

The 2023-2028 Outlook for Virtual Classrooms in China

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Abstracts

This study covers the latent demand outlook for virtual classrooms across the regions of China, including provinces, autonomous regions (Guangxi, Nei Mongol, Ningxia, Xinjiang, Xizang - Tibet), municipalities (Beijing, Chongqing, Shanghai, and Tianjin), special administrative regions (Hong Kong and Macau), and Taiwan (all hereafter referred to as 'regions'). Latent demand (in millions of U.S. dollars), or potential industry earnings (P.I.E.) estimates are given across some 1,100 cities in China. For each major city in question, the percent share the city is of the region and of China is reported. Each major city is defined as an area of 'economic population', as opposed to the demographic population within a legal geographic boundary. For many cities, the economic population is much larger that the population within the city limits; this is especially true for the cities of the Western regions. For the coastal regions, cities which are close to other major cities or which represent, by themselves, a high percent of the regional population, actual city-level population is closer to the economic population (e.g. in Beijing). Based on this 'economic' definition of population, comparative benchmarks allow the reader to quickly gauge a city's marketing and distribution value vis-?-vis others. This exercise is quite useful for persons setting up distribution centers or sales force strategies. Using econometric models which project fundamental economic dynamics within each region and city of influence, latent demand estimates are created for virtual classrooms. This report does not discuss the specific players in the market serving the latent demand, nor specific details at the product level. The study also does not consider short-term cyclicalities that might affect realized sales. The study, therefore, is strategic in nature, taking an aggregate and long-run view, irrespective of the players or products involved.

In this report we define the sales of virtual classrooms as including all commonly understood products and/or services falling within this broad category, irrespective of



product packaging, formulation, size, or form. Companies participating in this industry include Apple, Arlo, ATKIV MIND LMS, Axis Communications, Barco, BenQ, BigBlueButton, Blackboard, BRAINCERT, Cisco, CLASSE365, Dahua Technology, Daktronics, Dell, DELPHI Display Systems, DIGITAL SAMBA, Dormakaba, Edvance360, ELEAP, ELECTA Communication, ELOOMI, EON Reality, EOS, FLIR System, Foxconn, Google, Hikvision, Hitachi, HTC, Huawei, IBM, IMPERO Software, ISPRING LEARN, JOOMLALMS, KANNU, Kronos, LEARNINGCART, Lenovo, LG Electronics, Microsoft, Mindmaze, NEC Display, Netdragon, Nokia, Oculus VR, Oracle, Panasonic, Psious, Reflexis Systems, Ricoh, Saba Software, Salto Systems, Samsung, Seiko Epson, Skyprep, Smart Technologies, Sony, Stratasys, TEACHLR Organization, Tiandy Technologies, TOUCHJET, TutorRoom, Veative Labs, VIRTUALLY Live, WIZ IQ, and Xiaomi. In addition to the sources indicated, additional information available to the public via news and/or press releases published by players in the industry was considered in defining and calibrating this category. All figures are in a common currency (U.S. dollars, millions) and are not adjusted for inflation (i.e., they are current values). Exchange rates used to convert to U.S. dollars are averages for the year in question. Future exchange rates are assumed to be constant in the future at the current level (the average of the year of this publication's release in 2022).



Contents

1 INTRODUCTION

- 1.1 OVERVIEW
- 1.2 WHAT IS LATENT DEMAND AND THE P.I.E.?
- 1.3 THE METHODOLOGY
 - 1.3.1 STEP 1. PRODUCT DEFINITION AND DATA COLLECTION
 - 1.3.2 STEP 2. FILTERING AND SMOOTHING
 - 1.3.3 STEP 3. FILLING IN MISSING VALUES
 - 1.3.4 STEP 4. VARYING PARAMETER, NON-LINEAR ESTIMATION
 - 1.3.5 STEP 5. FIXED-PARAMETER LINEAR ESTIMATION
 - 1.3.6 STEP 6. AGGREGATION AND BENCHMARKING
- 1.4 FREQUENTLY ASKED QUESTIONS (FAQ)
 - 1.4.1 CATEGORY DEFINITION
 - 1.4.2 UNITS
 - 1.4.3 METHODOLOGY

