e-Businesses Club” - collaboration solutions with Google Apps for Education (Classroom, Gmail, Drive, Calendar, Docs, Sheets, Slides, Sites);	1.1.Using of the specific concepts for theBlended Learning model (Face-to-face learning, Distance learning, Online learning, eLearning, Individual learning , Mobile learning, Virtuaeducation, synchronous and asynchronous.  1.2.Initiation of the projects usingOpen Source Solutions for Blended Learning (Moodle Platform, Wordpress and Prestashop Platform).Formation of skills to installMoodle Platform for online courses. Formation of skills to install Wordpress and Prestashop Platform for small online business using of the Wordpress platform.  1.3. Formation of the skills related by using Google tools to manage online business.Explanation of the connection between the real e-business, training firms and European Projects. Involvement of students in European projects.Teamwork in an e-Business Club.

## Learning Unit no 2: How To Create An Integrated Marketing Communications Campaign Plan That Blends Online And Offline Tools

Contents	Specific Skills
2.1. Visual identity elements of training firms; 2.2. Domain Names and Web-Hosting Servers. Buying domain and hosting; 2.3. Using Open Source E-commerce Applications - Solutions for online Businesses; 2.3.1. Using Wordpress for training firms with online services as activity object. 2.3.2. Using Prestashop for training firms with e-commerce as activity object.	2.1. Using of the specific concepts regarding visual identity elements of training firm (brochures, leaflet, catalog, business cards, shop online, blog, newsletter). 2.2. Using of specific concepts for Web Hosting. Formation of skills for obtaining Web Hosting. 2.3. Using Wordpress platform to create a blog. Using Prestashop platform to create a web shop. Formation of skills to administrate WordPress Platform and Prestashop Platform.

## Learning Unit no 3: How to use powerful Google Tools For Online Marketing for getting higher sales over the web as Mix Internet Marketing strategies for small e-businesses.

Contents	Specific Skills
3.1. Mix Internet Marketing Concept 3.1.1. Definition Mix Internet Marketing Concept. 3.1.2. Sales Strategies on the Internet 3.1.2. Web Banner Advertising 3.1.3. Text Ads 3.1.4. Benefits of Internet Marketing 3.2. Google Adwords; 3.3. SEO and SEM (search engine promotion); 3.4. Google Analytics, monitoring the activity on the site; 3.5. Optimization of conversion rate;	3.1. Using of the specific concepts regarding Mix Internet Marketing Concept. 3.2. Using of the specific concepts regarding Google Adwords. 3.3. Formation of basic skills to use SEO and SEM for promoting online businesses. 3.4. Formation of basic skills for monitoring the activity on the site using Google Analytics. 3.5. Formation of basic skills for optimization of conversion rate.

**Learning Unit no 4: How to develop Online Public Relation (OPR) as Mix Internet Marketing Strategies for small e-businesses**

<b>Contents</b>	<b>Specific Skills</b>
<p><b>4.1.</b>How to do promotion through Online Marketing Content.</p> <p><b>4.1.1.</b>Definition OPR. Audience targeting. Messaging</p> <p><b>4.1.2.</b> Online/Web copywriting (relevant, smart, creative);</p> <p><b>4.1.3.</b> SEO Copywriting;</p> <p><b>4.1.4.</b> Blog Copywriting;</p> <p><b>4.1.5.</b> Website News Content.</p> <p><b>4.2.</b> How to use Mobile Marketing;</p> <p><b>4.2.1.</b> Definition MM and SMS Marketing</p> <p><b>4.2.2.</b> App-based Marketing</p> <p><b>4.2.3.</b> Mobile Web Marketing</p> <p><b>4.2.4.</b> QR Codes</p> <p><b>4.2.5.</b> Proximity Systems</p> <p><b>4.2.6.</b> Location-based Services</p> <p><b>4.3.</b> How to use Email Marketing - Newsletter;</p> <p><b>4.3.1.</b> Definition and types of Email Marketing</p> <p><b>4.3.2.</b> Comparison to Traditional Mail</p> <p><b>4.3.3.</b> Opt-in Email Advertising</p> <p><b>4.3.4.</b> Legal Requirements</p> <p>1st Interim evaluation for unit no 4</p> <p><b>4.4.</b>How to use Affiliate marketing</p> <p><b>4.4.1.</b> Definition and Compensation Methods</p> <p><b>4.4.2.</b> Multi-tier Programs</p> <p><b>4.4.3.</b> Advantages and Disadvantages</p> <p><b>4.4.4.</b> Locating Affiliate Programs</p> <p><b>4.5.</b> How to use Social Media as tactics of OPR.</p> <p><b>4.5.1.</b> Definition and types by Social Media Platforms.</p> <p>a. Social networks: Facebook, LinkedIn, Google+, MySpace,</p> <p>b. Blogs, microblogs (Twitter), .....</p>	<p>4.1.Using of the specific concepts regarding Online Public Relation (OPR) as Mix Internet Marketing Strategies for small e-businesses.Formation of basic skills to promote through Online Marketing Content using SEO Copywriting, Blog Copywriting, Website News Content.</p> <p>4.2.Using of the specific concepts regarding using of Mobile Marketing (MM and SMS Marketing, Mobile Web Marketing, QR Codes).</p> <p>4.3.Using of the specific concepts regarding using of Email Marketing - Newsletter.Formation of basic skills to use Email Marketing. Formation of basic skills to create a newsletter.</p> <p>4.4.Using of the specific concepts regarding using of Affiliate marketing.</p> <p>4.5. Formation of basic skills to use Social Media as tactics of OPR.</p>

