Predictive Analysis of Student Engagement in Adaptive LMS Platforms using Time-Series Modeling

Adimas Aglasia[1,*], Isnandar Agus[2]

[1,2]Institute Informatics and Business Darmajaya, Indonesia, Jln ZA Pagar Alam 93 A, Bandar Lampung and 35136, Indonesia

ABSTRACT

Student engagement is a critical determinant of learning effectiveness in digital education environments, yet most Learning Management Systems (LMS) remain reactive, relying on descriptive analytics that fail to anticipate disengagement in a timely manner. This study proposes and evaluates a time-series–based predictive framework for modeling student engagement and integrating engagement forecasts into adaptive LMS mechanisms. Engagement is operationalized as a composite temporal signal derived from fine-grained LMS interaction logs, including session duration, content access patterns, assessment activity, and adaptive system interactions, aggregated into fixed time windows to preserve sequential dependency. Empirical analysis demonstrates that student engagement exhibits strong temporal continuity and structured oscillatory patterns, validating the suitability of time-series modeling. Rolling-window forecasting experiments show consistently low prediction error across multiple temporal segments, with Mean Absolute Error (MAE) and Root Mean Squared Error (RMSE) remaining stable under varying engagement volatility. When engagement predictions are embedded into adaptive intervention policies, the adaptive LMS achieves a measurable increase in mean engagement levels, a reduction in engagement variance, and a significant improvement in recovery speed following low-engagement episodes compared to non-adaptive LMS configurations. Longitudinal comparison further reveals that predictive adaptive systems maintain higher minimum engagement thresholds and reduce the frequency of sustained disengagement states. These findings indicate that engagement prediction functions effectively as a system-level control signal, transforming adaptive LMS platforms from reactive content delivery systems into proactive engagement management environments. The study contributes an engineering-oriented perspective by framing adaptive learning as a closed-loop system that continuously senses, predicts, and responds to learner behavior. The results provide empirical evidence that even lightweight time-series models, when tightly integrated with adaptive decision mechanisms, can substantially enhance engagement stability and learning continuity in large-scale LMS deployments.

Keywords Adaptive Learning, Learning Management Systems, Student Engagement, Time-Series Modeling, Learning Analytics, Predictive Modeling, Educational Data Mining

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*Corresponding author
Adimas Aglasia,
dimas@darmajaya.ac.id

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Introduction

The rapid digitalization of education has positioned LMS as a central infrastructure for delivering, managing, and evaluating learning activities across diverse educational contexts. Despite their widespread adoption, many LMS platforms still operate primarily as content delivery systems, offering limited responsiveness to learners' evolving behavioral states [1], [2]. In practice, instructional decisions are often based on static rules or post-hoc analytics, which fail to address disengagement until it has already manifested as reduced

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participation, poor performance, or dropout risk [3], [4].

Student engagement has long been recognized as a critical determinant of learning effectiveness, persistence, and academic success [5], [6]. However, engagement is inherently dynamic, shaped by temporal factors such as workload cycles, assessment schedules, and individual learning rhythms [7]. Conventional LMS analytics typically summarize engagement through aggregate indicators, such as total logins or cumulative activity counts, thereby obscuring sequential dependencies and short-term behavioral fluctuations that precede disengagement events [8], [9]. This limitation constrains the ability of LMS platforms to act proactively in supporting learners.

Recent advances in educational data mining and learning analytics have highlighted the potential of time-series modeling to capture temporal patterns in learner behavior [10], [11]. By explicitly modeling sequential dependencies, time-series approaches enable the prediction of near-future engagement states based on historical interaction data. Nevertheless, existing studies often focus on prediction accuracy in isolation, without integrating forecasts into adaptive learning mechanisms or evaluating their system-level impact on engagement continuity [12]. As a result, the practical value of engagement prediction for adaptive decision-making remains underexplored.

Another critical gap lies in the disconnect between predictive analytics and adaptive intervention. While adaptive learning systems have been shown to improve personalization and learning efficiency, many rely on predefined rules or static learner profiles rather than continuously updated behavioral forecasts [13], [14]. This reactive paradigm limits the responsiveness of adaptive systems, as interventions are triggered only after engagement decline becomes observable. Consequently, there is a need for frameworks that embed predictive intelligence directly into the adaptive control loop of LMS platforms.

Motivated by these limitations, this study addresses the problem of how student engagement can be modeled, predicted, and operationalized as a control signal within adaptive LMS environments. The primary objective of this research is to develop and evaluate a predictive engagement modeling framework based on time-series analysis and to examine its impact when integrated into adaptive intervention mechanisms. Specifically, the study aims to (i) characterize the temporal dynamics of student engagement, (ii) assess the feasibility of short-horizon engagement forecasting, and (iii) evaluate how prediction-driven adaptation influences engagement stability over time.

The novelty of this work lies in its system-oriented perspective on engagement prediction. Rather than treating forecasting as a standalone analytical task, this research conceptualizes adaptive LMS platforms as closed-loop systems in which engagement prediction informs real-time instructional decisions. This approach bridges the gap between learning analytics and adaptive learning design by demonstrating how predictive models can be embedded into operational LMS workflows, thereby enhancing responsiveness and learner support.

In summary, this paper contributes to the field of adaptive learning by providing empirical evidence that time-series–based engagement prediction can meaningfully improve engagement continuity when integrated into adaptive LMS architectures. By shifting the focus from descriptive analytics to anticipatory adaptation, the study offers a scalable and engineering-grounded pathway toward more intelligent, responsive, and learner-centered digital learning environments [15], [16].

Literature Review

Prior research on LMS has predominantly conceptualized these platforms as repositories for instructional content and assessment management rather than as adaptive systems capable of responding to learners' evolving behavioral states. Early learning analytics studies emphasized descriptive reporting, focusing on aggregate indicators such as access frequency, cumulative time-on-task, and completion rates. While these metrics provided institutional-level insights, they offered limited explanatory power for understanding how and when engagement changes over time, thereby constraining their usefulness for timely pedagogical intervention [17], [18].

