



# Marketing Report

# Document Control

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## 1.0 Introduction

Marketing is an integral part of a company's ability to produce products for which a substantial demand and need exists, without these aspects a company would be blind to whether a product would be saleable or useful. This report is split into 4 main areas:

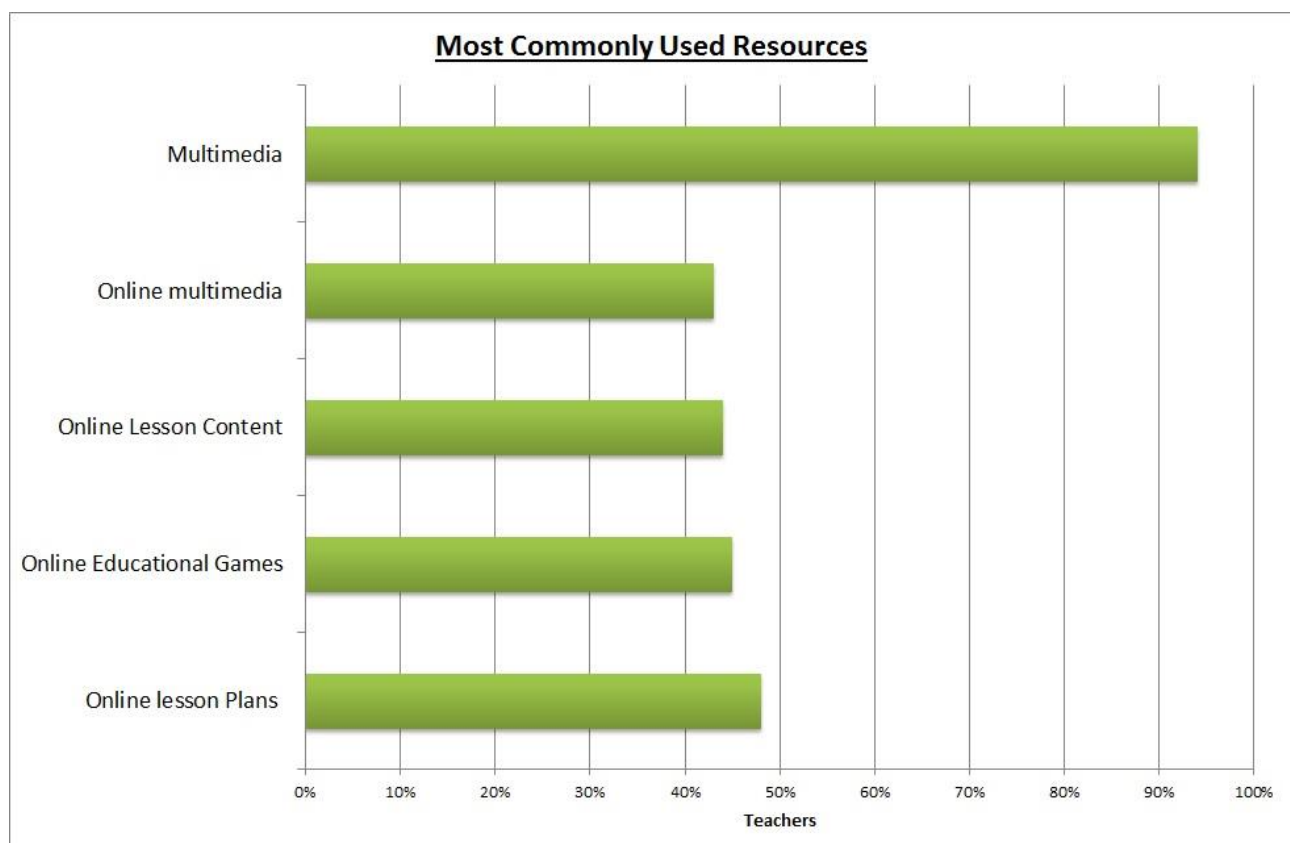
- Background research, this will include why technology in education is a good area to enter with software. It will also define some key points such as what market research & marketing and advertising is and what are the main techniques used.
- Sofias marketing strategy, this will be based off of the background research. It will comprise of:
  - Survey results
  - Advertising Techniques
  - Competitor Analysis
  - Market Distribution
- Pricing, product price will be based off of competitor pricing strategies and market research into schools. The pricing of the advertisements used will also be listed here.
- Sales Plan, this will be the overall plan of how best to market the product for optimal awareness against the cost involved.

## **2.0 Background Research**

### **2.1 Technology in Education**

In today's society people everywhere use technology and education is no different. In recent years technology in schools has grown significantly [1] which has led to the use of several different types of devices. The most commonly used are PCs, interactive white boards & tablets.

These are used to reinforce and expand the already available content in the schools syllabus by way of the teaching applications available; these are generally digital lesson plans, interactive educational games and multimedia. From surveys found online [1] and our own marketing department, the teachers who use these methods have found they have more motivated students and better overall attitudes towards learning.



**Fig.1 Graph to show most commonly used resources in the classroom [2] [appendix B]**

Fig.1 shows how the available technologies in schools are most commonly used. 94% of teachers use some form of multimedia to reinforce their lesson content and nearly half plan lessons and provide content online.

This shows teachers are actively using the resources available in the classroom and implies a demand for educational software such as learning aids.

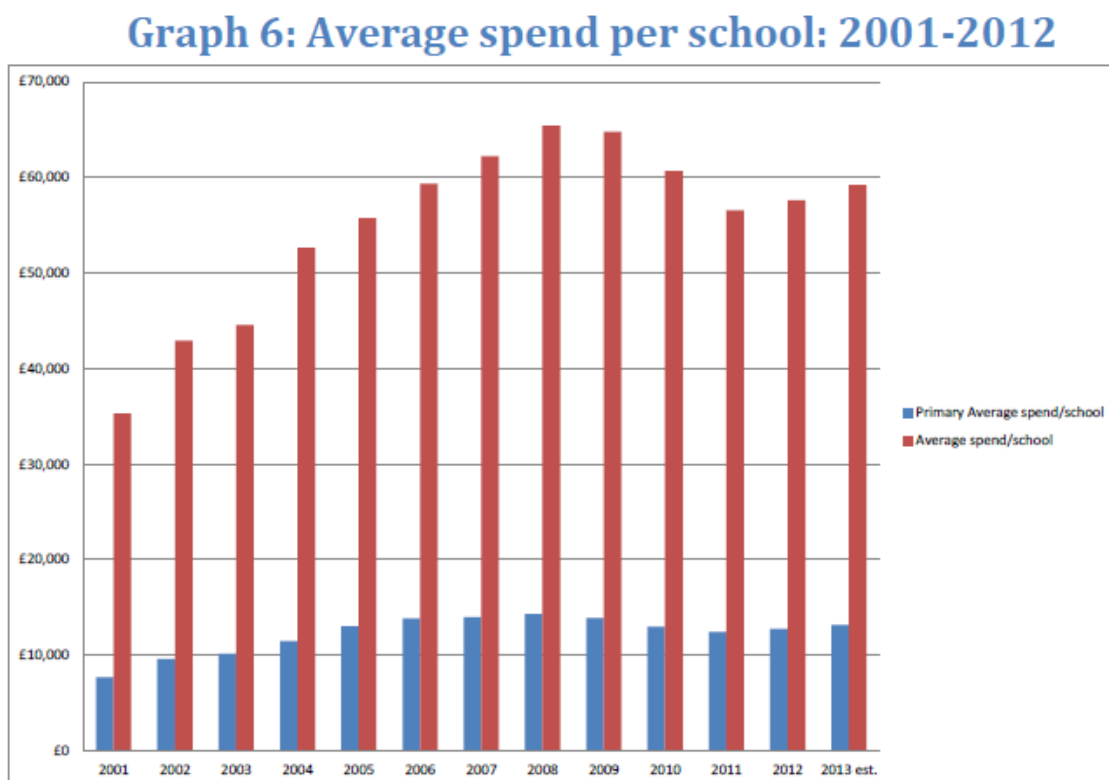
## 2.2 Web Access

93% of all households with children in the UK now own a computer with 89% of those households having access to the internet via a computer [3].

However “over half of the UK’s state schools have poor web access that is hampering their IT skills”[4], this is said to change in the next few years with an increased budget.

This makes current learning aid software that is based online problematic, if connectivity drops then so does the software. Having a dedicated application with limited need for connectivity would be more beneficial to students at this present time.

## 2.3 School Budget



*Fig.2 Graph to show average spend per school [3]*

This graph shows that the amount schools are spending is steadily increasing with minor fluctuations over the years.

According to e-learning foundation the total spent on ICT was £586m in 2009 this was an 11.4% increase on the previous year, showing that school budgets are increasing as technology availability increases.

This gives a good indication that schools are spending on updating the technologies in schools and associated software packages.

### **3.0 Definitions**

#### **3.1 Market Research**

*“the action or activity of gathering information about consumer’s needs & preferences.”*

##### **Market research techniques:**

- Surveys; Using concise and straight forward questionnaires, you can analyse a sample group that represents your target market. The larger the sample the more reliable the results will be.
  - Online surveys, are the simplest way to gather a large amount of data. They are quick and inexpensive. However they can be unpredictable as you have little control over the respondents.
  - In-person surveys, these are done in high traffic locations such as shopping centres or high streets. They allow people to be presented with the product with a direct explanation of what it is. This again can be unpredictable as you have little control of who you will survey and if they represent your target market. These can be expensive and time consuming.
- Focus groups; a moderator uses a scripted series of questions or topics to lead a discussion among a group of people. Preferably at a location with video taping equipment or one-way mirrors. It would take around 3 groups to get a



relatively balanced result, again the larger the pool of people the more reliable the data.

