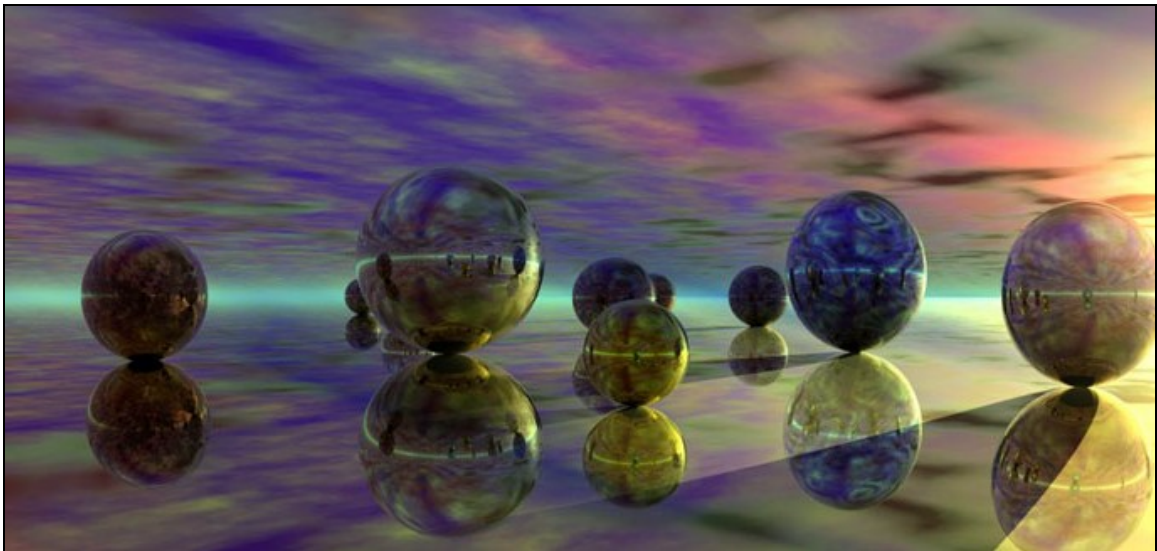


**Niche Markets, Global Markets And  
Productive Diversity In The Market  
For Published Materials:  
Creator To Consumer In A Digital Age**



*Bill Cope, Tom Davis and Mary Kalantzis*



**Niche Markets, Global Markets And  
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[www.C-2-CCourse.com](http://www.C-2-CCourse.com)

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## Contents

About The Course Developer.....	6
Aims.....	7
Knowledge scope .....	7
Knowledge and capability aims .....	7
Learning pathways .....	8
Framework map.....	9
Assessment .....	10
Assessment Criteria.....	10
Assessment Co-design.....	10
Assessment tasks .....	11
Assessment Task A .....	11
Assessment Task B.....	11
Hurdle Requirement .....	11
Assessment formats.....	12
Case Study .....	12
Action Research project .....	15
Business or Strategy Plan.....	18
Reflective Journal.....	19
Argumentative Essay.....	20

## About The Course Developer

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Tom has an Honours degree in Political Science, a Masters degree in International Relations, and is currently awaiting assessment of his PhD thesis on the Australian foreign aid program. He has lectured at the University of Melbourne in Public Policy and the Politics of the Asia-Pacific Region. Prior to undertaking his PhD, Tom worked for the Refugee Review Tribunal and the Onshore Refugee Program in the Department of Immigration and Multicultural Affairs.

## Important terminology

The 'Learning Framework' is the overall educational endeavour of '*Niche Markets, Global Markets And Productive Diversity In The Market For Published Materials*'. This is comprised of three 'themes', presented in the left-hand column of the Framework map. Each theme is divided into three learning 'processes', presented in the top row of the Framework map. Altogether this constitutes nine 'elements'. The Learning Framework is also referred to as the 'course'.

## Aims

### Knowledge scope

*Niche Markets, Global Markets And Productive Diversity In The Market For Published Materials* examines how digital technologies such as the Internet and printing-on-demand threaten to change established relationships between producers and consumers. Do print-related industries have economically viable alternatives to mass production and mass consumption? Can these industries be untied from their dependence on economies of scale? New technologies raise the possibility of increasing customisation in publishing and increasing the availability of specialist publications. It is less clear whether these changes fundamentally alter the economic principles on which markets are based or the social behaviour of consumers.

