Tackling DFWI Rates

Section 1:

Using Canvas Analytics Tools to Reduce DFWI Rates

A Practical Guide to Enhancing Student Engagement with Canvas Analytics

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.

Prerequisites and Key Considerations:

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. **Transparency:**
    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. **Course design and structure:**
    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. **Leverage messaging:**
    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. **Iterative refinement:**
    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. **Student feedback and self-reflection:**
    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   PDF

Section 2

Boosting Student Success Through Evidence-Based Course Redesign Strategies

Ten Research-Backed Strategies to Promote Student Success in Higher Education

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 and an explanation of how it can help mitigate problems that lead to high DFWI rates. The strategies cover various aspects of course design and delivery, such as creating a supportive classroom environment, providing timely feedback, using formative assessments, implementing transparent teaching practices, designing accessible syllabi, assigning relevant and engaging work, promoting inclusive pedagogies, teaching metacognitive strategies, scaffolding learning, and encouraging critical reflection. Each strategy is supported by multiple research references, lending credibility to its effectiveness in promoting student success.

[Ten Research-Backed Strategies to Promote Student Success in Higher Education](#)   PDF

Templates and Resources for Implementing Evidence-Based Course Redesign Strategies

[Template 1 - Course Redesign Template: Aligning Outcomes, Activities, and Assessments](#)   PDF

[Template 2 - Course Activity Design Template: Engaging Learning Experiences](#)   PDF

[Template 3 - Assessment Design Template: Authentic and Equitable Evaluations](#)   PDF

Potential Challenges in Course Redesign

1. **Pedagogical Adaptation Challenges**
   - Adapting to new pedagogies away from traditional formats, balancing depth with breadth in content delivery, and managing diverse student expectations.
     - Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass.
     - Design-Based Research Collective, (2003). Design-based research: An emerging paradigm for educational inquiry. *Educational researcher*, *32*(1), 5-8.

2. **Institutional and Policy Alignment**
   - 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. **Resource and Support Limitations**
   - 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. **Equity, Accessibility, and Inclusivity**
   - 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. **Time Management and Workload**
   - 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. **Assessment and Evaluation**
   - 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. **Interdisciplinary Collaboration and Engagement**
   - 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 Technologies to Enhance Online Learning*. Journal of Educators Online, 10(1).