- Personal interviews; these are very similar to focus groups except that it is with only a single person at a time.
- Observation; this is where you would observe a potential customer performing the action you are trying to solve. This would give you an actual insight the persons behaviour rather than a thought out answer in a survey.
- Field Trials; these are used to test out the product on a selected group of people. This provides real world usage of the product and will show any modifications that need adjusting.

### 3.2 Marketing

*“the action of promoting & selling products or services, including market research and advertising.”*

#### 3.2.1 Promotion techniques

Ways to promote brand awareness (company name) [5]

- Social media
- Leverage on web searches, use “search-engine optimization” so that the site can appear higher on related searches.
- Use traditional methods, such as print in newspapers or magazines. These could be general or specific to the genre associated to the company.
- Sponsor public events, such as a charity event. This would appear in a favourable light to the customer, that the company’s sole goal isn’t to make a quick profit.
- Network with leading brands in a similar field
- Companies tell a story of their history; this engages customers on a personable level. Capturing an interest in learning about the company’s heritage and “where it all started”. This type allows for a more interesting way of explaining the companies goals and service. This only works if a company has a history though.
- Behind the scenes; this gives a snapshot into some of the inner workings of the company. Which could be used to show the process of how a consultation meeting might go ... etc
- Customer service

- Being “Edgy”, creating content such as viral videos
- Testimonials from previous customers

### Ways to promote the product [6]:

- Special trial deals or using a free period to try out the product. This will make a potential customer more likely to try the product and ultimately purchase a full version. This method is used by most companies creating programmes.
- Promote giveaways on social media
- Crowdfunding Platforms, such as Tilt. This will not only promote the product but generate financial support.
- Online Ads (similar to pop ups).
- Use “Influencers” to talk about the product. These are people who frequently discuss the genre you are targeting and have a large fan-base. This gives a credible source that potential customers will use as a guide to purchase quality products.
- Printed promotional material, such as simple flyers/leaflets or pamphlets that detail the product spec.
- Business cards, detailing the specific product the company is known for. Works well for companies with a sole product.
- Create sample sizes of products to offer to credible people in industry. To give feedback and a positive reviews.

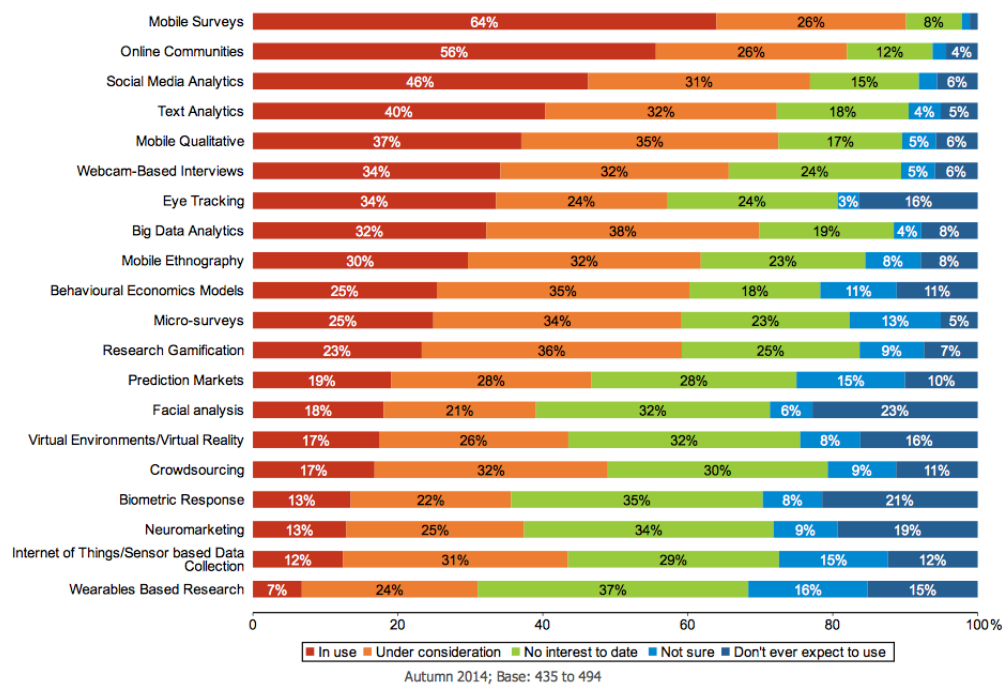
### **3.2.2 Selling Techniques**

“understanding the way a product is seen by the customer is critical to selling it. [7]”

- Know the customer:
  - Understand the roles, responsibilities and objectives of your audience.
  - What is in it for the customer ?
- Don't be pushy with sales:
  - Being too pushy with sales will put a potential customer off
  - Don't “spam” customers
  - Ask customers what they want, whether this is before the product is launched or after
- Understand your product:
  - Know the product inside and out, from its initial idea to a fully realised product

- If you fully know the product the customer will to
- Be personable:
  - Logic and information won't sell a product alone, the customer needs to feel you're on their side and understand their issues.
  - Be in the mind-set of a customer's needs instead of the companies
- Show the advantage of the product:
  - What makes the product better than others in the industry ?
  - Show the superior effectiveness, convenience, value for money, etc...
- Fit the customer's current routine:
  - What effort is there in switching from the current method to your product ?
  - The product won't be tried or used by any potential customer if the cost is greater than its relative advantage.
- Work right out of the box:
  - Make sure the product is intuitive, easy to use and works straight away
  - Make it reliable
- Make the benefits easy to spot:
  - Make sure that the customer can quickly see the benefit of the product, this will enable the product to sell itself.
  - Have an open easy to view product
- Use offers/discounts/trials:
  - Use tempting offers to initially get a customer to test the product

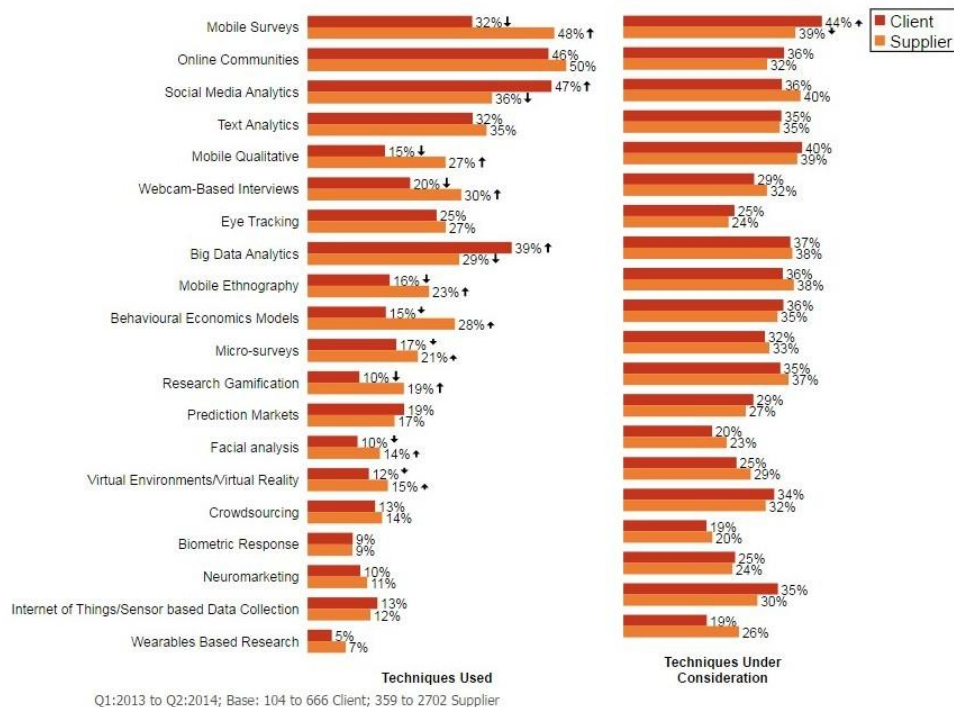
### Techniques Used/Considered: Autumn 2014



What use of these techniques and approaches do you see ahead in your future? For each statement, click an option.

Fig.2 Advertising Techniques Used/Considered: Autumn 2014 [2]

### Techniques Used/Considered: Client/Supplier



What use of these techniques and approaches do you see ahead in your future? For each statement, click an option.

Fig.3 Advertising Techniques Used/Considered: Client/Supplier [2]

## **4.0 Advertisement**

*“any public notice, as a printed display in a newspaper, short film on television, announcement on radio, etc, designed to sell goods, publicize an event, etc.”*

### **Types of advertising [8]:**

- **Press release** - A press release is a written or recorded communication directed at members of the news media for the purpose of announcing something ostensibly newsworthy.
- **TV Ad** – Make a creative TV ad and run it at a time when your target audience will most likely be watching. You could film your own ad, purchase a pre-made ad and record a voiceover or enlist the help of a commercial production company. However make sure it’s entertaining and looks professional.
- **Radio Ad** - Advertise on your local radio station, or a larger station if your budget allows. Make sure your voice captures attention and presents the type of character you want people to associate with your business.
- **Print Ad** - Magazines let you easily target a particular audience – just pick the trade or consumer publication they read most. You’ll tend to reach a more affluent audience with magazines, too. Newspapers and regional magazines let you reach the audience in your area. Consider a full-page ad for maximum impact, choosing a design that entertains or makes people pause to think.
- **Interpersonal Networking** - Always carry business cards and brochures for your product and be prepared to pitch your product to any receptive audience. Attend social events and talk about what you offer, giving a card and brochure to each person you talk with.
- **Online Networking** - Connect with other professionals who serve a similar customer base but aren’t competing with you. Agree to post their link on your website if they post yours on their site.. Send notices about sales, your new product and responses to it.
- **Online Content** - Develop easy-to-read content for your website, incorporating commonly searched for terms in your writing. Join site submission networks like Digg, where you submit links to your content.

