

# LECTURE CAPTURE AS LEARNING RESOURCE IN TEACHING LAW SUBJECT FOR NON-LAW STUDENTS UNDER THE NEW NORMAL

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## ABSTRACT

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An action research was conducted to determine the efficacy of using lecture capture as learning resource in teaching law subject to Bachelor of Science in Business Administration (BSBA) third year students under the new normal during the First Semester of A.Y. 2020-2021. A total of 53 BSBA 3A students enrolled in Law on Obligations and Contracts served as respondents. Data on the efficacy of lecture capture on students' performance were gathered through the pre-tests and post-tests administered to them while students' acceptability of lecture capture was measured using a modified survey questionnaire sent via Google form. Results showed that using lecture capture as a learning resource is effective in teaching law subject under the new normal as evidenced by the highly significant difference ( $p=0.000$ ) between the scores of pre-tests and post-tests of the students using Paired Sample T-Test. Lecture capture was also highly acceptable ( $\mu=4.44$ ) to the respondents in terms of technical quality, instructional quality, instructional design and organization, and usefulness. Lecture capture can be a useful instructional material in understanding hard subjects like law which can be further improved though the incorporation of constructive feedbacks from the students. Finding a quiet place to avoid background noise when recording, inclusion of other post activities per topic, maintaining the high volume of the lecturer's voice, and uploading it to the Instructor's YouTube Channel were the recommendations of the respondents on how to further improve the lecture capture material.

**Keywords:** Lecture capture; educational technology; new normal; COVID-19; flexible learning

## 1. INTRODUCTION

The prevalence of COVID-19 pandemic has brought several changes in the delivery of quality education to students. The different levels of community quarantine restricting face to face classes have caused a huge dilemma to the Philippine educational system. In response to the new normal, Bulacan Agricultural State College (BASC) as one of the Higher Education Institutions (HEIs) in the Philippines mandated to provide quality education has implemented a Flexible Learning Plan (FLP) beginning first semester of academic year

2020-2021. This was the institution's way of adapting to the new normal caused by the existing COVID-19 pandemic. The said FLP allows flexibility in the use of both synchronous and asynchronous teaching modalities. Both the instructors and students were also given the opportunity to explore and use various learning resources whichever is applicable in their situation. Learning resource is any resource including print and non-print materials and online/open-access resources which supports and enhances, directly or indirectly, learning and teaching (IBE-UNESCO, n.d.).

One of the subjects offered during the said semester to the third-year students of Bachelor of Science in Business Administration (BSBA) is Law on Obligations and Contracts (LAW 101). Law 101 is one of the required subjects that business students must take to pass the degree as it is included in their curriculum approved by the Commission on Higher Education (CHED) based on CHED Memorandum Circular Order (CMO 17, s. 2017) (Commission on Higher Education, 2017). This subject is designed to develop understanding of the basic concepts of obligations and contracts and applicable law, its requisites and types of contracts as applied to business practices. Yoon and Wong (2018) in their study stated that students gained a depth of knowledge and skill in the pursuit of their future careers especially in business and accounting through an understanding of business legal principles/theories and practice.

Legal education is no longer offered exclusively for law students who want to become lawyers, but also to many other degree programs (Allen, 2007) including the Business Administration program which offers business law to its students. However, students with non-law background normally perceive the legal subject as being difficult, challenging, and tedious (Razak et al., 2020). For instance, business students are often challenged to study law (Poon and Kong, 2014) and find law uninteresting and difficult (Allen, 2007). Non-law students who study law subject for the first time usually feel overwhelmed with the legal concepts, principles, jargons, and the amount of reading required (Yoon and Wong, 2018). This can be due to the reason that intrinsic interest in law is not given to non-law students who need to study law as incidental to their degree (Owens and Wex, 2010). Thus, students who specialize in Accounting and Business generally consider the study of law difficult and challenging (Tanner, 2010).

Previous researchers have studied various teaching methodologies to make teaching law to non-law students more effective. Douglas (2012) examined a pedagogical framework for fostering deep learning approaches through active learning as a dimension of student engagement in teaching business law to non-law students. Ewang (2008) on the other hand, recommends a cumulative dual approach as effective course delivering methods in teaching law after comparing and evaluating the efficacy of a traditional, lecture-based learning (LBL) with a combination of LBL and problem-based learning (PBL) in improving performance and outcomes for students enrolled in the accounting and business degrees. Findings of Poon and Kong (2014) also revealed that under a combination of LBL and PBL approaches of learning, students become more motivated and more engaged. The results of the research of Yoon and Wong, (2018) also supported that Combined Approach of the amalgamation of the LBL and PBL methods provide sufficient course related concepts and encourage students to undertake cooperative learning with course mates to develop content knowledge.