<p>c. Forums, YouTube &amp; Vimeo,                  d. Pinterest, Tumblr, Instagram,  <b>4.5.2. Plan Social Media Campaigns:</b>                  Purposes, Tactics,...</p> <p><b>4.5.3. Techniques and Tools Marketing</b></p> <p><b>4.6. How to Improve Website's User Experience</b> according to key e-commerce strategy trends for 2016-2020.</p> <p><b>4.6.1. Implementing Responsive Web Design</b></p> <p><b>4.6.2. Making It Social. Educating Consumers</b></p> <p><b>4.6.3. Optimizing Language Capabilities.</b></p> <p><b>4.6.4. Testing and Monitoring</b>                  2nd Interim evaluation for unit no 4</p>	<p>4.6. Formation of basic skills to improve Website's User Experience.</p>
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## V. METHODOLOGICAL SUGGESTIONS

This curriculum is a tool that addresses high school teachers from the optional course "E-business & Internet Marketing for innovative training firms" is designed so as to enable them:

- to focus their work in order to form the online students entrepreneurial skills;
- to manifest economic creativity ;
- steps to adapt their teaching for their and psychological particularities.

The curriculum are combining the latest technologies with traditional training models to create high-impact programs that drive superior business results.

Besides traditional education we need new forms of training that provides an optimal solution for rapid accumulation of theoretical and practical knowledge. This form is electronic education that fully meets the demands of modern education.

The methodological suggestions in regard to the organization of teaching to train the students' skills in the formulated curriculum.

Empowering European key to 21st century learning requires compliance with sustainable requirements, including:

- method using the teaching-learning-assessment blended learning;
- use in teaching platform e-Learning project to interactive lessons conduct, attractive

<http://www.elearning.freedomplus.eu/>);

- use information and communication technology in teaching, learning and assessment;
- integration tools for teaching and learning online activities specific to traditional education.

. use teaching strategies that focus on:

- progressive construction of knowledge, practices and strengthened students' abilities;
- the cultivation of requirements for student;
- flexible approach;
- and trans-disciplinary approaches;
- using active methods (eg workshops face to face and online video tutorials for the course under blended learning e-entrepreneurship and e-marketing, online game of e-entrepreneurship, simulation, learning problematical, cooperative learning, case studies, learning by discovery, role play based on empathy, critical thinking methods, creation of portfolios, using computers / internet / virtual working groups).

They can help create that educational framework that encourages positive social interaction; practicing teamwork, performance of specific roles in working groups, cooperation with different people working on a task; cultivation of tolerant spirit; use teaching strategies that allow alternate forms of activity; action learning;

The curriculum offers teachers concrete support in teaching approach centered on learning experiences, according to the specific skills to be formed, by presenting indicative of examples of learning activities:

- simulation exercises to practice entrepreneurial skills
- realization of advertising to promote the training firm image
- creation the visual identity elements of the training firm
- creating promotional materials
- configuration, brainstorming, exercises for training firm logo
- achieving the training firm slogan
- making video tutorials that explain how to produce various materials needed to conduct business online
- establishing firm-wide simulation exercise of priorities in achieving the proposed projects: analyzing these situations in terms of choice and recommendations;
- exercises allocated of financial resources according to the needs to be met;
- the use of new media for acquiring information in online businesses;
- blogs, web-site design and exercise firms.

