



GradeUP

IS-116 Digitale Plattformer

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GradeUP

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Preface

In this report, our group has used the language model GPT-4, Perplexity, Gemini, Notebook LM to identify and summarize the sources, correct grammatical mistakes, improve sentence structure, and get suggestions for synonyms to avoid repetition. We did not use Artificial Intelligence tools to write entire paragraphs or chapters, but only to refine our own text. The tools used in this work comply with the University of Agder's official guidelines for AI in academic writing (UiA, 2025). We additionally confirm that this work is our own.

1. Executive Summary

This project presents GradeUp, a digital platform designed to connect university students who offer tutoring services with other students seeking personalized academic support. Rooted in the concept of peer-to-peer education, GradeUp leverages the up-to-date knowledge and relatability of university students to create a trustworthy and effective tutoring ecosystem. The platform serves multiple user groups, such as learners, tutors and educational institutions, fostering valuable interactions, and strong network effects that enhance the overall user experience.

The main goal of GradeUp is to offer accessible, high-quality education while simultaneously creating flexible and meaningful work opportunities for university students during their studies or shortly after graduation. As students ourselves, we understand the need for financial support during university life, whether to cover living expenses, afford small personal treats, or save for the future. Tutoring also provides an ideal opportunity to put one's academic knowledge and skills to practical use, share expertise with others, and gain initial professional experience. It is a flexible, rewarding, and remunerative job. Some members of our team have already worked as tutors, but faced difficulties in promoting themselves, finding students, and building trust. On the other hand, many students often struggle in specific subjects or wish to improve their grades by retaking exams with better preparation.

GradeUp was thus conceived - as part of our Digital Platforms course at the University of Agder - to address these complementary needs, by acting as an intermediary between supply and demand. The platform enhances tutor visibility, while giving learners a sense of security and trust regarding payments, expertise and teaching quality. This approach benefits both sides of the platform. Moreover, the platform differentiates itself from existing competitors by implementing rigorous academic verification processes, ensuring that all tutors are qualified and learners receive credible, personalized academic support. Through transparent pricing, verified credentials, user feedback, and a secure booking system. GradeUp prioritizes trust, reliability, and user satisfaction. Additionally, GradeUp aims to establish partnerships with high schools and universities. In the former, tutors can be employed as teaching assistants, while in the latter, the platform can be promoted both as a great job opportunity for students and as a source of additional academic support.

In developing this project, we began by proposing several ideas and voting to select the best one. Once the concept was chosen, we identified the main potential competitor, namely [Superprof.no](https://www.superprof.no), which is analyzed in section 4.6. The report begins with an overview of digital transformation and the theoretical foundations of digital platforms. We then worked through all stages of platform development: defining the project idea and goals, applying various methods and strategic tools to analyze customers, competitors and potential risks, and finally creating a functional prototype.

Through this project, our team has gained valuable insights into how digital platforms can generate both social and economic value, applying theoretical knowledge from the lectures and the book “The Digital Transformation Playbook” by D. Rogers, to the design of a scalable, sustainable and user-centered educational solution.

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2. Introduction

The contemporary economy is defined by an ongoing wave of digital transformation, “*a new way of thinking*” according to Rogers (Rogers, 2016, Preface), that fundamentally reshapes how organizations create and deliver value. This transformation represents a crucial distinction from previous industrial revolutions, as it is primarily driven by sophisticated digital infrastructures that enable entirely new forms of interaction, competition, and innovation (Rogers, 2016).

A digital platform is designed to create value by facilitating direct interactions between two or more distinct groups of users. The growth and influence of these platforms are intrinsically linked to network effects. Specifically, the more users who participate in the platform, the more valuable resources become for everyone involved in the ecosystem. Digital platforms can be classified into four different categories: exchange or marketplace, transaction systems, advertising channels and hardware or software standards (Rogers, 2016, pp.58-59). The existing platform Superprof will be analyzed later in the report with those categories in mind.

Simultaneously, the digital environment has completely revolutionized the perspective on the customer image “*changing how we connect and create value with the customers*” (Rogers, 2016, pp. 4). In the digital economy, customers are no longer seen as isolated individuals (Rogers, 2016, pp. 14). Instead, they are recognized as crucial, active co-creators of value. Customers are one of the five domains of digital transformation along with competition, data, innovation, and value. (Rogers, 2016)

The evolving digital landscape also introduces increased complexity in competitive structures, which can be categorized into two primary forms (Rogers, 2016, pp 10). Symmetrical competition is the traditional model, occurring when companies compete directly within the same industry for instance Superprof and GradeUp, whilst Asymmetrical competition emerges when competitors originate from different sectors but are solving the same underlying problem for instance GradeUp and YouTube, where YouTube offers training videos and tutorials but has a different business model.

Despite the efficiency and scale offered by platforms, the rapid integration of digital technologies raises critical societal and ethical challenges. Digital platforms must responsibly address issues related to transparency, robust data protection, and ensuring equitable access to their services. These challenges take on amplified importance, particularly when operating in the education sector.

Conceptual frameworks encompassing digital transformation, network effects, and competitive dynamics are essential tools for analyzing real-world applications. This report specifically applies these concepts to analyze the existing platform Superprof, a widely known global peer-to-peer tutoring marketplace, connecting a wide range of learners and tutors. Furthermore, these principles guide the development of a proposed

platform concept, GradeUp. Unlike Superprof's broad approach, the GradeUp project adopts a highly targeted strategy: creating a dedicated "by students, for students" tutoring network specifically designed to support high school and university students. Another distinctive feature is that GradeUp also establishes collaborations with schools, which can hire tutors as teaching assistants through the platform.

GradeUp aims to guarantee tutor quality through rigorous academic verification and, crucially, contributes directly to two UN Sustainable Development Goals. Goal 4 (Quality Education) by striving to make personalized tutoring both accessible and affordable and Goal 8 (Inclusive and sustainable economic growth) by creating flexible work opportunities for university students. Analyzing these distinct platform models allows for a comprehensive understanding of how digital principles translate into effective strategies within the crucial domain of education.

3. Project idea

GradeUP is a digital platform designed to connect university students with individuals seeking private tutoring in academic subjects. The platform's concept is rooted in the idea of leveraging the up-to-date academic knowledge and relatability of active university students as tutors, creating a peer-to-peer tutoring ecosystem that is both effective and trustworthy. We have specifically designed GradeUP to provide university students with a source of income by offering tutoring opportunities throughout their academic studies. Unlike many existing platforms, GradeUP places strong emphasis on quality and credibility by requiring rigorous verification of each tutor's academic performance, including transcripts and diplomas. This ensures that learners receive support from qualified mentors, fostering a reliable environment for personalized academic help.

GradeUP functions as a multi-sided marketplace, serving not only high school and university students as learners and tutors but also parents and educational institutions seeking qualified teaching assistants. This creates a network effect in which learners attract tutors and vice versa, strengthening the platform's ecosystem. The service caters to diverse needs by enabling flexible and personalized tutoring experiences, which can take place either online or in-person, and allowing users to select tutors based on specialties, availability, and teaching styles.

The platform differentiates itself in the digital education market by combining technological innovation with institutional credibility. It integrates clear standards for tutor eligibility and quality assurance, including academic verification and a dynamic reputation system that highlights tutor achievements and feedback. GradeUP's business model promotes inclusive and equitable access to education while supporting sustainable employment opportunities for the tutors, aligning closely with the United Nations Sustainable Development Goals, particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth).

GradeUP therefore aspires to do more than just facilitate tutoring sessions: it aims to build a collaborative academic community where knowledge is shared freely and learning is democratized. Through establishing partnerships with educational institutions, offering group study sessions, and developing resources for both tutors and learners, the platform fosters an engaged and supportive learning culture. It sees tutors not only as knowledge providers but also as key contributors to an inclusive educational ecosystem, while learners benefit from tailored assistance that enhances academic outcomes.

In its mission to provide transparent, reliable, and high-quality educational support, GradeUP also prioritizes user experience and trust. Features such as transparent pricing, verified credentials, user reviews, and a secure booking and feedback system contribute to a seamless and trustworthy service. Ultimately, GradeUP positions itself as a scalable

and sustainable solution for academic tutoring, appealing to a broad user base seeking credible, effective, and flexible educational assistance.

3.1. Set goals

Setting goals is important for every business. Goals are essential in setting a clear direction and a sense of purpose for the organization (indeed). Goals are important for creating long-term success (indeed), which is why our team decided to set an official list of goals. We differentiate between two types of goals: business goals and sustainability goals. Business goals refer to our direct goals as a business. Meanwhile, sustainability goals relate to the United Nations' sustainability goals that our team decided to support.

Gradeup is aiming to ensure that both our tutors and their students have great experience on the platform and benefit from this partnership. We aim to be the number one choice in tutoring and private education. Our main goals are to ensure high quality education and to create a friendly, flexible workplace environment for the tutors.

Gradeup focuses on the UN's sustainability goals to ensure sustainable and long-term success. The goals in question are goal 4 and goal 8.

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal highlights the importance of inclusive quality education and promoting learning opportunities. This message is especially important for Gradeup as it focuses on our main goal.

During our research we realized that other tutoring platforms only create a marketplace for tutoring. Gradeup differentiates from them through our quality control. We make sure that the tutors have the necessary credentials to ensure high quality education for the students.

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. This relates to our goal regarding the relationship with our tutors. Our platform intends to create more part-time work opportunities for university students as becoming one of our tutors would ensure a flexible job related to one's degree. Such an opportunity would both help the tutors economically and create a good steppingstone for a future career.

