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RADIO COMEM

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Marketing Report

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Expert:

Marketing and Sales
Module CC2121

Jonas Oesch: *Radio Comem*, Marketing Report, © December 2013

ABSTRACT

The objective of this report is to analyze the viability of the project «Radio Comem». It analyzes the projects primary objectives which are: language and technical education and the creation of identity for comem+. It also looks at the secondary objective or by-product of the project which are the podcasts being produced. These objectives are linked as they support each other.

As the project has already started, this report incorporates many insights that have been gained while running Radio Comem. It then analyzes them from a marketing point of view, incorporates additional information and organizes the results in the given educational framework.

Despite the educational nature of the report, it is still meant to serve as a base for future marketing decisions regarding Radio Comem.

The conclusion of the report is, that there is enough demand in the department to run the project. Marketing should first and foremost be targeted at potential participants. In a first phase, the audience of the podcasts produced will consist mostly of people who have a direct link to the department. Later on, by the means of organic growth it is imaginable to market the podcasts to a larger audience.

ACKNOWLEDGEMENTS

During the creation of this marketing report many persons supported me by giving me crucial information or by pointing my into the right direction along the way.

First of all, my thanks go the — who was always ready to provide important feedback and kindly investing her precious time many of the chapters in their draft form. Equally, I want to thank — for showing me a different perspective many times during the process and for inspirational discussions about the project and its direction.

My thanks go also to the participants of the pilot semester of Radio Comem. I enjoyed many exchanges and they helped me tremendously by giving me insight about the most important customer of the project — themselves. They often reassured me about my views on the project and sometimes also changed them quite a bit.

Additionally, I have to thank — for providing me with many interesting bits of information who have found their way into this report.

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LISTINGS

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ACRONYMS

DRY Don't Repeat Yourself

API Application Programming Interface

UML Unified Modeling Language

Part I

SOME KIND OF MANUAL

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INTRODUCTION

1.1 PRODUCT DESCRIPTION

Radio Comem is a project which integrates language learning with media production by letting students create audio podcasts in a non-native language.

It is a project initiated by the students of the comem+ department, is backed by the department and located at the “Convergent Media Center”. Radio Comem has a capacity of about 20 students per semester and allows them to earn their language credits for one semester.

The idea for Radio Comem is in its first phase to act as a kind of glue inside the department. It wants to bring students together and supports them in realizing a project they’re passionate about. All of this while learning a language, earning credits and producing podcasts. The goal to reach is, that Radio Comem is considered an integral part of the department and becomes an ongoing institution, propelled by the students wish to keep it going and fueled by their ideas and work.

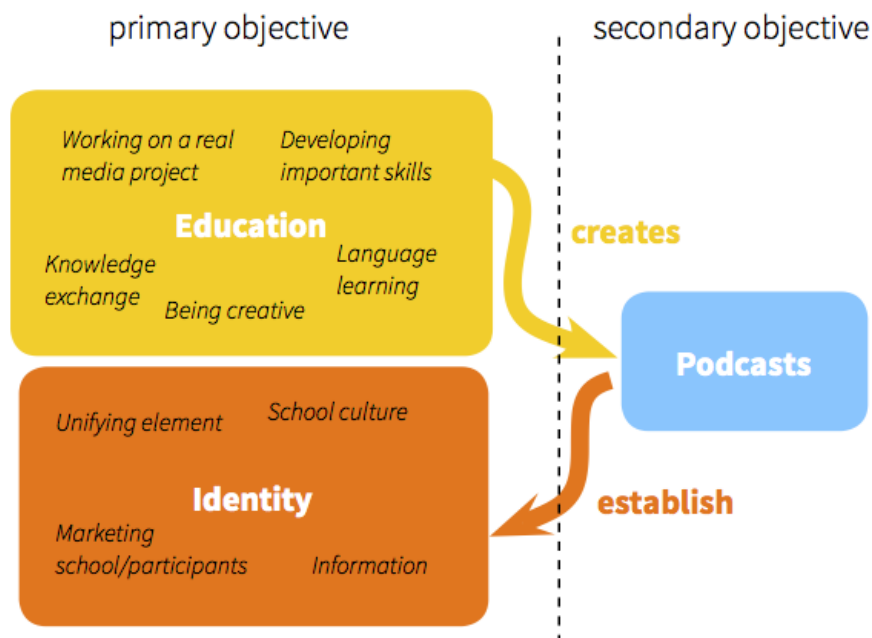


Figure 1: A diagram that visualizes.