Proposed strategies work must take into account the experience of the students at this age and for drawing positive experience.

Evaluation is an organic component of the learning process. In the perspective of an educational approach focused on skills, we recommend using mainly online assessment. Along with classic forms and assessment tools, we recommend the use of forms and complementary instruments, such as the interim and final online assessment,

portfolio, in pairs, systematic observation of the activity and behavior of the students.

The evaluation process will focus on:

- direct correlation of the results evaluating with the specific skills related to school curriculum;
- valorising learning outcomes by reporting the academic progress of each student;
- recognition, of the assessment, learning experiences and skills acquired in non-formal or informal learning;
- use of various communication methods of school;

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<b>Horizontal Competences</b>	<b>Methods and Techniques used</b>	<b>Topics and activities proposed</b>
The use of new information and communication technologies Information and documentation skills Development specialist language Civic and social skills Team work Decision making Entrepreneurial skills Online marketing competences Analyze of technologies impact on the person, environment and society	Simulation, role play Active and participative methods Exercises structured for online communication, cooperation, negotiation E-learning Debate Investigation Case study Problematization Project method	Documentation regarding the initiation and development of a virtual business. Business activities online in exercise firm. Planning, designing and presentation of marketing portfolio (brochures, leaflet, catalog, business cards, shop online, blog, newsletter) Case Study: shop online for a real firm Use of the Internet for research to create a logo, advertisement spot, video tutorials, online store, online communication and promotion, etc. Presentation techniques - PPT. Online communication with customers in the online environment, Explaining the working principles in online environment. Evaluation of professional skills assisted online. Planning and designing by video tutorials using discussion group, forum etc. Situations of interrelation professional. E-Business & Internet Marketing Firms For Innovative Training Firms (Curriculum) Marketing tools used by real firms

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After the course, our students will be left with a clear idea of what they need to do next for a proper online promotion, also they receive a eHandbook that will be constantly updated.

## II.BIBLIOGRAPHY

- 1) The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned, by Josh Bersin, Kindle Edition,
- 2) Essentials for Blended Learning: A Standards-Based Guide (Essentials of Online Learning), by Jared Stein, Charles R. Graham, Kindle Edition

Learning unit no 1 and contents	Specific competences	Number of classes per week for		Video Tutorials Name for online assistance at distance
		face to face teaching-learning-evaluation	online assistance at distance	
1. How to use Open Source solutions for e-business and Internet marketing in education 1.1. An overview of Blended Learning model. 1.2. Open Source Solutions for Blended Learning - Content Management Systems (CMS). Notable Examples of CMS. 1.2.1. Introduction in Content Management Systems (C.M.S.) 1.2.2. Organizing a virtual framework in schools for teaching-learning using Moodle Platform. 1.2.3. E-commerce and e-marketing – Basic solutions for schools: Installing Wordpress and Prestashop Platform. 1.3. Online Project Management “European e-Businesses Club” - collaboration solutions with Google Apps for Education (Classroom, Gmail, Drive, Calendar, Docs, Sheets, Slides, Sites);	1.1. 1.2.   1.3.	1c, W1 <sup>1</sup> 1c, W2 <sup>2</sup>  1c, W3 1c, W4  1c, W5  1c, W6	     1c, W3  1c, W5	How to install Moodle platform for Blended Learning. How to use Moodle Platform. How to create a video tutorial using PowerPoint. How to install WordPress platform. How to administrate WordPress Platform - updating the main menu. How to administrate WordPress platform - updating a page. How to administrate WordPress Platform - adding an external link. How to administrate WordPress Platform - creating a newsletter using Mail Poet. How to install PrestaShop Platform. Mini guide “Google Apps for Education”. Edugaming – Test online no 1 for Learning Unit no 1 under the teacher' supervision
<b>Total Learning Unit no 1</b>		<b>6 classes</b>	<b>2 classes</b>	<b>10 video tutorials + 1 online test</b>