In the case of non-law students in BASC taking up business law subject in the previous years, their feedback noted that they considered law as one of their most difficult subjects as it requires thorough understanding of the applicable laws and critical analysis of sample cases. Such negative experiences have been blamed on traditional ways of teaching law and many have suggested that this problem could be overcome if different teaching approaches will be adopted (Allen, 2007). This students' notion on law being a hard subject posted a challenge on the instructor/lecturer assigned to teach this subject on how to make the discussion of the topics easier to comprehend. Adding to that challenge is the fact that the teaching of law subject became even more challenging under the new normal situation wherein the conduct of face-to-face classroom lecture discussion was still not yet allowed due to the threat of the ongoing COVID-19 pandemic.

Lecture is still the most prominent learning mechanism in universities. This strategy enhances students' engagement (Pons et al., 2013). However, since face-to-face lecture discussion is still not possible during the first semester of A.Y. 2020-2021, the instructor/lecturer opted to develop lecture capture learning materials in place of the traditional face-to-face lecture in teaching law to non-law students. Lecture capture is one of the learning resources and strategies used in online classes for distance learning (Stetz and Bauman, 2013; Jenner et al., 2018). It is an umbrella term describing the technology that allows instructors to record their lectures and make them available to students in a digital format for later viewing and/or listening (Stroup et al., 2012).

Various benefits of using lecture capture or recording of lectures were found out by previous researchers. Lecture capture technologies can be beneficial for students to replace live lectures under distinct circumstances or alternate study options (Hadgu et al., 2016). Lecture capture also promotes connections particularly in distance education as pedagogically, it is associated in positive learning outcomes and assist students in degree completion (Ragusa and Crampton, 2014).

Nordmann and McGeorge (2018) also noted that students perceived having access to recordings as enhancing their experience and providing a flexible resource to aid their studies, deal with competing demands, and reduce anxiety. Likewise, online recordings of lectures provide students with anytime-anyplace access to lectures; can serve as replacement for lectures and review materials for exams (Gorissen et al., 2012). Use of recorded lectures has also been linked to students developing better study strategies and having better perceptions of a module (Ford et al., 2012).

The author has handled law subject for the past 10 years using a combination of the traditional face-to-face lecture-based discussion with problem-based learning approach inside the classroom. During the said semester, it was the only subject and class section handled by the author. However, due to the prevailing pandemic, there is a need to recalibrate the strategies in teaching law subject to business students.

Considering the need to adopt to the new normal situation and the various benefits that students can gain from lecture capture, this action research was conceptualized to determine the efficacy and acceptability of using lecture capture as learning resource in teaching law to non-law students under the new normal. Specifically, the study sought to develop lecture capture materials based on the subject content and learning objectives; determine the efficacy of using lecture capture on students' performance; and determine the acceptability of lecture capture to students.

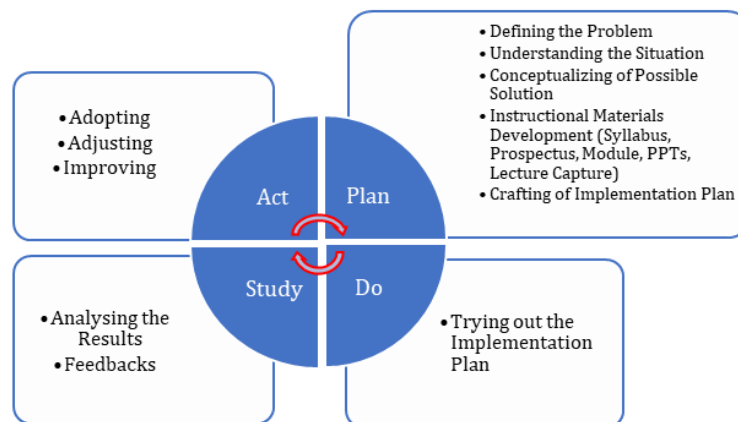
## 2. METHODOLOGY

### 2.1 Research design

The study employed a descriptive mixed method action research that followed the Plan-Do-Study-Act (PDSA) cycle in determining the efficacy and acceptability of using lecture capture as learning resource in teaching Law on Obligations and Contracts (LAW 101) to BSBA 3A students enrolled in the subject during the first semester of academic year 2020-2021.