2 SUMMARY OF FINDINGS

- 2.1 LATENT DEMAND IN CHINA
- 2.2 TOP 100 CITIES SORTED BY RANK
- 2.3 LATENT DEMAND BY YEAR IN CHINA

3 ANHUI

- 3.1 LATENT DEMAND BY YEAR ANHUI
- 3.2 CITIES SORTED BY RANK ANHUL
- 3.3 CITIES SORTED ALPHABETICALLY ANHUI

4 BEIJING

- 4.1 LATENT DEMAND BY YEAR BEIJING
- 4.2 CITIES SORTED BY RANK BEIJING
- 4.3 CITIES SORTED ALPHABETICALLY BEIJING

5 CHONGQING

5.1 LATENT DEMAND BY YEAR - CHONGQING



5.2 CITIES SORTED BY RANK - CHONGQING

5.3 CITIES SORTED ALPHABETICALLY - CHONGQING

6 FUJIAN

- 6.1 LATENT DEMAND BY YEAR FUJIAN
- 6.2 CITIES SORTED BY RANK FUJIAN
- 6.3 CITIES SORTED ALPHABETICALLY FUJIAN

7 GANSU

- 7.1 LATENT DEMAND BY YEAR GANSU
- 7.2 CITIES SORTED BY RANK GANSU
- 7.3 CITIES SORTED ALPHABETICALLY GANSU

8 GUANGDONG

- 8.1 LATENT DEMAND BY YEAR GUANGDONG
- 8.2 CITIES SORTED BY RANK GUANGDONG
- 8.3 CITIES SORTED ALPHABETICALLY GUANGDONG

9 GUANGXI

- 9.1 LATENT DEMAND BY YEAR GUANGXI
- 9.2 CITIES SORTED BY RANK GUANGXI
- 9.3 CITIES SORTED ALPHABETICALLY GUANGXI

10 GUIZHOU

- 10.1 LATENT DEMAND BY YEAR GUIZHOU
- 10.2 CITIES SORTED BY RANK GUIZHOU
- 10.3 CITIES SORTED ALPHABETICALLY GUIZHOU

11 HAINAN

- 11.1 LATENT DEMAND BY YEAR HAINAN
- 11.2 CITIES SORTED BY RANK HAINAN
- 11.3 CITIES SORTED ALPHABETICALLY HAINAN



12 HEBEI

- 12.1 LATENT DEMAND BY YEAR HEBEI
- 12.2 CITIES SORTED BY RANK HEBEI
- 12.3 CITIES SORTED ALPHABETICALLY HEBEI

13 HEILONGJIANG

- 13.1 LATENT DEMAND BY YEAR HEILONGJIANG
- 13.2 CITIES SORTED BY RANK HEILONGJIANG
- 13.3 CITIES SORTED ALPHABETICALLY HEILONGJIANG

14 HENAN

- 14.1 LATENT DEMAND BY YEAR HENAN
- 14.2 CITIES SORTED BY RANK HENAN
- 14.3 CITIES SORTED ALPHABETICALLY HENAN

15 HONG KONG

- 15.1 LATENT DEMAND BY YEAR HONG KONG
- 15.2 CITIES SORTED BY RANK HONG KONG
- 15.3 CITIES SORTED ALPHABETICALLY HONG KONG

