

# **Digital publishing- a view from an Educational Publisher**

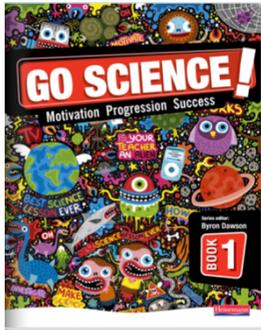
Liz Marchant, Head of Science Publishing, Pearson  
**5<sup>th</sup> February 2014**

# Publishing

The publisher is responsible for a product from concept to delivery:

- Concept to high quality product or service
- Creation in a timely way to budget
- Providing something that people want to buy
- Ensuring we make a profit!

... so what's different in the digital world compared to print?



# Digital publishing

Much is the same – providing something people want to buy, creating content and a design that works BUT

The way you consider content is different:

- More ways experience content – audio, video, visual, words, ebooks
- Access format (hardware) variable
- It's not flat content
- It can 'do' things, you can have tools that are not content at all
- You can connect to other things
- Function can be as important as content: more variation than a book

# Digital publishing

Different relationship with your customer:

- Changeable after release
- Multiple access or single
- You have to support them to use your product
- Human perception that online = free or cheap
- You can interact with your customer
- You can track what they are doing in your product
- You may have to persuade them to re-purchase

# The process is much the same

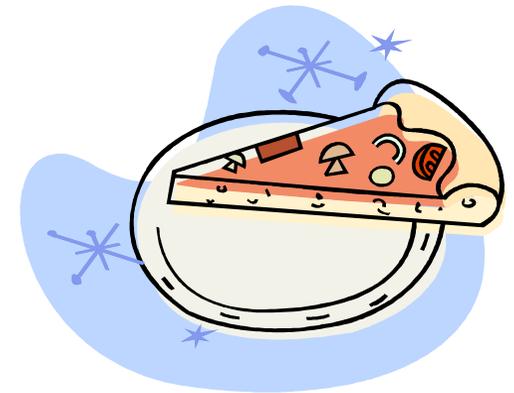
1. Your customer - segment identification
2. The problem to solve - identifying customer needs
3. Your solution - concept development
4. Business case
5. Delivery
6. Ongoing support



# Who is the product for? Segmentation

## How could you segment a GCSE Science market?

- by teacher or student purchaser
- exam board
- current vs new customers
- high ability/low ability
- schools who love using Interactive White Boards
- niche, eg dyslexic students
- others?



# What problems could we be trying to solve? Identifying needs

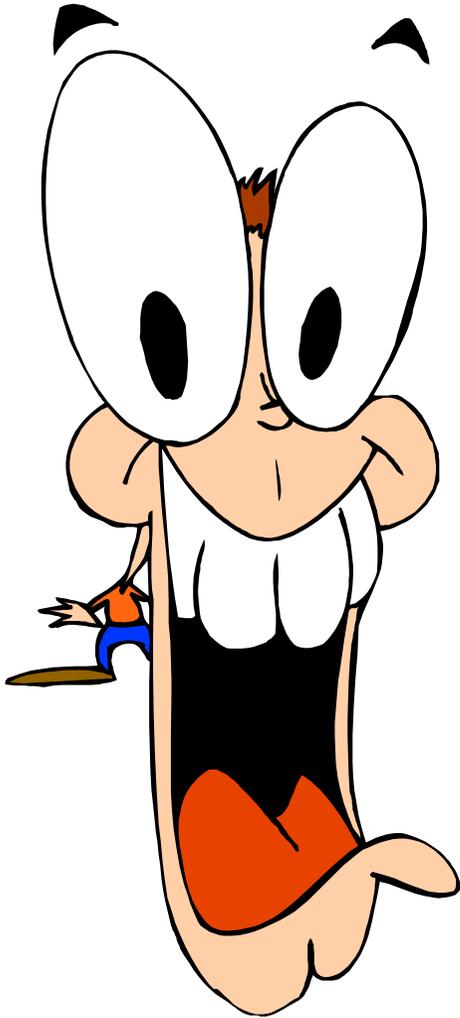
## What problems could a GCSE teacher be trying to solve?

- Delivering a new science curriculum
- Planning practical work
- Too much homework to mark
- Supporting high achieving students to progress
- Understanding requirements of new style exam

***Best approach? Go out and ask them!***



# Going beyond customer needs



**What could we give GCSE Science students and teachers that they don't even know they need?**

- Revise on your mobile?
- Access to live tutor when you are at home?
- Insight into current scientific discoveries?
- Tools to talk to other students about homework?

# Your solution - concept development...

Translate what you have learnt into a compelling solution

- What are the key components of your concept?
- What is the price? Is it affordable?
- What is the look and feel brief?
- What are the key features of your concept?
- Do these features solve your identified key needs?
- What are your key selling lines? Do they resonate with customers?

