Pearson Education

Building lifelong learning relationships

Situation

Pearson Education (Pearson), even before the impact of the global coronavirus pandemic, had been adjusting its product offerings to better fit with the digital environment. Initially a physical (print) publishing company, it expanded to digital publishing many years ago to stay ahead of the curve. Since then, it had developed and launched a wide range of Learning Apps for students (additional information contained within the Learning & Engagement Tools section in **Error! Reference source not found.**). These apps addressed various learning needs and had shown initial signs of success, serving as valuable resources for individuals in the Pearson ecosystem. Today, Pearson was looking to identify the best opportunities to direct their resources for future growth.

Objectives

Two overarching company goals were:

1. To demonstrate value for learners, attracting them into the Pearson ecosystem (See Appendix C for more information on entering the Pearson ecosystem).
2. To build lifelong relationships with learners and ensure learners anywhere in their career/life could enter the Pearson ecosystem.

The Ask

Focusing on their AIDA, Prep, and Writer products, Pearson wanted your recommendations on:

1. How they could clearly show learners of Generation Z (Gen Z)[1] (late high school/college/university) the value of one or more of these apps, and get them to think of Pearson (and its resources) as something that could help them succeed wherever/whenever they were learning, as opposed to seeing Pearson (and its resources) as something they only needed for a specific course.
2. How to create awareness among Gen Z learners for their learning & education tools (apps)? How could Pearson encourage and increase student downloads?
3. How best to monetize their learning & education tools?

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[1] Generation Z are those born after 1997

Your team will have 15 minutes to deliver a presentation to the jury panel consisting of Pearson representatives and business professionals. This will be followed by a 10-minute question and answer session to clarify any concerns or ask probing questions.

Company Information

Pearson was founded in 1844 in England as a construction company, and gradually transitioned into educational publishing through a series of acquisitions and internal re-organization. Pearson had also expanded to provide assessment services to schools and corporations. Pearson was currently the world's leading learning company, with more than 32,000 employees operating from across 70 countries worldwide. Every day, Pearson products and services were used by millions of teachers and learners across the globe. Operating profit in 2019 was US$345.51 million. Detailed financial, strategic and product information is provided in the 2019 Annual report (link).

Product Offerings

Over the years, Pearson had continued to add products to their portfolio:

1. **Physical Textbooks**: The initial offering for traditional publishing companies. Educators would work with Pearson to identify textbooks to use within their course, and students would then purchase these materials.
2. **Digital Textbooks**: These contained the core content and material that a physical textbook would cover, however provided digitally. Digital textbooks were available in different formats: standard eTexts were similar in look and layout to physical textbooks, however Pearson also offered "Pearson eText" digital textbooks, which often incorporated rich media (videos, digital interactives, etc) into the material and split the text into smaller portions, making the content easier to read and understand. Pearson eText also allowed instructors to assign chapters and track students' reading and behaviours in an instructor dashboard.
3. **Digital Platforms (MyLab, Mastering & Revel)**: Pearson's online platforms facilitated a wide range of functions for course delivery. These online platforms allowed instructors and students to access "courses" – each course contained the digital textbook, an assessment platform (where students could complete homework, tests & quizzes), and a number of study tools and media files. These study tools and media files could include links to resources, video modules, adaptive study materials[2], interactive tools to gauge engagement during a live class, etc. An educator could choose to utilize Pearson's digital platforms (MyLab, Mastering or Revel) to greatly improve the learning experience for students enrolled in their course.
4. **Learning & Engagement Tools:** These were independent apps which added value to an individual student's learning experience (See **Error! Reference source not found.**).

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[2] Adaptive materials adjust based on the individual learner, i.e. students are directed to reference or review specific content based on their performance on quizzes

Adoption of some was completely driven by student desire (Appendix A.1) while others could be integrated as part of a course offering (Appendix A.2)

While Pearson understood that all of their products were connected, and that ultimately any individual who entered into its ecosystem was likely to utilize many of the offerings, Pearson wanted you to focus particularly on the Learning & Engagement Tools category, and, in particular, on AIDA, Prep, and Writer

Movement to digital

In 2019, Pearson announced that they would be adopting a "digital first strategy" and focus their efforts on creating digital materials rather than releasing updated printed textbooks every few years. To support this transition, Pearson invested heavily in their "Global Learning Platform" to ensure it had the capabilities to create and update its digital materials in a timely manner. This shift to digital textbooks was motivated by a number of factors including improved student learning outcomes, cost savings, ease of revision and the elimination of the used textbook market. This transition aligned with new student & teacher preferences including the need for greater interactivity (quizzes, flashcards, highlighting etc.), enhanced personalization and ease of use[1].