### 2.2 Conceptual framework

PDSA cycle provides a structure for iterative testing of interventions to improve quality of systems and promotes prediction of outcome of a test of change to assess the impact of an intervention on the process or outcomes of interest (Taylor et al., 2013).



**Figure 1:** Conceptual Framework of the Study

The conceptual framework of this study was anchored on PDSA cycle as shown in Figure 1. The **plan** stage includes defining the problem, understanding the situation, conceptualizing of possible solution, development of instruction materials and crafting of implementation plan. The study utilised internet connection, sound recorder/mixer/condenser, cellular phone, external drive and microphone/headset.

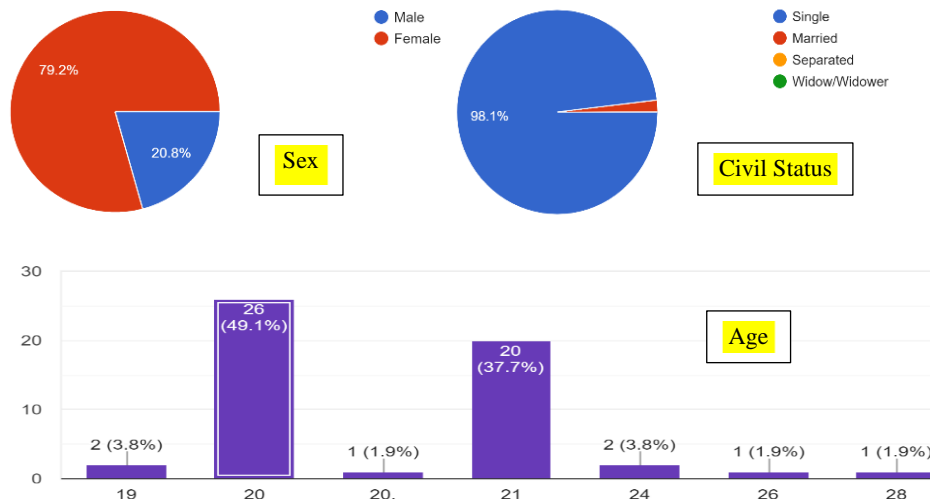
**Do** stage on the other hand, include the try-out of the implementation plan. The implementation of the proposed intervention was then analysed under the **Study** stage. Results and feedbacks gained from the analysis served as basis for either continuously adopting the intervention used as it is, if results are acceptable or adjusting some parts/contents of the intervention, if there is a need for revision as a way of achieving continuous improvement of the material which constitute the **Act** stage.

This PDSA cycle was continuously adopted up to the last module of lecture capture materials uploaded in the class' Google classroom wherein inputs gathered through students' feedbacks from previous cycles were utilised in improving the succeeding lecture capture materials created.

### 2.3 Data collection techniques, sampling procedure

The study employed total enumeration technique in determining the sample size of the respondents. Since this study is an action research that aimed at determining the efficacy of using lecture capture as a learning resource in teaching Law subject under the new normal, all the 53 BSBA 3A enrolled students in the subject were tapped as respondents. Majority of the respondents are female (79.2%), single (98.1%) with age ranging from 19 to 29 years old as shown in Figure 2.

Meanwhile, effect of using lecture capture on students' performance were gathered based on the scores of the students on the online pre-test and post-test given to them per topic via Google form. Results of their pre-tests and post-tests were then recorded in the class record of the subject instructor.



**Figure 2:** Demographic Profile of the Respondents

On the other hand, data on students' acceptability of the lecture capture were gathered using an online modified survey questionnaire based on the combination of the questionnaires used by Elliott and Neal (2016) in their study and from the instrument used by the Department of Education in the Philippines in evaluating instructional modules.

The modified questionnaire was divided into seven parts. Part I to V include questions on students' acceptability of the technical quality, instructional quality, instructional design and organization, usefulness of lecture capture and the difference it made on the learning experience of the respondents while Part VI and VII include questions with regard the problems they have encountered and their suggestions on how to improve the material, respectively. The instrument has undergone expert validation to check the manner and nature of the questions asked. Their comments and suggestions served as basis for the revision of the questionnaire. After that, the questionnaire was also subjected to a pilot test with 39 randomly selected students from BSBA 3B and 3C taking the same Law subject to test its validity and reliability. With the computed 0.955 reliability score using Cronbach's Alpha, all the 20 items asked in the questionnaire have excellent reliability.