### Knowledge and capability aims

As a result of working through this course you will have the capacity to:

- ⊗ identify the basic concepts behind mass production and consumption, customisation and niche marketing, globalisation and multilingualism in print-related industries;
- ⊗ recognise the developments in digital technology that enable the principles behind mass production and consumption to be challenged;
- ⊗ understand and engage in debates over the extent to which technological change might alter the economic foundations of print markets and, through that, effect broader social change (especially in relation to multilingualism);
- ⊗ critique those debates in light of the market-based evidence on consumer responses to new print products;
- ⊗ utilise research skills in gathering primary evidence, constructing critical arguments and comprehensively analysing the publishing and print industries; and
- ⊗ apply existing evidence and ideas to begin improving business outcomes in the real world of publishing and print.

## Learning pathways

A feature of this course is that it allows you to choose your own pathway according to your learning preferences, although suggested pathways are provided at the end of each element. You can choose to begin the course at any element and proceed to any other element. On completion of the course you must have worked through all nine elements. Your navigation path will reflect your past professional experiences and future interests. You can use the possible pathways presented below as a guide, but it is recommended that you design your own pathway.

### Possible pathways

You may wish to approach a learning theme by exploring the empirical data in the field taken up in an *Empirical And Experiential* learning process, then progress to broadening your knowledge of current theories of that theme. Or, you may progress to the empirical evidence of another theme.

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<b>Theme 1:</b> <i>Production: Mass To Customised</i>	↓ 1.1 → The Economics Of Book Production	1.2 Fordism/Productive Diversity	1.3 Customisation
<b>Theme 2:</b> <i>Consumption: Mass To Niche</i>	2.1 The Current Book Market	2.2 Customised v Mass Marketing	2.3 Developing Niche Markets
<b>Theme 3:</b> <i>Globalisation &amp; Multilingualism</i>	3.1 Global Markets, Global Languages	3.2 Think Local, Buy Global	3.3 Global/Multilingual Industry

If you have a strong practical understanding in a particular area, you may wish to begin the course in an *Applied And Transferred* theme and then progress to address this theme from a more theoretical perspective. Alternatively, you may then wish to explore another theme with the same learning process.

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<b>Theme 1:</b> <i>Production: Mass To Customised</i>	1.1 The Economics Of Book Production	1.2 Fordism/Productive Diversity	1.3 Customisation
<b>Theme 2:</b> <i>Consumption: Mass To Niche</i>	2.1 The Current Book Market	2.2 Customised v Mass Marketing	← 2.3 Developing Niche Markets ↓
<b>Theme 3:</b> <i>Globalisation &amp; Multilingualism</i>	3.1 Global Markets, Global Languages	3.2 Think Local, Buy Global	3.3 Global/Multilingual Industry

If you are well versed in the theory of a particular area, you may wish to begin the course in a *Conceptual And Critical* theme and then progress to address this theme from a more empirical perspective. Alternatively, you may then wish to apply your theoretical knowledge on a practical level.

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<b>Theme 1:</b> <i>Production: Mass To Customised</i>	1.1 The Economics Of Book Production	1.2 Fordism/Productive Diversity	1.3 Customisation
<b>Theme 2:</b> <i>Consumption: Mass To Niche</i>	2.1 The Current Book Market	2.2 Customised v Mass Marketing	2.3 Developing Niche Markets
<b>Theme 3:</b> <i>Globalisation &amp; Multilingualism</i>	3.1 Global Markets, Global Languages	← 3.2 → Think Local, Buy Global	3.3 Global/Multilingual Industry