The primary motivation for Pearson's move to digital was the desire to improve the learning experience for students. Pearson revised their operating structure in 2020 to better reflect their shift to more digital learner-centred products. Appendix B reflects Pearson's key businesses as well as the interdependencies in their core capabilities.

Pearson had a direct-to-learner eCommerce page here, which acted as a channel for students to purchase print textbooks, digital textbooks, and access to digital platforms. This site did mention the learning tools and advertised them, but it was not actually integrated with any of the tools (i.e. the learner still had to navigate to the Learning Tool page to complete the download/purchase). Pearson was open to better leveraging this eCommerce page if you believed it would prove valuable.

Current Pricing

Pearson products such as eTexts and digital platforms had a fixed price which granted the learner access to the relevant material, often for a predetermined amount of time (typically 1 year) but in some cases offering unlimited access.

The Learning & Engagement Tools, however, were offered with varying subscription details (See Appendix A.1 for a breakdown of pricing for each of AIDA, Writer, and Prep). Learners who wanted to utilize a Learning Tool could access it from the Pearson website or directly from the Apple/Android app stores and use it as needed. Pearson was not sure if this current pricing model was ideal for their learning tools, and as such they were looking for your advice on if the pricing model should be adjusted.

Pearson also recognized that the underlying motivation for purchase was not the same in both cases and this was something for you to consider in your recommendation. While all the

Pearson products provided value to learners, in the case of eTexts and digital platforms, the learner's purchase was primarily motivated by the required nature of a course offering. For the learning tools, however, the learner likely made a much more active choice to look for the additional Pearson resources and ultimately complete a download.

Pricing Considerations

Pearson was aware that one solution was to offer their Learning & Engagement Tools for free and simply use them to raise awareness and bring individuals into the Pearson ecosystem, and they were willing to do this. Ultimately, Pearson was looking to increase the overall number of people within their ecosystem and identify the best way to monetize these relationships. If offering some or all the tools for free enticed learners to join, and then there was a clear plan for when and why learners would purchase other Pearson offerings as a result, this was a solution Pearson was willing to accept.

Constraints

Timeline

Pearson, like almost every other company, preferred to launch initiatives as quickly as possible. However, with specific regard to this case, they wondered what impact the global coronavirus pandemic would have on their timelines. Internally, Pearson had adjusted quickly and had a complete workforce able to work on the initiatives you proposed. Externally, however, the entire world was adjusting to remote work as well as remote delivery of education. Pearson wondered if this posed an opportunity to capture an untapped or under-served portion of the education market using tools such as AIDA for Calculus help or Pearson Writer for writing assistance? Regardless of the specific implementation details, Pearson wanted to execute your ideas by December 2021 at the latest.

Resources

Pearson Canada was somewhat limited with resources; however they were able to borrow resources from GCAM (Global and Corporate Affairs Marketing) and Pearson North America as required to support your recommendation. As an example, the Pearson Canada marketing team only had 2 individuals working in direct-to-learner marketing positions. Pearson Canada did, however, have both a digital team and a product team, as well as a sales team (with a physical presence at almost every university campus in Canada) who primarily focused on conversations/relationships with educators.

From a marketing standpoint, Pearson Canada had a maximum budget of $100,000. If additional funds were required to support proposed technology upgrades/changes, etc., there were additional funding pools which could be leveraged.

Pearson: Learner Relationships

Typically, interactions with Pearson could be grouped into one of two categories:

1. **Pearson ↔ Educator ↔ Learner**
   In this first group, Pearson's primary interaction was with the educator. These educators would choose to utilize a physical textbook printed by Pearson, use a digital textbook or digital platform (such as MyLab) available digitally via Pearson, or incorporate Pearson's product suite into their offering in some other format. The students would then have an indirect relationship with Pearson, as they were typically purchasing a Pearson product based on the professor's recommendation.

2. **Pearson ↔ Learner**
   In this second group, students interacted directly with Pearson through discretionary purchases which were not necessarily required as part of the course material. In some cases, this was for a course where the student was already familiar with Pearson (e.g. a student in a Geography course using a Pearson e-text may utilize the Pearson Writer app for an essay), but in other situations a Pearson app might be used to provide value in a course which utilized no other Pearson offerings (e.g. a student using AIDA for Calculus help in a course which did not utilize any other Pearson tools)).