Submit quality links to other sites so you'll get higher ratings, too. Consider writing a blog or e-newsletter, doing a podcast or producing instructive YouTube videos.

- **Direct Mail** - Start a direct-mailing campaign by sending letters or e-mails to clients or potential customers. Consider highlighting the product feature that your target audience will find most important.
- **Events** - Attending local, regional and even national events will help you connect with many potential customers. Conduct demonstrations on how to use the product or perform a related task and talk with as many attendees as possible.

## **5.0 Ethics and Philosophy [9], [10]:**

Ensure the ethics and philosophies of your organisation are moral and sound. Modern Customers gravitate towards the ethics and philosophies of a company much more in recent years than before.

Customers have grown increasingly sceptical of business's being solely about greed and "getting one over on the common customer". So a business that encourages moral ethics and a philosophy that puts a customer's needs first would shine above a lot of its competitors.

Being open and truthful about what the product actual delivers will go much further than exaggerating points. Having trust that the advertisement is accurately describing the product will give it credibility and returned sales.

Using transparency and the above points mentioned with the social media (& word of mouth) the company will be marketed much more effectively than a slick exaggerated marketing scheme.

This also applies to the way in which advertisements should be used, respecting the customer and not pushing sales will get a company much further.

## **6.0 Sofia's Marketing & Advertisement Techniques**

### **6.1 What market research techniques will be used:**

The methods used are based off the best features from section 2.0 (market research techniques) and the highest statistics displayed in fig.2 & fig.3.

- Several Surveys will be used to show demand for the company's product and to gather information on the gap in the market.
- Field trials will be implemented at the end of the product development in the form of a month free trial.

### **6.2 What marketing processes we will use:**

The initial marketing processes used will be due to their cost and effectiveness at targeting a large audience.

- Traditional methods such as print in newspapers and magazines. As this is targeted at a large section of teachers/tutors.
- Targeted e-mails at clients such as schools. These should come across friendly & personable. To make a distinction between "spam" and random advertising.
- Social media: this method is free if using it to showcase the company in a group (Facebook) or a video (YouTube). Online Networking would be again an easy to implement method, by using non-competing companies it won't detract from our company product. It's makes it simple to add updates about the product that people will be notified about.
- Online ads, this is a simple method that can be targeted at specific websites that teachers/tutors are most likely to visit. ) These will be targeted ads based on either google, YouTube or Facebook.

## **7.0 Advert Pricing**

### **Magazines – TES: UKs Largest subscribed Teaching Magazine**

- TES magazine will be used due to its large targeted audience - 378,000 [11]  
Unique Impressions per year.
- High frequency publications – weekly
- Global subscribers for future outreach

Price: £18,000\* per year for a Quarter Page advert, which is based on having an advert placed every 2 month

\*based on a sales conversation with a tes representative

### **Google AdWords**

- Used because of googles large audience to generate brand awareness
- Targeted advertising without coming across as “spam”
- Price paid can be tailored

Price: up to £3650 bid per year, this was based on Google AdWords recommendation of starting with £10 a day [12]. This would be reviewed at the end of the first year.

### **Social Media – FaceBook Group, YouTube promotional video, LinkedIn profile**

- Used as it's a free method of advertising
- Large audience to increase brand awareness
- Easy to link back to company web site and display updates

Price: £0

### **Targeted Emails**

- Ability to directly engage with customer
- Direct marketing like this yields a higher chance of making a sale than adverts [13]

Price: Labour cost - £12.50 per hour



## **8.0 Competitor Analysis**

The main competitors were analysed to gauge how Sofia should market and price the product against the methods used by these companies.

A main competitor was defined as one who has a large customer base, popular within its respective field and supplies learning aid software.

### **8.1 Doddle [14]**

*“Doddle is an online resource providing teaching, homework and assessment across 19 subjects”*

#### **Product Description:**

Doddle is an interactive pre-made content driven piece of software that offers customers 19 modules with pre-made content ranging from KS3 to As-Level content.

The program allows homework to be assigned and assessment tracking of students.

#### **Sales tactics used:**

- Video advertising
- Implying the students' needs first
- Using testimonials teachers and schools who uses doddle
- Buzzwords
- Use case studies to show people who have/used doddle
- Use a live chat system on the website
- Use a lot of follow up assistance after purchase
- Using a subscription service for purchasing doddle.
- Separated out individual subjects
- Provide an interactive demo of the product
- 2 different lengths of subscription

#### **Brief Summary:**

All of the advertising seems to be done through the website. No links to social media such as Facebook or YouTube.

They use a lot of testimonials off customers who have purchased the product.

The subscription list is pretty long, cramped and a little confusing at first. The main benefit here is being able to meet individual subject needs or a whole package.

They seem to try and push the Doddle Suite as the main selling point, which includes more after care and tailoring options.

The site is quite easy to navigate around and find what you're looking for.

It's assumed the selling strategy is word of mouth and direct sales from the lack of other sources found. I.e. no social media links or ads found. The only advertising that was found was done through reviews on forums [28]

### **Main Limitations:**

- Purely online based
- Expensive in comparison to other products
- Very Little Customisability

## **8.2 MyMaths [15]**

*"MyMaths is an interactive online teaching and homework subscription website for schools that builds pupil engagement and consolidates maths knowledge"*

### **Product Description:**

MyMaths is an interactive pre-made content driven piece of software that specialises in maths. The content ranges from primary to post 16 level content.

The program allows homework to be assigned and assessment tracking of students.

### **Sales tactics used:**

- Able to use on multiple devices. Which are available to download from iTunes & Android
- Updates on new content
- Video to demonstrate the product, however the video is a bit stale.
- Use a review system to show testimonials of people who have used MyMaths
- Also targeting parents, by mentioning and allowing them to view progress
- Use a subscription service for purchasing MyMaths
- Separates out 3 distinct levels
- Unlimited access for that school and all its students.

**Brief summary:**

All of the advertising seems to be done through the website. No links to social media such as facebook or youtube.

They use a review system to show the comments from people who have used the product.

The subscription list is split into 3 categories clearly listed. The content they provide is also clearly labelled.

The site isn't very easy to navigate around, and there is no initial description what the product is.

Just like doddle its assumed MyMaths uses word of mouth and forum discussion [26] as its main selling strategy.

**Main Limitations:**

- Limited pre-made content as its just maths based
- Purely online based
- Questions aren't retrievable

**8.3 WizIQ [16]**

*"WizIQ is a SaaS-based online education platform, connecting educators and learners for live and self-paced courses."*[17]

**Product Description:**

WizIQ is an online live classroom driven piece of software, it allows the user to give live lessons to their students. The program is pushed towards K-12 level users and learning management businesses (LMS) [17].

The program allows users to create assignments and tests which have a progress tracking ability.

**Sales tactics used [16]:**

- Video advertising
- Intuitive and Easy site

- Using testimonials teachers and schools who uses WizIQ
- Organizations and University's clearly shown using the product on home screen
- 30 day Free trial
- Buzzwords
- Use case studies to show people who have/used WizIQ
- Use a live chat system on the website
- Using a subscription service for purchasing WizIQ.
- Tailoring options for price depending on school type and teacher & student count
- Provide an interactive demo of the product
- Links to Facebook, twitter, LinkedIn and YouTube
- Sponsored events [18]
- Competition Offers [18]

**Brief Summary:**

Multiple forms of advertising used including company website, social media, magazine [19] and influencers [27].

They use a lot of testimonials and shown companies who use WizIQ.

Have links to many social media site including Facebook and YouTube.

Many tailoring options for pricing which opens up a wider customer base.

**Main Limitations:**

- Generally caters for K-12 and above
- Online based
- Not very open about pricing
- Program is quite complex

## 8.4 PowerPoint [21]

*“PowerPoint is a presentation software program that is part of the Microsoft Office package”*

### Product Description:

PowerPoint is a tool used to create and show user customised content. Typical school uses are when Teachers use it to create lesson and revision material to present to their students [20].

It allows full customisability of slides containing many options in terms of graphics and text.

### Sales Tactics [21]:

- Sold as part of a larger package
- Intuitive and Easy site
- Very large brand awareness
- Company is branched into multiple products
- 30 day Free trial
- Variety of pricing options
- Advertisement branched out into multiple medias ( e.g. magazines, tv, influencers, etc...)
- Buzzwords
- Testimonials
- Interactive demo
- Social media links

### Brief Summary:

PowerPoint being part of Microsoft has an extremely large outreach as the company has been around for so long and uses multiple advertising techniques.

PowerPoint isn't considered as a main competitor however it has been mentioned as it was used to show what kind of customisability can be achieved in learning aid software and the scope for advertising with a larger budget such as Microsoft.

### Main Limitations:

- Not very interactive
- Files can generally be edited by the recipient

## 8.5 Competitor Summary

From the competitor analysis Sofia can take the main features of these programs that best identify a gap in the market and what would be most useful.

Looking at the products, there currently isn't a piece of software that allows interactive learning and customisability from the teacher's perspective.

Both Doddle and MyMaths cater towards pre-made content, this limits what the teacher can ask of a student. It also limits other forms of learning such as tutoring.

PowerPoint provides the customisability but doesn't allow for much interactivity or progress tracking.

WizIQ has customisability and Interactive learning however their market is K-12 and above and their main sales push is live online lessons. WizIQ doesn't allow for much content to be uploaded into a lesson format for a student to review.