<sup>1</sup>1 class in the 1st Week

<sup>2</sup>1 class in the 2nd Week, etc

Learning unit no 2 and contents	Specific competences	Number of classes per week for		Video Tutorials Name for online assistance at distance
		face to face teaching-learning-evaluation	online assistance at distance	
<p><b>2. How To Create An Integrated Marketing Communications Campaign Plan That Blends Online And Offline Tools</b></p> <p>2.1. Visual identity elements of training firms;</p> <p>2.2. Domain Names and Web-Hosting Servers. Buying domain and hosting;</p> <p>2.3. Using Open Source E-commerce Applications - Solutions for online Businesses;</p> <p>2.3.1. Using Wordpress for training firms with online services as activity object</p> <p>2.3.2. Using Prestashop for training firms with e-commerce as activity object</p> <p><b>Themes for Online Project:</b></p> <p><b>1. Creating a blog using Wordpress platform or</b></p> <p><b>2. Creating a web shop using Prestashop platform</b></p> <p>Interim evaluation for unit no 2</p>	2.1.	1c, W7	1c, W9	<p>How to build the visual identity of the training firm.</p> <p>How to create a logo for a training firm using Photoshop.</p> <p>How to create a products catalog for a training firm using Publisher.</p> <p>How to create a brochure for a training firm using Publisher.</p> <p>How to create a spot for a training firm using Sony Vegas.</p> <p>How to do a Make Up - video tutorial model for promoting a service of the training firm.</p> <p>Advertisement for a training firm in Romanian language.</p> <p>Advertisement of the training firm Wellness Land in English language.</p> <p>How to buy a domain and hosting for the web shop of the training firm.</p> <p>How to use PrestaShop Platform for the web shop of the training firm.</p> <p><b>Edugaming- Test online no 2 for Learning Unit no 2 under the teacher' supervision</b></p>
	2.2.	1c, W8		
	2.3.	1c, W9		
		1c, W10		
		1c, W11		
	1c, W12	1c, W11		
<b>Total Learning Unit no 2</b>		<b>6 classes</b>	<b>2 classes</b>	<b>10 video tutorials + 1 online test</b>

Learning unit no 3 and contents	Specific competences	Number of classes per week for		Video Tutorials Name for online assistance at distance
		face to face teaching-learning-evaluation	online assistance at distance	
<b>3. How to use powerful <u>Google Tools For Online Marketing</u> for getting higher sales over the web as Mix Internet Marketing strategies for small e-businesses.</b> <b>3.1. Mix Internet Marketing Concept</b> <b>3.1.1. Definition Mix Internet Marketing Concept.</b> <b>3.1.2. Sales Strategies on the Internet</b> <b>3.1.3. Web Banner Advertising</b> <b>3.1.4. Benefits of Internet Marketing</b>	3.1.	1c, W13		<b>3.1.1 Definition Internet Marketing Concept</b> 1.How to make a videotutorial 2.How to Camstudio tutorial 3.How to promote your website 4.How to make your own website 5.How to screen record 6.How to make good video equipment 7.How to copyright  <b>3.1.2. Sales Strategies</b> 1.How to choose your tools 2.How to determine content types suited to your business 3.How to plan a sales strategy 4.How to set objectives kpis and key messages for sales strategies 5.How to use instagram in sales strategies 6.How to organize a mobile marketing campaign  <b>3.1.3. Web Banner Advertising</b> What is CRO no 1
		1c, W14		
		1c, W15		
		1c, W16		
		1c, W17		
3.2.		1c, W15		
3.3.				
3.4.				
3.5.				
		1c, W18		

<p><b>3.2. Google Adwords;</b> <b>3.3. SEO and SEM (search engine promotion);</b></p> <p><b>Interim evaluation for unit no 3</b></p>				<p>What is CRO no 2 How to create an Animated WebBanner <b>3.1.4. Benefits of Internet Marketing ital</b> 1.What is e-Marketing</p> <p><b>3.2. Google Adwords;</b> 1.How to publish Google Adwords ad</p> <p><b>3.3. SEO and SEM (search engine promotion);</b> 1.General information about “Search Engine Optimization (SEO)” 2.General information of “Search Engine Marketing (SEM)” 3.What's the difference between “SEO&amp;SEM”? 4. How to use Seo &amp; Sem in your website in WordPress</p> <p><b>1. Edugaming- Test online no 3 for Learning Unit no 3 under theteacher' supervision</b></p>
<p><b>Total Learning Unit no 3</b></p>		<p><b>6 classes</b></p>	<p><b>2 classes</b></p>	<p><b>4 video tutorials + 1 online test</b></p>