As a company, Pearson wanted their future growth to revolve more heavily around the second category. It was not enough to rely on educators to recommend Pearson products; it was imperative that Pearson was building a direct connection with learners to help solve their education needs. Pearson believed that their Learning & Engagement Tools would be instrumental in this endeavour.

Industry Information

The Canadian higher education market had roughly 2,000,000 students. Across all their main digital platforms (MyLab, Mastering, Revel), Pearson had approximately 500,000 students registered every year.

Market size

Education apps were the third largest segment of the Apple app store comprising 8.68% of available apps [3]. Within the education app industry, higher education products accounted for just over 60% of the global market with a forecasted CAGR of 27% and incremental growth of US$26.10 bn between 2018 and 2022 [4].

A 2018 study of university students found that only 9.5% had purchased apps for learning. The primary reasons given for not purchasing the apps were financial (not having the financial resources), perception that there was a poor connection between the price and the quality of the app, and no need because there were free apps with similar functions [5]. The number and type of apps that were purchased are shown in Appendix D – Learning App Downloads.

Educational App Consumer Information

An overview of the learner in today's age is provided in Appendix E – . It shows that there is widespread belief that digital/virtual learning will soon become the new normal, and that continually upskilling and retraining remain incredibly relevant all throughout the world.

Usage of Apps in Academic Learning

Recent surveys had found that students were also looking for more interactive course materials and 36% said they learned better when course materials had interactive elements such as embedded quizzes and videos. 94% of students said they wanted to use their cell phones in class for academic purposes. 75% believed using personal devices in the classroom improved their ability to learn and retain information. They used their phones to:

- Take pictures
- Google answers to in class questions
- Access digital textbook
- Answer in-class polls
- Look at professor's slides [6]

Gen Z Overview

Generation Z (those born after 1997) were described as "Digital Natives" who were highly responsive to technology changes. This generation was typically equipped with proficient knowledge in using high tech devices and frequently surfs on wireless Internet to obtain necessary information. They preferred mobility and informative content that could be accessed from portable devices to satisfy their learning needs. Interestingly, students who used smartphones heavily tended to **spend more time on the apps** for learning, but they **installed fewer learning apps** on their phone when compared with others [5].

Adoption Patterns of Gen Z

Research had found that 18% were willing to pay for apps that were practical and would help them to achieve personal goals and pursue passions (and/or unlock higher levels) [7].

Features

Growing trends in learning apps were the use of artificial intelligence and incorporating Siri/Alexa functionality. This was combined with machine learning to gauge students' progress and capabilities and customize tutoring as well as assess whether a student was likely to drop out of the course. Chatbots were used for personalized messaging. A key trend was the growing focus on wearable technology to enable learn anywhere and gamification was a frequent design characteristic to increase engagement and persistence [8].

App pricing strategies

There were four types of pricing models which were typically associated with apps: free, freemium, paid and paidmium.

Free apps, as the name suggested, cost nothing to download. Their main income came from advertisements. They were often an extension of other products or services that companies offered and were used as a tool to retain, communicate with and serve customers.

Freemium apps were free to download but the free version had limited features or functions in comparison to the paid version of the same app. Customers could pay for the more advanced features or engage in in-app purchases to improve the performance of the app such as increasing the speed of a game.

Paid apps could be either be a one-time fee for downloading the app or a subscription for its use. These apps had decreased in popularity due to the increasing number of free and freemium apps.

Paidmium apps were similar to the freemium model, except that the initial download of the app required payment and the user had to pay more to unlock additional features.

Impact of the 2020 Coronavirus Pandemic

Increase in demand for e-Learning

Pearson had seen an explosion in demand for digital resources since the start of the pandemic. Across all platforms globally they had seen a 400% increase in activity and the demand was growing daily [9].

Increase in free resources

Pearson made some of their products available for free and expanded access to others to support teachers and students as schools and universities closed. When they made their British product (The Maths Factor) available for free, it received more than 40,000 subscribers on the first day [9]

BYJU'S, a Bangalore-based educational technology and online tutoring firm founded in 2011 recently announced free live classes on its Think and Learn app. It saw a 200% increase in the number of new students using its product.