The market gap here is a program that caters for school syllabus below K-12 (primary and early secondary school market) and an interactive learning aid which gives the teacher full customisation.

## 9.0 Competitor Pricing

### MyMaths [15]

- Price is annual per school subscription

Subscription Type	Price
Primary	£265
Secondary	£565
Post 16	£565

*Fig.4 Table of prices for MyMaths*

### Doddle [14]

- Price is annual per school subscription

Subscription Type	Price
Doddle Suite*	£6900
Science suite (KS3, KS4 & A-lvl)	£1649

Science (KS3 & KS4)	£999
A-lvl Science	£999
Maths	£999
GCSE statistics	£399
Maths Bundle (maths & GCSE stats)	£1299
English	£999
ICT & Computing	£999
MFL suite (French, German & Spanish)	£1499
French	£899
Spanish	£599
German	£599
Geography	£399
History	£399
RS	£399
Citizenship	£399
PSHEE	£399
Business Studies	£399
D&T	£299
PE	£399
Art & Design	£299
Drama	£299

*Fig.5 Table of prices for Doddle*

*\*Included in the Suite: **KS3 and KS4:** science, maths, English, ICT & computing, French, German, Spanish, geography, history, RS, citizenship, PSHEE, D&T, art & design, music and drama. **KS4:** business studies and PE.*

## WizIQ [16]

- Pricing varies depending on the user or school type. However it is mostly billed annually.
- The price listed is one based off an online conversation with a sales representative at WizIQ, this can be found in appendix A. The second price is the premium content found on the web site [22].

Subscription Type*	Price
Premium Content: 50 attendee	£306.64
Premium Content: 50 attendee	£1049.09

*Fig.6 Table of price for WizIQ*

\*These are both premium plans, the only difference is the space in the content library and the ability to access mobile learning. The second option includes an extra 985 GB of space and the mobile access.

## PowerPoint [21]

- This is a business subscription per user for an annual commitment [21]

Subscription Type*	Price (per user)
365 Business Essentials	£3.26
365 Business	£5.38
365 Business Premium	£8.16

*Fig.7 Table of prices for PowerPoint Business plan*

\*All the plan include all Microsoft office, however 365 business essentials is only available online and the premium content gives HD video conferencing.

## 10.0 Market Distribution

### 10.1 Potential Market Share

There is no way to calculate the market share as the company hasn't had any sales yet, however the potential sales can be found using feedback from the surveys and government statistics.

### Survey Results

Statistic	Initial Survey	Final Survey	Research for a new product survey?[23]
Have you ever planned a lesson online before?	92% said No		
If you answered no to planning a lesson online, would you	100 % (of the 92%) said Yes		



consider doing so ?			
If software existed that met your requirements mentioned in Q5 would you consider paying for it ?	70% said Yes		
How do you normally Create work for students?		69% said either Re-use or modified*	63.7% said either Re-use or modified
Have you ever set work on computer based learning aids?		70.5% Said yes. However negatives were loss of connection	
Do you feel lesson creation tools would cut down amount of time spent currently making lessons ?		85.2% said Yes	
Do you feel multimedia in learning is a useful tool ?		95.6% said Yes	78.3%
Do you feel current learning aids offer the ability to use multimedia effectively ?		50 % said No	
Do you feel that products currently available offer the services you require?			73.9% said either no or they didn't know of any
How do you resolve any issues with students who are struggling with work ?		Most common answer: Tailor work to specific students' needs	
Do you find any issues with students not completing work ?		78.26% said Yes. Most common answer: Lack of interest	

Would you consider using an interactive lesson creation tools like TeachEasy ?			73.9% said Yes
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*Fig.8 Table of summarised Survey points*

### Summary of survey results (Fig.8)

- ~73% of people survey gave a positive response in a product similar to TeachEasy
- 50% said that current learning aids don't meet there requirements for multimedia
- Most common way of resolving students struggling with work is to specifically tailor work to their needs
- Negatives associated with online learning aids is loss of connection to the internet
- 74% said no to either software not meeting their requirements or that they didn't know any existed.

These points show that not only a product such of ours would be received highly by current teachers but has also highlighted some issues with the available learning aid software.

### Government Statistics [24]

- Schools in UK: **23,948**
- Teachers in UK: **451,000**
- Primary & Secondary Teachers: **374,330** (*83% of teachers in UK*)
- Tutors: **54,120** (*12% of teachers in UK*)
- Average amount of Teachers per school:  $451,000/23,948 = \sim 19$  (18.83)

**Likely Market Sales based on Survey Results (see appendix B) [24]**

- Interest in product: **73%**
- Teachers Interested: 73% of 374,330 = **273,261**
- Tutors Interested: 73% of 54,120 = **39508\***

\*since this was a teacher heavy survey tutors statistics aren't accurate enough to use at this stage. Recommendations to focus on teachers projected sales.

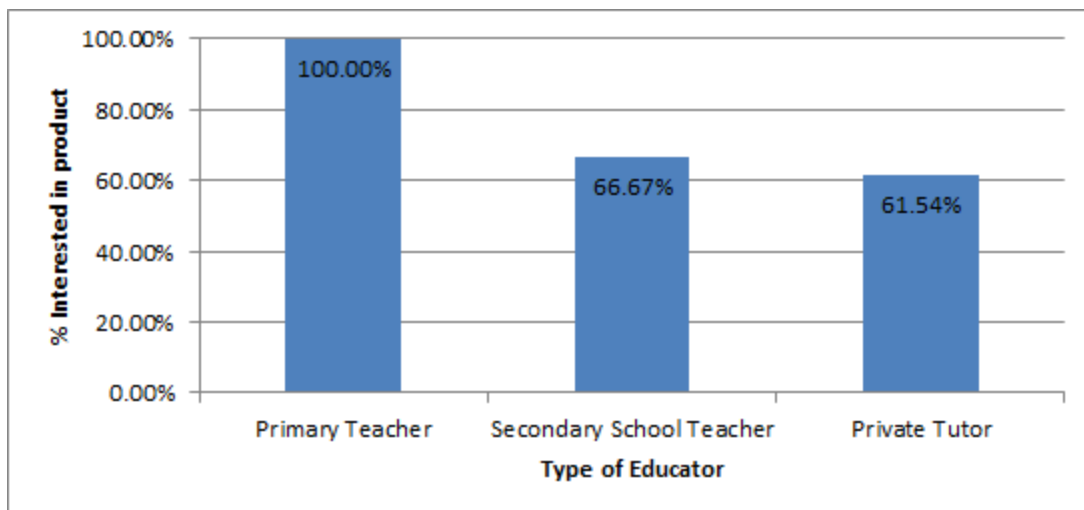
**10.2 Likely Market Distribution for Educator type**

Fig.9 Graph showing market distribution [aer]

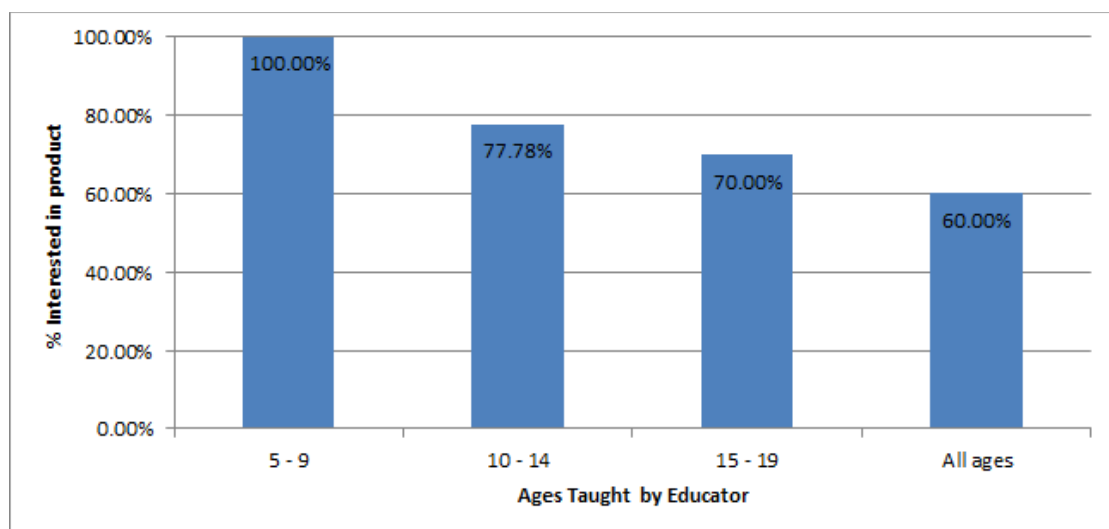


Fig.10 Graph showing specific age taught interest [aer]

## Summary

It can be shown from figures 9 & 10, that the target educator for this type of software is mostly in primary and early secondary.

This fits well with section 6.5 Competitor Summary, in that the Gap & demand for this type of software is below K-12.

Marketing processes should reflect this and target primary schools initially

## 11.0 Sales Plan

### 11.1 What method of pricing Sofia should use

Since we are a new company, the pricing will be slightly lower than the established competing companies. This is to undercut the competition and draw their customer base away.

We will keep the licencing simple and provide only a few types similar to MyMaths WizIQ and PowerPoint.

The method of pricing will be per user, similar to WizIQ and PowerPoint. This will allow schools with lower teacher counts to pay less than those with a higher count. A small discount may be applied to schools with a certain number of teachers.

This opens up individual purchases as well as schools.

Using MyMaths & Doodle as pricing comparisons since they are the most widely learning aid software used in schools [**See Appendix B**]. It's recommended that TeachEasy is priced at roughly ~£550 per school, which means TeachEasy would be slightly undercutting MyMaths.