4. Methods and results

| GOALS | | | | |
|--|--------------|---|----------------------|-------------------------------|
| DIRECT GOALS | | HIGHER GOALS | | |
| Provide affordable, accessible, yet high-quality tutoring, delivered by university students. | | Ensure inclusive and equitable quality education (SDG 4). | | |
| CUSTOMER SEGMENT AND FOCUS | | | | |
| CUSTOMER SEGMENT | | FOCUS | | |
| High school students who wish to improve their grades or prepare for university. | | We focus on delivering an inclusive, trustworthy, and high-quality academic support network. The outcome is to create a diverse and collaborative learning community. | | |
| STRATEGY | | | | |
| <ul style="list-style-type: none">- Verification (grades, diplomas) → enhanced platform credibility- Personalization (matching algorithm) → customized tutoring paths<ul style="list-style-type: none">- User feedback → continuous improvement via reviews | | | | |
| CONNECT | ENGAGE | CUSTOMIZE | ASSOCIATE | COLLABORATE |
| Website | Social media | Search and match algorithm | Reviews and feedback | High-schools and universities |
| CONCEPT | | | | |
| Our concept is to connect high-school students (learners) and university students (tutors) to deliver high quality content. Our platform will help students to find skilled and qualified tutors for both online and onsite tutoring, the platform will ensure that all tutors have necessary qualifications as well as providing tools necessary to make the whole process as convenient as possible. | | | | |
| DESIRED EFFECT | | | | |
| We aim to reduce the number of high-school students who drop out or do not receive their high-school diplomas due to failed exams, as well as improving the overall level of education by providing targeted tutoring. | | | | |

4.1. Customer network strategy generator

4.1.1. Customer segment

Primary customers

- **Students:** Need tutoring in subjects like math, English, physics to improve their grades
- **University students:** Need support in academic fields (economics, law, statistics, programming)
- **Parents:** Searching tutors for their children
- **Educational institutions:** Looking for qualified Teaching Assistants

Needs

- Quick and easy access to qualified tutors.
- Flexibility (online & in-person).
- Transparent pricing and reviews.

4.1.2. Value proposition

- **University Students (Tutors):** They gain professional tutoring opportunities, earn income, and build their CVs. The job is flexible and provides them with teaching experience and recognition of their skills.
- **Educational institutions/Schools and Parents:** They get access to a reliable talent pool specifically tailored for education. The service is trustworthy and transparent, verified by ensuring university enrollment of tutors.
- **High School Students:** They receive affordable, relatable, and high-quality tutoring that supports their school performance. They benefit from p2p/peer-to-peer learning with slightly older mentors, who understand their struggles and can provide “fresh” and context-specific advice.
- **The Platform itself:** [GradeUp.no](https://gradeup.no) differentiates itself from competitors like Superprof by having a brand rooted in quality and credibility. It creates a multi-sided model where all parties benefit simultaneously.

Key elements

The platform positions itself as a specialized tutoring marketplace with institutional credibility. Its key features that support this value are:

- Verification of tutors as enrolled university students
- Integration with schools to facilitate structured tutoring programs
- Focus on subject categories that are aligned with academic curricula

This business model advocates the higher goal of SDG 4 Quality Education by reducing educational inequalities through targeted academic support.

STRATEGY CHOICES

| Dimension | Superprof (existing platform) | GradeUp (our platform) |
|--|--|--|
| Mission | Make people fall in love with learning, encouraging curiosity. Connect people with suitable tutors and make education more optimal and accessible. | Ensure inclusive and equitable quality education (SDG 4). Provide affordable, accessible, yet high-quality tutoring, delivered by university students. |
| Connect (... to the platform's offerings) | Strategy: searchable database of tutors, filtered by subject, price, location, and level. Tutor profiles include reviews, experience, and availability. Effect: students gain quick access to a variety of learning opportunities; tutors benefit from visibility and exposure. | Strategy: verified student tutors (grades/diplomas checked) sorted by their university, focus on academic subjects and university prep; free first lesson to reduce barriers. Effect: builds trust from the start, strengthens peer-to-peer learning, and provides employment opportunities for tutors. |
| Engage | Strategy: free trial lessons, internal messaging, interactive tools. Effect: students build confidence; tutors showcase teaching style; low-risk entry point for both sides. | Strategy: mandatory free first session, simple booking tool, social media integration, campus/high school promotion. Effect: increases trust and engagement, lowers financial risk for students, motivates tutors to deliver quality early. |
| Customize the service/product | Strategy: personalized learning paths; students choose tutors by style, specialization, availability, and delivery mode (online/in-person). Tutors adapt lessons to individual needs. Effect: flexible experience; tailored learning; tutors differentiate services. | Strategy: match learners with competent tutors who recently passed the same courses. High school students: subject mastery, homework help, university entrance prep. University students: advanced subjects, exam prep, study techniques. The algorithm matches based on subject, academic level, previous grades, availability, learning goals, and session type. Effect: peer relatability enhances personalization; advice is “fresh” and |

| | | |
|---------------------------------------|--|--|
| | | context specific. |
| Associate (... to other users) | <p>Strategy: ratings and reviews after lessons; trust reinforced through peer feedback.</p> <p>Effect: reputation reduces uncertainty, increases transparency, and builds tutor credibility.</p> | <p>Strategy: reviews combined with academic verification (grades/diplomas); partnership with schools.</p> <p>Effect: students feel safer choosing tutors; tutors build dual reputation (academic proof + peer feedback).</p> |
| Collaborate | <p>Strategy: limited co-creation of lessons and materials; occasional use of digital collaboration tools (video calls, shared documents).</p> <p>Effect: some knowledge exchange, but lacks strong collaborative community features.</p> | <p>Strategy: peer-to-peer co-creation: sharing study materials, organizing group sessions, exam prep workshops.</p> <p>Effect: stronger sense of community and collaboration; tutoring becomes collective knowledge-building across high school and university levels.</p> |

Table 2 Our Customer Network Strategy Generator

4.2. Value train track/model

Definition

Value train is a model to analyze how a company competes and with which companies it collaborates to create value (Rogers, 2016). It visualizes the flow of value from the perspective of competition. Particularly, it is characterized by considering not only direct competitors but also asymmetric competitors (companies that do not compete in the same market but still have an impact) as well as the company's own suppliers and intermediaries. Using this tool helps people to identify the key players involved in value creation, understand how competition and collaboration affect the flow of value, and grasp the company's position, strengths, and weaknesses.

The main elements of the Value Train

1. **Originator:** The role of creating the unique components or elements that are included in the products or services.
2. **Producer:** The role of creating the finished products or services that consumers purchase.
3. **Distributor:** The role of delivering products or services to consumers. It does not necessarily involve manufacturing them in-house.
4. **Customer:** The final recipient of value, whose evaluation and choices guide competition and value creation.

4.2.1. Types of competitors

- Symmetric competitors: A direct competitor that offers similar value and targets the same customer base.
- Asymmetric competitors: Indirect competitors that provide similar value but compete through different methods or in different markets

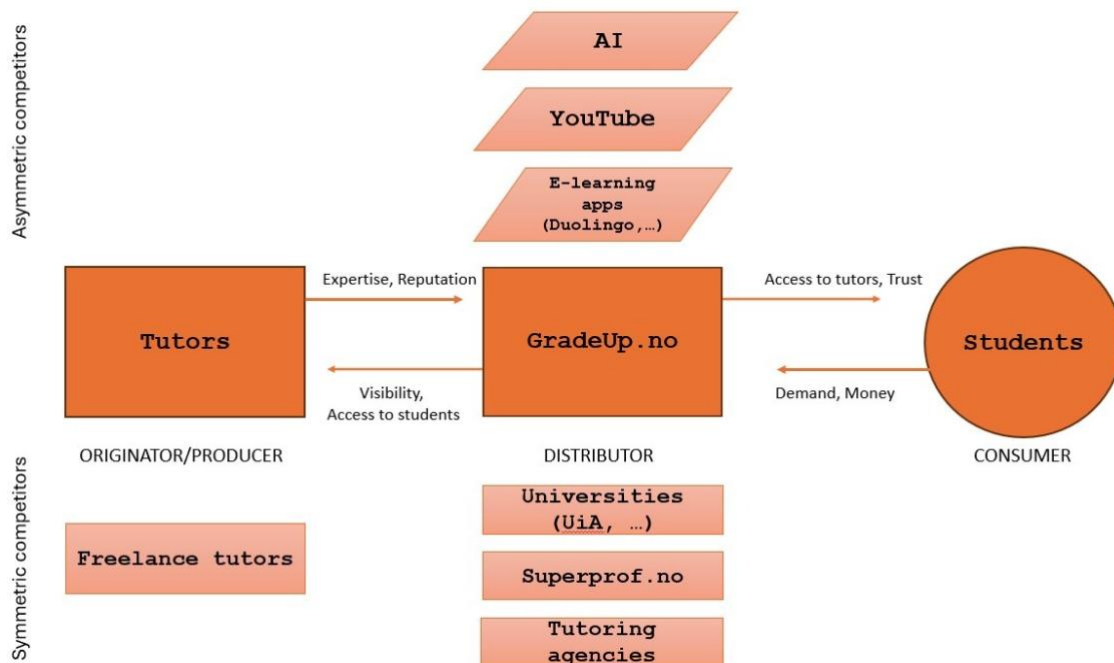


Figure 1 The Competitive Value Train Track

Regarding GradeUp, the tutors are both the originators and the producers of the service (that is, the lessons), and they are depicted as a rectangle in the figure above (Figure 1). Our platform is the distributor (also represented by a rectangle), as it acts as an intermediary between tutors and students, but without producing the service itself. Jointly, they provide the service to the consumer.