Lark, a Singapore-based collaboration suite initially developed by ByteDance as an internal tool to meet its own exponential growth, began offering teachers and students unlimited video conferencing time, auto-translation capabilities, real-time co-editing of project work, and smart calendar scheduling, amongst other features. It invested in its global server infrastructure and engineering capabilities to ensure reliable connectivity (10)

During the 2020 January-April semester, Pearson Canada made access to all eTexts free via VitalSource, a 3rd party partner. Over the following 2 months:

- 15,000+ Canadian learners accessed free materials on VitalSource
- 2,000+ Canadian educators visited the COVID resource hub on Pearson.com to support the transition of their course online.
- 200 instructors reached out to try one of Pearson's digital platforms for their course: MyLab, Mastering, Revel and Pearson eText.

Widening of the digital divide

In the US, 25% of students from disadvantaged backgrounds did not have a computer at home to do work on while almost 100% of more privileged students did [10]. Only 1 in 5 people used the internet in the least developed countries [11]

In 2018, the Canadian Radio-television and Telecommunications Commission (CRTC) reported 63% of rural households in Canada did not have access to 50 MBPS download/ 10 MBPS upload Internet, the government's minimum speed target for service that delivered the features of the modern digital economy. The situation was similar or worse in many other parts of the world, especially for marginalized communities [12].

Strategic priority on online learning at every college and university.

Almost all colleges and universities included online learning in their strategic plans by 2019, but not all acted with vigour and determination to implement these plans. The pandemic magnified the value and necessity to roll out these plans quickly. It would also force realization of how essential investment in faculty and instructor's development and training was for the successful implementation of quality online learning as well as the need for a robust technology infrastructure [9].

A growth in demand for skills-based learning

The high levels of unemployment across a range of sectors would lead many individuals to seek new skills and capabilities to help insulate them from the economic and personal "aftershocks" of the lockdown. Consequently, demand for skills-based learning would grow, but this might look very different from past demand. Pearson believed that a focus on short courses, micro-credentials, experiential learning and work-based learning accreditation, based on demonstrable competencies, would replace the demand for long, campus-based programs [9].

A commitment to ending the digital divide.

The shift to online learning, amongst other realizations, brought home the fact not all could access high quality broadband from home. It was also clear a larger number of students than anticipated did not have access to or familiarity with reliable and useful devices (laptops, tablets, desktops, video systems, audio systems) needed to be effective online learners (12).

Appendix A - Complete Learning & Engagement Tools Offerings[3]

Pearson's Learning & Engagement Tools could be grouped into two offerings:

1. **Tools for an independent learner:** These were tools which any individual learner could benefit from using, regardless of whether that student was in a class which utilized other Pearson products.

   a. **AIDA**™ (link) was an artificial intelligence-enabled mobile calculus tutor. It gave tailored feedback on your steps and guides you to the solution through personalized hints, videos, and examples. Its mission was to go beyond the final answer and really understand how to solve the problem. AIDA was only available through the Apple app store. Pearson was working on an Android version.

      Pricing ($USD): Initially free to download and students received 5 learning activities for free, but pricing was turned on in August 2020. Current pricing was:

      - $19.99/year
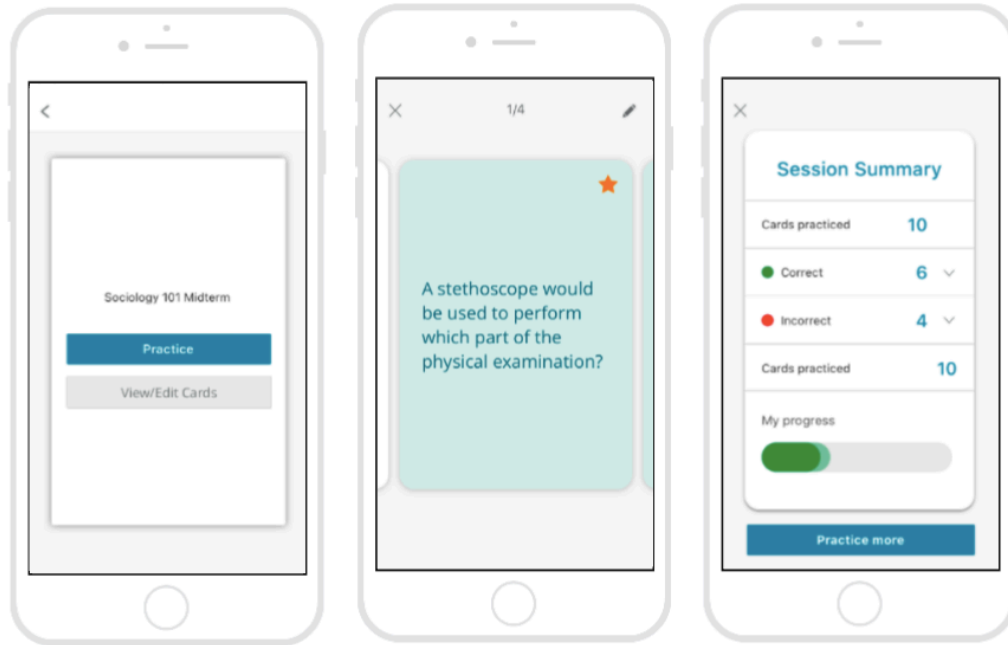   - $6.99/3 months
      - $2.99/month