## Framework map

### Niche Markets, Global Markets And Productive Diversity In The Market For Published Materials

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<p><b>Theme 1:</b> <b>Production: Mass To Customised</b></p>	<p><b>1.1</b></p> <p><b>The Economics Of Book Production</b> <i>What is the scope and nature of the print and publishing business?</i></p>	<p><b>1.2</b></p> <p><b>From Fordism To Productive Diversity</b> <i>Are we seeing the end of the culture of mass production?</i></p>	<p><b>1.3</b></p> <p><b>Customisation: The New Production Perspective</b> <i>Is customised print and publishing profitable?</i></p>
<p><b>Theme 2:</b> <b>Consumption: Mass To Niche</b></p>	<p><b>2.1</b></p> <p><b>The Current Book Market</b> <i>Who reads? How many read?</i></p>	<p><b>2.2</b></p> <p><b>Customised v Mass Marketing</b> <i>Why do people read?</i></p>	<p><b>2.3</b></p> <p><b>Developing Niche Markets</b> <i>Is there a viable business model for publishers in the digital age?</i></p>
<p><b>Theme 3:</b> <b>Globalisation &amp; Multilingualism</b></p>	<p><b>3.1</b></p> <p><b>Global Markets, Global Languages</b> <i>Is the digital book market truly without borders?</i></p>	<p><b>3.2</b></p> <p><b>Think Local, Buy Global</b> <i>Do global communities of interest produce global niche markets?</i></p>	<p><b>3.3</b></p> <p><b>A Global, Multilingual Industry</b> <i>Are global niche markets economically viable?</i></p>

## Assessment

There are three forms of assessment in this course. Two significant pieces of work must be submitted: **Assessment Task A** (worth 25% of your final mark) and **Assessment Task B** (worth 75% of your final mark). There is also the **Hurdle Requirement** that you participate in the Discussion Groups for each of the element topics.

You should aim to ensure that the work you complete for Assessment Task A and the Discussion Groups builds toward your major piece of assessment, Assessment Task B.

### Assessment Criteria

Your assessment tasks will be assessed in accordance with the following criteria:

- ⊗ Have you clearly identified the issue(s) you intend to explore?
- ⊗ Have you clearly identified the assessment format through which you intend to carry out your exploration, and then properly applied that format?
- ⊗ Have you justified your choice of issue and choice of format?
- ⊗ Have you clearly stated your key arguments and/or conclusions?
- ⊗ Have you gathered evidence appropriate to your issue and assessment format?
- ⊗ In your analysis of the evidence have you clearly shown how it supports your arguments/conclusions?
- ⊗ Have you related your arguments/conclusions back to the print and publishing industries?

### Assessment Co-design

Your choice of an assessment task topic must be made in consultation with your teacher. During the introductory week you should familiarise yourself with the content of all nine Learning Elements of the Framework. The descriptions of the course readings are designed to assist you to do this. This will help you develop a sense of the topics and the **assessment format** that interests you and suits your background and/or professional experiences.

You must then discuss with your teacher your preferred assessment format for Assessments A and B and indicate the proposed focus. A Learning Report will be created between you and the teacher and will record your negotiations with regard to the assessment tasks and your preferred learning style.

The research for your final task will evolve as the course progresses; this will be documented in the Learning Report. As you progress through the Learning Elements, and engage in Online or Tutorial discussions, you will be testing ideas that can be used in your work for Assessment Tasks A and B. The smaller Assessment Task A represents a chance for you to trial the assessment format you intend to use in Assessment Task B. On completion of Assessment Task A, you may decide to pursue a different assessment format in Assessment Task B. This will require renegotiation with your teacher.

## Assessment tasks

### Assessment Task A

This assessment task is worth **25%** of the total course mark. It must be approximately (but not exceed) **1,500 words** and presented in the assessment format you chose during the Assessment Co-design process.

Assessment Task A has two purposes:

- (i) to help you begin to format the structure of Task B; and
- (ii) to help you begin to build the content for Task B.

In this task you will develop a proposal, which you will then implement for Assessment Task B.

Assessment Task A gives you the chance develop your proposal in a particular format before you undertake the major task of Assessment B. Assessment Task A must be **submitted by the end of Week 4**. It will be marked and returned to you promptly in order to maximise the time you have to develop your Assessment Task B. With your approval, your Assessment Task B may be uploaded onto the website on completion of the course.

### Assessment Task B

This assessment task is worth **75%** of the total course mark. It must be approximately (but not exceed) **3,500 words** and will be assessed by the teacher on completion of the course.