The main consumers are the students, represented by a circle, but the target customers may also include their parents, if they are the ones paying for the service, or even high schools, if they hire tutors from GradeUp as teaching assistants. That is the reason why we do not view high schools as competitors, but rather as a complementary entity and a potential partner. Moreover, if a student needs to retake an exam as a privatist to improve their grade for university admission, GradeUp tutors are available to provide personalized support and help them prepare effectively.

As for competitors, there is a distinction between symmetric (rectangles below the platform) and asymmetric ones (parallelograms above): we identify as symmetric competitors any other tutoring platform or agency offering the same type of service, even if there may be slight differences. An example is the already mentioned Superprof. Other

symmetric competitors could be universities such as UiA, because they offer a comparable range of tutoring services (e.g., supplementary lessons, academic supervision, focus groups, workshops, etc.) and they have their own learning assistants. However, similarly to high schools, we would prefer universities to be partners rather than competitors, since GradeUp tutors are university students seeking employment opportunities and professors cannot provide individual guidance to students. Therefore, GradeUp could be endorsed by the university itself, both as a job opportunity for its students and as an additional and personalized support resource. GradeUp's tutors also compete with freelance tutors and teachers.

Possible asymmetric competitors include various digital platforms, such as Youtube and e-learning apps (e.g., Duolingo), because even though their focus areas differ, they could still meet the consumers' needs, serving as substitutes for tutors and tutoring platforms. Another significant asymmetric competitor is AI.

4.2.2. The value exchange

The value train track clearly shows who the various actors are and what their role is, the flow of value between them, and who the competitors are. For GradeUp, the value exchange unfolds as follows: tutors offer their expertise and enhance the platform's reputation through their academic certifications and high-quality teaching, while the platform gives them visibility to a wide audience of students, and thus, an opportunity to generate profit. At the same time, GradeUp grants students easy access to a broad selection of tutors and subjects, with the added benefit of trustworthiness. Students pay for the service and the subscription, resulting in revenue for both the platform and the tutors. GradeUp's aim is to provide a high-quality yet accessible tutoring service to students and schools.

4.3. Digital platform business model map

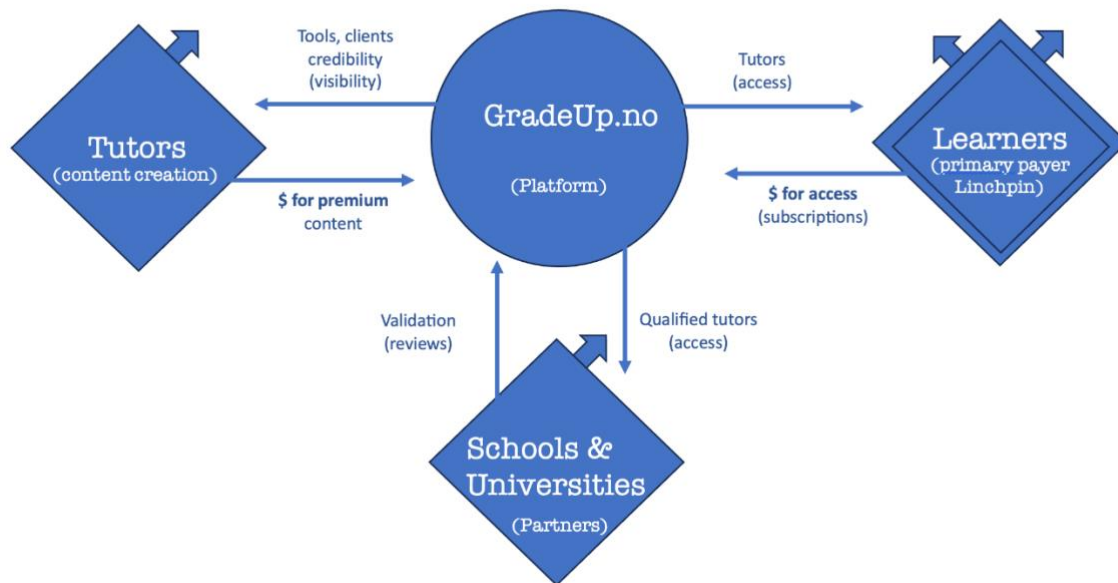


Figure 2 Platform business model map for GradeUp

We have analyzed and created a Platform Business Model Map for GradeUp (Rogers, 2016, p133), to show the main customers and partners of our platform. In our analysis we have identified Learners (students) as a linchpin of our platform, as the main goal of our platform is to provide quality tutoring to students, they are our main paying consumer (learners), learners attract tutors and by the networking effect attract other learners. Other partners, such as high schools and universities, attract tutors by providing validation and job opportunities. Tutors are the main content creator for our platform, as they provide peer-to-peer tutoring.

GradeUp connects tutors with potential learners by matching clients with qualified and available tutors, sorting them by qualifications and reviews. We create value for tutors by providing them with a platform where they can showcase their qualifications and earn money by providing lessons to customers, as well as giving them tools necessary to facilitate booking and payment transactions.

For the customers, we provide a simple and intuitive way to find and connect with highly skilled tutors that can help them improve their grades. By ensuring the qualifications of our tutors, our platform makes it easy to choose tutors best suited for their needs. Setting the standard fees for the services, we give our customers and tutors hassle-free experience, ensuring both sides are highly satisfied with the transactions. Customers are encouraged to leave feedback for the services they received, helping our platform to rate tutors and highlight top performance as well as warning/removing unqualified tutors.

Our main revenue stream will come from fees collected from consumers (learners). A fixed percentage from each transaction to the tutors will be collected by the platform. The secondary stream of revenue is for those tutors willing to pay for various “premium” benefits, such as highlighted visibility or API-connectivity to calendar for bookings.

GradeUp is aspiring to position itself as a platform where you can find very highly skilled tutors with current and up-to-date knowledge on various subjects. Thus, our platform should be a go-to place for educational institutions such as schools, high schools and universities for when they are in need of qualified teaching assistants. Such cooperation is mutually beneficial to educational institutions and GradeUp. As we get validation and recognition, our tutors get experience and financial reimbursement, and educational institutions get assistance they need.

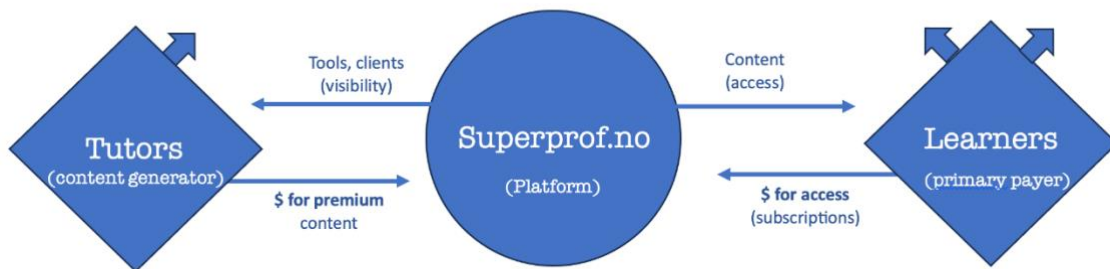


Figure 3 Platform business model map for Superprof.no

We have analyzed and created a business model map for our competitor platform Superprof.no that provides a similar service. Main differences between GradeUp and Superprof.no are trust and validation of service providers. GradeUp demands proof of grades and subject knowledge in the form of diplomas and examination grades, whereas Superprof.no relies on self-submitted information by the tutors to match its potential clients with tutors.

GradeUp's main goal is to make high-quality education accessible, therefore our platform has set a flat-fee for the tutoring services, whereas Superprof.no allows its tutors to set their own prices, which is more beneficial to tutors and less so for learners. Another significant difference between our platform and Superprof.no is subject selection, our platform is specialized in courses related to schools and universities, aiming to help students prepare for their final exams, while Superprof provides all kinds of services and hobbies, making it a general platform for peer-to-peer tutoring.

As such, Superprof has no direct cooperation with educational institutions and does not compete with GradeUp in that area, which gives GradeUp an edge and more desirable platform for learners to go to.

4.4. Customer journey plan

4.4.1. Our personas:

1. The Rising Tutor

Age: 19-mid 20s

Occupation: full time University student (Math, Literature, Physics, Languages)

Interests: Peer-to-peer teaching, building reputation in academia, flexible income

Needs: Direct connection with schools and parents, part-time income opportunities, recognition of skills

Goals: Build a teaching portfolio, gain mentorship experience, enhance employability

2. The Engaged Parent

Age: 40-50

Occupation: worker with teenage children

Interests: Children's academic well-being, digital monitoring tools, school-family partnerships

Needs: Transparency, clear progress reports, verified tutors

Goals: Ensure academic success for children without stress, trust platform as a one-stop solution

3. The School Connector

Age: 35-55

Occupation: High school principal or educational coordinator

Interests: Educational innovation, partnership with universities, improving school performance

Needs: Reliable and qualified tutors, fast and transparent selection process, measurable student progress data

Goals: Raise overall school standards, provide structured support for struggling students, strengthen school-family relationships, improve student outcomes, support teachers with extra resources, strengthen community trust in the school

4. The conscious High Schooler

Age: 15-18

Occupation: High school student preparing for final exams or struggling in one subject

Interests: Study apps, Instagram/TikTok trends, online learning tools, content creation (short videos, photography)

Needs: Tutors close in age they can relate to (university students), affordable

rates, quick availability during exam stress, flexible scheduling

Goals: Pass exams with good grades, reduce study anxiety

4.4.2. Awareness

Goal: Make students, parents, and schools aware of the platform.

