

Canvas Analytics is a powerful tool that enables instructors to harness the potential of learning analytics (LA) to improve student engagement and success. By collecting and analyzing data from learner interactions, Canvas Analytics empowers instructors to make data-driven decisions that can significantly improve learning outcomes. This table provides a comprehensive weekly strategy for using Canvas Analytics to identify learning difficulties, lack of engagement, and opportunities to support students, leading to improved learning and teaching practices.

Before diving into the weekly strategy, it is critical to address the following prerequisites and important considerations to ensure the effective and responsible use of Canvas Analytics:

- 1.1. Be transparent with students about the use of analytics in your course.
- 1.2. Clarify the weight of analytics (if any) in your grading and explain how analytics are used to improve the course.
- 1.3. Communicate the benefits of analytics for improving student learning and provide opportunities for students to ask questions or voice concerns.

- 2.1. Follow course design standards to ensure that the data collected by Canvas Analytics is meaningful and actionable.
- 2.2. Use consistent naming conventions for course elements (e.g., modules, assignments, pages) to facilitate accurate data analysis.
- 2.3. Set due dates for all graded assignments to effectively track student progress.

- 3.1. Use Canvas messaging features to communicate with students based on analytics insights.
- 3.2. Use personalized messages to reach students who may be struggling or disengaged.
- 3.3. Provide timely feedback and support to help students stay on track and succeed in the course.

- 4.1. Approach the use of Canvas Analytics as an iterative process of continuous improvement.
- 4.2. Regularly review the effectiveness of interventions and make data-driven adjustments to instructional strategies.

- 4.3. Share lessons learned and best practices with colleagues to foster a culture of data-driven decision-making.
- 5.1. Incorporate student feedback and self-reflection into the analysis process.
- 5.2. Use surveys, focus groups, or reflective assignments to gather student perspectives on engagement, learning challenges, and the effectiveness of interventions.
- 5.3. Use student feedback to validate analytics findings and inform future course improvements.

By addressing these prerequisites and key considerations, instructors can lay a solid foundation for effectively using Canvas Analytics to improve student engagement and success. The weekly strategy outlined in the table builds on this foundation and provides a structured approach for using analytics insights to continuously improve teaching and learning.

[Canvas Analytics Features and DFWI Intervention Strategies](#)

PDF

[Weekly Strategy for Enhancing Student Engagement Using Canvas Analytics](#)

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The following table summarizes a collection of effective instructional practices aimed at improving student learning outcomes and addressing factors that contribute to high DFWI (D, fail, withdraw, incomplete) rates. Each strategy is briefly described, accompanied by a brief example of its use t learsy

2.
 - Ensuring redesign efforts comply with accreditation requirements, departmental guidelines, and university-wide educational goals.
Ewell, P. T. (2008). *Assessment, Accountability, and Improvement: Revisiting the Tension*. NILOA.
3.
 - Navigating limited access to technology tools, software, or adequate support staff essential for implementing innovative teaching strategies.
Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Tony Bates Associates Ltd.
4.
 - Creating course content and activities that are inclusive and accessible to all students, including those with disabilities, international students, and non-traditional learners.
Burgstahler, S. (2015). *Universal Design in Higher Education: From Principles to Practice*. Harvard Education Press.
5.
 - Balancing the time-consuming nature of the redesign process with existing teaching, research, and administrative responsibilities.
Boice, R. (2000). *Advice for New Faculty Members*. Allyn and Bacon.
6.
 - Developing effective mechanisms to assess the impact of the redesign on student learning and success and evaluating student engagement throughout the course.
Suskie, L. (2018). *Assessing Student Learning: A Commonsense Guide*. Jossey-Bass.
7.
 - Facilitating collaboration across disciplines, sustaining student engagement, especially in asynchronous or hybrid formats, and keeping the course aligned with changing educational technologies and methodologies.
Friedman, L. W., & Friedman, H. H. (2013). *Using Social Media*