Digital Language Arts Training System

Software Requirements Specification

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Revision History

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| Project Overview Statement | Project Name:  Digital Language Training System | Team: Red |  |
| Problem/Opportunity: Our world is becoming ever increasingly connected across social and business landscapes as a result of internet-based technologies that can bring together individuals from disparate communities which have traditionally been localized according to geographic constraints. Today individuals and business firms are able to connect and interact within a radius of coverage that covers most of the developed world. As a result, communities have become more diverse as people coming from all cultures and locations can more easily connect, interact and transact with one another. While geographical boundaries have been broken via such technologies, there still exists language barriers amongst the many connected individuals who are unable to speak and understand the native tongues of those to whom they are connected.  The online language arts learning market is expected to be between $4-$8 billion during by 2024 [1] [2]. Indeed there is a recognizable demand for language training products worldwide who’s market majority is currently shared between two firms: Rosetta Stone Ltd. [3] and Duolingo Inc. [4] [2]. Rosetta Stone Ltd. offers a subscription based digital training platform that covers 30 languages through an online classroom styled delivery and also offers live one-on-one online tutoring via virtual web meetings [5] and has developed a social network presence within which users can interact on Facebook [6] and Twitter [7]. Duolingo Inc. covers 26 languages (including Klingon for avid Star Trek Fans) using a gamification styled delivery which is based on both an ad-free and fee based subscription models and provides an integrated social community that allows users to follow and compete with others in their Duolingo network [4].  Although the market for digital language arts training applications have been reached by several competing entities, we view opportunities to be captured within the space. Our analysis of the products offered by Rosetta Stone and Duolingo are disjoint along both the personal tutoring and gamification components. In our view there is room for significant improvement to the level of interactivity and engagement possible through a digital language arts learning platform. Namely we recognize the potential for value to be added by offering, in addition to language arts training via traditional modalities offered in existing solutions, a cognitive computing based solution that creates an intuitive virtual tutor than can be available to the user on demand via an audio-visual-text-social media based interface. Our aim is to 1.) hybridize traditional digital language arts learning modalities having demonstrated market success, 2.) expand upon current platform technologies offered using cognitive computing based solutions, and 3.) integrate said technologies into a uniquely defined product that offers market leading high quality and engaging language arts training that is cognizant of each individual user. | | | |
| Goal: Provide a multi-platform digital language arts training system that engages the user through a cognitively aware gamified interface. | | | |
| Objectives:   1. Provide a language arts training regimen via an interactive digital interface which implements the following modalities 2. Support for text and pictographic based multiple choice exercises 3. Support for text and pictographic based fill in the blank exercises 4. Support for “listen” and “respond” based exercises where user responses may be speech or written text 5. Maintain user engagement via the following modalities 6. Support for modular learning where modules are used a micro-courses focusing on one particular aspect of the language learning process 7. Support for beginner, intermediate and advanced levels of difficulty for each language learning task 8. Support for gamified based user performance based reward system that considers the level of difficulty, consistency and frequency and performance of the user’s engagement with the learning system exercises 9. Support for in app community connectivity allowing for users to connect, socially interact and compete in user group created learning competitions 10. Support for an individualized virtual cognizant tutor and learning companion 11. Support for user to set and adjust weekly goals for performance and engagement and continuously have access to feedback metrics related to user goals | | | |
| Success Criteria:   1. Aggregate and stratified user performance according to goals set by the user (See Objectives: section D) being met and exceeded. We will consider our product to be successful if users consider themselves to be successful during their learning journey. We aim to have at least 90% of our users reach at least 90% of the goals they set. 2. Size of user base compared to current market leaders 3. User learning system usage metrics from (aggregate and stratified) based upon 4. Frequency of weekly usage on daily scale > 5 days per week 5. Number of lessons attempted vs completed across all users > 99% 6. Frequency of exercises receiving correct response within the first attempt > 80% 7. User progression metrics that track for language skills development within and among beginner, intermediate and advanced levels: We aim to see all users progress through all modules of each level of difficulty consistently according their achievement of the short- term goals they set weekly. | | | |
| Assumptions: | | | |
| Risks: | | | |
| Obstacles: | | | |
| Prepared By:  Todd Hricik | Date: | Approved By: | Date: |

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