1.2 CUSTOMERS

Customers are on one hand the listeners. These consist of any person potentially interested in comem+. Be it students, friends, families, assistants, professors, future students, possible employers, possible clients or sponsors. They are interested in the culture of comem+ and the work that is done there.

But the more important customers are the students who make Radio Comem happen. They are interested in building their work experience in the media field and in making new connections for their future.

A third identifiable customer is the school. They want to use Radio Comem as a out of the ordinary teaching instrument. Also it can be used as a marketing tool. In this regard, they might want to keep a certain amount of control over the project, so it wouldn't evolve to far away from their ideals.

1.3 COMPETITION

Something is extremely similar to Radio Comem and can be seen as one of its most important competitors. This project also lets students work on a media project (a film) and helps them practice a language in the process.

Additionally the students can choose if they rather want to participate in Radio Comem or if they want to visit the traditional language classes. Therefore, traditional language classes can also be considered as a competitor or at least a substitute.

Part II

THE SHOWCASE

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PESTE

2.1 POLITICAL ENVIRONMENT

2.1.1 *Educational policy*

Education is considered very important in Switzerland. Therefore everything that is considered valuable in this area is usually supported (if not financially then at least morally). A commonly envisioned goal of the Swiss education system is to form «active» citizens who develop their skills in media and multilingualism. This coincides nicely with what the project offers.^{1,2}

opportunity

2.1.2 *Interest Groups inside of the School opportunity*

The multiple actors and interest groups inside of the school may see the project favorably or not. Depending on the general opinion, the project may be hampered or receive tailwind.³

menace

Language Teachers might view the project as a competitor and therefore oppose or at least ignore it.

Other groups like *BALEINEV*, *AGE* and the *sports group* seem to look at it more favorably. They consider it a platform to promote their own interests.⁴

¹Akademie der Wissenschaften Schweiz. *Zukunft Bildung Schweiz*. URL: <http://heig.ch/dejiwo>.

²ourtimes. *OECD Education Rankings – 2013 Update*. URL: <http://ourtimes.wordpress.com/2008/04/10/oecd-education-rankings/#science>.

³Thomas H. Cormen et al. *Introduction to Algorithms*. 2nd. Cambridge, MA, USA: The MIT Press, 2001.

⁴This information was directly obtained from the respective groups, which expressed their interest.

2.2 SWOT-ANALYSIS

2.2.1 SWOT-Matrix

	Positive	Negative
Internal	STRENGTHS Very low running costs. Allow offering the podcast for free and minimizing the risk for the listener. Knowledge transfer. Great pool of competencies and an environment which supports sharing ones knowledge.	Weaknesses Ideas as primary matter. Makes it difficult to assure quality and procurement. Dependency on external platforms to provide the content. Without any warranties, a big part of the distribution is at the mercy of these providers.
External	Opportunity Doers attitude of the students. Provides a source of potential participants. Low prices for equipment. Provides the participants with high quality hard- and software and helps to create the best possible product.	Threat Bentley Lack of a participatory culture. Would dry up the flow of new participants and therefore the most important resource and customer. Opposition by other groups within the school. Could slow down everything and finally make the project untenable.

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Examples: *Italics*, ALL CAPS, SMALL CAPS, LOW SMALL CAPS⁵.

2.3.1 Test for a Subsection

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⁵Footnote example.

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2.4 ANOTHER SECTION IN THIS CHAPTER

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⁶De web nostre historia angloromanic.

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This statement requires citation Cormen et al. (Thomas H. Cormen et al. *Introduction to Algorithms*. 2nd. Cambridge, MA, USA: The MIT Press, 2001).

2.4.1 *Personas Initialmente*

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- A. Enumeration with small caps
- B. Second item

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quaestio philosophia	facto	demonstrated Knuth

Table 1: Autem timeam deleniti usu id. Knuth

Another statement requiring citation Sommerville (Ian Sommerville. *Software Engineering*. 4th. Boston, MA, USA: Addison-Wesley, 1992) but this time with text after the citation.