16 HUBEI

- 16.1 LATENT DEMAND BY YEAR HUBEI
- 16.2 CITIES SORTED BY RANK HUBEI
- 16.3 CITIES SORTED ALPHABETICALLY HUBEI

17 HUNAN

- 17.1 LATENT DEMAND BY YEAR HUNAN
- 17.2 CITIES SORTED BY RANK HUNAN
- 17.3 CITIES SORTED ALPHABETICALLY HUNAN

18 JIANGSU

18.1 LATENT DEMAND BY YEAR - JIANGSU



18.2 CITIES SORTED BY RANK - JIANGSU 18.3 CITIES SORTED ALPHABETICALLY - JIANGSU

19 JIANGXI

- 19.1 LATENT DEMAND BY YEAR JIANGXI
- 19.2 CITIES SORTED BY RANK JIANGXI
- 19.3 CITIES SORTED ALPHABETICALLY JIANGXI

20 JILIN

- 20.1 LATENT DEMAND BY YEAR JILIN
- 20.2 CITIES SORTED BY RANK JILIN
- 20.3 CITIES SORTED ALPHABETICALLY JILIN

21 LIAONING

- 21.1 LATENT DEMAND BY YEAR LIAONING
- 21.2 CITIES SORTED BY RANK LIAONING
- 21.3 CITIES SORTED ALPHABETICALLY LIAONING

22 MACAU

- 22.1 LATENT DEMAND BY YEAR MACAU
- 22.2 CITIES SORTED BY RANK MACAU
- 22.3 CITIES SORTED ALPHABETICALLY MACAU

23 NEI MONGGOL

- 23.1 LATENT DEMAND BY YEAR NEI MONGGOL
- 23.2 CITIES SORTED BY RANK NEI MONGGOL
- 23.3 CITIES SORTED ALPHABETICALLY NEI MONGGOL

24 NINGXIA

- 24.1 LATENT DEMAND BY YEAR NINGXIA
- 24.2 CITIES SORTED BY RANK NINGXIA
- 24.3 CITIES SORTED ALPHABETICALLY NINGXIA



25 QINGHAI

- 25.1 LATENT DEMAND BY YEAR QINGHAI
- 25.2 CITIES SORTED BY RANK QINGHAI
- 25.3 CITIES SORTED ALPHABETICALLY QINGHAI

26 SHAANXI

- 26.1 LATENT DEMAND BY YEAR SHAANXI
- 26.2 CITIES SORTED BY RANK SHAANXI
- 26.3 CITIES SORTED ALPHABETICALLY SHAANXI

27 SHANDONG

- 27.1 LATENT DEMAND BY YEAR SHANDONG
- 27.2 CITIES SORTED BY RANK SHANDONG
- 27.3 CITIES SORTED ALPHABETICALLY SHANDONG

28 SHANGHAI

- 28.1 LATENT DEMAND BY YEAR SHANGHAI
- 28.2 CITIES SORTED BY RANK SHANGHAI
- 28.3 CITIES SORTED ALPHABETICALLY SHANGHAI

29 SHANXI

- 29.1 LATENT DEMAND BY YEAR SHANXI
- 29.2 CITIES SORTED BY RANK SHANXI
- 29.3 CITIES SORTED ALPHABETICALLY SHANXI

30 SICHUAN

- 30.1 LATENT DEMAND BY YEAR SICHUAN
- 30.2 CITIES SORTED BY RANK SICHUAN
- 30.3 CITIES SORTED ALPHABETICALLY SICHUAN

31 TAIWAN

31.1 LATENT DEMAND BY YEAR - TAIWAN



31.2 CITIES SORTED BY RANK - TAIWAN

31.3 CITIES SORTED ALPHABETICALLY - TAIWAN

32 TIANJIN

- 32.1 LATENT DEMAND BY YEAR TIANJIN
- 32.2 CITIES SORTED BY RANK TIANJIN
- 32.3 CITIES SORTED ALPHABETICALLY TIANJIN

33 XINJIANG UYGUR

- 33.1 LATENT DEMAND BY YEAR XINJIANG UYGUR
- 33.2 CITIES SORTED BY RANK XINJIANG UYGUR
- 33.3 CITIES SORTED ALPHABETICALLY XINJIANG UYGUR

34 XIZANG [TIBET]

- 34.1 LATENT DEMAND BY YEAR XIZANG [TIBET]
- 34.2 CITIES SORTED BY RANK XIZANG [TIBET]
- 34.3 CITIES SORTED ALPHABETICALLY XIZANG [TIBET]

35 YUNNAN

- 35.1 LATENT DEMAND BY YEAR YUNNAN
- 35.2 CITIES SORTED BY RANK YUNNAN
- 35.3 CITIES SORTED ALPHABETICALLY YUNNAN

36 ZHEJIANG

- 36.1 LATENT DEMAND BY YEAR ZHEJIANG
- 36.2 CITIES SORTED BY RANK ZHEJIANG
- 36.3 CITIES SORTED ALPHABETICALLY ZHEJIANG

37 DISCLAIMERS, WARRANTIES, AND USER AGREEMENT PROVISIONS

- 37.1 DISCLAIMERS & SAFE HARBOR
- 37.2 ICON GROUP INTERNATIONAL, INC. USER AGREEMENT PROVISIONS



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