The purpose of this assessment is to provide you with the opportunity to explore course-specific knowledge through a particular assessment format in a more substantive manner. Templates will be supplied to assist you complete this assessment task. Remember—before undertaking this work, you must confirm with your teacher:

- (i) the subject matter and topic of the assessment task; and
- (ii) the assessment format.

### Hurdle Requirement

The ‘hurdle’ is a requirement which must be fulfilled before you are eligible for final assessment. This course sets as a Hurdle Requirement the satisfactory involvement in online Discussion Groups and/or attendance at tutorials before your Assessment Task B may be submitted for evaluation. ‘Satisfactory’ means a reasonable participation in online Discussion Groups (**3 posts or more**) in a **minimum of 6 of the 9 weekly Elements**. If this course is being delivered face-to-face, ‘satisfactory’ means reasonable participation at **70% of tutorials**.

## **Assessment formats**

The following pages provide information about different task formats you can choose for your assessment. Examples of specific studies are provided following each format.

### **Case Study**

Below are some possible steps to follow when undertaking a Case Study:

- ⊗ Identify the key intellectual positions established by the literature in this field.
- ⊗ Review the literature. This should be relatively brief—around 500–800 words out of a total of 3,500.
- ⊗ On the basis of your understanding of the literature, decide on a research question you wish to explore.
- ⊗ If possible, break your research question down into smaller component parts that come together logically to help you answer the larger question.
- ⊗ In order to build an answer to your research question, select a case to be studied—it might be an institution or a phenomenon (issue or action).
- ⊗ Justify why that particular case has been chosen. How is it similar to, or different from, other cases in this field? How might your potential findings answer your research question?
- ⊗ Compile the data relevant to the case. This is usually unmediated data, e.g. primary documents (such as government and industry reports), commercial documentation (such as company annual reports), newspaper reportage, interviews with participants, etc.
- ⊗ Set out your data in a structured manner. You might do this thematically, chronologically or in a manner that reflects the institutional structure of the case studied.
- ⊗ Where possible, ‘triangulate’ between the different forms of data (i.e. compare how different data sources interpret a particular event or institution).
- ⊗ Analyse your research findings. How is your case study similar to, or different from, the key intellectual positions in this academic field?

Case studies tend to focus on empirical and experiential skills, although conceptual and critical abilities are also required.

An introductory text to case study methodology is [Burns \(1996\)](#).

### Case Study example

This example is based on issues in *Niche Markets, Global Markets And Productive Diversity In The Market For Published Materials*.

#### Literature review

- Identify key themes in material such as Dean Mason's 2002 chapter "Shifting into the Information Economy" from New Markets for Printed Books or the Printing Industries Association of Australia and Australian Publishers Association's 2001 report Book Production in Australia - A Joint Industry Study. Themes may include: the nature of the costs of book production (which tend to focus on achieving economies of scale); the changes to production processes brought about by technological development, and the potential opportunities and threats facing publishers and printers.

#### Research question

- *Why are some publishers able to run more profitable businesses than others?*
- Sub-questions: *What are the numbers and range of publishers in Australia? What is the breakdown of industry sales figures across sectors? What types of production processes are employed within the industry? Is there any correlation between these factors and profitability?*

#### Select a case

- An industry-wide focus: the Australian publishing industry.
- Alternatively, you may decide to focus on a single business: e.g. Allen & Unwin.
- Provide details of how Allen & Unwin is similar to, or different from, other publishers in Australia such as HarperCollins, UQP, Penguin Australia. You might identify and explain issues such as: the nature of the company's ownership, the nature of the products it produces, the nature of the production processes it employs, etc.

#### Gather data

- Draw on material such as: industry and government reports; reports and statistical data from the Australian Bureau of Statistics; publicly available business information on the specific organisation (e.g. Allen & Unwin); reports from interest groups; reports from marketing groups; newspaper articles; and/or academic journal articles.
- Where appropriate (and in line with your academic institution's research ethics policy) you may wish to conduct interviews with key stakeholders in the industry or the particular organisation on which you are focusing.

### **Case Study example (cont.)**

#### **Present data**

- In this case you might use the sub-questions of the research question as headings under which you divide up your data, e.g. sales figures, and production processes, etc.
- Indicate where different types of data agree or disagree on particular issues (i.e. triangulation).