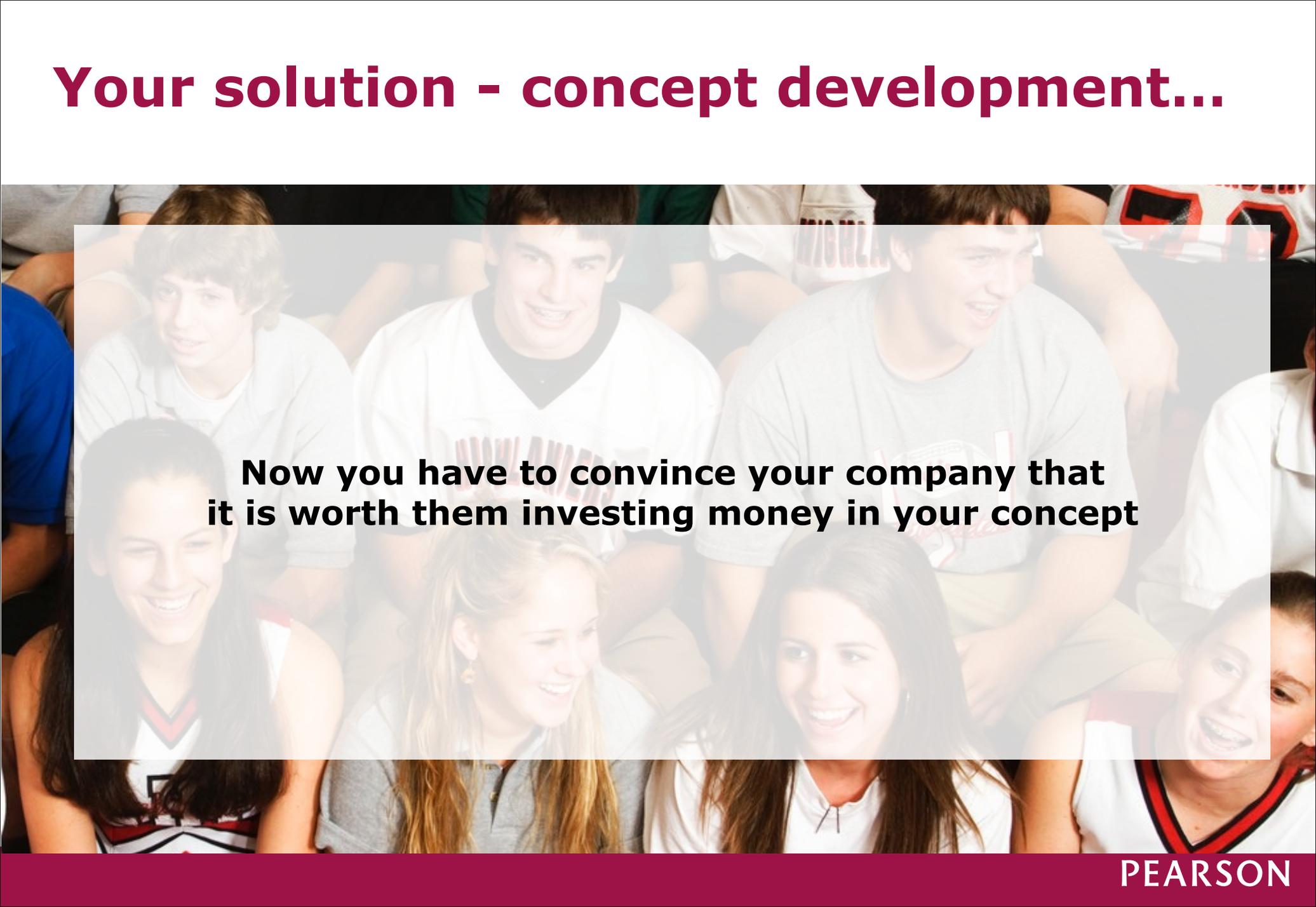
***Get out and test with teachers and students!***

# Your solution - concept development...



**Are you now convinced that customers recognise  
the value of your proposition  
and that they would be willing  
to spend money to have it?**

# Your solution - concept development...



**Now you have to convince your company that  
it is worth them investing money in your concept**

# What makes a digital business case different to print?

- Doesn't wear out – repeat purchase?
- Pricing policy – how do you define a user? One purchase per school? Price per pupil? Price by school size? Licenses per machine?
- Security – digital materials can be easily shared; duplicated
- Do you need to continually improve? Will you save part of the investment for later updates of content?
- Once produced little variable cost
- Can be bought in 'chunks'
- Ongoing costs: hosting? corrections?
- Online? Probably yes these days
- Can you price it high enough to give you a decent profit
- Overheads tend to be much higher



# Different models for your business case

Digital development is expensive. It can:

- Attract its own revenue
- Bring revenue to a course alongside print product
- Be a loss leader – make the whole course look attractive so people buy textbooks

Be very careful about accepting a loss leader – without it would the lower unit print sales outweigh the costs of producing the digital?

# Pricing – we're still trying to get it right!

We've tried:

- One off purchase on a CD or download – keep the content
- Annual individual subscriptions
- One price for ever(?) or a time period
- Initial subscription, lower renewal subscription
- Subscription based on size of school
- Pay per pupil, eg buy an access code
- Free, eg CD in the back of a book
- eBook price



# Delivery

There are lots of people involved in delivering our digital products



*Instructional designer, platform development, market researchers, digital project manager, authors, editors, user-centred designers, technical lead, designer, production, copy-editor, subject expert, development editor, sales, marketing, project manager*

# And your role as a Publisher is ...

... to hold the vision...

We know we will be successful if we:

- Deliver on time and to budget
- Create a high quality experience
- Create clear benefits that match the needs – only then will a customer want to buy
- Create effective demos that showcase the benefits
- Make sure all components, print and digital, work together
- Make sure our digital product delivers what we promised and is **easy to use**

**Good luck with your projects!**

... and see you later this term!

*Any questions?*