**PMR Worksheets (3):**

**The Primary Market Research Pledge**

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**Pledge to Serve the Interests of the Customer**

I do hereby solemnly swear to follow the lead of potential customers in the pursuit of a product and/or service while starting and building my startup.

I recognize that I am subject to confirmation bias, and as such will approach primary market research as an opportunity to question assumptions and to search for different alternatives.

I understand that it is not a sign of weakness, lack of intellect, or other shortcoming to modify or completely change the idea with which I started. In fact, I acknowledge that failing to make adjustments is a likely sign of such shortcomings, as consistency comes in second when searching for the truth.

This does not mean it is the customer’s job to design the product, because that job is mine. But I will seek to honestly understand the customer’s needs, wants, pain points, pressures, opportunities and much more to design a solution that will create great value for her and minimize any friction it takes for her to adopt it.

Print name: Chrysis Andreou



Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_10/03/2025\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Primary Market Research Worksheet I: Preparation**  **(Make a new copy of this worksheet for each market segment you analyze)** | | | | |
| I. | **Secondary Market Research Sources and Key Lessons Learned:**  A. EdTech Research Reports & Academic Publications  - Key Lessons: The education sector is increasingly adopting digital tools that facilitate interactive learning and real-time support. Solutions must align with curriculum standards and privacy regulations (e.g., FERPA, COPPA).  B. Case Studies from K–12 and Higher Education Institutions  - Key Lessons: Successful digital platforms in education are those that integrate with existing learning management systems (LMS) and offer engaging, intuitive user experiences. Both teachers and students benefit from tools that enhance collaboration and personalized learning.  C. Surveys and Focus Groups with Educators and Students  - Key Lessons: There is a strong desire for tools that provide on-demand learning support, interactive content, and accessible tutoring. Adoption often depends on ease-of-use, affordability, and clear alignment with learning objectives. | | | |
| II. | **What are the profile(s) of the people you want to engage with?** (e.g., description of end user, economic buyer, champion, industry analysts, influencers; description should be enough to help you identify, find & deselect potential candidates. Can include demographics & psychographics – see Step #3 for more info)  A. 1st Targeted Profile Name: Classroom Teacher  Description: Educators in K–12 settings who deliver daily instruction and are responsible for integrating new technology into lesson plans. They seek tools that can enhance student engagement and learning outcomes while remaining compliant with school policies.  B. 2nd Targeted Profile Name: School Administrator / IT Director  Description: Decision-makers who oversee technology adoption in schools. They focus on scalability, data security, and integration with existing educational software and infrastructure.  C. 3rd Targeted Profile Name: University Professor / Lecturer  Description: Higher education instructors who incorporate digital tools into both in-person and online courses. They value platforms that support research, facilitate interactive learning, and provide robust student performance metrics.  D. 4th Targeted Profile Name: Student  Description: Learners from K–12 to undergrad who directly interact with educational platforms. They look for engaging, intuitive tools that provide real-time assistance, interactive content, and support for homework or projects.  E. 5th Targeted Profile Name: E-Learning Platform Administrator  Description: Managers responsible for the operation and support of online learning environments. They are interested in solutions that improve user experience, reduce technical overhead, and integrate with existing course management systems. | | | |
| III. | **Your General Recruitment Script (be clear on who you are, why you want to engage, what you are asking for):** Hello, my name is Chrysis Andreou, and I’m developing an AI-driven educational platform designed to enhance learning outcomes and streamline classroom support. Our solution leverages multi-agent reinforcement learning to offer personalized, on-demand assistance for students while providing teachers with tools that integrate seamlessly with existing LMS systems. I’d love to hear about your current challenges with digital learning tools and explore how our platform might help improve educational outcomes and engagement. Could we schedule a brief conversation to discuss your experience and insights? | | | |
| IV. | **Initial Candidate List to Contact** | | | |
|  | Name & Contact Info | Profile Type | Source | Why You Want to Engage with this Person plus Any Other Info to Build Rapport |
|  | Ms. Karen Johnson – kjohnson@school.edu | Classroom Teacher | School website; local education board | Experienced in integrating technology in lessons; passionate about improving student engagement through digital tools. |
|  | Mr. Robert Mills – rmills@schooldistrict.org | School Administrator/IT Director | District newsletter; education conference | Oversees tech adoption in multiple schools; focused on secure, scalable, and cost-effective educational technology. |
|  | Prof. Lisa Chen – lchen@university.edu | University Professor | University directory; academic forum | Active in digital learning research; seeks tools that can support interactive teaching and robust student analytics. |
|  | Jamie Smith – jsmith@studentmail.edu | Student | Campus social media group; student forum | Tech-savvy and vocal about digital learning needs; provides firsthand perspective on usability and engagement. |
|  | Mr. David Lee – dlee@elearnplatform.com | E-Learning Platform Administrator | LinkedIn; industry event | Manages an online learning portal; interested in tools that improve user experience and operational efficiency. |
|  | Ms. Karen Johnson – kjohnson@school.edu | Classroom Teacher | School website; local education board | Experienced in integrating technology in lessons; passionate about improving student engagement through digital tools. |