#### **Analyse data and make findings**

- Allen & Unwin's profit margin matches that of the industry as a whole—equivalent to 4% of the value of annual expenditure—for many of the same reasons as other Australian-based publishers: production costs, small markets, high inventory, competition from imports, etc. The conclusion is that Australian-based publishers find it difficult to operate profitably. A publisher, such as Allen & Unwin, may be able to lower costs through improved economies of scale, but these gains would be marginal at best. It is far more important that it improve its share of the existing market and works with other Australian publishers to increase the overall size of the market.
- Provide detailed reasons for your findings and conclusion with reference to the data you have presented.

## Action Research project

Action research is 'learning by doing'. It is usually undertaken by a researcher (or a group) who is working within the organisation, which is the object of study or is engaged in activities in the study area.

Outlined below are some possible steps to follow when undertaking an Action Research project:

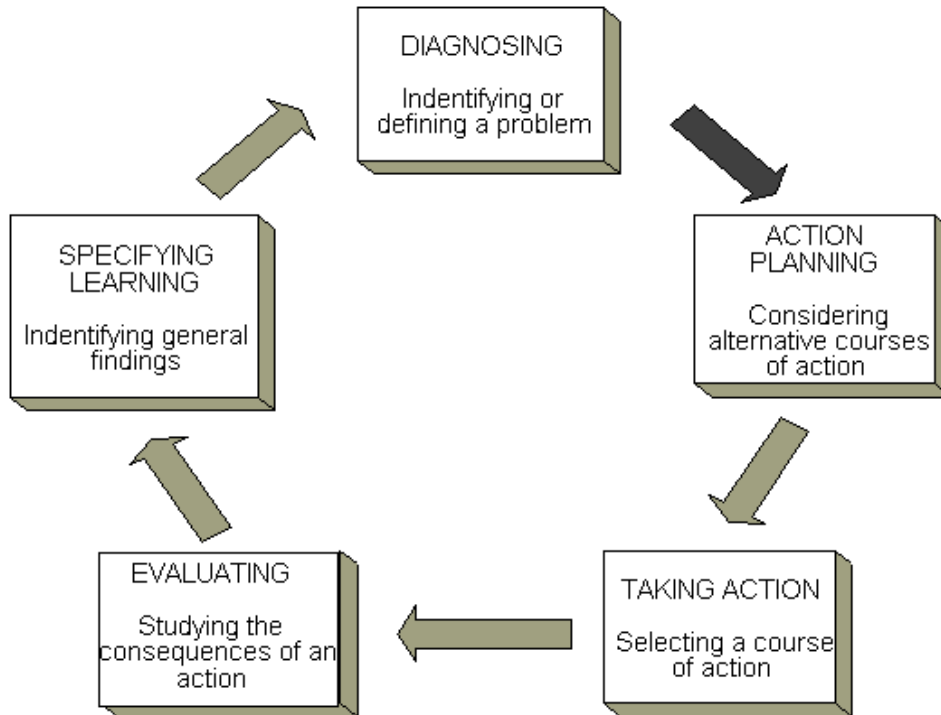
- ⊗ The first step in action research is to define the real world problem that requires resolution.
- ⊗ A possible solution to the problem is then proposed.
- ⊗ This solution is then implemented, with performance outcomes regularly monitored.
- ⊗ The criteria by which performance is measured are also regularly re-assessed.
- ⊗ This research method is primarily qualitative, although quantitative measurements and data gathering may also be employed. In general, data is sourced through daily journals, interviews and group discussion, as well as primary documentation.
- ⊗ In the context of this course, an Action Research project may be conducted in a more 'second-hand' manner, where the researcher examines the experience of an organisation, or several organisations, in responding to a specific problem.
- ⊗ This assessment task incorporates elements of all three learning styles (*Empirical And Experiential, Conceptual And Critical, Applied And Transferred*), though its focus is on *Empirical And Experiential* and *Applied And Transferred* approaches.

A clear description of Action Research methodology can be found in [O'Brien \(1998\)](#).