Data on the effect on students' performance and acceptability of lecture capture were gathered via Google forms sent to the respondents. Students' feedbacks on the intervention used were also gathered for further improvement of the lecture capture material.

### 2.4 Statistical analysis

Statistical tools used in this study were frequency count, percentage, weighted mean, and paired-sample t-test. Likert-type scale was utilised in the questionnaire for acceptability of lecture capture to the respondents. This was designed to get information about a specific attitude or perception. Each respondent has five (5) alternative responses for each statement. The final score for each construct was obtained by calculating the weighted mean score for each of items under each construct. The numbers of the scale are defined below:

4.21-5.00	-	Highly Acceptable
3.41-4.20	-	Acceptable
2.61-3.40	-	Neither Acceptable Nor Not Acceptable
1.81-2.60	-	Not Acceptable
1.00-1.80	-	Highly Not Acceptable

Meanwhile, frequency count and percentage were the statistical tools used for Part VI and VII of the survey instruments.

## 2.5 Scope and limitation

The focus of this study is to determine the efficacy and acceptability of using lecture capture materials in teaching law subject to non-law students under the new normal situation caused by the COVID-19 pandemic. Respondents were limited to a total of 53 third year students from section 3A of BSBA enrolled in the subject LAW 101 handled by the instructor/lecturer during the first semester of A.Y. 2020-2021. Since there is no control group of students being taught with other methods, the advantages of the lecture capture revealed in this study are shown mostly through the opinions of the students.

## 3. RESULTS AND DISCUSSION

After a semester of using lecture capture in teaching Law 101, the following were the salient findings of the study based on the stated objectives:

### 3.1 Development of lecture capture materials

Development of the lecture capture materials followed the PDSA cycle wherein inputs from previous materials uploaded were incorporated in the succeeding lecture capture materials produced.

In this study, **Plan** stage starts with identification of a change aimed at improvement. The prohibition of face-to-face teaching due to COVID-19 has caused a need for a change in teaching strategy under the new normal. To identify what intervention to do in teaching law subject during the pandemic, consultation with stakeholders (concerned authorities, colleagues, students) was done.

Planning includes initial consultation with the students with regard to their gadgets, internet connection, and status of internet services at home which served as bases in crafting the implementation plan and instructional design for the subject. A short survey via Google form was sent to the students to gather data from them. Out of the 53 total student population, only 44 have responded wherein the majority (64%) of the respondents stated that they have unstable internet connection as 70% of them only rely on prepaid data connection for internet services. Fortunately, all of them have smart phones which they can use for online classes.

The subject instructor also asked the students as to what online teaching platforms are most accessible to them and what teaching strategies they prefer. Students prefer to use Google classroom and Facebook Messenger group chat as online teaching platforms for discussion. However, the conduct of synchronous class via Zoom App Conferencing or Google Meet were not accessible to all according to them due to their unstable internet connection. Considering the students' situation, the subject instructor decided to conduct an action research wherein lecture capture technology was used as learning resource for the subject. Permission to conduct this action research was secured through a request letter sent to the Institute Dean and Business Administration program chairperson. Permission was also sought from the students if they are willing to become participants of the study and they all gave their consent to participate. On this, the instructor explained how the study will be conducted and the importance of their honest participation and cooperation.

The **Do** stage includes the initial implementation of using lecture capture in the class. The first trial was done on the first lecture capture material created and uploaded for the class orientation. Lessons were prepared by the teacher based on the prospectus, syllabus, learning materials (module, ppts) and other references. These lessons were then discussed through the recording of lectures per slide of the power point presentations made using the XRecorder App downloaded on the android phone of the subject instructor. Contents were discussed in pure English and there was a video showing the face of the subject instructor while discussing the topics. The lecture capture material created were then uploaded in the Google classroom of the subject using Send Anywhere App. After uploading the material, students were asked to give feedbacks on the material uploaded. Their comments and suggestions were analysed in the **Study** stage. Students said that the lecture capture video material consumed more of their internet data and consumed more space on their storage as the video has a big file MB. They also suggested to use "Tag-lish" or Tagalog-English language in discussing the topic to make it easier for them to comprehend the lessons.

