

ThingLink as a Tool to Produce thematic classes: Exploring trade formats – v1:

MaFEA – Making Future Education Accessible
PR3 - EDUCATIONAL LEARNING PATHS

Technology tools:	ThingLink
Tool version:	
Date:	january 2024
College:	Escola de Comércio de Lisboa
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Subject of the lesson(s):	# Retail Business; #Visual Merchandising; #Marketing; #Sales Promotion; # Trade and sell; # Management



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ThingLink/ Exploring trade formats

Intention: What do you wish for or hope to happen? (Intentions are often not measurable or tangible, but help you in developing the design process.)

1. Provide 10th-grade students from the professional courses of Commerce, Sales and Marketing, and Visual Merchandising with practical experience in identifying and analyzing different commerce formats in Lisbon.
2. Use Thinglink software to create an interactive digital presentation visually highlighting various commerce formats in the city.
3. Stimulate collaboration among students, divided into groups of 5, to enhance the presentation with specific characteristics of stores and develop new environments in Thinglink.

Desired Outcomes: One or more measurable and tangible goals the teacher aims for with this lesson/these lessons.

1. Creation of a Thinglink presentation visually identifying and highlighting commerce formats in Lisbon, enriched with specific store characteristics, including text, links, and images.
2. Development of new environments in Thinglink showcasing stores that sell traditional products and stores with historical significance.
3. Acquire practical skills in using Thinglink for creating interactive presentations.

Agenda: HOW are you going to reach the goals? Description of the lesson plan / educational activities / working methods.

1. Identification of Commerce Formats in Lisbon:
Research and identification of different commerce formats in the city.
2. Capture and Organization of Images:
Capture of images from Lisbon to illustrate various commerce formats.
Organization of images by category.
3. Thinglink Training:
Introduction to Thinglink and its functionalities.
Practice in creating interactive digital presentations.
4. Development of Presentation:
Group work to create and enhance the Thinglink presentation.
Addition of specific store characteristics, links, and images.
5. Presentation and Discussion:
Presentation of group works using the built Thinglink.
Discussion and feedback among groups.
6. Development of New Environments in Thinglink:
Group work to create environments showcasing traditional and historically significant stores.
7. Final Presentation:
Presentation of newly developed environments by each group.



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Discussion and final conclusions.

Roles: Who facilitates what? Who participates? What do we expect of the students?

Students (Groups of 5):

- Identification of commerce formats.
- Capture and organization of images.
- Development and enhancement of the Thinglink presentation.
- Creation of new environments in Thinglink.

Teacher:

- Guidance in research and identification of commerce formats.
- Assistance in image capture and organization.
- Support in Thinglink training.
- Supervision and feedback throughout the project.

Rules: Rules or principles are about how you want to learn and work together.

1. Efficient Collaboration: Collaborative work in creating the presentation and developing new environments.
2. Mutual Respect: Valuing each student's opinions and contributions.
3. Deadline Adherence: Strict observance of the established deadlines for each phase.

Time: Describe the time path: What time do we start / finish / break? When is the time for reflection?
What happens between contact times?

1. Identification of Commerce Formats in Lisbon: 2 hours
2. Capture and Organization of Images: 4 hours
3. Thinglink Training: 2 hours
4. Development of Presentation: 5 hours
5. Presentation and Discussion: 2 hours
6. Development of New Environments in Thinglink: 3 hours
7. Final Presentation: 2 hours