### Action Research Project example

This example is based on issues in  
*Niche Markets, Global Markets And Productive Diversity  
In The Market For Published Materials.*

#### The Action Research Cycle



Source: <http://www.web.net/~robrien/papers/arfinal.html>

#### The Problem

- (Assuming you work within the Australian print or publishing industry and the following is a problem that is currently facing your business.)  
*Can the cost effectiveness of short-run printing be improved through print-on-demand technology?*

#### The Plan

- Run a mock pilot study comparing the start up and operational costs of print-on-demand technology with the operational costs of existing offset technology over a variety of print run sizes and types (e.g. magazines, journals, books).

## **Action Research project example (cont.)**

### **The Project Strategy**

- Identify all potential costs and opportunities through an issue identification forum with work colleagues.
- Identify all potential costs and opportunities through the relevant literature: general economic material on mass production v customised production, industry-specific reports, technology-specific analyses, etc.
- Out of this process, clarify and justify the key measurements by which costs will be ascertained.
- Clarify the sources of data to be used: product analyses, industry and government reports and statistics, specific business costings (gathered from a range of print firms and averaged out) and your own cost analysis.

### **Evaluation**

- Collect the data and make the cost comparisons between existing offset print technology and new print-on-demand machinery and processes.
- Determine which is most effective at various points in a range of volumes and product types.
- Determine the impact of start-up costs on the efficiency of introducing the new technology of print-on-demand.

### **Findings And The Identification of New Problems**

- The conclusion to be drawn from this research process is that there are some cost advantages in setting-up and operating print-on-demand technology on short-runs and runs where there is a high-level of customisation. These cost advantages significantly decline once print runs go beyond ... [Provide examples.]
- A plan for further action, leading toward implementation, would take into account the problems encountered in the course of this project and would include the following elements ... [Provide examples.]

## **Business or Strategy Plan**

Business and Strategy Plans seek to apply pre-existing evidence and analysis to real world scenarios.

The points below outline some possible steps followed when undertaking a Business or Strategy Plan:

- ⊗ The goal here is to detail a course of future action for a private organisation (not necessarily a for-profit company) operating in the print, publishing or digital media markets.
- ⊗ The first action in drawing up a plan is to define the organisation for whom the plan is intended and the environment in which it operates (e.g. publishing, printing, digital media, etc). The organisation may be a fictional or an existing entity.
- ⊗ Using the pro formas and business literature provided in the course readings, as well as the business data gathered from the organisation itself (e.g. annual reports), the task is to determine: the goals of the organisation (long-term and short-term); the market environment; the strategy whereby those goals might best be achieved within that environment; the capability of the organisation to follow that strategy; and the range of options the organisation has open to it.
- ⊗ While full financial costings are not required for the purposes of this exercise, there has to be evidence of some cost–benefit analysis.

A pro forma business plan can be found at ([PlanWare, 1999a](#)), while information on Strategy Plans and SWOT Analysis is located at ([PlanWare, 1999b](#)) and ([PlanWare, 1999c](#)) and ([MindTools, 1995](#)) respectively.

### ***Business Plan example***

- Assess the business's EXISTING Strengths and Weaknesses (internal to the business) and the current Threats and Opportunities presented by the industry (external to the business). This can be done in extended dot point format under the respect headings.
- Set out the vision you have of where the business will be in 4 to 5 year's time. (e.g. Your business will be of a certain size, scope and nature—it will have a certain position in the market and in the industry.)
- Provide a short paragraph setting out the mission/purpose statement for business to cover next 4–5 years. (e.g. Your business performs certain activities in pursuit of the defined vision.)
- Provide a statement of corporate values and beliefs. (How does your business see its relationship with customers, staff, suppliers and stakeholders—how does it behave?)
- Set out the key long-term objectives.
- Identify the business's key strategies and major functional areas.
- Assess possible FUTURE strengths, weaknesses, threats and opportunities.
- Review your vision, mission, values and objectives for the business.
- Specify major goals achievable over the next 4–5 years.
- Define strategic action programs.

## Reflective Journal

The purpose of this task is to provide a personal reflection on how the knowledge and techniques imparted in the course may, or may not, be applicable to daily work within the industry. The focus is on the participant's own practice, although observations on broader workplace practice can be made.