<p><b>4.3.4. Legal Requirements</b> <b>1st Interim evaluation for unit no 4</b></p>			<p>2. How to use mailing list 3. How to import mailing list 4. How to subscribe to a newsletter 5. How to promote product and services – Makeup 6. Behind scenes - email marketing 1st Interim evaluation for unit no 4 - Edugaming- Test online no 4 for Learning Unit no 4 (4.1., 4.2, 4.3, 4.4.) under the teacher' supervision</p>
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Learning unit no 4 and contents	Specific competences	Number of classes per week for		Video Tutorials Name for online assistance at distance
		face to face teaching-learning-evaluation	online assistance at distance	
<b>4.4. How to use Affiliate marketing</b> 4.4.1. Definition and Compensation Methods 4.4.2. Multi-tier Programs 4.4.3. Advantages and Disadvantages 4.4.4. Locating Affiliate Programs <b>4.5. How to use Social Media as tactics of OPR.</b> 4.5.1. Definition and types by Social Media Platforms. e. Social networks: Facebook, LinkedIn, Google+, etc f. Blogs, microblogs (Twitter), ..... g. Forums, YouTube & Vimeo, h. Pinterest, Tumblr, Instagram, 4.5.2. Plan Social Media Campaigns: Purposes, Tactics,... 4.5.3. Techniques and Tools Marketing	4.4.	1c, W25 1c, W26	1c, W27	<b>4.4. How to use Affiliate marketing</b> 1. Affiliate marketing 2. How does affiliate marketing work 3. How to write sales letter 4. How to install Movie Maker to prepare affiliate website 5. How to promote products 6. Behindscenes – affiliate marketing  <b>4.5. How to use Social Media as tactics of OPR.</b> 1. How can a success come via Social Media? 2. The importance of Social Media Marketing Campaigns 3. How to use Social Media as tactics of Online Public Relations 4. How to make a Social Media Campaigns 5. Social Media Marketing Techniques
	4.5.	1c, W27 1c, W28		
	4.6.	1c, W29  1c, W30	1c, W29	

<p><b>4.6. How to Improve Website’s User Experience according to key e-commerce strategy trends for 2016-2020.</b></p> <p>4.6.1. Implementing Responsive Web Design 4.6.2. Making It Social. Educating Consumers 4.6.3. Optimizing Language Capabilities. 4.6.4. Testing and Monitoring</p> <p><b>2nd Interim evaluation for unit no 4</b></p>				<p><b>4.6. How to Improve Website’s User Experience</b></p> <ol style="list-style-type: none"> <li>1. How to make a website in WIX</li> <li>2. How to insure security online</li> <li>3. How to make your website simple using right text and structure</li> <li>4. How to make your website simple through design</li> <li>5. How to usability on webpages</li> <li>6. How to make a good background in your website</li> <li>7. How to make a brainstorm for your website.</li> </ol> <p><b>The 2nd Interim evaluation for unit no 4 using Edugaming- Test online for Learning Unit no 5 - (4.5., 4.6., 4.7.) under the teacher’ supervision</b></p>
<p><b>Total Learning Unit no 4</b></p>		<p><b>12 classes</b></p>	<p><b>4 classes</b></p>	<p><b>4 video tutorials + 1 online test</b></p>

## THE CURRICULUM STRUCTURE IN CLASSES

	Number of classes allocated for				Country Partner responsible for curriculum tasks
	Face to face teaching-learning classes	Online assistance at distance classes	Face to face Interim Evaluation using Edugaming tests under the teacher's supervision	Total classes / Learning Unit	
<b>Learning Unit no 1</b>	5 classes	2 classes	1 classes	<b>8 classes</b>	Romania 1 Romania 2
<b>Learning Unit no 2</b>	5 classes	2 classes	1 classes	<b>8 classes</b>	Romania 1 Romania 2
<b>Learning Unit no 3</b>	5 classes	2 classes	1 classes	<b>8 classes</b>	Denmark Turkey Italy
<b>Learning Unit no 4</b>	5 classes for chapters (4.1., 4.2, 4.3, 4.4.)  5 classes for chapters (4.5., 4.6.)	4 classes	1 class for the following chapters (4.1., 4.2, 4.3, 4.4.)  1 class for the following chapters (4.5., 4.6.)	<b>16 classes</b>	The Netherlands France  Slovenia Turkey Denmark
<b>TOTAL = 40 classes</b>	25 classes	10 classes	5 classes	<b>40 classes</b>	

## **IX. COURSE SUPPORT - e-HANDBOOK**