**A case study in the challenges of using temporal analysis at an Australian university**

Jean-Christophe Froissard
chris.froissard@mq.edu.au
Senior Learning designer
Macquarie University
Sydney

There are a number of tools available in education that can provide insights into students' online performance in a learning management system (LMS). Practitioners are using these insights to intervene with students to help them improve their performance and to improve retention. However, there are important questions that need to be answered to ensure optimal intervention. The use of temporal analyses can be used to offer possible answers to these questions.

We present a case study on the use of a learning analytics tool, the Moodle engagement analytics plugin (MEAP+) at an Australian university. In it, we will discuss temporal considerations and how they influence practice. Specifically, how temporal analysis has been used to answer these questions and the ongoing challenges for practitioners seeking to answer questions in this space.