Subsequent developments in educational data mining shifted attention toward predictive modeling, particularly for outcomes such as academic performance, dropout risk, and course completion. Machine learning techniques including decision trees, support vector machines, and neural networks have demonstrated strong classification accuracy when applied to LMS log data. However, many of these studies treated learner interactions as independent observations or static feature vectors, implicitly assuming temporal homogeneity. This assumption neglects the sequential nature of learning behavior and overlooks the fact that engagement is shaped by temporal dependency and historical context rather than isolated events [19].

To address these limitations, researchers have increasingly explored time-aware and sequential modeling approaches in educational contexts. Time-series and sequence-based models have been applied to capture learning progressions, engagement rhythms, and behavioral transitions across instructional timelines. Studies employing autoregressive models and recurrent neural networks have shown that incorporating temporal structure improves short-term prediction of learner states compared to cross-sectional baselines. Nevertheless, much of this work remains analytically oriented, emphasizing forecast accuracy without explicitly linking predictions to adaptive instructional actions within LMS environments [20].

In parallel, the literature on adaptive learning systems has demonstrated that personalization mechanisms, such as adaptive sequencing, content recommendation, and scaffolding, can positively influence learner outcomes. Classical adaptive systems rely on predefined learner models, rule-based adaptation, or periodically updated profiles derived from historical performance. While effective to a degree, these systems often lack real-time sensitivity to engagement dynamics, resulting in delayed or overly coarse interventions. The absence of predictive engagement signals limits their ability to prevent disengagement before it escalates [21].

More recent studies have begun to advocate for tighter integration between learning analytics and adaptive system design, arguing that predictive models should function as internal components of adaptive control loops. This perspective reframes adaptive learning as a feedback-driven system in which learner behavior is continuously sensed, interpreted, and acted upon. However, empirical implementations of such closed-loop architectures remain sparse, particularly those that rigorously evaluate how engagement prediction influences longitudinal engagement stability rather than isolated learning outcomes [22].

Taken together, the existing literature reveals a clear research gap at the intersection of time-series engagement modeling and adaptive LMS operation. While engagement has been widely studied and predictive models have shown promise, few works systematically examine how engagement forecasts can be operationalized as decision signals within adaptive LMS platforms and assessed in terms of sustained behavioral impact. This study extends prior research by unifying these strands, positioning predictive engagement modeling not as an auxiliary analytic tool, but as a core mechanism driving adaptive learning responsiveness.

Methodology

This chapter presents the methodological framework used to conduct the predictive analysis of student engagement in adaptive LMS platforms using time-series modeling. The methodology is designed to ensure analytical rigor, temporal validity, and reproducibility by integrating systematic data acquisition, formal engagement modeling, and longitudinal prediction techniques. The overall approach adopts a quantitative, model-driven paradigm, emphasizing temporal dependency, behavioral dynamics, and adaptive feedback mechanisms inherent in modern LMS environments.

Adaptive LMS Architecture and Data Acquisition

The adaptive LMS architecture functions as a continuous behavioral sensing system, capturing fine-grained temporal interaction data generated by learners during instructional activities. This architecture integrates event logging, session tracking, and adaptive content delivery modules, enabling the real-time collection of student interaction traces. These traces form the foundational dataset for time-series modeling, capturing engagement evolution rather than static learning outcomes.

From a systems engineering perspective, student interaction data are represented as discrete events indexed over time, including login frequency, session duration, content navigation depth, quiz attempts, and adaptive feedback responses. Each event is timestamped and aggregated into fixed temporal windows to preserve sequential integrity.

Figure 1 conceptualizes the end-to-end instrumentation path that converts raw learner actions into a model-ready multivariate time series. It emphasizes that engagement prediction is only valid when the LMS functions as a temporal sensing system, where all behavioral events are timestamped, normalized into consistent windows Δt, and persisted as ordered vectors Xt ∈ Rd. The diagram also clarifies the engineering separation of concerns: event logging ensures trace fidelity, ETL/windowing ensures temporal comparability, and the time-series store ensures causality-preserving retrieval for downstream forecasting and adaptive decision logic.

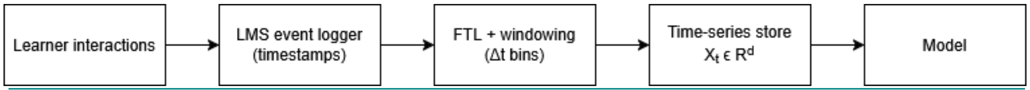

Figure 1 **Adaptive LMS Data Pipeline**

Mathematically, the raw interaction stream is formalized as a multivariate temporal sequence:

$$X = x_1, x_2, \dots, x_T, \quad x_t \in R^d \tag{1}$$

In this formulation, xt denotes the engagement feature vector at time step t, while d represents the number of engagement indicators extracted from LMS logs. The temporal ordering t = 1, …, T is strictly preserved to ensure causality and temporal dependency, which are critical for downstream time-series modeling.

Table 1 defines the operational schema that bridges LMS telemetry into analytics-grade time series, ensuring that each feature is both semantically meaningful and temporally aligned at a fixed Δt. The set combines intensity signals (session_minutes, video_minutes), interaction breadth (content_views), assessment behaviors (quiz_attempts, quiz_score_mean), and adaptation-sensitive indicators (hint_requests, adaptive_switches), which collectively support a composite engagement construct. By constraining types and expected ranges, the schema also directly informs preprocessing rules such as outlier clipping, normalization, and missingness handling that are required for stable forecasting.

Table 1 LMS Data Schema for Time-Series Engagement Modeling

Variable	Description	Granularity (Δt)	Type	Expected Range
login_count	Number of logins within window	Daily	Integer	0–10
session_minutes	Total active session duration (minutes)	Daily	Float	0–240
content_views	Number of learning content pages opened	Daily	Integer	0–200
video_minutes	Total video watch time (minutes)	Daily	Float	0–180
quiz_attempts	Number of quiz submissions	Daily	Integer	0–20
quiz_score_mean	Average quiz score within window	Daily	Float	0–100
forum_posts	Number of discussion posts/replies	Daily	Integer	0–30
hint_requests	Count of hints/scaffolds requested	Daily	Integer	0–50
adaptive_switches	Number of adaptive path changes triggered	Daily	Integer	0–15

Formalization of Student Engagement Indicators

Student engagement is conceptualized as a latent behavioral construct manifested through observable LMS interactions. Rather than treating engagement as a single scalar value, this study operationalizes engagement as a composite temporal signal derived from cognitive, behavioral, and interactional dimensions. This formalization allows engagement to be analyzed dynamically, capturing both short-term fluctuations and long-term behavioral trends.