Actions:

- Active use of social media (Instagram, TikTok, Facebook student groups).
- Promotion through university campus posters, student fairs, and study organizations.
- Collaborations with high schools, principals, and SiA (student organizations).
- Free trial campaigns to attract first users. Testimonials from students and tutors.

How to Measure:

- Use Google Analytics to track traffic and clicks from campaigns.
- Measure growth in sign-ups after specific campaigns.
- Feedback from students/parents at events (short surveys).

4.4.3. Consideration

Goal: Build trust and credibility in order to take into consideration our service.

Actions:

- Verified tutor profiles (grades/diplomas checked/CVs/ verified university badges).
- Reviews after each session (stars + written feedback).
- Free first lesson to lower entry barriers.
- A/B testing of landing pages to optimize communication.

How to Measure:

- Monitor % of students who contact tutors after viewing profiles.
- Track the number of reviews and average rating scores.
- Measure drop-off points (where users stop before booking).

4.4.4. Decision

Goal: Ensure customers prefer our platform over competitors like Superprof.

Actions:

- Emphasize “by students for students” peer relatability.
- Highlight safety and verification vs. Superprof’s open system.
- Emphasize affordable pricing and flexible schedules.

How to Measure:

- Surveys asking “why did you choose us?”
- Monitor platform’s conversion rate compared to marketing reach.
- Track repeat usage vs. one-time trial.

4.4.5. Action

Goal: booking lessons with our tutors.

Actions:

- Simple booking tool + built-in messaging.
- Notifications for reminders (lesson times, feedback requests).
- Group tutoring offers affordability.

How to Measure:

- Track number of lessons booked per month.
- Monitor ratio of sign-ups → first booking.
- Track how many users book again after the first free session.

4.4.6 Loyalty

Goal: Turn customers into regular users who repeatedly use the platform.

Actions:

- Loyalty rewards (discounts for repeat sessions).
- Subscription option for parents (monthly tutoring hours).
- Consistent customer support + fast response.
- Monthly discounted packages for schools

How to Measure:

- Track retention rate (% of users who book lessons again within 3 months).
- Monitor lifetime value (average income per customer).
- Feedback surveys about satisfaction and suggestions.
- End-of-course feedback

4.4.7. Ambassador

Goal: Transform loyal customers into promoters of the platform.

Actions:

- Encourage word-of-mouth (referral bonuses for parents/students).
- Share success stories on social media (students improving grades).
- Collaborate with schools to promote “peer tutor” culture.

How to Measure:

- Track the number of new users gained through referrals.
- Engagement on social media (shares, tags, mentions).
- Growth in sign-ups linked to referral campaigns.

4.4.8 Student journey on our GradeUP platform

The illustration below visualizes the customer journey focused on the student customer segment. It starts with need recognition, and follows the journey all the way to the result of using our platform.

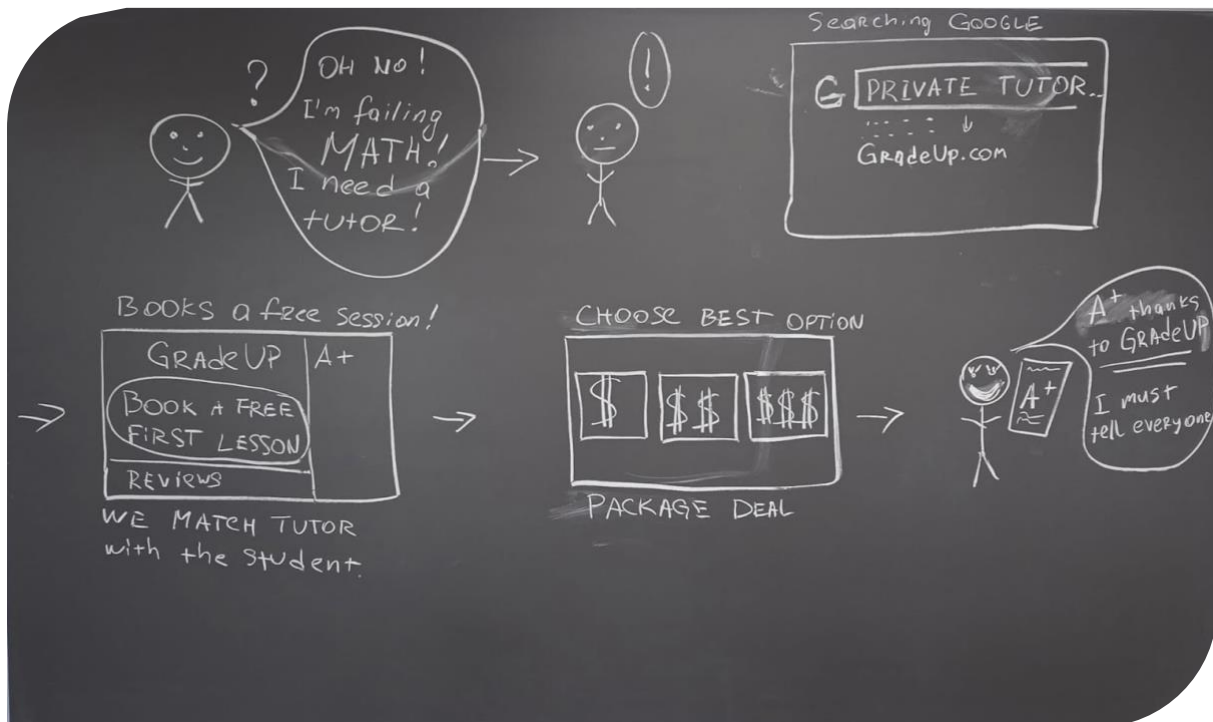


Figure 4 Illustration of the student journey on our GradeUP platform

1. Need recognition

The first step in this customer journey is need recognition. The student acknowledges their need for a tutor. The reason presented in the illustration is failing a subject; however, the reason could be anything from failing a subject to wanting to improve a grade.

2. Awareness

The next step is awareness. We plan to run advertisements for GradeUp on social media. However, for this customer journey visualization we chose to use a more organic approach with search engine optimization. The student is shown to google "private tutor". GradeUp is displayed as one of the options presented by Google and in the process makes the student aware of the platform.

3. Engagement

After becoming aware of the platform, the student clicks on the website. This introduces the student to tutoring options, subscription plans, and free trials.

4. Free trial

The student decides to select the free trial lesson in the subject they wish to work on. GradeUp matches the student with a compatible tutor. The free lesson takes place either online or in person, and the student can make the final decision on whether they would like to continue with GradeUp or not.

5. Selecting a plan

After the student decided to continue with GradeUp they can now select their plan. They can choose between a free subscription, where they only pay per lesson, or the paid subscriptions that introduce discounts on package deals.

6. Outcome

The last step is the outcome of using GradeUp over a longer period. As our platform has a success guarantee, we have illustrated the last step with the student happily passing the subject. This result could also lead to the student becoming a loyal customer and raising brand awareness.

4.4.9. Tutor Journey on our GradeUP-Platform

The following picture illustrates the user journey of a potential tutor on the GradeUP platform. From initial awareness to becoming an active and verified tutor. This journey can also be traced and experienced through our prototype website.

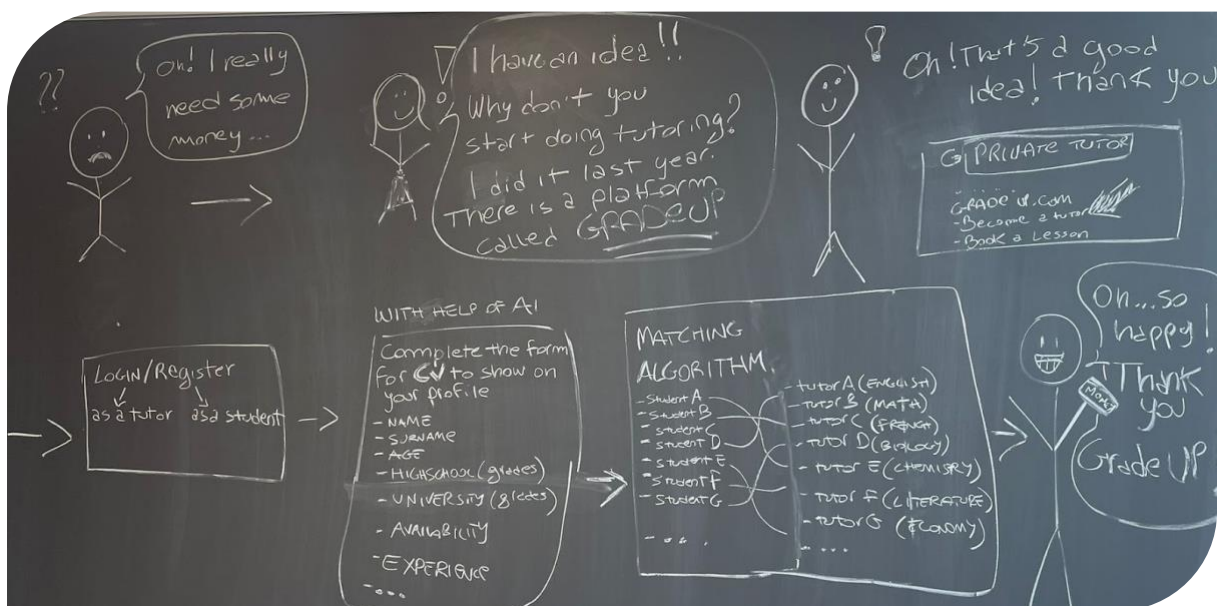


Figure 5 Illustration of the tutor journey on our GradeUP platform

1. Awareness and Motivation

The journey begins when a university student becomes aware of the GradeUP platform through campus promotion, social media, or word of mouth. Motivated by the opportunity to earn a flexible income and gain teaching experience, the student decides to explore the platform.

