HELP STUDENTS ENGAGE, HELP THEM SUCCEED

What you do in the classroom affects students’ long-term academic success—in fact, students’ engagement in a single course can predict program completion.¹ But there’s more to success than earning a diploma or degree; students must also prepare for the future, improve their skills, build knowledge, and find purpose in life. To achieve this deeper success, students need to engage in their learning experience. For every student, engagement is either snowballing or unraveling.²

STUDENT ENGAGEMENT IS CYCLICAL

When we think of engaged students, we think of their motivation to learn and grow. But even if students lack strong motivation, teachers can still support their engagement. Participation that includes active involvement by every student can result in stronger, deeper learning, and framing students’ participation in terms of progression toward clear, relevant goals can support learner autonomy, which enhances motivation.³

FOOTNOTES:
³ Foster a growth mindset in students so that they see intelligence as developing from effort, and learning as challenges that must be engaged with.

STUDENT ENGAGEMENT IS CYCLICAL

PARTICIPATION

All students actively working on tasks, individually or with peers, that support learning goals

- Create flexible discussions that allow more time and opportunity for more students to participate, both with the teacher and their classmates, at a deeper level.⁴
- Focus on questioning, including self-questioning, with learning content, in order to help students become active, participatory learners.⁵
- Individually learning activities (checklist) so that students with different background knowledge can participate, learn, and progress.⁶

MOTIVATION

Student proactivity in their learning; the enthusiastic pursuit of learning goals

- Individualize learning activities (checklist) so that students with different background knowledge can participate, learn, and progress.⁶
- Communicate goals and expectations, then collaboratively connect learning activities to those desired outcomes.
- Encourage habits of reflection and self-monitoring, where students set their own goals, examine their own performance, and measure their own progress in order to fuel their motivation.⁷

PROGRESSION

Deliberate improvement as part of learning; advancement toward learning goals

- Focus on questioning, including self-questioning, with learning content, in order to help students become active, participatory learners.⁵
- Give formative feedback promptly, in order to help students understand how well they did and thus facilitate their improvement.⁸
- Communicate goals and expectations, then collaboratively connect learning activities to those desired outcomes.
- Encourage habits of reflection and self-monitoring, where students set their own goals, examine their own performance, and measure their own progress in order to fuel their motivation.⁷
GROWING ENGAGEMENT WITH CANVAS

What you do to impact engagement in the classroom affects your students’ success. Their engagement is cyclical—you can impact it at any point, at every point. And you can do this in Canvas.

For more information on these tools and features check out our Canvas Guides
https://community.canvaslms.com/community/answers/guides/canvas-guide

GROWTH MINDSET
• Teach students to grow vs. fixed mindsets with a mini-Module and self-check Survey, creating awareness of the opportunity to improve.
• Use Peer Review assignments with multiple citations. Students submit work, review their peers’ work, and recognize how effort ties to results.
• Showcase an outstanding student submission as the “work of the week” in Announcements (students will likely be excited by the praise, but be sure to ask permission before posting).

STUDENT AUTONOMY
• Prompt students to ask themselves questions, in Pages and Assignments, before they begin, e.g. “Write down three questions you have on this subject before you start reading,” or “Why do you think your teacher has given you this assignment?”
• Give students choice and control in some Assignments, either by letting them choose from different project options in the Assignment description or by letting them choose a topic through a Self-Sign-Up Group.

COOPERATIVE & SOCIAL LEARNING
• Ask each student to write a summary of new topics or concepts. Have them share their summaries within Groups in order to identify strengths and weaknesses. Have each Group Leader submit the final “best summary” to a Group Assignment or in a Post-First Discussion.
• Create a community of practice using project-focused Discussions where every student posts their project and recognizes the opportunity to improve. Make some supplemental materials available to those students in Modules so they’re easy to find.

FLEXIBLE DISCUSSIONS
• End an active face-to-face class discussion by directing students to Canvas Discussions as a means of continuing the conversation. Start the next class session with a summary of highlights from the online discussion.
• Encourage text, audio, or video in Discussions to extend the options for self-expression. Use this as an opportunity to discuss equal access and accessiblity in order to ensure students don’t accidentally exclude students with sensory disabilities.
• Allow students to participate in live Chat during face-to-face sessions, so students can ask questions of each other.

QUESTIONING
• Create open-ended summarizing questions in Discussions that are more effective than re-reading or reviewing, even though it’s harder mental work. Model for students how they should ask their own questions in the module or in the assignment.”
• Give students choice and control in some Assignments, either by letting them choose from different project options in the Assignment description or by letting them choose a topic through a Self-Sign-Up Group.

INDIVIDUALIZED ACTIVITIES
• Encourage students to plan to spend more time on lessons or activities where they have less experience or lower background knowledge. Make some supplemental materials available to those students in Modules so they’re easy to find.
• Use MasteryPaths to automatically release supplemental materials to students based on their performance on Quizzes or Assignments. These can be used at the beginning of a Module to diagnose background knowledge, or at the end to provide mastery before students move on.

MOTIVATION
• Use Announcements, Announcements of the week, or at the end to ensure mastery before students move on.
• Align Assignments and Quizzes to Outcomes throughout the course, and teach students how to read the Learning Mastery View of Grades so they can see improvement across various attributes and progress toward goals.
• Ask students to set their own goals and expectations using either a Survey, an Essay question, a low-stakes Assignment, or even a class Discussion.

PARTICIPATION
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PROGRESSION
• Teach students to look at their personal Analytics so they can reflect on how their past participation in the course might relate to their performance.
• Remind students to create To Dos or schedule Calendar Events centered on the work they do to do.
• Have students reflectively write about their learning in ToDos, or in a journal-type Assignment that either repeats or allows multiple submissions.

GOALS & EXPECTATIONS
• Align Assignments and Quizzes to Outcomes throughout the course, and teach students how to read the Learning Mastery View of Grades so they can see improvement across various attributes and progress toward goals.
• Ask students to set their own goals and expectations using either a Survey, an Essay question, a low-stakes Assignment, or even a class Discussion.

FORMATIVE FEEDBACK
• Automatically deliver corrective feedback in Quizzes when a student gets a question wrong. Reference course materials or activities as a way of nudging students toward self-redemption.
• Facilitate feedback from different perspectives with Peer Review and Discussions. Iterating requirements with revisions will improve the quality of student work and will also help students see how their feedback makes a difference for their peers.

HABITS OF REFLECTION
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• Remind students to create To Dos or schedule Calendar Events centered on the work they do to do.
• Have students reflectively write about their learning in ToDos, or in a journal-type Assignment that either repeats or allows multiple submissions.