- ⊗ Your reflections should be both chronological and thematic. They should explicitly refer to the relevant readings and analyse how those readings might relate to your workplace.
- ⊗ This assessment task combines all three learning approaches, although its emphasis is on the *Empirical And Experiential* learning process. For a methodological overview of two types of reflective journals refer to

A: 'Keeping a Reflective Journal' by the Institute for Interactive Media and Learning, University of Technology Sydney, also at <http://www.clt.uts.edu.au/Scholarship/Reflective.journal.htm>

B: Australian National University's Centre for Educational Development and Academic Methods: 'Keeping A Reflective Journal', also at <http://www.anu.edu.au/CEDAM/ssfun.html>

### *Reflective Journal example*

#### Questions to ask yourself:

- *What is the current problem or issue I wish to address?*
- *What additional information would be useful?*
- *What are my assumptions?*
- *What can I do to create a change? [Be as adventurous as you can in your suggestions.]*
- *What are the possible outcomes of these?*
- *What action will I take? Why?*
- *What outcomes do I hope to achieve?*
- *Reflect on the actual outcome: What worked well?*
- *How does this connect with an aspect of my practice?*
- *What are the teaching and learning principles that are involved?*
- *What could I change in relation to this?*
- *What would happen if I did?*
- *Focus on a critical incident.*
- *Describe the incident as objectively as possible.*
- *What were the assumptions that you were operating with?*
- *Is there another way to see this event?*
- *How would your students explain this event?*
- *How do the two explanations compare?*
- *What could you do differently?*

## **Argumentative Essay**

This task involves the production of a critical academic paper. The essay must be argumentatively structured and focus on one of the key themes or debates within the course.

- ⊗ It is important to note that what is required here is an *argumentative* essay not a *descriptive* one.
- ⊗ In the Introduction to the paper you need to provide a reasoned argument that responds to your chosen topic.
- ⊗ In the Main Body of the paper you need to indicate the counter-arguments to the position you are supporting, and then explain why, on balance, you arrive at your conclusion.
- ⊗ Argumentative essays tend to rely on the discussion of secondary sources and analytical material. It is for that reason they generally fall within the ***Conceptual And Critical*** learning style.
- ⊗ Some useful tips on writing an argumentative essay can be found in [Peterson \(1996\)](#).

### ***Argumentative Essay example***

**Your essay should be set out in the following way:**

- A clear and unambiguous conclusion.  
This should be your first sentence, so the reader knows what you are trying to prove.
- Clearly state the issue and explain why it is important.
- Good organization.  
Keep sub-arguments together. A sub-argument usually takes one to three paragraphs to develop. Make the conclusion of the sub-argument the first sentence.
- Support claims with evidence.  
For every sentence ask yourself, *why should my reader believe this?* Then give the evidence that will justify belief.
- Clarify.  
Do not assume the reader will understand what you mean.
- Define key terms.
- Use appropriate modalities.  
(In other words don't overstep your evidentiary limits.) When you use a high modality (for instance, "certainly") then you must use a sound argument (valid with true premises). You must use a deductive argument form in order to prove a claim with a high modality.
- Evidence of open-mindedness.  
It should be clear that thoughtful consideration is being given to all positions. The BEST reasons for both positions should be in evidence, and both should be fairly analysed based on their logical adequacy, not their emotional appeal.



## About this Learning Framework

Gutenberg's invention of automated printing in the mid fifteenth century represents a commercial as well as a technological milestone. Not only did the printing press point decisively in the direction of mass production techniques based on economies of scale; it also presupposed the development of mass markets. Digital technologies, including digital print to electronic forms of text creation and transmission, are progressively moving the publishing industry in another direction, based on flat economies of scale, mass customisation, and the development of ever more finely grained niche markets based on cultural background, professional focus, personal interest or affiliation to communities of practice. [Niche Markets, Global Markets And Productive Diversity In The Market For Published Materials](#) explores the notion of 'productive diversity' as a conceptual tool for interpreting these developments. Key issues include: market differentiation at a local level, the increasing significance of global markets, and the question of multilingualism in the printing, publishing and communications industries.

### Keywords

Australian Book Industry  
Customisation  
Economies Of Scale  
Electronic Translation  
Etext  
Globalisation  
Government Support  
Mass Consumption  
Mass Marketing  
Mass Production  
Multilingualism  
Niche Marketing  
Online Publishing  
Technological Change