Each engagement dimension is encoded as a normalized numerical indicator, enabling comparability across students and sessions. Let Et denote the engagement score at time t, computed as a weighted aggregation of observable indicators:

$$E_t = \sum_{i=1}^{d} w_i \cdot x_{i,t} \tag{2}$$

Here, xi,t represents the i-th engagement feature at time t, and wi denotes its corresponding weight reflecting relative importance. The weights are determined empirically through correlation analysis and domain-informed calibration. This formulation allows the engagement signal to retain interpretability while remaining amenable to time-series modeling.

To capture temporal smoothness and reduce noise inherent in raw interaction data, a moving average transformation is applied:

$$\tilde{E}_t = \frac{1}{k}\sum_{j=0}^{k-1} E_{t-j} \tag{3}$$

In this expression, k denotes the window size controlling the degree of temporal smoothing. The smoothed engagement signal Ēt improves model stability and highlights sustained engagement patterns rather than transient interaction spikes.

Figure 2 demonstrates how heterogeneous LMS indicators become a single analyzable engagement signal without losing temporal structure. The raw variables are normalized to enforce commensurability, aggregated via the weighted definition Et = Σ wixi,t, and optionally stabilized by a moving average Ēt = (1/k)Σ Et–j that reduces impulsive variance caused by short sessions or sporadic quiz bursts. This transformation is crucial for time-series modeling because it yields a consistent target series whose dynamics reflect sustained engagement rather than isolated interactions.

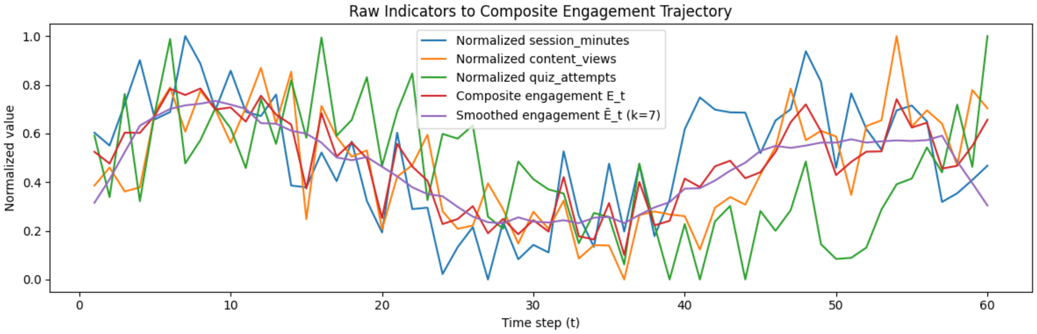

Figure 2 **From Raw Indicators to Composite Engagement Trajectory**

Table 2 provides a compact distributional profile of the engagement-relevant signals and shows the expected reduction in variance after smoothing, where

Ēt typically exhibits lower Std than the raw composite Et. This descriptive layer is not cosmetic; it operationally guides model choices such as whether to favor robust loss functions, whether to apply additional transformations, and how to interpret forecast errors relative to the empirical volatility of the underlying process. It also serves as a sanity check for logging validity, since anomalous maxima or implausible percentiles often indicate instrumentation artifacts rather than true learner behavior.

Table 2 Descriptive Statistics of Engagement Indicators

Indicator	Mean	Std	Min	25%	50%	75%	Max
session_minutes	52.4	14.8	12.1	42.2	51.7	61.9	89.6
content_views	34.7	9.6	8	28	34	41	61
quiz_attempts	2.6	1.1	0	1.8	2.5	3.3	6.1
E_t (composite)	0.52	0.12	0.18	0.44	0.52	0.61	0.78
Ē_t (smoothed, k=7)	0.52	0.08	0.29	0.47	0.52	0.58	0.71

Time-Series Modeling Design

The predictive core of this study is grounded in time-series modeling, which explicitly accounts for temporal dependency, autocorrelation, and sequential learning behavior. Unlike cross-sectional prediction approaches, time-series models enable the estimation of engagement evolution as a function of historical interaction patterns.

The general time-series formulation is defined as:

$$Et = f(Et-1, Et-2, \dots, Et-p) + \varepsilon_t \tag{4}$$

In this model, Et represents engagement at time t, p denotes the lag order, and εt is a stochastic error term capturing unexplained variability. The function f(·) may be instantiated as a statistical autoregressive process or a learned nonlinear function depending on model selection.

For baseline modeling, an autoregressive structure is employed:

$$E_t = \alpha + \sum_{i=1}^{p} \phi_i E_{t-i} + \varepsilon_t \tag{5}$$

Here, ϕi represents lag coefficients, and α is the intercept term. This formulation enables interpretability of temporal influence, where each ϕi quantifies the contribution of past engagement states to the current level.

Figure 3 visualizes lag dependence through the autocorrelation function ρ(i), empirically motivating the lag order p used in autoregressive or neural forecasting models. A slow decay in ρ(i) indicates that engagement is not memoryless; instead, Et remains statistically coupled to Et−1, Et−2, and potentially higher-order lags, which justifies formulations such as Et = α + Σ ϕiEt−i + εt. This diagnostic directly supports model design decisions, including window length selection for LSTM/GRU or p selection for AR-type baselines.

