

Analysis used

Peach Learning being an e-learning startup aims to introduce new courses into the market. The new offering involves important tradeoffs affecting design, production, marketing and other operational variables including Human Resource Management and scheduling etc. Therefore for our project we will be using the conjoint analysis. We will use this systematic approach to match the Peach Learning's product design with the needs and wants of its customers.

We aim to determine how people value different attributes of online courses. These factorial combinations of basic attributes are all realistic and desirable new offerings alternatives can be synthesized from these basic alternatives.

A controlled set of potential products will be shown to respondents and they will be asked to make preferences among these courses. Through the analysis of these preferences, the implicit value of individual elements and attributes that make these products will be determined. We will be able to design a course that will maximize the market share of Peach learning. This will also enable us to estimate the revenue and profitability of new designs.

Target Audience

Our target audience is of undergrad university students. These individuals are of age bracket 19 till 23. These students are from Lahore, Pakistan. They all belong to the middle and upper middle social economic class. These students are all eager to learn and improve their skills set.

Methodology

For the designing of our study we have selected 6 attributes that are relevant to our courses. These attributes have been decided after doing secondary research from creditable online resources (research articles and journals) and literature review. We also held a focus group with 11 respondents to understand what the sore points of customers are and what are their needs and wants with respect to online courses. Levels of each of these attributes were also decided after primary and secondary research. Bundles of the products were thought upon but we aim to rely on Enginius to finalize these product bundles. We tried to make these attributes and levels as realistic and close to market as possible. This was aligned with the objective of introducing the newly designed course to the market in real life soon.

To collect the data we chose to perform random sampling. Here the limitations of pandemic situation played a major role as we could not physically go to the field and collect data. We posted the survey on different discussion groups of universities. This was done while keeping the target consumer of Peach Learning in mind. Instead of using the time-consuming method of full-factorial design, in our study we will be using the fractional factorial design. Where reduced set of profiles will be used but still part-worth estimates will be made effectively.

For the computations of this data Enginius software will be used. Customers will be segmented based on their part worth functions.

Considerations

We have assumed that for the targeted set of students belonging to a middle and upper middle class the choice of these online courses is of low involvement. Based on this assumption we will be using the share of preference rule as our choice rule for the market share forecasts. This will also impact our survey

design. We will be using a Likert scale (with responses to be present in all rows but no two rows can have the same preference answer) instead of a MCQ option. In order words a rating based conjoint output scale will be used.

During the segmentation we will not be using the standardize option. For each of the segments (be it value segment, prime etc.) Identified an optimal course will be designed.

Attributes and their levels

1. Price

- a. 5000 per course
- b. 7000 per course
- c. 9000 per course
- d. 11000 per course

2. Interaction & Feedback

- a. Office hours on weekdays to answer your queries
- b. Office hours on weekends to answer your queries
- c. Training and mentorship on weekdays to tell you how to implement this learning in your own field
- d. Training and mentorship on weekends to tell you how to implement this learning in your own field

3. Teaching methodology

- a. Live classes on weekdays
- b. Live classes on weekends only
- c. Recorded sessions uploaded on weekdays
- d. Recorded sessions uploaded on weekends

4. Type of videos

- a. Slides with instructor's audio
- b. Slides with instructor's video
- c. Only instructor's video
- d. Instructor should teach on white/black board facing camera

5. Grading mechanism

- a. MCQ based quizzes only
- b. Real life practical assignments only
- c. Simulation games to demonstrate you learning
- d. Group project

6. Course outcome

- a. Percentile system
- b. Letter Grade
- c. Percentage
- d. Only Pass/Fail

https://docs.google.com/forms/d/e/1FAIpQLSckg7QiIzXuHxCImonwLqUfyKWDgJ0a7M87ValIRFMm3OU9vQ/viewform?usp=sf_link