2. **Registration and Profile Creation**

The student visits the GradeUP website and selects the option to Register as a Tutor. They create an account by providing basic information such as name, email, and academic field.

3. **Profile Setup and Verification (with AI help)**

After registration, the tutor completes a guided form supported by AI to build their professional profile.

This includes name and subject expertise, academic background (university, degree, year of study), verified transcripts or grades (for quality assurance), availability and preferred tutoring format (online/in-person), hourly rate and short personal introduction

4. The AI assistant ensures that all required fields are completed and checks document uploads for authenticity and clarity.

5. **Matching Algorithm Integration**

Once the profile is verified, GradeUP's AI-driven matching algorithm automatically connects the tutor with suitable students. The algorithm considers factors such as subject specialization, student's academic level and goals, availability and location, preferred language and lesson format.

6. Tutors receive notifications when potential students are matched with their profile.

7. **First Lesson and Feedback System**

To encourage trust and engagement, the first tutoring session is offered for free. After the session, both tutor and student are invited to provide feedback and ratings. This helps build the tutor's reputation and visibility within the platform.

8. **Ongoing Engagement and Growth**

Verified tutors can continue offering lessons, organize group sessions, and access their personal Tutor Dashboard to track performance, earnings, and student feedback.

Tutors may also complete optional online training modules to earn a "Certified Tutor" badge, improving their ranking in the matching system.

9. **Outcome**

By the end of this journey, the university student has successfully transitioned into a verified and active tutor on GradeUP, gaining teaching experience, flexible income, and professional credibility. At the same time, they contribute to the platform's mission of promoting quality education (SDG 4) and decent work opportunities for students (SDG 8).

4.5. Value added services

To differentiate GradeUP from competitors and enhance its core value proposition, the platform will integrate a suite of services designed to build a trustworthy and effective ecosystem. These services go beyond simple matchmaking to create a comprehensive

academic support network for both learners and tutors, reinforcing the platform's commitment to quality education.

The foundation of this trust is an advanced verification system where tutors' academic transcripts and diplomas are validated to ensure learners are paired with individuals who have proven subject matter expertise. This is further supported by a dynamic reputation system, where tutors can earn badges for achievements such as "Verified Grade Improver" or "Subject Matter Expert," offering at-a-glance credibility that goes beyond simple user reviews.

For learners, the platform will evolve into a collaborative academic hub that offers flexible and targeted support. Tutors will be empowered to organize and host group study workshops, providing a more affordable and communal option for students preparing for exams or tackling difficult subjects. This sense of community is strengthened by a verified resource marketplace, where top-rated tutors can share or sell high-quality study materials like revision notes and practice exams, turning the platform into a dynamic knowledge base. To meet more specific needs, Grade UP will also offer specialized guidance for university applications. We'll also offer student classes packages.

To ensure a consistently high quality of service, GradeUP will invest in the professional growth of its tutors by providing them with robust development and management tools. Tutors will have access to a dedicated toolkit with resources on effective teaching methodologies and online engagement, with the opportunity to earn a "Certified Tutor" badge upon completion of optional training modules. This is complemented by a personal analytics dashboard where tutors can track their performance through student feedback and booking data, enabling them to refine their teaching strategies. To streamline their workflow, the platform will also offer sophisticated tools like lesson plan templates and automated calendar integration, allowing tutors to manage their schedules efficiently and focus on delivering an exceptional educational experience. We will also offer subscriptions for our customers.

4.5.1. AI-Driven Value-Added Services in GradeUp

Artificial Intelligence (AI) is a key player in the development of GradeUp, providing value-added services that enhance user experience, platform efficiency, and long-term customer engagement. As a digital educational platform that connects university tutors with schools, parents and students, GradeUp leverages AI not merely as a technological tool but as a driver of personalization, accessibility, and continuous improvement.

Firstly, one of the most significant value-added services AI can bring to GradeUp is an intelligent matching algorithm. Through machine learning models trained on user preferences, academic needs, and tutor performance data, the platform can automatically recommend the most suitable tutor for each student. This system analyzes variables such as subject expertise, teaching style, availability, and even demographic

data to predict the “best fit.” Such personalization reduces the time required to find a tutor and increases user satisfaction, trust, and retention. Moreover, as the algorithm learns from user behavior and feedback, it continuously improves its predictive accuracy, creating a self-optimizing system that benefits all stakeholders.

Going on, the platform has an AI-powered chatbot acting as a 24/7 support system, assisting users in navigating the platform, booking lessons, or resolving technical issues. In addition to handling administrative queries, the chatbot can guide students in selecting appropriate subjects or tutoring packages, using natural language processing (NLP) to understand context and intent. This feature not only reduces the need for human intervention but also provides immediate assistance, enhancing user satisfaction and perceived reliability. For tutors and parents, the chatbot can serve as a digital assistant—reminding them of upcoming lessons, providing updates on student progress, and facilitating communication between parties. This is just one of the supporting tools the platform can offer. There are always contact numbers or mail people can refer to if needed.

Furthermore, AI also contributes to accessibility, ensuring that GradeUp supports students with different learning needs. For instance, integrated AI tools can assist in notetaking, speech-to-text transcription, and content summarization, enabling both students and tutors to review materials more effectively. These features ensure that all students, regardless of ability or background, can benefit from individualized learning support.

Moreover, AI-driven push notifications are another crucial element of user engagement. By analyzing user activity, lesson history, and behavioral data, AI can send tailored reminders, motivational messages, and study suggestions at the optimal time. Rather than being intrusive, these notifications become part of a personalized learning journey that maintains attention and motivation, only if the customer wants them. Additionally, AI continuously tracks the user’s engagement journey, identifying patterns that signal declining activity or satisfaction.

Finally, combining technical innovation and ethical data management, GradeUp can position itself as a trustworthy, adaptive, and student-centered platform.

4.6. Competitor analysis

4.6.1 Analysis of Superprof’s goals

The users can find a suitable tutor on the platform, and the tutor can connect with students by showcasing their skills and expertise. For example, students can easily try online lessons and adapt flexibly to their schedules and learning styles and increase opportunities for income through customizable lesson fees. Positive reviews and accomplishments strengthen a tutor’s reputation and value in the marketplace.

4.6.2. Value proposition:

Superprof aims to increase the number of users to secure subscription fees or commissions. The platform provides the students with a quick connection with suitable tutors, enhancing the brand value. Superprof is also a big player in the online lesson market.

Through collecting data on user behavior the platform can improve marketing strategies, enhance the quality of tutors and lessons, as well as plan new services. Superprof is a multilingual platform which encourages and promotes interactions between international students and tutors.

4.6.3. Accessibility

Superprof makes it more accessible for students with busy schedules and other time constraints to use the platform and partake in customizable study sessions. This customization in time and learning needs can also help to accommodate students with learning disabilities and other diverse learning needs.

4.6.4. Competitor analysis table

| Superprof | GradeUp |
|---|--|
| MISSION | |
| Everybody can teach & learn, wide knowledge exchange. | Ensure high-quality academic tutoring by verified university students. Linked to SDG 4 (Quality Education) & SDG 8 (Decent Work). |
| CUSTOMER SEGMENT | |
| Broad: school pupils, university students, parents, adults, hobby learners. | Focused: high school students, university students, parents, and schools/universities |
| VALUE PROPOSITION | |
| Open-access marketplace, large variety of tutors & subjects, flexibility (online/offline), user reviews build trust. | Verified tutors, university students (grades & diplomas checked), transparent flat pricing, peer-to-peer reliability, partnerships with schools/universities, first session free. |
| PLATFORM MECHANISMS | |
| Searchable database of tutors (filters: subject, price, location), reviews for reputation. Revenue: subscriptions & premium tutor visibility. | Matching algorithm (subject, academic level, grades, availability). Revenue: learner subscriptions + commission + tutor premium features. Integration with schools for validation. |
| DIFFERENTIATION | |
| Generalist: a wide range of topics (academic + hobbies), global reach. Strengths: diversity & | Specialist: academic focus, credibility through verification. Strength: quality & institutional |

| | |
|--|--|
| community. Weakness: limited quality control (self-declared tutor info). | backing. Weakness: narrower scope, smaller target group. |
| HIGHER GOALS | |
| Democratize access to learning, foster curiosity. | Provide equitable quality education & fair part-time work opportunities for students (SDG-driven). |
| CONCEPT | |
| <p>Superprof is a two-sided and innovative digital platform launched in 2013 by French engineer Wilfried Granier, designed as the 'Airbnb of private lessons'. It enables peer-to-peer education by connecting learners with tutors across academic and extracurricular subjects. The open-access model allows anyone to sign up, complementing but not competing with schools/universities. Superprof combines local and global reach, emphasizing flexibility and personalization. Trust is built through reviews, positioning it as accessible and community-driven with live, personal sessions. Its vision is to democratize education and decentralize knowledge exchange.</p> | <p>GradeUP is a digital platform connecting university students as tutors with learners seeking academic support. Its concept leverages university students' up-to-date knowledge, verified by academic transcripts and diplomas, to ensure quality and trust. GradeUP operates as a multi-sided marketplace serving learners, parents, and educational institutions, creating strong network effects. It emphasizes flexibility, personalization, and institutional credibility through partnerships and a dynamic reputation system. The business model supports SDG 4 (Quality Education) and SDG 8 (Decent Work), promoting inclusive education and sustainable employment. GradeUP aspires to build a collaborative academic community with group sessions, verified resources, and transparent systems, positioning itself as a scalable, sustainable, and trustworthy academic tutoring solution.</p> |