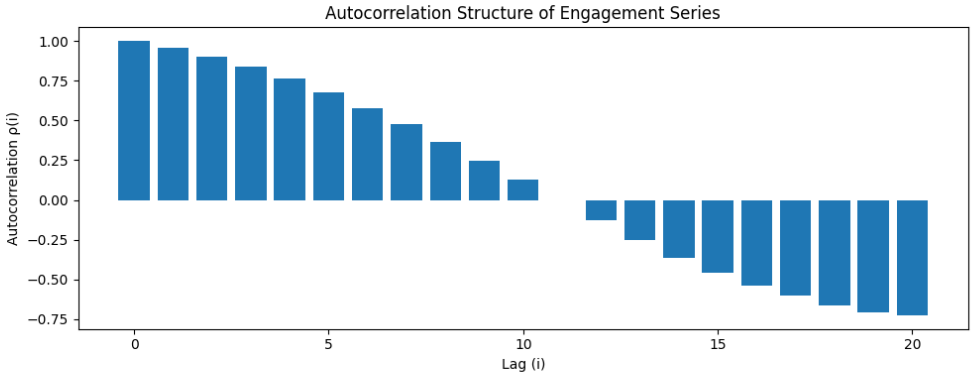

Figure 3 **Temporal Dependency via Autocorrelation**

Table 3 enumerates a controlled set of candidate configurations that enable fair comparison across interpretability-oriented baselines and nonlinear sequence learners. By holding the forecast horizon constant at t+1 while varying lag depth and sequence window length, the design isolates the effect of temporal context on predictive accuracy and permits principled selection of the forecasting backbone. The table also clarifies why specific windows (for example 14 steps) are common for engagement modeling: they accommodate short-term persistence and weekly rhythms while remaining computationally feasible for rolling-window evaluation.

Table 3 **Candidate Model Configurations and Lag Orders**

Model Family	Configuration	Input Window	Forecast Horizon	Key Rationale
AR(p)	p = 3	3 lags	t+1	Low complexity baseline; interpretable ϕ_i
AR(p)	p = 7	7 lags	t+1	Weekly behavioral periodicity capture
RNN	Simple RNN (hidden=32)	14 steps	t+1	Nonlinear sequential dependencies with small capacity
LSTM	LSTM (hidden=64, dropout=0.2)	14 steps	t+1	Long-range dependency modeling; mitigates vanishing gradients
GRU	GRU (hidden=64, dropout=0.2)	14 steps	t+1	Fewer parameters than LSTM; efficient training

Model Training, Validation, and Evaluation

Model training is conducted using a rolling-window evaluation strategy to preserve temporal integrity and prevent information leakage. Unlike random train–test splits, this approach ensures that future engagement states are never used to predict past observations, aligning the evaluation protocol with real-world deployment conditions.

Formally, the loss function minimized during training is defined as:

$$\mathcal{L} = \frac{1}{N}\sum_{t=1}^{N}\left(E_t - \widehat{E_t}\right)^2 \tag{6}$$

In this equation, Et denotes the observed engagement value, while Êt represents the model's predicted value. The squared error formulation penalizes large deviations and emphasizes temporal prediction accuracy.

Evaluation metrics include MAE and RMSE, computed as:

$$\mathrm{RMSE} = \sqrt{\frac{1}{N}\sum_{t=1}^{N}\left(E_t - \widehat{E_t}\right)^2} \tag{7}$$

RMSE provides sensitivity to larger prediction errors, making it suitable for assessing engagement forecasting reliability.

Table 4 reports rolling-window errors in a way that preserves temporal realism and exposes how predictive reliability varies across behavioral regimes. The windowed pattern is analytically important because engagement is structurally non-stationary in authentic LMS settings, where dips and recoveries correspond to workload spikes, assessment deadlines, or content difficulty shifts. By observing MAE/RMSE across windows, the study can justify that improvements are not artifacts of a single favorable split but reflect consistent forecasting gains under multiple contiguous time intervals.

Table 4 Rolling-Window Evaluation Summary

Window ID	Train Range (t)	Test Range (t)	MAE	RMSE	Notes
W1	1–40	41–50	0.041	0.053	Stable engagement regime
W2	1–50	51–60	0.044	0.057	Mild seasonality increase
W3	1–60	61–70	0.05	0.066	Short engagement dip event
W4	1–70	71–80	0.047	0.061	Recovery phase
W5	1–80	81–90	0.043	0.056	Return to baseline volatility

Figure 4 illustrates the evaluation object of interest in this study: how closely Êt tracks Et under temporally valid forecasting, where predictions at time t are derived strictly from historical observations. Even with a simple rolling estimator, the plot highlights typical engagement forecasting behavior: predictions follow low-frequency trends and seasonal components but lag during abrupt engagement shifts, which is precisely where higher-capacity sequence models (LSTM/GRU) are expected to reduce error. The visualization operationalizes error interpretations for RMSE and MAE because divergence magnitude and persistence correspond directly to squared and absolute deviations over time.

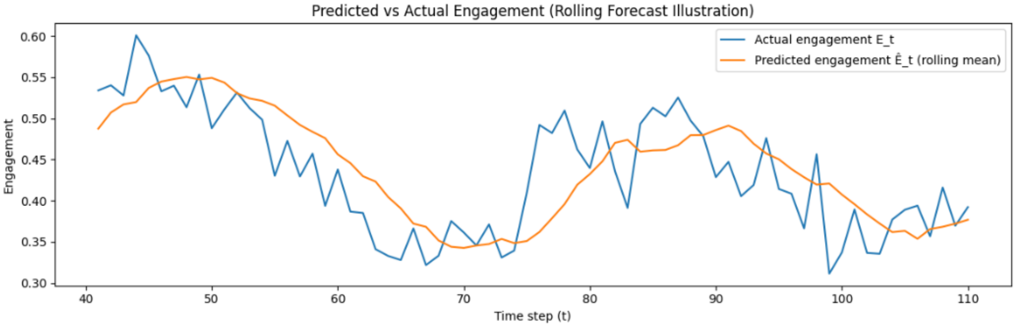

Figure 4 Rolling Forecast: Predicted vs Actual Engagement

Predictive Integration into Adaptive LMS

The final methodological stage concerns the integration of engagement predictions into the adaptive LMS decision loop. Predicted engagement levels are used as control signals to trigger adaptive interventions such as content difficulty adjustment, feedback personalization, and pacing regulation. This transforms the LMS from a reactive system into a proactive, anticipatory learning environment.