      Usage: In first year of AIDA's release (while it was free), there were 450 downloads of the app in Canada and ~5,000 downloads in the US. All of these downloads were with very little marketing.

   b. **Pearson Prep** (link) (1 minute promo video link) helped students study quickly and effectively by auto creating flashcards from students' notes and providing access to expert flashcards crafted by authors and teachers. Its adaptive practice responded to each learner's strengths, preparing confident, exam-ready students. Available for Apple and Android and had a browser-based version as well for Apple/PC desktop.

      Pricing: Free to download and use, but 'expert decks' cost money. Pricing of expert decks varies, but decks generally cost $0.99 USD each (a deck typically covers the same content as one chapter in a textbook), and a full bundle of decks was often slightly discounted – for example, a bundle of 15 decks might be $12.99 USD

      Usage: In 2019 (first year of serious development/use), there were roughly 20,000 unique users globally, with ~8% of those coming from Canada. Those 20,000 users participated in over 75,000 mobile sessions with the app, averaging 7 minutes per session, and overall over 1.2 million 'cards' were seen. This was with very little marketing.

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[3] https://www.pearson.com/us/higher-education/products-services-teaching/learning-engagement-tools.html

Sample screenshots from Pearson Prep app

c. **Pearson Writer** (link) offered research and writing support for all writing needs. It provided automatic writing review and suggested and explained changes to grammar and style, as well as providing a personal tutor who could answer questions, assist with writing development and proofread. It provided writing support and resources by integrating its own content and content from its exclusive partnership with Purdue OWL, the single most referenced website for writing instruction in the world. It had a works cited generator that allowed you to scan barcodes for citation and bibliography creation. It included a mobile writing app that recorded audio files to a notebook that helped you organize your thoughts with a drag and drop feature among others [2].

Pricing ($CAD):

- $23.90/6 months
- $35.90/12 months
- $65.90/24 months
- $95.90/48 months

d. **MyDietAnalysis** was the diet and activity tracking tool powered by ESHA Research that provides an intuitive way for students to track and analyze diet and activity. The expanded database included over 90,000 foods and nearly 1,000 activities, making it easy for students to find what they were looking for.

Pearson wanted your recommendation to focus solely on AIDA, Prep and Writer.

2. **Tools integrated with a course offering:** These are tools which an educator can leverage to enhance the quality of their course offering. An individual learner would not find as much value in using one of these offerings outside of that specific class environment. Also, because students need a course ID from instructors to access these tools they were not truly Pearson to learner relationships.

    a. **Learning Catalytics** ([link](#)) This interactive student response tool uses learners' smartphones, tablets, or laptops to engage them in interactive tasks and thinking during classroom activities.

    b. **Live Response** ([link](#)) is a classroom response system that promotes active learning and participation in any course. Students use their smartphones, tablets, or laptops to engage in answering questions that assess and deepen understanding.

    c. **MediaShare** ([link](#)) made it easier than ever for students and instructors to share and comment on speeches, group projects, outlines, and more. Users can embed YouTube content or upload original content for peer and instructor feedback.

    d. **Revel Mobile App** ([link](#)) replaced traditional texts with an engaging eText learning experience that better prepared students for class. The Revel app was available on both Apple and Android phones as well as all desktop platforms.

    e. **Dynamic Study Modules** ([link](#))**,** available both online and as an app, provide personalized content and questions to reinforce various concepts. These modules target each student's particular strengths and weaknesses to promote fast learning and long-term retention.

    f. **Pearson eText App** ([link](#)) allows students to download their Pearson eText to their smartphone or tablet. This app ensures that learners can access reading and study tools wherever and whenever they choose, even without an internet connection.

