

A comparison of NeXt Generation Learning in the German Classroom at RHS
Versus
Traditional Classroom Instruction

NeXt Generation Learning	Traditional
Teacher guides and facilitates student learning while students work.	Teacher talks to class while students listen.
Students work at their own pace.	All students do the same thing at the same time.
Students choose their work.	Teacher chooses the class activities.
Students record and track their progress.	Teacher grades and records student work.
Students can test independently when they feel ready.	Students test on a teacher assigned date.
Students choose to do homework.	Students are assigned homework.
Students have access to computer learning software, internet learning resources and a class website with course materials.	Students use textbooks and workbooks.
Students ask questions specific to their personal academic challenges and get individualized help.	Students ask questions while in the midst of their class and the teacher responds to the entire group.
A carefully prepared learning environment and method encourages development of internal self-discipline.	Teacher acts as a primary enforcer of external discipline.
Uninterrupted time for focused work is valued.	Time is tightly scheduled.
Student's learning pace is internally determined.	Instructional pace is set by core-curricula standard expectations, group norms or teacher.
Student is allowed to spot their own errors through feedback from the learning materials. Errors are viewed as part of the learning process.	Work is usually corrected by the teacher. Errors are viewed as mistakes.
Student has opportunities to choose some work based on their own interests.	Teacher chooses assignments based on core curricula standards.
Learning is initiated by the student (and is therefore more likely to be remembered)	Learning opportunities are presented according to the teacher's schedule.
Two-year to four-year span of instruction with the same teacher allows teacher, students and their parents to develop supportive and collaborative relationships.	One-year cycle with alternating teachers can limit development of strong teacher, student and parent collaboration.