2.4.2 Figure Citations

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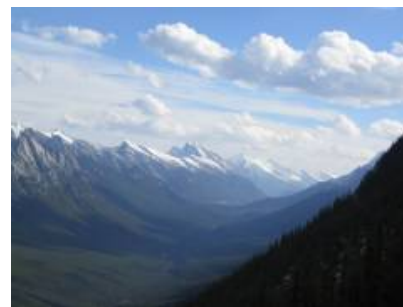
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(a) Asia personas duo.



(b) Pan ma signo.



(c) Methodicamente o uno.



(d) Titulo debitas.

Figure 2: Tu duo titulo debitas latente.

MATH TEST CHAPTER

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3.1 SOME FORMULAS

Due to the statistical nature of ionisation energy loss, large fluctuations can occur in the amount of energy deposited by a particle traversing an absorber element¹. Continuous processes such as multiple scattering and energy loss play a relevant role in the longitudinal and lateral development of electromagnetic and hadronic showers, and in the case of sampling calorimeters the measured resolution can be significantly affected by such fluctuations in their active layers. The description of ionisation fluctuations is characterised by the significance parameter κ , which is proportional to the ratio of mean energy loss to the maximum allowed energy transfer in a single collision with an atomic electron:

$$\kappa = \frac{\xi}{E_{\max}} \quad (1)$$

E_{\max} is the maximum transferable energy in a single collision with an atomic electron.

$$E_{\max} = \frac{2m_e\beta^2\gamma^2}{1 + 2\gamma m_e/m_x + (m_e/m_x)^2},$$

where $\gamma = E/m_x$, E is energy and m_x the mass of the incident particle, $\beta^2 = 1 - 1/\gamma^2$ and m_e is the electron mass. ξ comes from the Rutherford scattering cross section and is defined as:

$$\xi = \frac{2\pi z^2 e^4 N_{Av} Z \rho \delta x}{m_e \beta^2 c^2 A} = 153.4 \frac{z^2}{\beta^2} \frac{Z}{A} \rho \delta x \quad \text{keV},$$

where

You might get unexpected results using math in chapter or section heads. Consider the pdfspacing option.

¹Examples taken from Walter Schmidt's great gallery:
<http://home.vrweb.de/~was/mathfonts.html>

z	charge of the incident particle
N_{Av}	Avogadro's number
Z	atomic number of the material
A	atomic weight of the material
ρ	density
δx	thickness of the material

κ measures the contribution of the collisions with energy transfer close to E_{max} . For a given absorber, κ tends towards large values if δx is large and/or if β is small. Likewise, κ tends towards zero if δx is small and/or if β approaches 1.

The value of κ distinguishes two regimes which occur in the description of ionisation fluctuations:

1. A large number of collisions involving the loss of all or most of the incident particle energy during the traversal of an absorber.

As the total energy transfer is composed of a multitude of small energy losses, we can apply the central limit theorem and describe the fluctuations by a Gaussian distribution. This case is applicable to non-relativistic particles and is described by the inequality $\kappa > 10$ (i.e., when the mean energy loss in the absorber is greater than the maximum energy transfer in a single collision).

2. Particles traversing thin counters and incident electrons under any conditions.

The relevant inequalities and distributions are $0.01 < \kappa < 10$, Vavilov distribution, and $\kappa < 0.01$, Landau distribution.

3.2 VARIOUS MATHEMATICAL EXAMPLES

If $n > 2$, the identity

$$t[u_1, \dots, u_n] = t[t[u_1, \dots, u_{n-1}], t[u_n, \dots, u_n]]$$

defines $t[u_1, \dots, u_n]$ recursively, and it can be shown that the alternative definition

$$t[u_1, \dots, u_n] = t[t[u_1, u_2], \dots, t[u_{n-1}, u_n]]$$

gives the same result.

4

CHAPTER TITLE

4.1 SECTION TITLE

Content

4.1.1 *Subsection Title*

Content

4.1.2 *Subsection Title*

Content

4.2 SECTION TITLE

Content



Akademien der Wissenschaften Schweiz
Académies suisses des sciences
Accademie svizzere delle scienze
Academias svizas da las ciencias
Swiss Academies of Arts and Sciences

Zukunft Bildung Schweiz

Anforderungen an das schweizerische Bildungssystem 2030





Wissenschaften im Dienste der Gesellschaft

Der Verbund «Akademien der Wissenschaften Schweiz» umfasst die Akademie der Naturwissenschaften Schweiz (SCNAT), die Schweizerische Akademie der Geistes- und Sozialwissenschaften (SAGW), die Schweizerische Akademie der Medizinischen Wissenschaften (SAMW) und die Schweizerische Akademie der Technischen Wissenschaften (SATW) sowie die beiden Kompetenzzentren TA-SWISS und Science et Cité. Ihre Zusammenarbeit konzentriert sich auf die Kompetenzbereiche Früherkennung, Ethik und Dialog zwischen Wissenschaft und Gesellschaft.