However the actual pricing would be per user (Teacher) since TeachEasy is using similar methods to WizIQ and PowerPoint.

From section 8.1 Market distribution it can be shown that the average teacher per school is 19. Using £550 as a rough guide price per school, the individual price per teacher is:

£550/19 = **£29.99\*** (£28.94)

\*rounding up to £30 but using £29.99 for a psychological advantage in purchases made [25]

## **11.2 Sales tactics we plan to use based off competitors:**

- Video advertising
- Imply the teachers and students needs first
- Use testimonials & case studies (this is only applicable after several sales)
- Buzzwords, to grab attention
- Use a live chat system
- Have an instructional video
- Have plenty of follow up assistance and after-care
- Use a subscription service/licensing
- Eventually allow the use on multiple devices
- Keep the web site simplistic
- Allow a free trial of the product

## **11.3 Advertising Plan**

- Direct Email
- Tes Magazine
- Google AdWords
- Primary school market in the first few years
- Social media
- Word of Mouth

## **12.0 Appendix A : WizIQ Sales Conversation**

Wiz IQ Sales Chat using Online service:

**(1)** Jake, Marketing Manger of Sofia

**(2)** Aditya, Sales representative of WizIQ

**(1)** Im looking into using an online teaching platform to teach my students, it has to be able to allow my students to view my course content. And then take periodic tests which I can then view that feedback. Does this program satisfy this ?

And can you tell me about wizIQ in general ?

**(2)** I just reviewed your query and yes we do provide a solution for those requirements. In a nutshell, WizIQ is an online teaching platform where you deliver live virtual classes, courses, testing and analytics. All seamlessly connected & tailored as per your needs

**(1)** okay sounds great, can written content be uploaded and shared with students ?

**(2)** Yes, of course. You get a content library from where you directly share any office documents(word, excel, ppt, pdf, pictures, movies, audio files etc) and a whiteboard to interact with what you bring in

You may also directly use the free hand tool and a digital pen to write on the whiteboard.

Please click on the link below to get a feature demonstration of the WizIQ Virtual Classroom.

**(1)** Great, all sounds promisng. I will check out the link shortly. How would the students access this content ? And what is the lisencing for the product ?

**(2)** You may share your content by class or course depending on your wishes. They get access to it directly based on the permissions you set.

Our licensing is very simple. We have no limits on the number of classes or courses you deliver. We just need to determine the maximum number of students you would like to teach per class session.

How many students do you usually teach per class ?

**(1)** It can be small tutor groups 3-5, or large groups upto 40-50

**(2)** Our starting plan is 1 virtual classroom with 10 attendees for \$190/yr. Unlimited number of classes with up to 10 students per class session. The next tier is 25, 50, 100 and so forth.

For your requirement we would configure a 50 attendee package which would be ideal.

The 50 attendee solution costs \$470/yr. All premium plans include unlimited class recordings, 15 GB Content Library, Co-Branding, Polling, 10 break out rooms, 24x7 tech support and live in class support as well.

**(1)** With these plans, can I only share the classes with the same set of students ? OR can it be 50 varying students per class ?

**(2)** Yes it applies to any 50 students per class

## **13.0 Appendix B: Initial Survey**

### **Tutor planning, Market research Survey**

**1. What subject(s) do you tutor ?**

- ☐ Maths
- ☐ Sciences (Biology, Physics, Chemistry)
- ☐ English
- ☐ Music (Guitar, drums, violin etc.)
- ☐ Languages
- ☐ History
- ☐ Other (please specify below)

**2. How do you currently deliver lessons to your students ?**

- ☐ Verbally (speak out the lesson)
- ☐ Digitally (use software to display it or to be interactive)
- ☐ Written (use written pages)
- ☐ Musically (use an instrument)

Other (Please specify below)

**3. In what setting do you teach your students**

- ☐ Classroom
- ☐ One to one
- ☐ Online

**4. Have you ever planned a lesson online before ?**

- ☐ Yes
- ☐ No

If you answered "Yes" here, what software did you use ?

**5. If you answered yes to question 4:**

What features did you find most useful ?

What features would you find helpful that were missing ?

**6. If you answered no to question 4, would you consider doing so ?**

- ☐ Yes
- ☐ No

**7. What features/resources do you require when planning a lesson ?**

**8. Do you encounter any problems or annoyances when planning lessons ?**

- ☐ Yes
- ☐ No

If "Yes", please specify

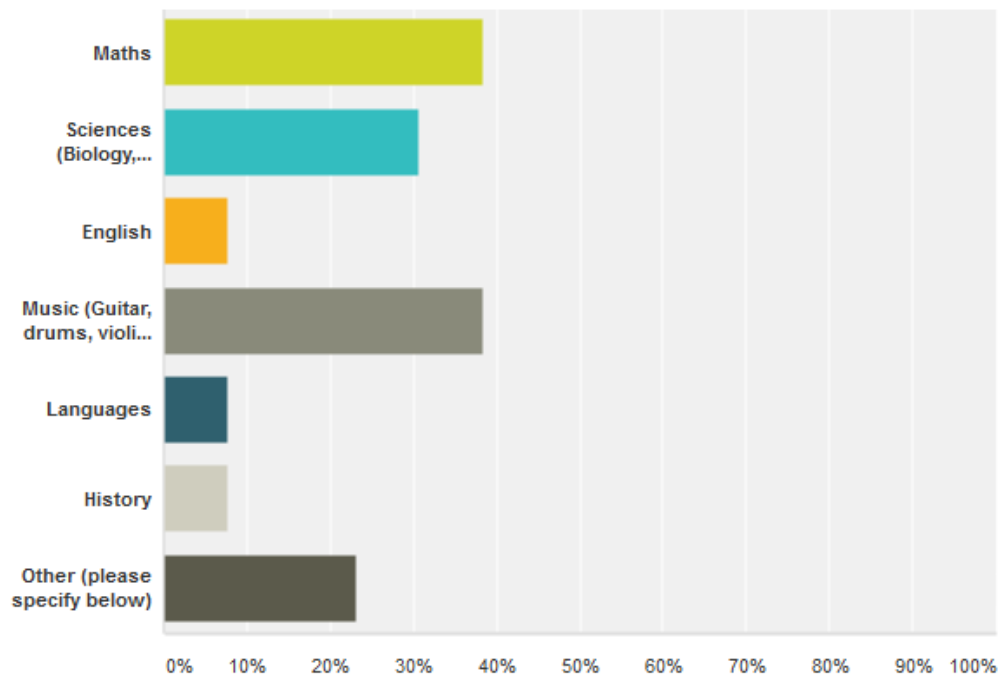
**9. If a software existed that met your requirements mentioned in question 5, would you be willing to pay a license fee to use it ?**

- ☐ Yes
- ☐ No



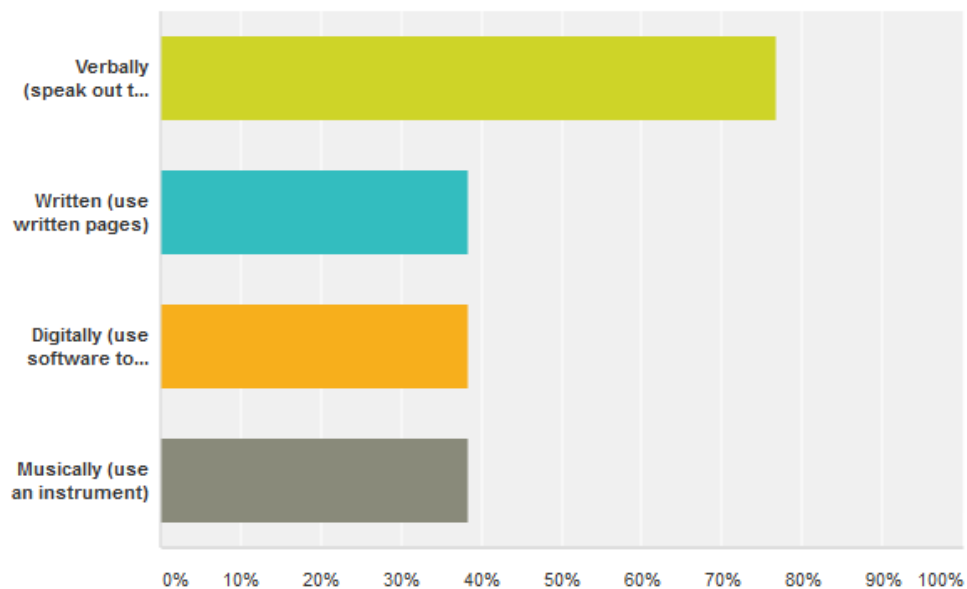
## What subject(s) do you tutor ?