The instructor **Acted** on their recommendation after the analysis of the results on how to improve the next lecture capture material to be developed. Instead of video lecture capture, the instructor tried recording only an audio lecture capture with lecture visuals presented to lessen the file MB. Long lessons were also discussed and cut per topic to shorten the length of each lecture capture material. With these changes, downloading the file consumed only small amount of storage space and internet data which enabled them to still use the remaining data for their other online subjects. Lessons were also discussed in "Tag-lish" as suggested by the students for easy comprehension.

The PDSA cycle continues until a total of 26 lecture capture materials were developed by the instructor covering 14 chapters of the subject Law on Obligations and Contracts. Each lecture capture material was created via MP4 file format and has a length of 15 to 40 minutes consuming 8 to 58 MB, depending on the complexity of the lessons being discussed.

### 3.2 Efficacy of using lecture capture on students' performance

With the computed value of 0.000 using Paired Sample T-Test (see Table 1), there is a highly significant difference between the pre-tests and post-tests scores of the students which implies that the students learned the topics discussed through the use of lecture capture as their learning resource in understanding law subject under the new normal during the first semester of academic year 2020-2021.

**Table 1:** Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE - POST	-26.849	14.526	1.995	-30.853	-22.845	-13.456	52	.000

The result seems to also indicate that lecture capture was effective as teaching supplement for this subject under the new normal as the students were able to improve their scores in the assessment given to them after using lecture capture compared to their scores on the same test before accessing the material.

The highly significant difference between the scores of pre-tests and post-tests of the students can also be attributed to the fact that aside from lecture capture, the lecturer also provided soft copies of law module and power point presentations of all the topics to the students. The lecturer also explained through their group chat using Facebook Messenger the inquiries of the students that need further clarification on the topics discussed in the lecture capture materials.

The finding is contrary to the findings of Edwards and Clinton (2018) that lecture capture usage itself will not necessarily help students increase their grades and Stroup et al. (2012) that lecture capture does not have a statistically significant impact on student performance.

However, the result is consistent with the findings of Ragusa and Crampton (2014) wherein they concluded that lecture capture is associated with positive learning outcomes as it promotes connections particularly in distance education.

The same is true with the findings of Kay (2012) and Rahman et al. (2018) wherein positive impact of lecture capture on improving students' grades were revealed. Chen and Lin (2012) also found a positive relationship between students' use of recordings and their grades.

Likewise, Dommett et al. (2019) also noted that students in their study believed that lecture capture could improve their performance, because they can go back and revisit the capture during revision. Groen et al. (2016) also noted that access to lecture capture can improve student learning outcomes.

### 3.3 Acceptability of lecture capture

The acceptability of lecture capture to the respondents was measured in terms of technical quality, instructional quality, instructional design, organization, and usefulness of lecture capture to the students. The problems encountered as well as their suggestions for further improvement of the material were also gathered. Presented below are the salient findings of the study:

#### 3.3.1 Technical quality

**Table 2:** Technical Quality of Lecture Capture

Items	Weighted Mean	Verbal Description
Font size of text used in the presentation	4.51	Highly Acceptable
Blending and contrast of colours used in the presentation	4.42	Highly Acceptable
Sound of the lecture capture	4.32	Highly Acceptable
Pacing of the lecturer/teacher	4.47	Highly Acceptable
Length of the lecture capture per topic uploaded	4.33	Highly Acceptable
<b>Composite Mean</b>	<b>4.41</b>	<b>Highly Acceptable</b>

With the computed composite mean of  $\mu=4.41$ , the lecture capture materials were rated by the respondents as highly acceptable in all the indicators used in measuring its technical quality including font size, blending and contrast of colours, sounds, pacing of the lecturer and the length of the lecture capture uploaded (see Table 2).

The high acceptability of the lecture capture can be attributed to the positive experience of the students who expressed positive points when asked on their other comments on the quality of lecture capture including:

- "even [though] there's a little bit background noise the voice remains clear and loud and it doesn't distract the listener"* (respondent 4);  
*"appreciated and easy to understand, especially the quality of visual"* (respondent 13);  
*"It is nice that the audio lecture is in HD format and the instructor's words are clear enough and easy to understand"* (respondent 2);  
*"acceptable and clear"* (respondent 20);  
*"None. I've learned a lot."* (respondent 33);  
*"Everything is okay."* (respondent 42);  
*"The audio lecture is clear so that the lesson is easy to understand"* (respondent 3);  
*"nothing because it was okay and good to clearly understand the topic"* (respondent 22);  
*"No more comments because the quality of the lecture capture is very good"* (respondent 16); and  
*"None. The lessons are easy to understand because of the lecture capture."* (respondent 5)

The finding is consistent with the findings of Danielson et al. (2014), Leadbeater et al. (2013), and Kay (2012) wherein students' positive perception of lecture capture use was observed.

