
Invisible Student **Visible Signals**

FINDING MEANINGFUL ENGAGEMENT SIGNALS IN CANVAS

What Did You Just See?

We observe far more than we grade.

We weren't evaluating what students produced.

We were interpreting what they did.

What Happens When the Room Disappears?

What becomes harder to see?

posture · hesitation · eye contact
proximity · social confidence · timing
silence · seat selection · who lingers

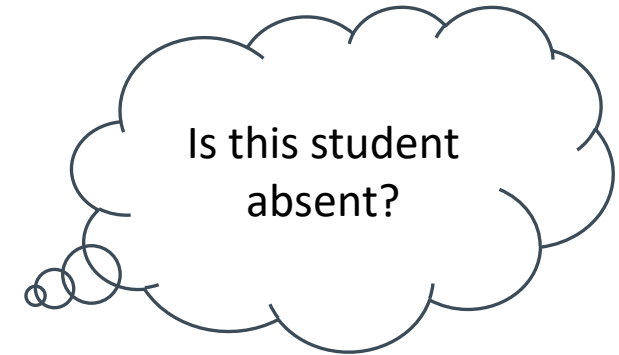
Did we lose observability — or did we lose these signals?

What becomes newly visible?

The Room Disappeared. The Behavior Didn't.

Things we couldn't see before:

- returning to the course at 11:42 p.m.
- revisiting the same resource three times
- watching 82% of a video
- opening an assignment days before the due date
- moving through a module in several short sessions
- disappearing for four days — then returning



These are signals, not conclusions.

Telemetry: Seeing Without Seeing.

Think of a nurses' station.

Patients are in different rooms.

Nurses can't see each patient directly.

Monitors continuously provide signals.

Canvas Knows This. Where Can I See It?

Is the student showing up?

Course Analytics

Course activity ∴ access patterns ∴ page views

Are they doing the work?

Modules

Submissions ∴ module progress ∴ timing

Are they interacting with the material?

Studio

Viewing ∴ resource access ∴ revisits

Are they interacting with others?

Discussion - Announcements

Posts ∴ replies ∴ participation

Canvas Gives Me Signals. I Decide What Matters.



Attendance

Regular check-ins and presence in the course space



Participation

Timely interaction with assignments and modules



Engagement

Thoughtful involvement in Waypoints, Labs, and the Forge



Contribution

Helping move the cohort forward - sharing, asking, building

*The observation belongs to Canvas.
The interpretation belongs to me.*

82%

A student watched 82% of an assigned video.

Returned to the video two days later

Revisited the related module page

Opened the assignment three days early

No submission

A signal isn't a conclusion.

A pattern is an invitation to look closer.

The Gradebook is Late.

Grades are often lagging indicators.

Behavioral signals can be leading indicators.

Behavior changes → Performance changes → Grade changes

Attendance

Presence pattern changed.

Participation

Interaction with the work changed.

Engagement

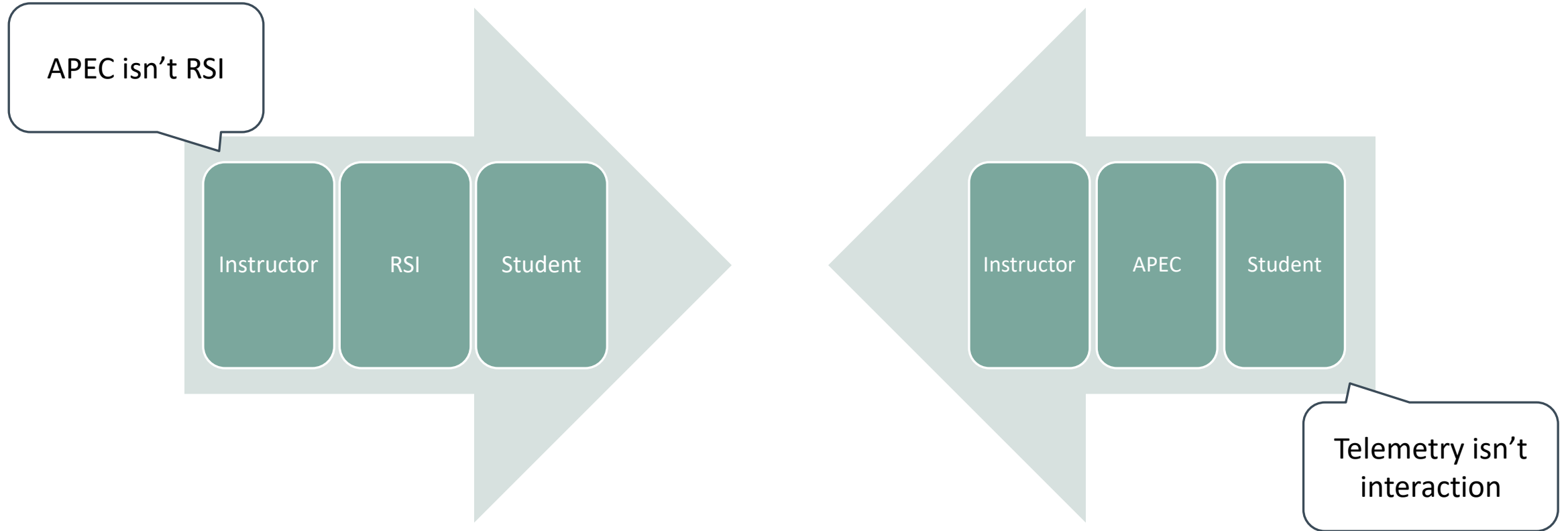
Established involvement pattern changed.

Contribution

They stopped showing up in the learning community.

The signal doesn't diagnose the student. It prompts the conversation.

The UNO Reverse Card of RSI



Observe → Interpret → Interact

No Secrets?

Visible

Attendance

Mon Tue Wed Thu Fri Sat Sun
✓ ✓ ✓ ✓ ✓ ✗ ✗
Visible on 5 of 7 days

Builds

Participation

- Available: 4
 - On-time: 2
 - Late: 0
 - Early: 0

Views

Engagement

- Just Enough — Complete
- Too Likely — Complete
- Almost Gone — Complete
- Everyone's In — 99%
- Start Here — Complete
- Waiting Room — Complete
- Junk Drawer — Complete
- Right? — Complete
- I Herd It — Complete
- Everything All At Once — Complete
- FGWP — What Gets Reflected? — Not started

Conversations

Contribution

- Opportunities: 2
 - Posts: 1
 - Replies: 0
- Announcements: 1
 - Replies: 0

Start With One Signal

1

VALUE IT

What matters in your course beyond the grade?

2

DESCRIBE IT

What would that behavior actually look like?

3

FIND IT

Where does it leave a trace in Canvas?

4

ACT ON IT

What would make you reach out?

Invisible Student **Visible Signals**

NOTICE SOONER. INTERACT WHEN IT MATTERS.