# Appendix B – Key Business and Interdependencies

Pearson's new operating structure in 2020

"We are refining the structure of our business to better reflect the shift towards more digital learner-centered products"

Key Businesses in Pearson's new structure

Global Online Learning	Global Assessment	International	North American Courseware
• Virtual Schools • Online Program Management	• Pearson VUE • US Student Assessment	• English • Assessment & Qualifications	• Canada Higher Education • US Higher Education Coursewear

Pearson's three core capabilities (content, assessment, and services) share interdependencies across them, powered by the Pearson Learning Platform, all of which is supported by their Enabling Functions.
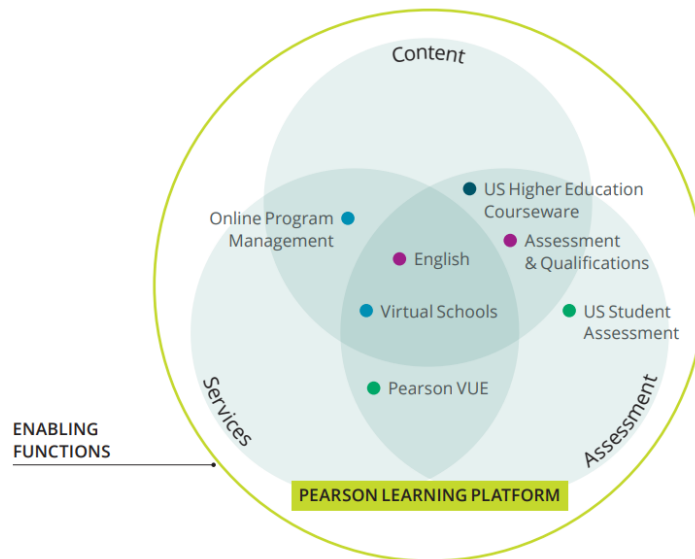
Appendix C - Pearson Ecosystem

When Pearson looked at the life journey of people around the world, there appeared to be four places where an individual might enter the Pearson ecosystem.

1. **Kindergarten to the end of high school (ages 6-16)**

   Most often during this life stage students are using books that are provided by their schools. Schoolboards make decisions and schools buy books which the students use. The adoption of digital resources has been significantly slower in this market. However, parents are allowed to buy kindergarten to high school resources online.

2. **Between high school and higher education (ages 16-17)**

   As students looked to enter higher education, they may begin using Pearson's products to gain a head start. Learners may want to brush up on areas they encountered some challenges with during high school, or they may want to begin learning some of the material for new courses they are planning to take as part of their higher education.

3. **During higher education (ages 17-23)**

   During higher education, a student had many opportunities to enter the Pearson ecosystem. The most common would be as a result of a course which utilized Pearson resources such as an e-text or a digital platform ([MyLab](#), [Mastering](#), [Revel](#)), but students may also seek out additional support from the numerous Pearson Learning & Engagement Tools, such as AIDA for Calculus help or Pearson Writer for writing and research support.

4. **Transitioning into a career (ages 21-26)**

   Leaving any form of education and transitioning into a career was another key opportunity for an individual to enter the Pearson ecosystem. Specific careers may require specialized learning or individuals may simply wish to upskill.

5. **During one's career (ages 25-60+)**

   Finally, Pearson's offerings remained valuable even as individuals progressed through their career. Individuals may encounter specific problems within their role where they needed to gain specialized knowledge, they may look to Pearson for general upskilling, or they may be interested in pivoting to a new career and thus adjust their existing knowledge. Pearson currently offered a selection of IT and digital resources (both physical texts and online courses) to help customers out during their career, and were looking to add more offerings that would appeal to career-based learners (outside of the college & university products) in the future.

