

Increasing Global Awareness Through Personalized Learning

Challenge

Trinity School needed a World Languages solution for pre-kindergarten through sixth grade that would provide personalized learning, allowing students to progress at their own pace through self-study while capitalizing on students' unique interests and learning styles. Through a blended-learning classroom, Trinity's goal was to prepare learners for the world they will inherit, a world that is much more global and requires the respect and understanding of various languages and cultures. The school sought a solution that offered more language choices and a more personalized and 21st Century learning experience for students, as outlined in the school's 2008 Strategic Vision entitled "The Child at the Center."

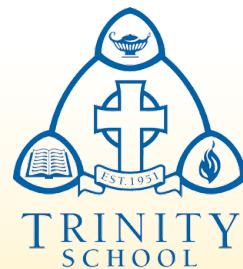
Implementation

The Rosetta Stone® Classroom online solution allowed Trinity School to shift its language program away from a "one-size-fits-all curriculum" to a more individualized approach. Over 500 students utilized the Rosetta Stone Classroom solution for language acquisition, with access at school and at home. Students attended World Languages class every other day, during which World Languages teachers facilitated learning through various instructional approaches. Student progress and scores, monitored through the administrative tool, Rosetta Stone® Manager™, provided teachers with pertinent and timely data related to individual student language learning. Regardless of the student's language choice, Trinity School's World Languages Team organized small conversation groups (consisting of no more than six students) and activities with fluent speakers of the group's language of study. During school, student time on task averaged one and a half hours per week, with an additional hour of class time for cultural studies, language practice activities facilitated by teachers, and goal-setting and reflection activities.

Results

Through Rosetta Stone Classroom, the students may choose one of 23 languages offered. The following results have been realized since the program's implementation in 2010:

- 93.3% increase in number of students with language-learning progress
- 34.3% increase in overall time on task
- 66.7% increase in conversation group sessions



At a Glance

Trinity School is an independent, coeducational elementary school located in Atlanta, Georgia, serving ages three through sixth grade. Founded in 1951, Trinity students learn to become dynamic leaders in a school that offers a solid academic foundation coupled with programs in the arts, physical education, technology, world languages, outdoor education, and extracurricular areas. In a world comprised of people with various cultures, interests, perspectives, and talents, Trinity School prepares students to grow into well-informed young adults who understand their responsibility to others and to the greater community.

“Our World Languages Program honors the unique interests and learning styles of every student at the school by providing a personalized and self-paced approach to language acquisition and global awareness. Language study through Rosetta Stone® Classroom allows Trinity School to offer a 21st century approach to learning that enables children to become self-directed, passionate, and engaged global citizens.”

—Megan Howard, Director of Teaching and Learning, Trinity School

Emphasizing self-directed learning

Trinity's World Languages Program has a focus on personalized learning that is “child-centric.” Although kindergarten students were assigned Spanish during their first semester to introduce them to language learning, families with students in all other grades were allowed to select either a Romance or non-Romance language for their children to study. In addition, they could select how they wanted to study their new language. A portion of their program included Rosetta Stone solutions either in the classroom or at home. Students designed how they practiced at home with their new language—whether with additional Rosetta Stone® online learning or by participating in alternative practice activities to reinforce and build their language skills. Understanding that all learners are not equal, Trinity emphasized student choice in its instructional design to ensure a program of study that met the differentiated needs of its student population in a self-paced environment.

Conversing with others

The implementation of conversation groups added significant value to the learning process at Trinity School. Offering face-to-face interaction with fluent speakers, the goal for 2011–12 is 50 conversation groups per month, which allowed students to converse with fluent speakers and their classmates five to seven times during the year. These sessions allowed children to sort through questions that arose in their learning process. Additionally, these small groups were significant motivators for students and increased their confidence to speak their language of study outside of the Rosetta Stone Classroom learning environment. Through the Trinity community of faculty, staff, parents, alumni, and friends of the school, these groups were an essential aspect of Trinity School's World Languages Program.

Experiencing results

The following results have been realized since the program's implementation in 2010:

Increase in Overall Time Spent

34.3%

Increase in Conversation Groups

66.7%

Increase in Students With Progress

93.3%

During the first three months of their implementation with the Rosetta Stone solution, Trinity learners logged 1,637 hours of study. With the growth of its program, Trinity accumulated 2,194 hours of study during the most recent three months of the 2011–12 academic year, an overall increase in total time of 34.3 percent. In 2010, a total of 255 students made progress in the program during the first months of implementation. One year later, during the first three months of the 2011–12 school year, the number of students making progress increased 93.3 percent to 493 students.

Through the commitment of the Trinity community, the school offered 60 conversation groups at the beginning of 2011. It has already held 157 sessions so far in the 2011–12 academic year, an increase of 66.7 percent.

Establishing learner goals and strategies

Students established their individualized language-learning goals and utilized many tools to enhance their language-learning process. Assignment calendars allowed them to set both short- and long-term goals for language study. Utilizing reports from Rosetta Stone® Manager, the administrative tool, students and teachers tracked and assessed progress based on student- and teacher-established goals. Reflection journals allowed students to record information about their learning process as well as about newly acquired words, phrases, or grammar rules in their language of study. Additionally, students wrote questions during the learning process which were addressed by the World Languages teachers or by conversation group leaders.

Increasing Global Awareness

At Trinity, a portion of World Languages class time was connected to global awareness and cultural studies. According to the school's mission statement, Trinity sought to prepare students to become “responsible, productive, and compassionate member[s] of the expanding global community.” One way the school increased cultural awareness was to have its students learn about the places and people associated with the language they were learning. In addition, through collaboration with their peers, who may or may not be learning the same language, students were exposed to many different cultures through cooperative projects and school-wide activities focusing on the rich array of languages being studied at the school.

About Rosetta Stone

Rosetta Stone Inc. is the global leader in language-learning software. We have over 20 years of experience in developing award-winning innovations that improve the lives of people and operations of organizations each and every day.

Our proprietary and proven immersion method leverages interactive technologies to replicate the environment in which people learn their first languages and to activate learners' natural aptitudes for learning a new language regardless of their language backgrounds.

We offer our clients scalable solutions for a variety of needs, from single classrooms to entire organizations and individual learners. Our solutions are implemented in over 15,000 schools in more than 10,000 private and public sector organizations, and they are used by millions of learners in over 150 countries throughout the world.

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