Answered: 13 Skipped: 0



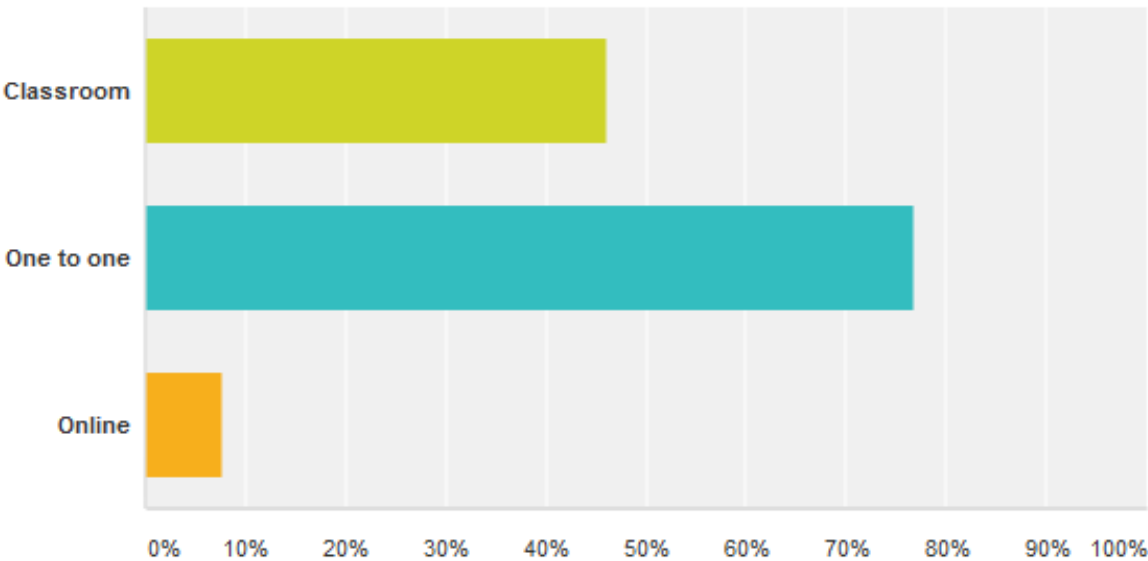
## How do you currently deliver lessons to your students ?

Answered: 13 Skipped: 0



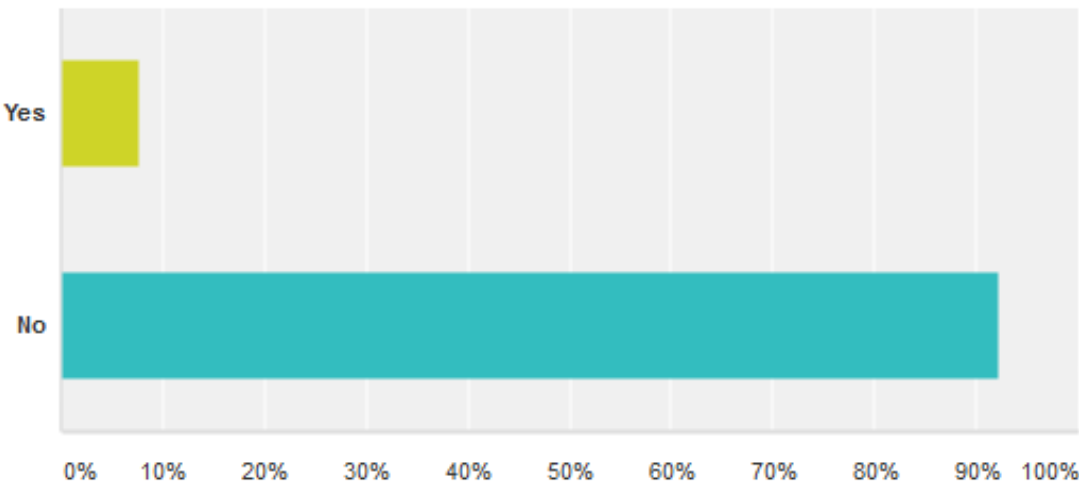
### In what setting do you teach your students

Answered: 13 Skipped: 0



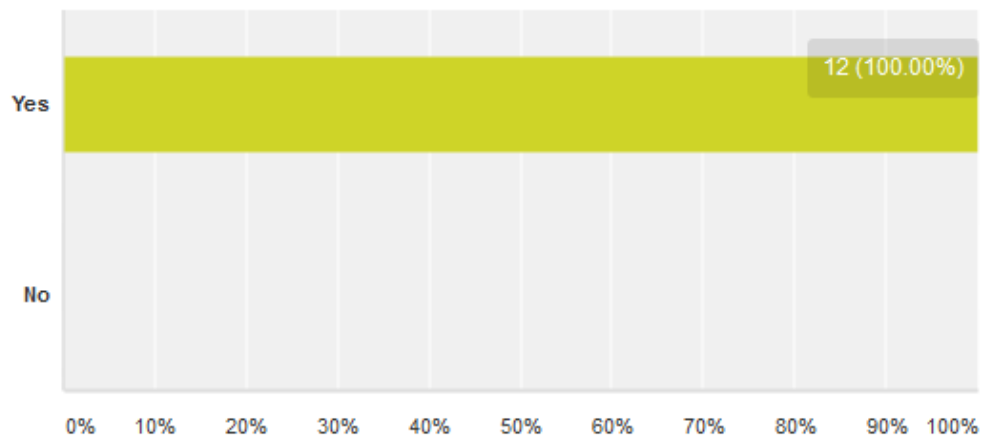
### Have you ever planned a lesson online before ?

Answered: 13 Skipped: 0



### If you answered no to question 4, would you consider doing so ?

Answered: 12 Skipped: 1

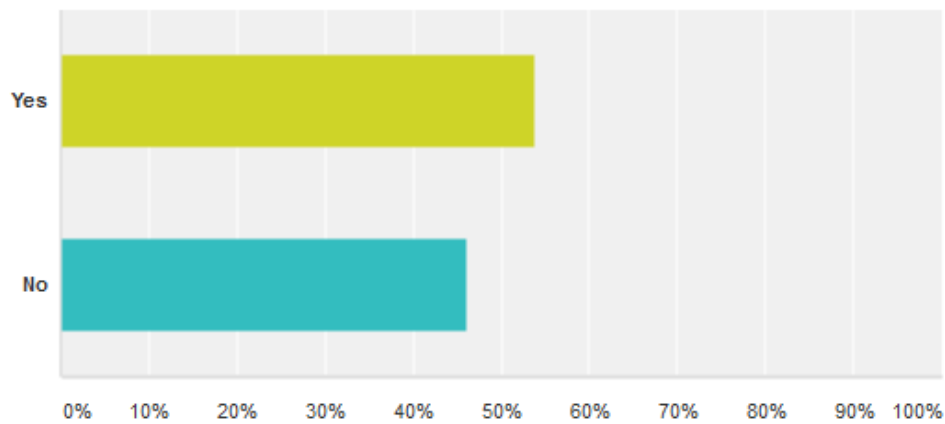


### What Features do you require when planning a lesson ?

- information about my students(ability, SEND, age), lesson objectives, timing of the lesson, outcomes (activities) that I could use, long term plan- where do I want my students to be in 3 months time and how will this lesson help me get there? Images, textbooks, video
- User friendly and flexible
- Numbers
- video links, documents & chord diagrams
- Questions
- I need to know what is going to be in the lesson (i.e. objectives)
- assessment data, schemes of work, syllabus content
- pen and paper
- Subject syllabus and exam questions
- My own Brain! Instrument
- Clear objectives; easy links (cross-curricular or within subject)
- language resources online

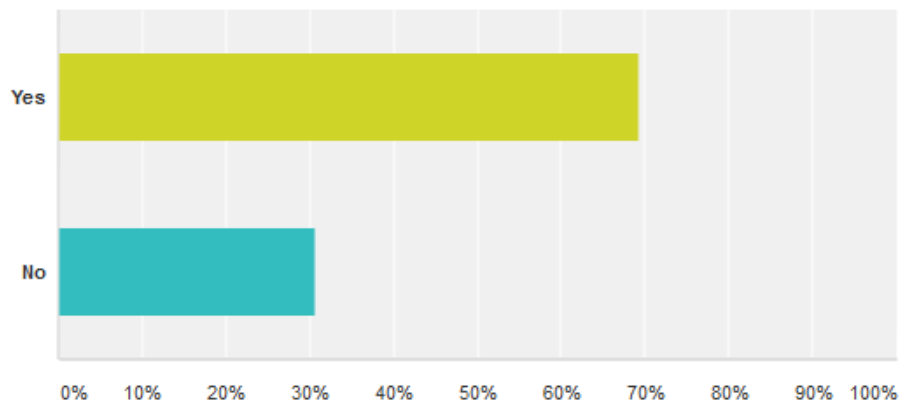
### Do you encounter any problems or annoyances when planning lessons ?

Answered: 13 Skipped: 0



### If a software existed that met your requirements mentioned in quesiton 5, would you be willing to pay a license fee to use it ?

Answered: 13 Skipped: 0



## **14.0 Appendix C: Final Marketing Survey**

# Teaching Market Research Survey

## Introduction

Sofia was created as a software development organisation with the intention of developing teaching software.

We aim to embrace and further introduce technology into education to encourage teachers and students alike to re-evaluate where and how learning happens.

Our team is comprised of ten university students all working towards master's degrees in electronic engineering. We work in an innovative and collaborative manner to create high quality products.

TeachEasy is our current project which we are developing, it allows the user to create a "lesson" from scratch for any chosen subject. We use the term "lesson" to denote a series of learning objectives to be completed by a student in their own time, outside of the classroom - potentially as a replacement to traditional paper based homework. TeachEasy has the ability to fully customise a lesson for students specific needs, which can contain images, audio, videos, and questions of different styles. Marks will be assigned to questions where applicable and the software will generate a report on how the student has fared with the task.

TeachEasy allows the user to save the lesson and distribute to as many of their students as needed. TeachEasy will provide a feedback report at the end of the completed lesson to document how the student has done, which can then be used to work for students in the future.

This offers a way for teachers to save time both creating and distributing assignments to students and reduces paper usage.

That is an overview of what the product is, we would be very grateful if you could take 5-10 minutes to fill in this short survey. This will enable us to create a product that you as a potential user would want and need.

Thank you for your time.

