YOU KNOW JOHN HATTIE ...

He’s the education researcher and professor who measured the effects of teaching and learning approaches on student achievement during a typical school year. His groundbreaking research was based on an analysis of 50,000 educational studies involving 80 million students.¹

• Published in 2009, Hattie's “Visible Learning” ranked 138 activities according to the size of their effect on learning outcomes.

• His 2012 follow up, “Visible Learning for Teachers,” ranked 150 activities and offered practical ways to apply his research in the classroom.

AS AN EDUCATOR, YOU CAN DO MORE TO MAXIMIZE STUDENT LEARNING OVER A NINE-MONTH PERIOD BY FOCUSING ON ACTIVITIES IN HATTIE’S ZONE OF DESIRED EFFECTS.

From the 2011 Hattie Ranking:

MOVE TOWARD THE ZONE OF DESIRED EFFECTS²


Hattie observed that students are able to predict their own performance with the most accuracy. But accuracy isn’t the point—it’s more about setting expectations. When students perform better than expected, they gain confidence and achieve more.

**THE CANVAS WAY: WHAT-IF GRADES**
With this feature, students can calculate their total class grade by entering hypothetical grades for individual assignments. Then, they can monitor their progress, and, with some encouragement, exceed their own expectations for achievement.

**RESPONSE TO INTERVENTION**
This simple, yet highly-effective approach is based on providing interventions for struggling students by presenting the same subject matter in a different way. Without technology, this would require reteaching materials to the entire class (even to students who’ve shown mastery) or finding time to provide remediation for students individually.

**THE CANVAS WAY: MASTERYPATHS**
By using MasteryPaths, teachers can determine which students have mastered a topic or skill and which need extra help. How students perform on an initial assignment determines their customized learning path, enabling teachers to identify and reach struggling students by presenting materials in new ways.

**PROVIDING FORMATIVE EVALUATION**
This refers to any activity used to assess student knowledge before or during instruction that can guide the learning process. In other words, it’s about helping teachers decide what to do next.

**THE CANVAS WAY: ASSIGNMENTS, DISCUSSIONS, QUIZZES, LTI TOOLS, MAGICMARKER**
In addition to relying on the powerful online assessment features available in Canvas, teachers have the flexibility to use any number of integrated LTI tools to assess and guide student learning. And with the one-of-a-kind Canvas MagicMarker app, teachers can also assess and score outcomes for students’ live performance data in the classroom.

**ACCELERATION**
It’s a simple idea: Allowing advanced students to work ahead rather than being bored in class helps them learn and achieve more during the school year.

**THE CANVAS WAY: MODULES, AVAILABILITY DATES**
Modules enable teachers to organize course content by weeks, units, or other organizational structures. They create a linear flow, requiring students to review materials or complete assignments in a predetermined order. Additionally, with Availability Dates, teachers can create specific date ranges to open or restrict access to content.

**MASTERY LEARNING**
By identifying students’ knowledge gaps with pre- and post-assessments, then targeting those gaps, teachers can provide remediation or advancement based on the individual needs of each student.

**THE CANVAS WAY: MODULES, MASTERYPATHS**
In addition to Modules, which allow for multiple attempts, MasteryPaths enables teachers to create customized learning paths with differentiated assignments designed to help students fill knowledge gaps according to their individual needs.

*These are exclusive Canvas features you won’t find in any other LMS.

To learn more about all the ways that Canvas can help you apply validated research to improve student achievement, visit [WWW.CANVASLMS.COM/IMPROVEMENT](http://WWW.CANVASLMS.COM/IMPROVEMENT)