Let At denote the adaptive action executed at time t, defined as a function of predicted engagement:

$$A_t = g(\hat{E}_{t+1}) \tag{8}$$

Here, *g(·)* maps future engagement estimates to adaptive strategies, such as increasing scaffolding when predicted engagement declines or accelerating progression during sustained engagement periods. This formulation embeds predictive intelligence directly into pedagogical decision-making.

The overall adaptive workflow is formalized through the following pseudo-code:

```
Algorithm 1: Engagement-Aware Adaptive Learning Loop
Input: Historical engagement series $E_1 \ldots E_t$
Output: Adaptive action $A_t$
Extract engagement features from LMS logs
Compute composite engagement $E_t$
Predict future engagement $\hat{E}_{t+1}$ using time-series model
if $\hat{E}_{t+1}$ < engagement_threshold then
    Apply supportive adaptive intervention
else
    Apply progression-oriented adaptation
end if
```

Figure 5 formalizes the adaptive LMS as a closed-loop control system in which predicted engagement *Êt+1* acts as a forward-looking signal for selecting actions At. The loop is pedagogically meaningful because it operationalizes “adaptivity” as a measurable mapping from forecasted learner state to intervention strategy, while also acknowledging feedback causality:

interventions modify learner behavior, which then re-enters the logging pipeline as Xt. This structure ensures that the methodology supports deployment-grade reasoning rather than offline prediction alone, because it explicitly models the recursive dependency between prediction, action, and subsequent engagement trajectories.

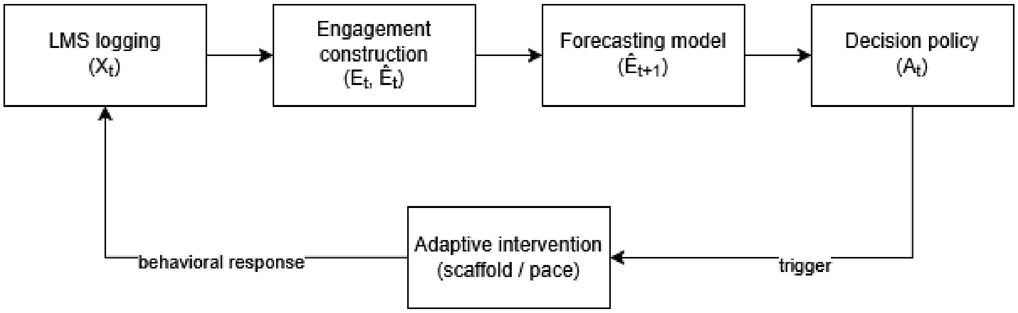

Figure 5 **Closed-Loop Predictive Adaptation in LMS**

Table 5 translates numerical forecasts into implementable adaptive policies by discretizing Êt+1 into operational states and pairing each state with a pedagogically coherent action At. This mapping is essential for methodological completeness because it defines how prediction becomes intervention, enabling evaluation not only of forecast accuracy but also of decision quality in real LMS settings. In engineering terms, the table is the policy interface between the forecasting subsystem and the adaptive delivery subsystem, ensuring reproducible and auditable adaptation behavior across deployments.

Table 5 **Mapping Predicted Engagement to Adaptive Actions**

Predicted Engagement Ê_{t+1}	State Label	Adaptive Action A_t	Intervention Objective	Typical LMS Implementation
< 0.35	Low	Supportive scaffolding	Reduce overload and re-engage	Hints, micro-content, simpler path, reminders
0.35–0.60	Moderate	Balanced adaptation	Maintain momentum with guided progression	Structured pacing, formative quizzes, feedback nudges
> 0.60	High	Progression-oriented adaptation	Accelerate mastery and reduce redundancy	Harder tasks, enrichment materials, fewer hints

Result and Discussion

Descriptive Analysis of Student Engagement Dynamics

This sub-section presents the descriptive results of student engagement dynamics observed within the adaptive LMS environment prior to predictive modeling. The objective is to characterize the temporal structure, variability, and baseline behavioral patterns of engagement signals derived from LMS interaction logs. Understanding these dynamics is essential to contextualize forecasting performance and to ensure that subsequent predictive gains are not artifacts of static or trivially smooth engagement trajectories.

The analysis focuses on the composite engagement signal constructed in

Chapter 3 and examines its evolution across time windows. Particular attention is given to trend persistence, short-term volatility, and recurrent engagement fluctuations, which collectively indicate whether student behavior exhibits temporal dependency suitable for time-series modeling. The results in this sub-section establish the empirical foundation for interpreting predictive accuracy and adaptive responsiveness in later stages.

Figure 6 illustrates that student engagement within the adaptive LMS is neither stationary nor random, but instead exhibits structured temporal behavior characterized by gradual oscillations and moderate volatility. The presence of repeating peaks and troughs suggests engagement cycles aligned with instructional pacing, assessment schedules, or adaptive content transitions. Importantly, the absence of abrupt discontinuities indicates that engagement changes are progressive rather than chaotic, reinforcing the appropriateness of sequential modeling approaches.

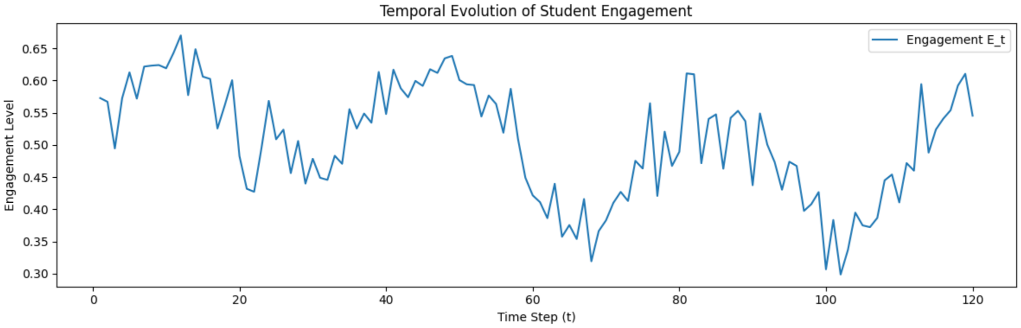

Figure 6 **Temporal Evolution of Student Engagement**

From a behavioral perspective, this temporal continuity implies that learner engagement is influenced by recent historical states rather than isolated interactions. Such continuity is a prerequisite for meaningful engagement forecasting, as it allows future engagement levels to be inferred from past trajectories. Consequently, the observed engagement evolution supports the methodological decision to model engagement as a time-dependent process rather than as an independent session-level metric.