4.7. Risk analysis

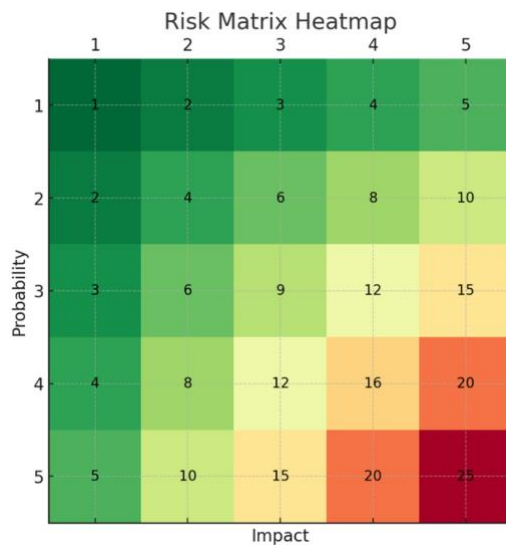


Figure 6 Risk Matrix Heat Map

4.7.1. Market Risks

| Risk Description | Impact Level (1–5) | Probability Level (1–5) | Priority Level (Impact x Probability) | Mitigation Notes |
|--|--------------------|-------------------------|---------------------------------------|--|
| Competition from established platforms | 5 | 4 | 20 | Niche positioning, SDG branding, school partnerships, package deals |
| Low demand | 4 | 3 | 12 | Pilot projects, targeted marketing, free first session |
| Price sensitivity | 3 | 5 | 15 | Test pricing models, freemium elements, group lessons, package deals |

4.7.2. Operational Risks

| Risk Description | Impact Level (1–5) | Probability Level (1–5) | Priority Level (Impact x Probability) | Mitigation Notes |
|----------------------|--------------------|-------------------------|---------------------------------------|---|
| Tutor quality varies | 5 | 5 | 25 | Feedback system, tutor training, verification |

| | | | | |
|---------------------|---|---|----|--|
| High tutor turnover | 4 | 5 | 20 | Continuous recruitment, attractive working model |
| Poor matching | 3 | 3 | 9 | Improve algorithm, free first lesson, reviews |

4.7.3. Legal & Regulatory Risks

| Risk Description | Impact Level (1–5) | Probability Level (1–5) | Priority Level (Impact x Probability) | Mitigation Notes |
|--------------------------|--------------------|-------------------------|---------------------------------------|--|
| Data protection breaches | 5 | 3 | 15 | Secure systems, transparent terms |
| Liability issues | 3 | 2 | 6 | Liability disclaimers, transparent communication |

4.7.4. Technological Risks

| Risk Description | Impact Level (1–5) | Probability Level (1–5) | Priority Level (Impact x Probability) | Mitigation Notes |
|-----------------------------|--------------------|-------------------------|---------------------------------------|--|
| Platform bugs/outages | 3 | 3 | 9 | MVP with solid base, stress testing |
| Cybersecurity risks | 5 | 3 | 15 | Identity verification, secure payments |
| High development complexity | 5 | 5 | 25 | Start simple, scale later |

4.7.5. Reputation & Trust Risks

| Risk Description | Impact Level (1–5) | Probability Level (1–5) | Priority Level (Impact x Probability) | Mitigation Notes |
|-----------------------------|--------------------|-------------------------|---------------------------------------|---|
| Bad experiences with tutors | 5 | 5 | 25 | Free first lesson, reviews, complaint process |

| | | | | |
|----------------------------|---|---|----|---|
| Lack of trust from parents | 5 | 4 | 20 | School partnerships, verification, testimonials |
| Supply-demand mismatch | 3 | 3 | 9 | Targeted recruitment, pricing flexibility |

4.7.6. AI Risks

| Risk Description | Impact Level (1–5) | Probability Level (1–5) | Priority Level (Impact x Probability) | Mitigation Notes |
|---|--------------------|-------------------------|---------------------------------------|---|
| Over-reliance on AI (loss of human touch) | 3 | 3 | 9 | Hybrid model (AI + human oversight) |
| Poor data quality (bad training data - inaccurate or unfair results) | 4 | 4 | 16 | Data validation, diverse datasets, regular quality checks |
| Loss of human touch (too much automation can reduce trust and acceptance) | 3 | 3 | 9 | Hybrid model (AI + human supervision), feedback systems |

4.7.7. Risk analysis summary

- **Critical risks:** tutor quality, demand generation, legal compliance, sustainable revenue model.
- **Differentiation:** Tutors are university students and alumni, SDG-driven mission, institutional partnerships.
- **Recommended approach:** Start lean (MVP), pilot with schools, and update risk register regularly.

4.8. A/B testing strategy for GradeUP platform

4.8.1. Objective

Optimize engagement and sign-ups among tutors and students by testing different messaging strategies via targeted ad variants. The goal is to identify which messages generate the highest Click-Through Rate (CTR) and conversion rates.

4.8.2. For students

Test variants:

- Ad A: “Get an A+ in Math — Book your free lesson today!”
- Ad B: “We help you pass your exam — stress-free learning with GradeUP.”

Target channels:

- Instagram Reels, TikTok, Google Search for “math help,” “tutoring help,” “exam preparation”
- In-school digital bulletin boards

Metrics: CTR, cost per click, and first lesson booking rate

4.8.3. For tutors

Test Variants:

- Ad A: “I need some money — Start tutoring today!”
- Ad B: “Earn money and gain tutoring experience with GradeUP.”

Target Channels:

- LinkedIn, Facebook, university career portals

Metrics: CTR, profile registration rate, profile completion rate

4.8.4. Recommendations for implementation

- Duration: Run each test for a minimum of 10–14 days to gather statistically significant data.
- Audience Segmentation: Split audiences based on demographics or academic interests for deeper insights.
- Sequential Testing: Use the winning messages to refine landing pages and further tests.

4.8.5. Conclusion of A/B tests

This structured approach, with varied messaging angles and precise targeting, aims to maximize engagement on your platform, aligning with academic success goals (SDG 4), and promoting decent work opportunities for students (SDG 8).

4.8.6. A/B testing results and analysis for student and tutor campaigns

The following section presents the simulated A/B test outcomes comparing two advertising messages for student recruitment and tutor engagement on the GradeUP platform. The goal was to evaluate which variant most effectively increased user actions such as clicks, registrations, and engagement time."

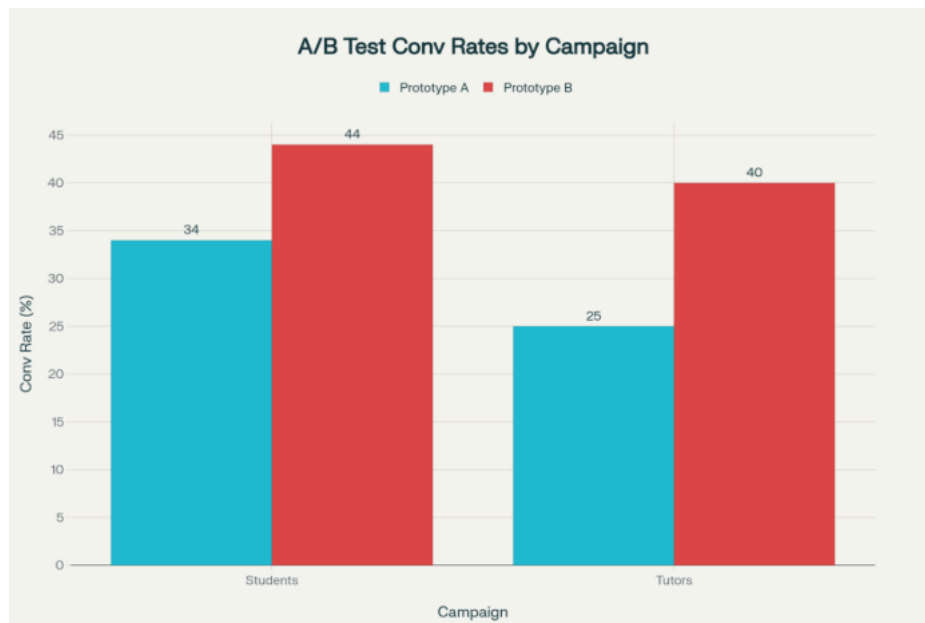


Figure 7 Simulated A/B test results showing conversion rates and user registrations for GradeUP student and tutor campaigns.

| Prototype | Visitors | Clicks | New Registrations | Conversion Rate (%) | Avg. Time Spent (s) |
|-----------|----------|--------|-------------------|---------------------|---------------------|
|-----------|----------|--------|-------------------|---------------------|---------------------|

| | | | | | |
|--|------------|------------|------------|-----------|------------|
| A (“I need some money”) | 900 | 230 | 85 | 25 | 760 |
| B (“We help you earn some money”) | 900 | 350 | 124 | 40 | 845 |

Table 1. *Simulated data summary of A/B test metrics for students and tutors*

Prototype B outperformed A across both campaigns in conversion rates and registrations, indicating stronger user engagement and effectiveness of the messaging. Average time spent further supports this, with longer engagement for B across both segments.