Appendix D – Learning App Downloads

D.1 Number of mobile learning apps used and purchased

	Business	Education	Engineering	Overall	p-value
Number of apps for learning					
0	2 (4%)	11 (22%)	10 (20%)	23 (15.3%)	0.152
1-5	29 (58%)	23 (46%)	27 (54%)	79 (52.7%)	
6-10	15 (30%)	10 (20%)	11 (22%)	36 (24.0%)	
11-15	2 (4%)	5 (10%)	1 (2%)	8 (5.3%)	
More than 15	2 (4%)	1 (2%)	1 (2%)	4 (2.7%)	
Total	**50**	**50**	**50**	**150**	
Purchase apps for learning					
Yes	3	2	7	12	0.108
No	45	37	33	115	
Total	**48**	**39**	**40**	**127**	

D.2 List of top three most frequently used mobile apps for learning

	Business	Education	Engineering	Overall
The most frequently used apps	Dictionary	WhatsApp	Dictionary	WhatsApp
	WhatsApp	Google Drive	WhatsApp	Dictionary
	Gmail	Dictionary	Gmail	Google Drive
Unique Apps	Bloomberg		AutoCAD	
			WolframAlpha	

Source: Wai, I. S. H., Ng, S. S. Y., Chiu, D. K. W., Ho, K. K. W., & Lo, P. (2018). Exploring undergraduate students' usage pattern of mobile apps for education. *Journal of Librarianship and Information Science*, *50*(1), 34–47. https://doi.org/10.1177/0961000616662699

Appendix E – Global Learner Survey

Information taken from The Global Learner Survey (Aug 2020)

Key Trends

The Global Learner Survey uncovered **7 key trends**, all driven by the effects of the COVID-19 pandemic

1 There is no returning to a pre-COVID-19 education world.
Globally, more than 3 in 4 people believe that education will fundamentally change as a result of the pandemic. Online learning will be a key part of experiences for learners of all ages, and economic uncertainty will drive more people to upskill and reskill for job security.

2 Trust and confidence in education systems is on the rise nearly everywhere.
In turbulent times, people look to the institutions that instill hope and opportunity. Education does just that. This year, a growing number of people say education is an important stepping stone in life, with more people than ever giving their country's education system high marks for quality.

3 Learners expect schools to catch up with the times on issues of equity.
People are demanding equity in education. They don't believe that everyone has equal access to education, which is critical for future success. They believe that education inequality will get worse during the pandemic, and 9 in 10 learners want education systems to do more to address the problem.

4 If online is here to stay, learners want a better experience.
Learners are practical and realize that online learning is a reality during a global pandemic. But, there are clear calls for more investment in and better use of technology for learning.

5 The pressure is on to build skills that will sustain people through the pandemic and beyond.
With more than half of employed respondents in need of education because their job status has changed, there is a palpable urgency to build skills for employment. This includes a new breed of digital soft skills as well as an emphasis on English language skills.

6 Universities have more opportunity than ever to help drive economic recovery.
Learners are clamoring for universities to provide more adult learning, shorter courses, soft skill training and more affordable options for the unemployed.
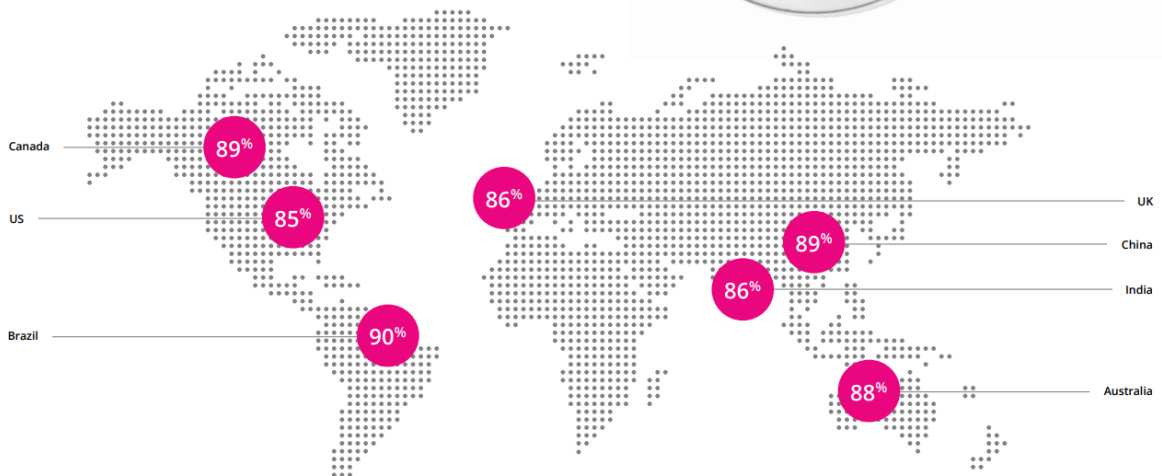
7 School feels safer at home.
Not surprisingly, there is less concern this year about school safety and the negative effects of social media. Instead, people see social media as a lifeline for students who face isolation from their peers.