## General

This section is about your current teaching environment

### **Which best describes your role?**

- ☐ Primary school teacher
- ☐ Secondary school teacher
- ☐ Private tutor
- ☐ University lecturer

☐ Other:

**What subjects do you teach or tutor ?**

- ☐ Music
- ☐ Maths
- ☐ English
- ☐ Languages
- ☐ Sciences
- ☐ Technology
- ☐ History
- ☐ Geography
- ☐ P.E
- ☐ Other:

**What age range do you currently teach ?**

- ☐ 5 - 9
- ☐ 10 - 14
- ☐ 15 - 19
- ☐ 20 - 29
- ☐ 30 - 39
- ☐ 40 +
- ☐ All ages
- ☐ Other:

**How many students do you teach at any one time ?**

- ☐ One to one
- ☐ Small Group (Under 10 students)
- ☐ Large group (10+ students) (E.g. a class of students in a school)

**How many pieces of work do you set for students to complete outside of timetabled/scheduled teaching hours, per week ?**

E.g. 3 homework assignments

**How long do you expect the set pieces of work to take the students in total per week?**

E.g. 3 hours, 4 hours, etc.

## Current Teaching Methods

This section is about the current way you deliver and create work for students

### How do you normally create work for your students to complete outside of lesson times?

E.g. homework quizzes

- ☐ New material
- ☐ Re-use previously created material
- ☐ Modified previously created material
- ☐ Other:

### How much time does it take you to create assignments for students to complete outside of classroom hours?

Please base this on how long it would take you to create a weeks worth of assignments for your students.

E.g. 4 hours

### What format do you use to deliver tasks to your students to be completed outside of classroom hours?

E.g. Paper question sheets, verbal briefing, digital worksheets, etc...

### Have you ever recommended or set work on computer based learning aids (such as MyMaths, doddle or WizIQ)?

If so then please describe any positives, negatives or limitations you experienced with any of these learning aids. Also please include the learning aid(s) you used

### Do you feel that lesson creation tools (such as our product) would cut down the amount of time you currently spend making lessons?

Please also consider the re-usability of tasks created using TeachEasy - users will be able to save and redistribute tasks at will

- ☐ Yes
- ☐ No

**Do you feel that use of multimedia in learning is useful for students?**

Specifically, images, audio, and video

- ☐ Yes  
☐ No

**If you answered yes to the above question, do you feel learning aids currently available offer you the the ability to use multimedia effectively?**

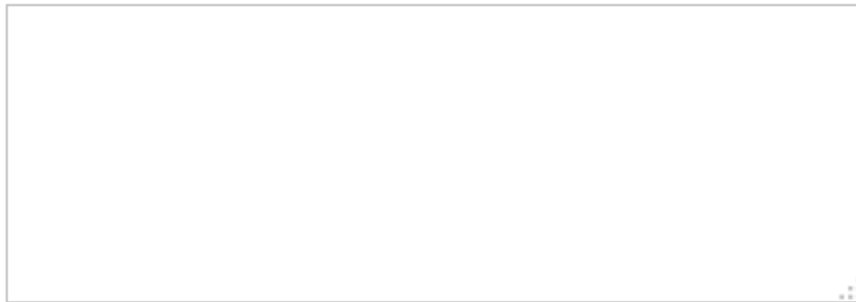
- ☐ Yes  
☐ No

## Progress Tracking

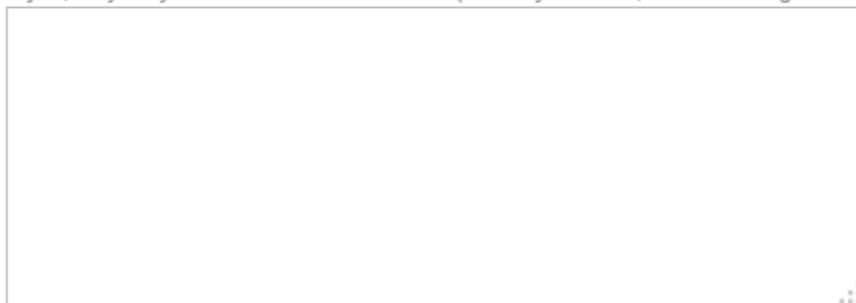
This section is about the feedback you receive from your students

**How do you resolve any issues with students who are struggling with their work?**

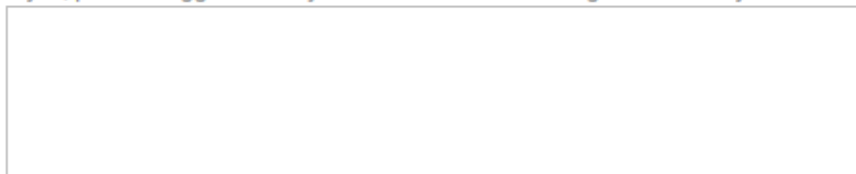
Tailor work more to students requirements, increase the amount of work/support, increase frequency of feedback etc...

**Do you find any issues with students not completing their assigned work?**

If yes, why do you think this is the case ? (delivery method, uninteresting material, time, etc...)

**Do you have difficulty tracking individual students' progress ?**

If yes, please suggest what you think could be causing this difficulty.



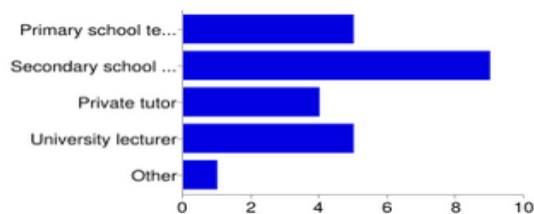


## Additional Notes

Please add any additional information here that you feel we may find useful. Please also feel free to suggest any features you would like to see in a digital learning aid.

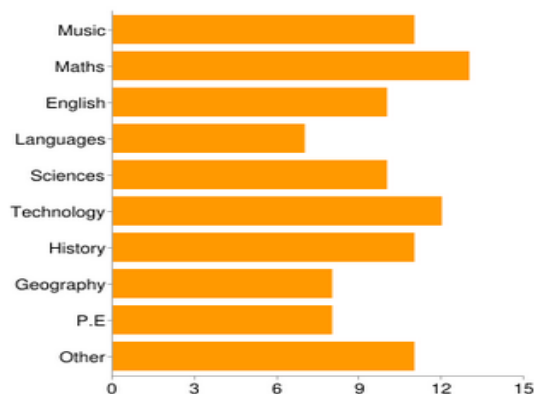
## Analysis:

### Which best describes your role?



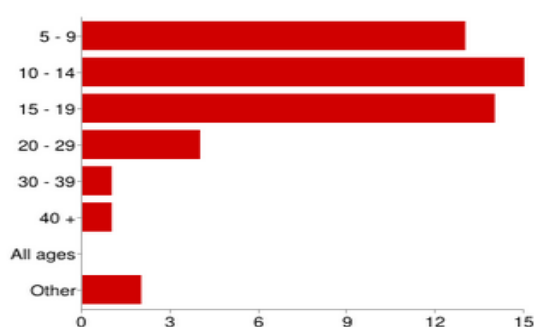
Primary school teacher	5	21.7%
Secondary school teacher	9	39.1%
Private tutor	4	17.4%
University lecturer	5	21.7%
Other	1	4.3%

### What subjects do you teach or tutor ?



Music	11	36.7%
Maths	13	43.3%
English	10	33.3%
Languages	7	23.3%
Sciences	10	33.3%
Technology	12	40%
History	11	36.7%
Geography	8	26.7%
P.E	8	26.7%
Other	11	36.7%

### What age range do you currently teach ?



5 - 9	13	43.3%
10 - 14	15	50%
15 - 19	14	46.7%
20 - 29	4	13.3%
30 - 39	1	3.3%
40 +	1	3.3%
All ages	0	0%
Other	2	6.7%

**How many pieces of work do you set for students to complete outside of timetabled/scheduled teaching hours, per week ?**

- 1 large piece and various small exercises (reading, spellings etc)
- 1 homework assignment
- 2 pieces of homework
- 3
- 1 homework assignment
- 1
- 3 pieces of homework
- 0
- 1 musical exercise
- None
- Not measurable
- workshop questions
- 3 pieces
- 1 Piece of Hwk per week
- 1 h/work assignment
- 1 per class
- 3 homework assignments
- Less than weekly
- 1 hwk per group
- reading each night
- Various
- 3 homework
- depends on age and ability. 1 to 3 pieces of music to practice and 1 to 3 pages of music theory.
- 1 occasional setting
- 4-5, not assessed

**How long do you expect the set pieces of work to take the students in total per week?**

- 15 minutes
- varies 10mins to 1 hour
- 1
- 0
- 1 hour
- From 1 hr to 2 hrs
- a few hours
- 30mins
- 1 hour
- 1.5 hours
- 2 hours
- 5 hours
- 30 mins
- 15-30 mins
- Typically >20 hours

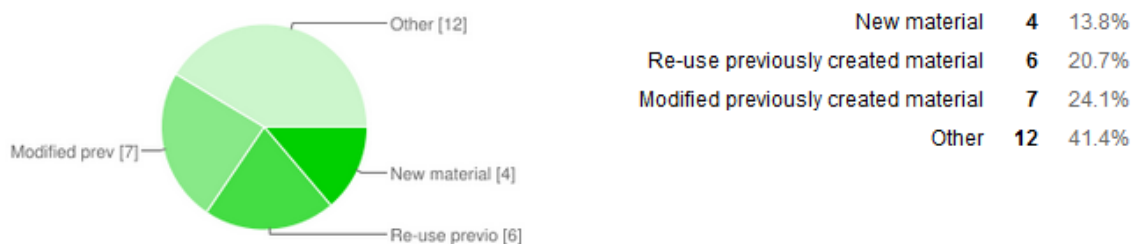
- Theory 5 minutes to 1 hour a week.
- Varies depending on year group
- Depends on age: 2 hrs 16-18, 1 hr 14-16, 30 mins 11-14
- 30 mins to 1 hour
- 1 -2 hour

#### How many students do you teach at any one time ?



#### Current Teaching Methods

##### How do you normally create work for your students to complete outside of lesson times?



##### How much time does it take you to create assignments for students to complete outside of classroom hours?

- 1 hr
- 30 minutes
- 4 hours
- N/A
- 2
- 0
- 1 hour
- 20 mins
- 6 hours
- n/a
- 4 hours +
- 7 hours approx.
- 2 hours
- 5 hours
- 30 mins
- 30 minutes

- For a single assignment - about a week
- 10 mins
- usually not applicable.