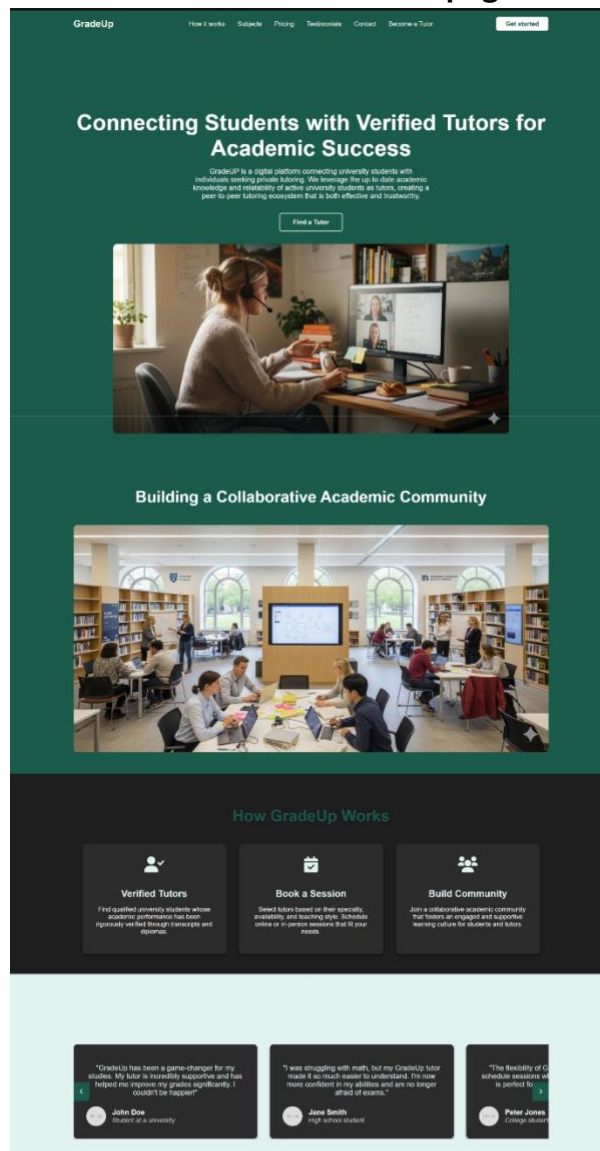
5. Demonstrator prototype

Link to our website:

<https://realkirkeng.github.io/GradeUP/>

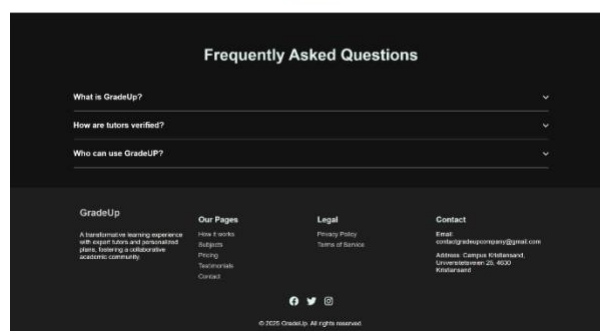
Designed and coded with the use of the Visual Studio Code platform. Programmed in VSCode with the Copilot extension within the application.

This is our current homepage.

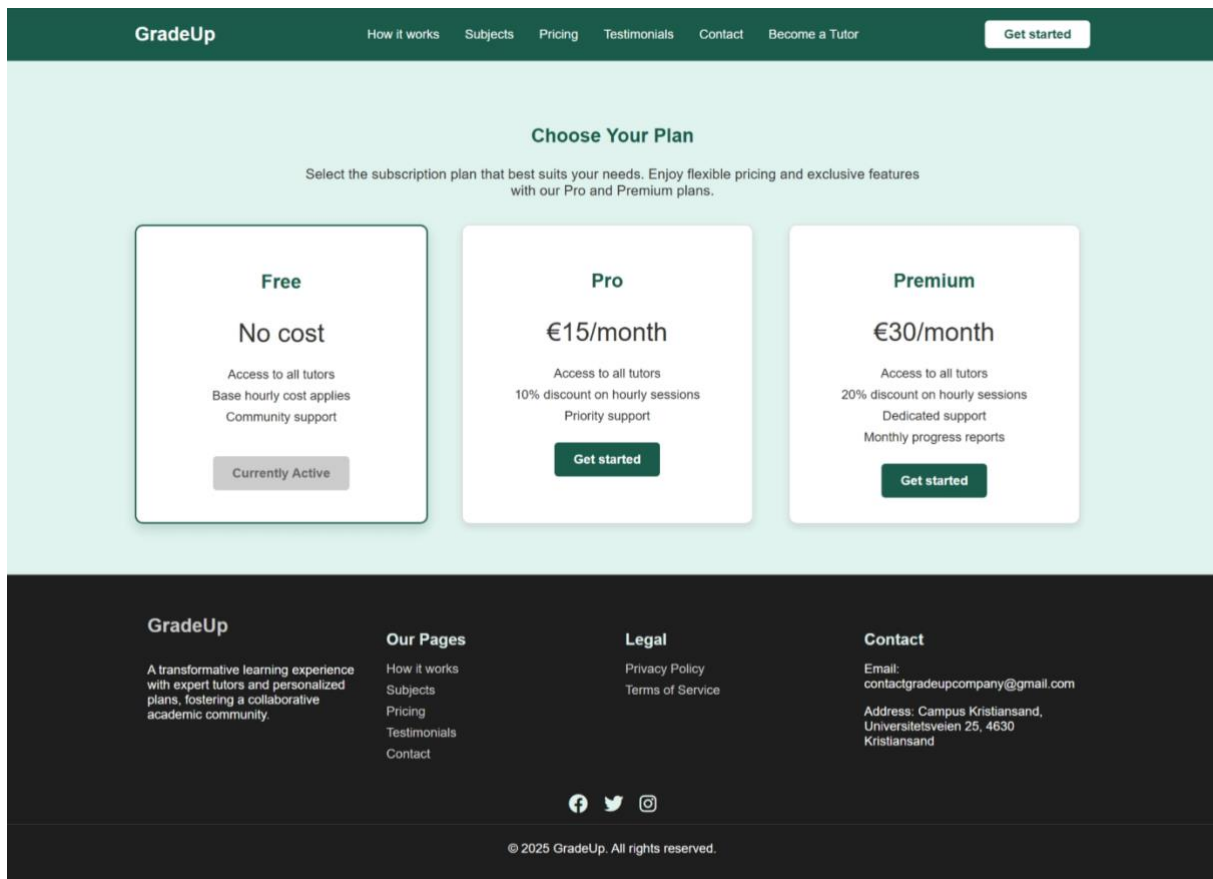


Ready to Join Our Academic Community?

[Get started now](#)

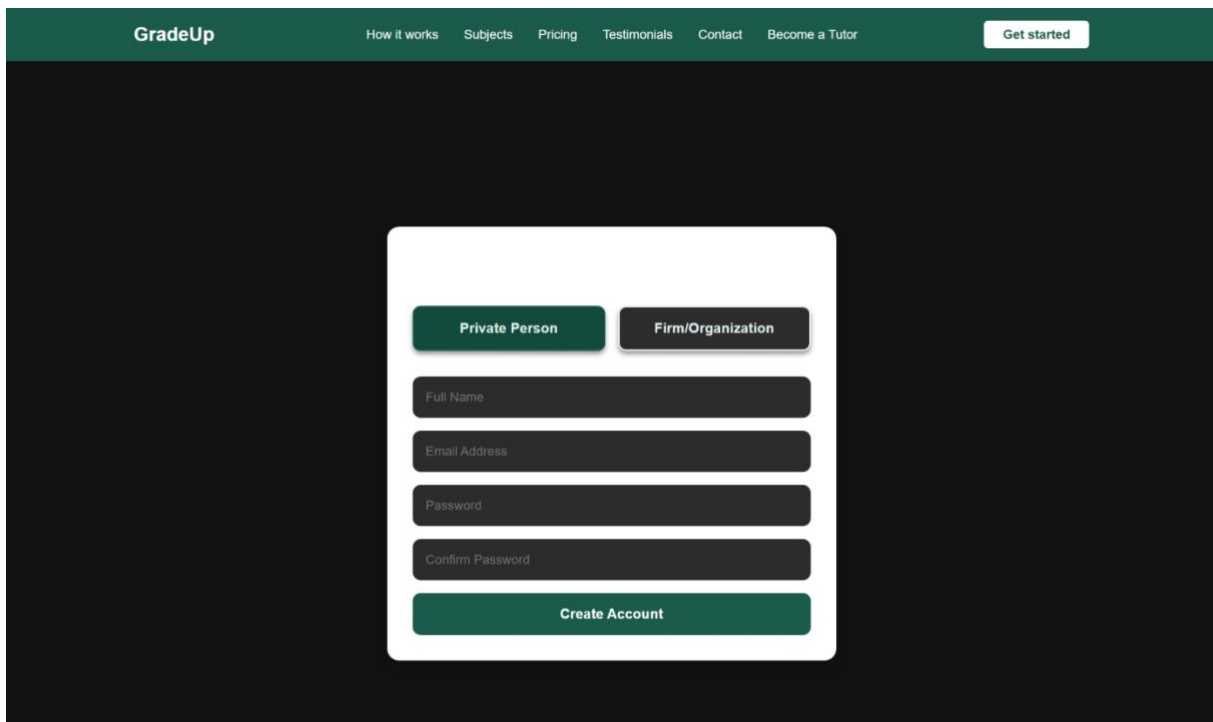


This is our current pricing and subscription/plan selector site.