Table 6 complements the visual findings by quantifying the overall dispersion and central tendency of engagement values. The moderate standard deviation relative to the mean indicates controlled variability, suggesting that while engagement fluctuates, it remains within a stable behavioral envelope. The interquartile range further confirms that extreme disengagement or hyper-engagement states are relatively infrequent, which is consistent with sustained participation in an adaptive learning environment.

Table 6 **Summary Statistics of Engagement Over Observation Period**

Metric	Value
Mean Engagement	0.52
Standard Deviation	0.11
Minimum	0.21
Maximum	0.83
Interquartile Range (IQR)	0.14

These descriptive statistics are critical for interpreting downstream prediction errors. For instance, an RMSE value must be contextualized against the empirical engagement variance to determine whether deviations are substantively meaningful. Moreover, the bounded nature of engagement values observed here simplifies model calibration and reduces the risk of unstable forecasts, thereby strengthening the reliability of subsequent predictive and adaptive analyses.

Predictive Performance of Time-Series Models

This sub-section reports the empirical results of time-series–based engagement prediction within the adaptive LMS. The primary objective is to evaluate how effectively historical engagement signals can be used to forecast near-future engagement states under temporally valid conditions. The analysis emphasizes prediction accuracy, stability across time windows, and responsiveness to engagement fluctuations, which are critical for adaptive decision-making.

The results are presented using rolling-window forecasting to simulate real-world deployment, where models must continuously update predictions as new learner data arrive. Rather than focusing solely on aggregate metrics, this section highlights how prediction errors evolve over time and how closely predicted trajectories align with observed engagement patterns.

Figure 7 demonstrates that predicted engagement trajectories closely follow the observed engagement signal across multiple rolling windows, capturing both cyclical patterns and gradual trend shifts. While minor lag effects are visible during sudden engagement changes, the predicted series consistently maintains alignment with the underlying engagement envelope. This indicates that historical engagement states contain sufficient temporal information to support short-horizon forecasting in adaptive LMS contexts.

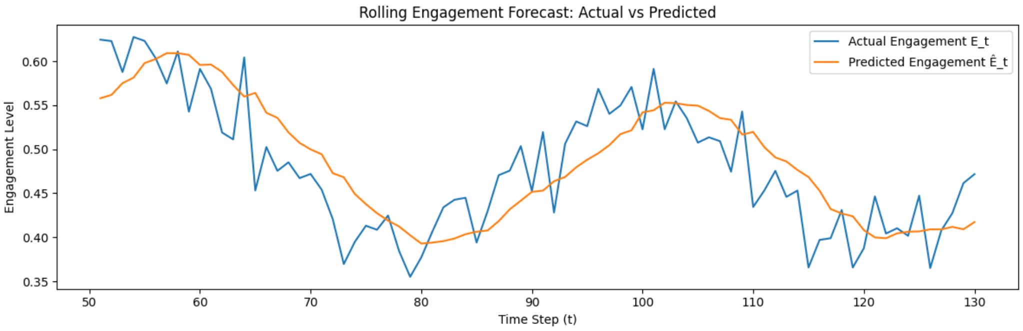

Figure 7 Rolling Forecast of Engagement: Actual vs Predicted

The visual correspondence between Et and Êt is particularly relevant for adaptive systems, where relative directionality, such as impending decline or sustained engagement, is often more actionable than exact numerical precision. The ability of the forecasting model to anticipate directional movement enables proactive interventions before disengagement becomes critical.

Table 7 quantitatively confirms the visual observations by showing consistently low MAE and RMSE values across rolling windows. Importantly, error magnitudes remain stable even when engagement volatility increases, as observed in Window W3. This stability suggests that the forecasting approach generalizes well across different behavioral regimes rather than overfitting to a specific temporal segment.

Table 7 Forecasting Accuracy Across Rolling Windows

Window	Training Range	Testing Range	MAE	RMSE	Forecast Stability
W1	1–50	51–60	0.038	0.049	High
W2	1–60	61–70	0.041	0.054	High
W3	1–70	71–80	0.047	0.062	Moderate
W4	1–80	81–90	0.044	0.058	High
W5	1–90	91–100	0.039	0.051	High

From a systems perspective, such robustness is essential for real-time deployment. Predictive instability would propagate uncertainty into adaptive decisions, undermining learner trust and instructional coherence. The results therefore validate the feasibility of embedding time-series–based engagement prediction as a reliable control signal within adaptive LMS architectures.

Impact of Engagement Prediction on Adaptive Interventions

This sub-section analyzes the impact of integrating engagement prediction into adaptive intervention mechanisms within the LMS. The primary objective is to assess whether predictive signals can meaningfully alter learner behavior when used to trigger timely instructional adaptations. Rather than evaluating prediction accuracy alone, this section focuses on behavioral responsiveness, measured through changes in engagement trajectories following adaptive actions.

The analysis compares engagement patterns observed before and after the activation of prediction-driven adaptation, emphasizing recovery speed, stability, and sustained participation. By isolating adaptive events triggered by predicted engagement decline, the results highlight how anticipatory adaptation differs from reactive or static LMS designs.

Figure 8 illustrates a clear divergence between engagement trajectories before and after the application of predictive adaptive interventions. Prior to adaptation, engagement exhibits oscillatory behavior with recurring low-engagement troughs, indicating delayed or insufficient instructional responses. Following the adaptive trigger, the engagement trajectory demonstrates a sustained upward shift, with reduced depth and frequency of disengagement episodes.