**What format do you use to deliver tasks to your students to be completed outside of classroom hours?**

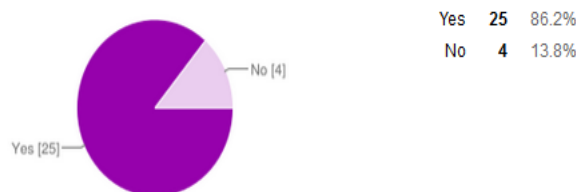
- paper, online quizzes
- paper sheets
- books
- Practice diary. Filled in weekly
- Write in their books
- paper + online
- Written instructions
- Paper notes
- Verbal, Paper sheets
- Paper question sheets
- Work sheets, verbal briefing
- Paper sheets, email
- Paper worksheets
- Paper sheets
- n/a
- All of the above and more
- Paper based assignment briefs
- Students recording planner
- none
- Question sheets
- Verbal or paper briefing
- paper questions sheet or written request
- Paper , verbal briefings
- paper,ict games
- Various

**Have you ever recommended or set work on computer based learning aids (such as MyMaths, doddle or WizIQ)?**

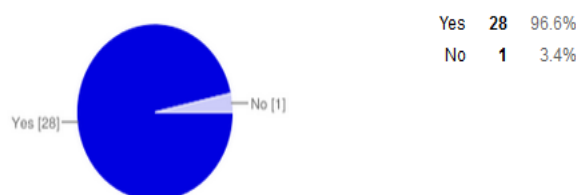
- no
- Education city. Positives: quick to set up, kids enjoy it, results can be tracked, can be differentiated  
Negatives: not all kids have a computer
- Doddle: Previously used interactive hwk calendar Access to resources at home can be a problem
- Doddle - Create revision/Quiz questions. Useful as marked online and students receive instant feedback
- Mymaths - instant feedback is great. Reliant on students remembering their passwords. Showbie - easy to share resources and homework assignments with students.
- Not to mention blackboard - yes.
- not yet

- No
- Doodle: Self marking & kids like it
- mymaths.co.uk Positives - questions are automatically set and work is automatically marked/graded  
Limitations - some students claimed that they had no internet access at home/students often reported that mymaths had crashed or not submitted their work/lack of material for weaker students
- yes Negatives - not all children have access to a computer at home
- IXL.com maths Benefits are that individuals can be tracked Negative side can't see exactly where it is that they are going wrong
- yes dynamo maths and online profiler then in school or at home work matched to child's needs websites for times tables kindles-stories rapid reading- online subscription child reads in to a microphone accuracy measured, quiz comprehension and assessment for learning excellent basic skills practise
- Vocabexpress, worked well to help learning language vocab, but novelty did wear off as there was no variation in the interface. Useful to monitor homework and could identify how long a piece of work had taken the pupil.
- No because not all children have computer access.
- Yes- but lots of problems occurred as there were several chn who could not access site, did not have computers, etc.
- Not myself but the school uses MyMaths

**Do you feel that lesson creation tools (such as our product) would cut down the amount of time you currently spend making lessons?**



**Do you feel that use of multimedia in learning is useful for students?**



**If you answered yes to the above question, do you feel learning aids currently available offer you the the ability to use multimedia effectively?**



**How do you resolve any issues with students who are struggling with their work?**

- increased support
- Ask them why, to find the problem
- Differentiate the work to suit their needs.
- workshops to answer questions
- Not really applicable within a primary school, music teaching environment.
- Talk to them & find the problem. If appropriate set them less work. Talk to the head of year, form tutor etc..
- Spend time re- teaching concept Differentiate work set Provide more opportunities for consolidation
- Meet with pupils Offer tailored feedback Differentiate work
- n/a
- Allow time to go through it with them 1:1 or in a small group
- This depends on the level of questions asked and the spread of students and could be either of the following: Set further reading. Supply previously completed assignment samples. Add more examples. 1-2-1 tutorials on request. Set up extra workshop sessions. Do the lesson again. etc.
- set differentiated work -provide one to one support -set additional tasks - use different teaching resources
- Meet with student, workshops, questions in lecture.
- Increase support given and allow more time to complete.
- Liase with parents to encourage more parental input. Change the workgroup if appropriate.
- verbal feedback -child feedback from parent -engagement of child multi sensory format- sounds, visuals and kinasthetic learning put back fun/enjoyment variety -over learning the same skill in different ways
- Work through the stated problem in a one on one session
- Continually try to find new ways of looking at particular issues. Plus using tried and tested methods. E.g. Learning to read music notation. Methods include note rhymes for lines and spaces in different clefs, colour coding, finding the notes physically and linking them to the stave and on their instruments ....
- Differentiate work to suit pupils learning needs
- Talk to them on a one to one basis
- Increase the amount of support provided, interventions
- Tailor made learning
- Differentiate and make more achievable
- Tailor work to students requirements
- Speak with the student and adults. Generally there are not many issues as the work given is differentiated to suit ability.
- Increased teacher support, separate interventions, extra resources, appropriate leaning outcomes
- Give them more support or structured work with examples and instructions.

**Do you find any issues with students not completing their assigned work?**

- no access to a computer at home - lack of adult support at home
- Any & every reason!
- Forgetful students, or they don't want to work at home.
- It is not a huge problem
- Yes, this tends to be where it is for formative purposes as the students have always got something better to do than formative (no tangible reward) work. Despite formative work being vital to underpin the overall learning outcomes the student tends to decide on the value of this activity rather than trust the teacher to know when it is beneficial.
- Students don't want to do the task.
- Yes - uninterested in subject, lack of self belief, slow pace generally, work too hard
- No
- Occasionally, yes. Usually due to them feeling excessively over-worked
- Music practice often competes with homework, other hobbies and interests. In some families it can be a low priority, despite the cost of music lessons!
- yes
- Yes, lack of interest or motivation. Plus little support or encouragement from parents.
- Poor organisation
- Yes. Lazy. Work can often be found to be tedious and boring.
- Yes, forgetfulness, wrong attitude to education, home life
- no
- Sometimes. Lack of regular practice opportunities organised by parents. Lack of parental encouragement and supervision.
- Sometimes- if material is too difficult to understand independently.
- Yes, can vary due to home circumstances when children are asked to read at home.
- Yes, sometimes related to delivery method and uninteresting material
- Yes, Was not recorded in planner, Forgot, lazy, home situation etc...
- n/a: I do not set summatively assessed work
- Time- Resources at home, home environment not conducive to learning
- yes both of above-presentation organisation lack of parental supervision
- Yes. Lack of support at home and the fact that our homework is not compulsory
- No, work in groups is always completed according to differentiated expectations
- Sometimes - usually done to time

**Do you have difficulty tracking individual students' progress ?**

- yes, no homework is set on an ongoing basis, so we do not track student's progress except at the end of each individual module with summative assessment
- Not really
- No. I am always assessing them and get them to self assess every lesson
- No.
- computer programs that record task completion score or summary, highlighting next steps for learning is such an asset as dynamo maths
- No difficulty
- we don't mark workshops

- No
- Hard to tell how much help they have had to complete the work
- Yes because my school does not have an effective assessment system in place for all subjects.
- Not generally, although for some children with additional needs, their progress can be very slow and on paper it can look as if progress has stalled
- no
- I don't attempt to
- Yes. Difficult to assess progress without testing the student personally.
- Only if they avoid completing assignments.
- Yes. Not enough support in using new programme/ understanding new criteria
- Depends on the size of the cohort and the persistence of the student!
- For homework assignments yes. This would be because we do not know how much adult help has been given. It supports the learning within class but it is not used to track progress.
- Learning is not necessarily to do with measurable outcomes.
- Not really, except when assigning tasks in groups, then lack of time within a lesson makes it difficult to track individual student's participation and level of achievement

**Please add any additional information here that you feel we may find useful. Please also feel free to suggest any features you would like to see in a digital learning aid.**

- Would be good to be able to track the progress of the student when taking their 'lesson'
- To be able to alter the completion date once an assignment has been set, in the event that a pupil has been unable to access the system.
- TeachEasy may be of use within lessons (e.g. where individual computers are available to students) or whole class interactive Smartboard software is in place. With regard to maths in particular, it would need to provide something additional to mymaths.co.uk which is already very well embedded within schools.
- voice to text or text to voice aids are helpful type of font-see dyslexia research screen colours see irlens recommendations music/song -children love this in a task animation rewards and motivates score for success, praise by computer print out reports
- For the question " Do you feel lesson creation tools (such as our product) would cut down the amount of time you currently spend making lessons", I feel this would not initially but would eventually pay off
- For the question "If you answered yes to above question, do you feel learning aids currently available offer you the ability to use multimedia effectively ?". It can vary
- How about something like a RAG indicator that gives a rough prediction of the student's likely grade based on their engagement with the learning materials? Key here would be to ensure it is clear that it is ONLY an indicator not a guaranteed prediction. For example: Low engagement indicates fail (Red) Medium engagement indicates borderline pass or higher (Amber) High engagement indicates good pass or higher (Green)
- The missing answers are don't know



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