The screenshot shows the GradeUp pricing page. At the top is a dark green navigation bar with the GradeUp logo, links for 'How it works', 'Subjects', 'Pricing', 'Testimonials', 'Contact', and 'Become a Tutor', and a 'Get started' button. The main content area has a light green background with the heading 'Choose Your Plan'. Below this is a subheading: 'Select the subscription plan that best suits your needs. Enjoy flexible pricing and exclusive features with our Pro and Premium plans.' There are three plan cards: 'Free' (No cost, Access to all tutors, Base hourly cost applies, Community support, Currently Active), 'Pro' (€15/month, Access to all tutors, 10% discount on hourly sessions, Priority support, Get started button), and 'Premium' (€30/month, Access to all tutors, 20% discount on hourly sessions, Dedicated support, Monthly progress reports, Get started button). The footer is dark grey with sections for 'GradeUp' (transformative learning experience), 'Our Pages' (links to How it works, Subjects, Pricing, Testimonials, Contact), 'Legal' (Privacy Policy, Terms of Service), and 'Contact' (Email: contactgradeupcompany@gmail.com, Address: Campus Kristiansand, Universitetsveien 25, 4630 Kristiansand). Social media icons for Facebook, Twitter, and Instagram are also present, along with the copyright notice '© 2025 GradeUp. All rights reserved.'

This is our current “Get Started” site, where you can make an account.



The screenshot shows the GradeUp 'Get Started' account creation form. It features a dark green navigation bar at the top with the same links and 'Get started' button as the previous page. The main content area is dark grey. In the center is a white card with a registration form. The form starts with two buttons: 'Private Person' (highlighted in green) and 'Firm/Organization'. Below these are four text input fields: 'Full Name', 'Email Address', 'Password', and 'Confirm Password'. At the bottom of the card is a large green 'Create Account' button.


This is our current “Become a Tutor”-site,
where people can apply to tutor on our platform.

GradeUp
How it works
Subjects
Pricing
Testimonials
Contact
Become a Tutor
Get started

Join GradeUp as a Tutor


Share your knowledge, inspire students, and earn while making a difference. Becoming a tutor at GradeUp is easy and rewarding.

Why Become a Tutor?




Make an Impact

Help students achieve their academic goals and unlock their potential.



Earn Extra Income

Set your own rates and work on a flexible schedule that suits you.



Build Your Reputation

Showcase your expertise and gain recognition as a trusted tutor.

Apply to Become a Tutor

Fill out the form below to start your journey as a GradeUp tutor. Our team will review your application and get back to you shortly.

Full Name

Email Address

Subjects You Can Teach

Teaching Experience

Upload Academic Verification

Velg fil

Ingen fil valgt

Submit Application

GradeUp

A transformative learning experience with expert tutors and personalized plans, fostering a collaborative academic community.

Our Pages

How it works
Subjects
Pricing
Testimonials
Contact




Legal

Privacy Policy
Terms of Service

Contact

Email:
contactgradeupcompany@gmail.com

Address: Campus Kristiansand,
Universitetsveien 25, 4630
Kristiansand

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6. Conclusion and reflection

Working collaboratively on the GradeUP project has provided our group with insights into how digital platforms can generate value through innovation, collaboration, and responsible design. Throughout this process, we have applied theoretical concepts from the course such as network effects, value creation, co-creation, and digital transformation, to the practical development of a digital tutoring platform. By connecting the theoretical frameworks from Rogers with the real-world example of Superprof and our own concept, we gained a more concrete understanding of how platform strategies function within the digital economy. Through the creation of GradeUP, we explored how a digital platform can not only deliver a service but also contribute to social impact. Our concept aimed to connect university students with high school learners through a verified and trustworthy peer-to-peer tutoring network, promoting both educational quality and economic opportunity. Linking the project to Sustainable Development Goals (SDG 4 and SDG 8) helped us to understand how digital innovation can serve broader societal purposes, ensuring access to quality education and supporting decent work for young people. This alignment between business goals and sustainability outcomes was one of the key learning points of our work.

From a teamwork perspective, this project demonstrated the importance of communication, coordination, and shared accountability. Our group consisted of members from different academic and cultural backgrounds, which made the collaboration both enriching and challenging, because we are a group of Norwegian students and exchange Students from Italy, Japan and Germany. The process of co-creation worked effectively because we divided tasks according to individual strengths while maintaining regular discussions to align our ideas. Each member contributed unique perspectives, some focused on digital strategy and platform design, while others worked on marketing, risk analysis, and sustainability. We also experienced the value and limitations of using AI tools in our work. While they supported us in refining our language, generating ideas, and improving consistency, we recognized that creativity, critical thinking, and human collaboration remain at the core of meaningful academic and project work. This reflection ties back to one of the central course themes: the need to balance technological efficiency with human-centered values in digital transformation processes.

Overall, this group project has been a valuable learning experience that integrated theoretical knowledge with practical application. We learned not only how to analyze digital business models but also how to design a socially responsible and sustainable platform concept. The GradeUP project strengthened our understanding of how co-creation, digital ecosystems, and innovation can work together to produce long-term value. It also enhanced our ability to work collaboratively across disciplines, manage complexity, and transform ideas into actionable strategies. In this sense, the project reflects both our academic growth and our ability to translate learning outcomes into practice, preparing us for future professional challenges in a digital and interconnected world.

7. References

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8. Attachments

Group contract

We, group no. 2

Which consists of the following members: Camilla Andreana, Martina Fedele, Sofia Martini, Chihiro Urasaki, Zulaj Khadaa, Sandra Blaszczyk, Sophia Manger.

We will work together on the following project: developing an early-stage university-based tutoring platform. Our plan is to compare it with [Superprof](#).

During the brainstorming phase, we also considered the following ideas:

- A platform to sell and buy used university textbooks → Bookis, Biblio (connection between libraries)
- A platform for handmade jewelry → Etsy
- A virtual animal shelter → Finn
- Food delivery services → Uber
- Local bars/restaurants donating leftovers to students → Too Good To Go
- A dating/meet-up app for university students → Tinder
- Private tutoring → Superprof
- A transaction platform → Vipps

After evaluating the options, we decided to focus on developing the private tutoring platform.

Background and motivation

Because: we want to create something useful and relatable as university students ourselves. The idea is to build a system where students help other students while also having the opportunity to earn profits. The main emphasis is on ensuring quality.

Provisions on attendance and cooperation

I commit to my group that I will:

- Follow lectures, and participate in group work, gatherings and exercises, request/accept supervision, do self-study of literature and do design research; Participate actively in group work with field studies.
- Respect the requirement of at least 80% attendance and also state the reason if I am unable to attend.
- Meet deadlines and submit assignments published on Canvas within the deadlines.

- Ensure that work is evenly distributed among team members, but at the same time utilize each student's special skills and background

Any conflicts regarding cooperation and efforts are sought to be resolved through discussion in the group. If this does not lead to this, contact the teaching assistant or the teachers as soon as possible and before submissions.

Other provisions

To the group leader has been elected: **Zulaj Khadaa**

The group leader leads the group meetings and makes sure that everyone is involved in the work.

The group leader or manager keeps a log/short meeting minutes, about what we agreed on, what we did and what we do next.

Place, date: Kristiansand, 22/08/2025



Signatures:

Sophia Manger, 27.08.2025

Chihiro Urasaki, 27.08.2025

Sandra Blaszczyk, 28.08.2025

Martina Fedele, 28.08.2025

Camilla Andreana, 28.08.2025

Sofia Martini, 28.08.2025

Zulaj Khadaa, 28.08.2025

Andreas Skimmeland Kirkeng, 05.09.2025



Sophia Manger

International Business and Engineering (Bachelor)

Skills: MS Office, Teamwork, Creativity, Analytical thinking

Interests: Tennis, Skiing, Spending time with friends



Chihiro Urasaki

Social Sciences (Bachelor)

Skills: Teamwork, Critical thinking, MS Office

Interests: Saxophone, Hula dance, Traveling, Cooking



Sandra Blaszczyk

Marketing and Leadership (Bachelor)

Skills: MS Office, Teamwork, Creative thinking, Adobe Photoshop

Interests: Drawing, Reading



Sofia Martini

Corporate communication (Master)

Skills: MS Office, Teamwork and Adaptability, Wordpress, Shopify

Interests: Reading, Traveling, Languages



Camilla Andreana

Web marketing and digital business (Master)

Skills: Teamwork, Time management, Adaptability

Interests: Traveling, Outdoor activities



Martina Fedele

Web marketing and digital business (Master)

Skills: Problem solving, Adaptability, Multilingual communication (Italian, Spanish, English, French)

Interests: Languages, Traveling, Intercultural exchange



Zulaj Khadaa

Business administration (Integrated Master)

Skills: Marketing, Strategy, Analysis

Interests: Finance, Politics, Art



Andreas Skimmeland Kirkeng

Business administration (Integrated Master)

Skills: Problem solving, MS365, Presenting

Interests: Economics, Strategy, History, Politics