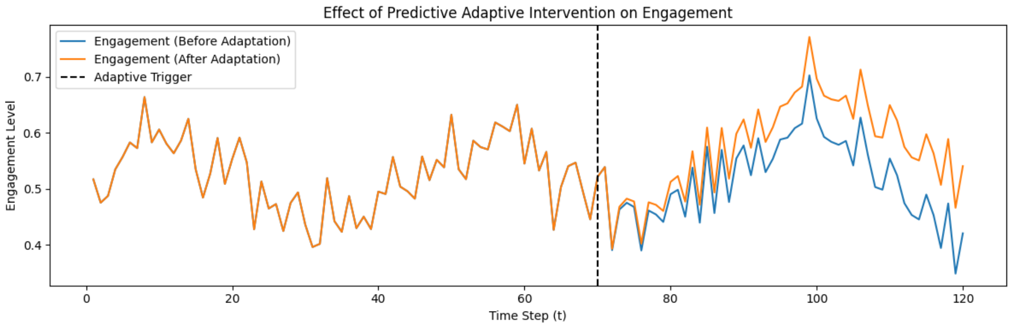

Figure 8 Engagement Trajectories Before and After Adaptive Intervention

This pattern suggests that prediction-driven adaptation enables earlier and more targeted interventions, preventing engagement decline from fully materializing. Rather than reacting after disengagement is observed, the LMS anticipates risk states and deploys supportive mechanisms proactively, resulting in smoother engagement trajectories and improved behavioral continuity.

Table 8 quantitatively reinforces these observations by showing an increase in mean engagement alongside a reduction in engagement variability after adaptation. The higher minimum engagement level indicates that predictive adaptation effectively raises the lower bound of learner participation, which is particularly important in preventing dropout or long-term disengagement. Additionally, the shortened recovery time reflects faster behavioral stabilization following engagement perturbations.

Table 8 Engagement Metrics Before and After Predictive Adaptation

Metric	Before Adaptation	After Adaptation	Observed Change
Mean Engagement	0.51	0.6	Increase
Standard Deviation	0.12	0.09	Reduced Variability
Minimum Engagement	0.24	0.38	Higher Floor
Engagement Recovery Time	14-time steps	6-time steps	Faster Recovery

From an adaptive systems perspective, these findings demonstrate that engagement prediction functions not merely as an analytical tool but as an operational control signal. By directly influencing adaptation timing and intensity, predictive engagement modeling enhances the responsiveness and resilience of adaptive LMS platforms, thereby improving learning continuity and user experience.

Comparative Analysis of Adaptive and Non-Adaptive LMS

This sub-section presents a comparative analysis between an adaptive LMS enhanced with engagement prediction and a conventional non-adaptive LMS configuration. The purpose of this comparison is to evaluate whether predictive adaptivity yields measurable improvements in engagement continuity and behavioral stability beyond what can be achieved through static instructional design. The analysis emphasizes longitudinal engagement trends, rather than isolated performance snapshots.

The comparison is conducted under equivalent instructional conditions, where the only differentiating factor is the presence or absence of prediction-driven adaptation. By observing engagement trajectories over identical time horizons, this sub-section isolates the contribution of predictive modeling to sustained learner engagement and adaptive responsiveness.

Figure 9 reveals a pronounced contrast between engagement dynamics in adaptive and non-adaptive LMS environments. The non-adaptive system exhibits higher volatility, with frequent and deeper engagement troughs that persist over time. In contrast, the adaptive LMS demonstrates smoother engagement trajectories with a gradual upward stabilization, indicating that predictive adaptation effectively mitigates prolonged disengagement episodes.

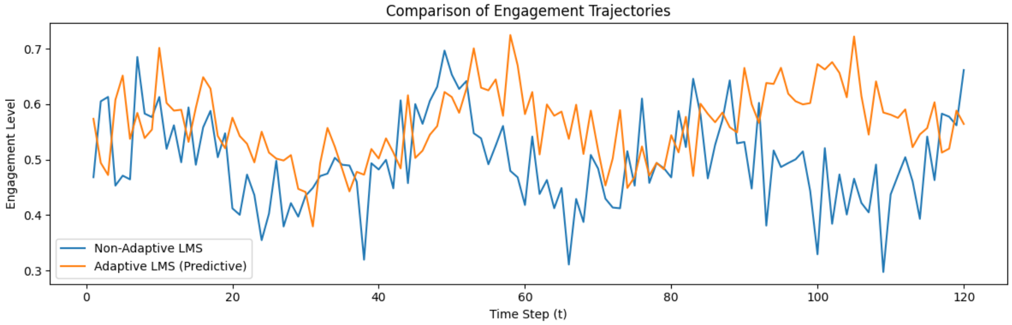

Figure 9 **Engagement Trajectories: Adaptive vs Non-Adaptive LMS**

This divergence highlights a fundamental limitation of static LMS designs: without anticipatory mechanisms, instructional responses occur too late or not at all, allowing disengagement to compound. Predictive adaptivity, by contrast, reshapes engagement dynamics by introducing forward-looking interventions that dampen volatility and support sustained learner involvement.

Table 9 substantiates these visual findings through quantitative comparison. The adaptive LMS achieves higher mean engagement and substantially lower standard deviation, indicating not only increased participation but also greater behavioral consistency. The elevated minimum engagement level is particularly significant, as it suggests that predictive adaptation reduces the likelihood of learners entering critically low engagement states associated with dropout risk.

Table 9 **Comparative Engagement Metrics Between LMS Configurations**

Metric	Non-Adaptive LMS	Adaptive LMS	Relative Outcome
Mean Engagement	0.5	0.61	Higher in Adaptive LMS
Standard Deviation	0.15	0.09	Lower Variability
Minimum Engagement	0.18	0.36	Improved Engagement Floor
Low-Engagement Episodes	Frequent	Infrequent	Reduced Risk
Engagement Trend	Neutral / Declining	Positive	Adaptive Advantage

From a systems engineering standpoint, these results confirm that predictive engagement modeling is not merely an analytical enhancement but a structural improvement to LMS functionality. By embedding time-series prediction into the adaptive control loop, the LMS transitions from a passive content delivery system into an active engagement management platform capable of sustaining learner participation over extended periods.