In an uncertain time, people are seeking more control of their ongoing learning

Thinking about how jobs and careers are changing, to what extent do you agree that people will need to take more responsibility for directing their own learning or upskilling for their job: (%)

Globally, **88%** believe people will need to take more responsibility for directing their own learning or upskilling for their job.

go.pearson.com/global-learner-survey   24

Canada 89%
US 85%
Brazil 90%
86%
UK
China 89%
India 86%
Australia 88%

Appendix F – Sample AIDA Email

This is an excerpt from an email sent by Pearson in July 2020. *See complete email here*.

Calc 1 just got easier

Taking Calc 1 in the fall? Get ready to crush it (or, you know, avoid being crushed by it) with the AIDA™ Calculus app. Use it to understand difficult concepts, tackle tough problems one step at a time, and double-check your homework.

3 easy steps to get started

1. Download
2. Snap a pic of your calc problem
3. Get examples, videos, and step-by-step feedback

Try the AIDA app for free.*

Get full access for $2.99/month, $6.99/three months, or $19.99/year.
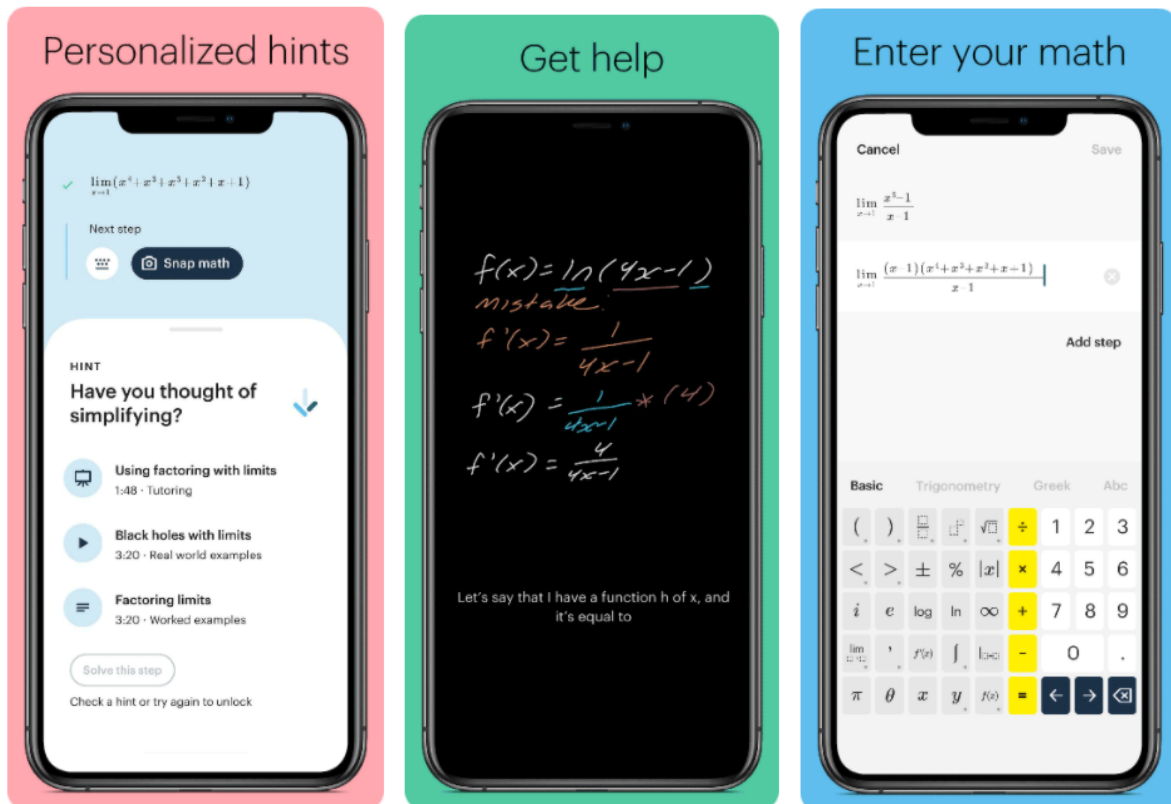
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