Wissenschaft und Bildung sind die wichtigsten Ressourcen der Schweiz im internationalen Wettbewerb. Die notwendigen Investitionen ins Wissenschaftssystem hängen vom Vertrauen der Bevölkerung in die wissenschaftlichen Errungenschaften und deren Nutzen für die Gesellschaft ab. Wissenschaftliche Erkenntnisse sollen und müssen zum Wohle aller eingesetzt werden – dies jedoch immer in der kritischen Auseinandersetzung und im Einverständnis mit Gesellschaft und Politik. Die Akademien setzen sich gezielt für einen gleichberechtigten Dialog zwischen Wissenschaft und Gesellschaft ein. Sie beraten Politik und Gesellschaft in wissenschaftsbasierten, gesellschaftsrelevanten Fragen.

Part III

APPENDIX



APPENDIX TEST

Aliquam lectus. Vivamus leo. Quisque ornare tellus ullamcorper nulla. Mauris porttitor pharetra tortor. Sed fringilla justo sed mauris. Mauris tellus. Sed non leo. Nullam elementum, magna in cursus sodales, augue est scelerisque sapien, venenatis congue nulla arcu et pede. Ut suscipit enim vel sapien. Donec congue. Maecenas urna mi, suscipit in, placerat ut, vestibulum ut, massa. Fusce ultrices nulla et nisl.

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A.1 APPENDIX SECTION TEST

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More dummy text

Nulla mattis luctus nulla. Duis commodo velit at leo. Aliquam vulputate magna et leo. Nam vestibulum ullamcorper leo. Vestibulum condimentum rutrum mauris. Donec id mauris. Morbi molestie justo et pede. Vivamus eget turpis sed nisl cursus tempor. Curabitur mollis sapien condimentum nunc. In wisi nisl, malesuada at, dignissim sit amet, lobortis in, odio. Aenean consequat arcu a ante. Pellentesque porta elit sit amet orci. Etiam at turpis nec elit ultricies imperdiet. Nulla facilisi. In hac habitasse platea dictumst. Suspendisse

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Table 2: Autem usu id.

Listing 1: A floating example

```

1 for i:=maxint to 0 do
  begin
    { do nothing }
  end;

```

viverra aliquam risus. Nullam pede justo, molestie nonummy, scelerisque eu, facilisis vel, arcu.

A.2 ANOTHER APPENDIX SECTION TEST

Curabitur tellus magna, porttitor a, commodo a, commodo in, tortor. Donec interdum. Praesent scelerisque. Maecenas posuere sodales odio. Vivamus metus lacus, varius quis, imperdiet quis, rhoncus a, turpis. Etiam ligula arcu, elementum a, venenatis quis, sollicitudin sed, metus. Donec nunc pede, tincidunt in, venenatis vitae, faucibus vel, nibh. Pellentesque wisi. Nullam malesuada. Morbi ut tellus ut pede tincidunt porta. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam congue neque id dolor.

Donec et nisl at wisi luctus bibendum. Nam interdum tellus ac libero. Sed sem justo, laoreet vitae, fringilla at, adipiscing ut, nibh. Maecenas non sem quis tortor eleifend fermentum. Etiam id tortor ac mauris porta vulputate. Integer porta neque vitae massa. Maecenas tempus libero a libero posuere dictum. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Aenean quis mauris sed elit commodo placerat. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos hymenaeos. Vivamus rhoncus tincidunt libero. Etiam elementum pretium justo. Vivamus est. Morbi a tellus eget pede tristique commodo. Nulla nisl. Vestibulum sed nisl eu sapien cursus rutrum.

A.3 HELLO WORLD @@@

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COLOPHON

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DECLARATION

Put your declaration here.

Yverdon-les-Bains, December 2013

Jonas Oesch, April 22, 2014