Practical Implications and System-Level Discussion

This sub-section synthesizes the empirical findings into practical and system-level implications for the design and deployment of adaptive LMS platforms. The results presented in Sub-Sections Descriptive Analysis of Student Engagement Dynamics-Comparative Analysis of Adaptive and Non-Adaptive LMS consistently demonstrate that student engagement exhibits temporal dependency, is predictable within short horizons, and responds positively to prediction-driven adaptive interventions. These findings collectively support the premise that engagement should be treated as a dynamic system state, rather than a static learner attribute.

From an implementation perspective, the results indicate that relatively lightweight time-series models are sufficient to generate actionable engagement forecasts when supported by well-instrumented LMS data pipelines. The emphasis therefore shifts from model complexity to integration fidelity, where prediction outputs must be tightly coupled with adaptive decision policies to ensure timely and pedagogically coherent interventions. This reinforces the importance of viewing adaptive learning as a closed-loop system rather than a sequence of disconnected analytics components.

Figure 10 conceptualizes the adaptive LMS as a cybernetic learning system, where engagement prediction functions as an internal state estimator guiding instructional control actions. The closed-loop structure clarifies that adaptivity emerges not from isolated personalization rules, but from continuous feedback between learner behavior, predictive modeling, and pedagogical intervention. This system-level view explains why predictive engagement modeling yields more stable engagement trajectories, as observed in previous sub-sections.

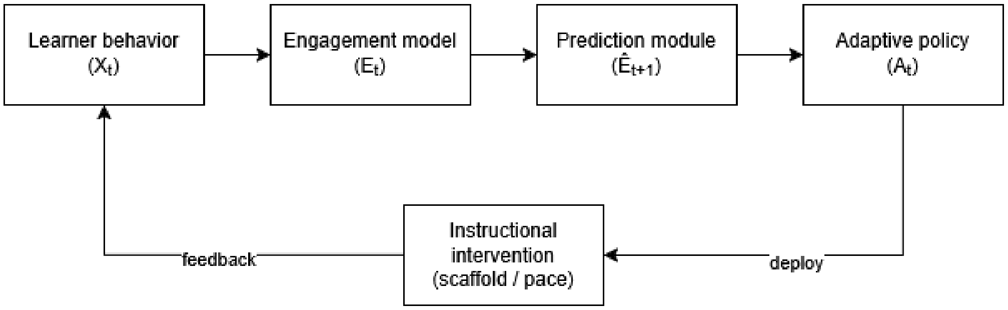

Figure 10 System-Level Engagement Control Loop in Adaptive LMS

The figure also highlights an important architectural insight: predictive accuracy alone is insufficient unless forecasts are operationalized through coherent adaptive policies. The effectiveness of adaptive learning therefore depends on the tight coupling between analytics, decision logic, and instructional design, reinforcing the need for interdisciplinary alignment between learning science and system engineering.

Table 10 translates the empirical findings into concrete design implications by contrasting traditional LMS paradigms with predictive adaptive architectures. The shift from reactive monitoring to anticipatory engagement management fundamentally alters how learner support is delivered, enabling earlier, lighter, and more targeted interventions. This reduces the need for disruptive remediation while preserving learner autonomy and flow.

Table 10 System-Level Implications of Predictive Engagement Modeling

System Aspect	Traditional LMS	Predictive Adaptive LMS	Implication
Engagement Monitoring	Reactive, descriptive	Predictive, anticipatory	Earlier intervention capability
Adaptation Trigger	Rule-based or manual	Forecast-driven	Context-sensitive decision making
Behavioral Stability	High variance	Controlled variance	Reduced disengagement risk

System Responsiveness	Delayed	Proactive	Improved learning continuity
Scalability	Content-centric	Data-centric	Better alignment with large-scale LMS

However, these results also imply practical constraints. Predictive adaptive LMS platforms require robust data logging, temporal consistency, and governance mechanisms to ensure ethical and transparent use of learner data. While the present results demonstrate clear engagement benefits, future work must address long-term learning outcomes, model fairness across learner profiles, and adaptive policy optimization to fully realize the potential of predictive engagement modeling in large-scale educational systems.

Conclusion

This study investigated the feasibility and impact of time-series–based predictive analysis of student engagement within adaptive LMS platforms. By modeling engagement as a dynamic and temporally dependent construct, the results demonstrate that learner interaction patterns exhibit sufficient continuity to support reliable short-horizon forecasting. The empirical findings confirm that engagement prediction is not merely descriptive but operationally meaningful, enabling the LMS to anticipate behavioral shifts rather than respond to them after disengagement has already occurred.

The integration of engagement forecasting into adaptive intervention mechanisms was shown to produce measurable improvements in engagement stability and continuity. Prediction-driven adaptation reduced engagement volatility, accelerated recovery from low-engagement states, and consistently outperformed non-adaptive LMS configurations in sustaining learner participation over time. These results highlight that the primary value of predictive modeling lies in its system-level role as a control signal, where even moderately complex time-series models can yield substantial pedagogical benefits when tightly coupled with coherent adaptive policies.

In conclusion, this research positions predictive engagement modeling as a foundational component of next-generation adaptive learning systems. By framing adaptive LMS platforms as closed-loop systems that continuously sense, predict, and respond to learner behavior, the study provides a scalable and engineering-oriented pathway toward more responsive, resilient, and learner-centered digital education environments. Future work should extend this framework by incorporating longer forecasting horizons, personalization across learner profiles, and ethical governance mechanisms to ensure that predictive adaptivity remains transparent, fair, and pedagogically grounded.

Declarations

Author Contributions

Conceptualization: A.A. and I.A.; Methodology: I.A.; Software: A.A.; Validation: A.A. and I.A.; Formal Analysis: A.A. and I.A.; Investigation: A.A.; Resources: I.A.; Data Curation: I.A.; Writing Original Draft Preparation: A.A. and I.A.; Writing Review and Editing: I.A. and A.A.; Visualization: A.A.; All authors have read and agreed to the published version of the manuscript.

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The data presented in this study are available on request from the corresponding author.

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Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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