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| **Primary Market Research Worksheet II: Execution**  **(Make a new copy of this worksheet for each market segment you analyze)** | | | |
| **I.** | **Which profile are you engaging with:** Classroom Teacher (Ms. Karen Johnson)  **How well does this person fit the profile:** Ms. Johnson is a seasoned K–12 educator with a strong track record of integrating new technologies in her classroom. She is deeply invested in improving student outcomes and is familiar with both the benefits and challenges of digital learning tools.  **Type of engagement (e.g., interview, observation, test, immersion, other):** One-on-one in-depth interview (via video call or in-person meeting). | | |
| **II.** | **Your General Script/Framework for Engagement (Guidance: Open-Ended 🡺 Qualitative insights/hypotheses 🡺 (if appropriate) Quantitative insights/hypotheses and data) (approximately 5 key items):**  A. Introduction:  - Introduce myself and the purpose of the conversation, emphasizing the AI platform’s role in enhancing classroom support and student engagement.  - Provide a brief overview of how the platform integrates with current LMS and classroom practices.  B. Understanding Current Teaching Methods:  - Ask about current digital tools and resources used in the classroom.  - Explore how technology is currently integrated into lesson planning and daily instruction.  C. Identifying Pain Points & Opportunities:  - Probe into challenges faced in providing timely support to students, engaging diverse learners, and managing workload.  - Identify areas where an AI-driven tool could offer improvements, such as personalized learning support or real-time feedback.  D. Feedback on the Proposed AI Solution:  - Present an overview of the multi-agent reinforcement learning framework and its benefits, including personalized learning, streamlined administration, and enhanced student engagement.  - Solicit feedback on potential challenges, feature needs, and integration issues with existing systems.  E. Closing & Next Steps:  - Summarize the key points discussed and ask for suggestions on additional stakeholders (e.g., administrators, students) who might offer further insights.  - Discuss the possibility of a pilot program or demo session tailored to her classroom needs. | | |
| **III.** | **What did you learn?**  The conversation revealed that classroom teachers are actively seeking tools that simplify lesson planning and provide immediate, personalized support for students. Ms. Johnson expressed enthusiasm for a solution that could reduce the administrative burden and improve engagement through interactive, adaptive learning. She emphasized that integration with existing systems and adherence to curriculum standards are critical. | | |
| **IV.** | **What surprised you?**  It was surprising to learn the extent to which teachers value real-time data and analytics to monitor student progress. Ms. Johnson highlighted that immediate feedback on student performance could transform the way she adapts instruction, a feature she had not expected to be as high a priority. | | |
| **V.** | **Which hypotheses did you seem to confirm? How and why?**  - Hypothesis 1: There is a strong demand for personalized, on-demand learning support in educational settings.  Confirmed by Ms. Johnson’s emphasis on the benefits of individualized student assistance and real-time analytics.  - Hypothesis 2: Integration with existing LMS and adherence to curriculum standards are critical for adoption.  Confirmed as she stressed the importance of seamless compatibility with current classroom technologies and practices. | | |
| **VI.** | **Which hypotheses did you seem to invalidate? How and why?**  - Hypothesis: Teachers would be willing to adopt a completely new system without significant support for training and integration.  Invalidated because Ms. Johnson noted that professional development and clear integration pathways are essential for successful adoption. | | |
| **VII.** | **Which hypotheses were you unable to reach conclusions on? Why?**  - Hypothesis: The exact willingness to pay for new digital learning tools in public education settings.  The discussion did not yield specific financial figures due to variability in school budgets and funding sources. | | |
| **VIII.** | **What new questions were raised in this engagement?**  - How can the platform be tailored to support diverse learning styles and provide equitable access to digital tools?  - What specific features would most effectively support teachers in monitoring and adapting to student needs?  - How can a pilot program be structured to demonstrate clear improvements in classroom efficiency and student outcomes? | | |
| **IV.** | **Additional Future Candidates List Obtained from Current Candidate** | | |
|  | Name & Contact Info | Profile Type | Why does the current candidate think we should engage with this person, plus any other info to build rapport |
|  | Mr. Robert Mills – rmills@schooldistrict.org | School Administrator/IT Director | Ms. Johnson recommended him as he is influential in tech decisions at her district and values solutions that ease integration challenges. |
|  | Prof. Lisa Chen – lchen@university.edu | University Professor | Suggested for her innovative approach to digital learning and her experience in adopting new educational technologies. |
|  | Jamie Smith – jsmith@studentmail.edu | Student | Recommended as an active voice among students who can provide insights on usability and engagement with digital learning platforms. |
| **V.** | **What changes should I make for the next primary market research engagement?** | | |
|  | **Profile Changes:**  - Broaden outreach to include more students and e-learning platform administrators to capture diverse perspectives across K–12 and higher education. | | |
|  | **Qualitative Insights/Hypotheses Updated (could be more or less than 3):**  A. Stress the importance of real-time analytics and immediate feedback to support adaptive learning.  B. Emphasize ease-of-use and minimal disruption to current classroom practices.  C. Consider customization options that cater to different age groups and learning environments. | | |
|  | **Quantitative Insights/Hypotheses Updated (Optional – only if appropriate & you are far enough along) (could be more or less than 3):**  A. Gather specific metrics on expected improvements in student engagement and learning outcomes from pilot studies.  B. Assess the impact on teacher workload and administrative efficiency when integrating new digital tools. | | |
|  | **Script Update:**  A. Include targeted questions about current LMS usage and integration challenges.  B. Prepare visual aids or a demo that showcases real-time feedback and analytics capabilities.  C. Incorporate case studies or testimonials from early pilot implementations, if available. | | |
| **VI.** | **Headline for this Engagement:**  Educators and Students Seek Integrated, Real-Time AI Solutions to Transform Digital Learning and Enhance Classroom Engagement | | |