However, other students also noted the background noise as the downside of the technical quality of the lecture capture as one of them stated that:

- "Sometimes the environmental factor like the sounds of a passing truck disturbs the discussion, but the efforts to increase the volume of the instructor's voice is very appreciated."* (respondent 15);

while the other one also said:

- "The quality is good and clear, but we all know the background noise is unavoidable."* (respondent 48);

One of them even recommended to:

- "Go to a quiet place when recording an audio lecture."* (respondent 36)

### 3.3.2 Instructional quality

With the computed composite mean of  $\mu=4.43$ , the instructional quality of the lecture capture materials was rated by the respondents as highly acceptable in all the indicators used (see Table 3).

**Table 3:** Instructional Quality of Lecture Capture

Items	Weighted Mean	Verbal Description
Accuracy of content and information	4.55	Highly Acceptable
Relevance to current issues of content and information	4.43	Highly Acceptable
Absence of any social content violations	4.28	Highly Acceptable
Ease of comprehension of topics included	4.36	Highly Acceptable
Grammar usage of the topics included in the lecture capture	4.55	Highly Acceptable
<b>Composite Mean</b>	<b>4.43</b>	<b>Highly Acceptable</b>

The result seems to reflect the positive perception of the students on the instructional quality of the lecture capture. In fact, some of them stated:

- "all the instructional quality are very knowledgeable"* (respondent 1);  
*"There are so many words that are hard to understand but because of video lecture [capture], we easily knew the meaning of the word that is not familiar to us."* (respondent 13);  
*"The lecture is very informative and it is well explained"* (respondent 16);  
*"All the topics are presented in well manner and relevant to the course."* (respondent 27);  
*"Delivering the lecture/topics was clear."* (respondent 4);  
*"Everything is okay."* (respondent 2);  
*"The quality is good"* (respondent 12);  
*"It's a big help for us in understanding the lesson because it is organized and clear. It is easy to understand the discussion with the given information."* (respondent 11);  
*"It is very appreciated that the instructor uses the current event now which is the pandemic as an illustrative example in some articles to deeply understand the real essence and content of the articles stated."* (respondent 15);  
*"Everything is acceptable because it is easy to understand because it is always related to the topic and in a real situation."* (respondent 24); and  
*"I encountered a lot of new words, yet I clearly understood those because of the simple and clear explanation and instruction of our Prof."* (respondent 6)



The results proved that the purpose of lecture capture to assist the students for in-depth understanding of the course material which will give students the possibility of getting a higher grade was attained (Rahman et al., 2018).

However, there was one student who noted that:

*"Some topics doesn't [were not] explained equally."* (respondent 12)

### 3.3.3 Instructional design and organization

With the computed composite mean of  $\mu=4.40$ , it can be seen from Table 4 that the respondents rated the instructional design and organization of the lecture capture material as highly acceptable in all the indicators used.

**Table 4:** Instructional Design and Organization of Lecture Capture

Items	Weighted Mean	Verbal Description
Sequencing of contents and activities within each lesson	4.51	Highly Acceptable
Suitability of content to the target learner's level of development, needs and experience	4.38	Highly Acceptable
Content reinforcement to the mastery of the targeted learning competencies intended for the learning area	4.38	Highly Acceptable
Organization and logic in the development of the content	4.35	Highly Acceptable
Transition of contents of the lecture capture	4.38	Highly Acceptable
<b>Composite Mean</b>	<b>4.40</b>	<b>Highly Acceptable</b>

This can be attributed to the positive learning experience of the respondents in using lecture capture. The noted positive comments of the students stated that the lecture capture is:

*"well organized"* (respondent 23);  
*"highly recommendable"* (respondent 12);  
*"the design is good and pleasant for learning"* (respondent 36);  
*"Everything was organized when uploading the lecture"* (respondent 16);  
*"The transition and sequence of contents from the beginning up to the other lessons is well done."* (respondent 21);  
*"It's okay."* (respondent 18);  
*"None. They are all organized."* (respondent 8); and  
*"Easy to read and understand and there's no distraction in the eye which can effect an unclear visual."* (respondent 6)

The quality of instructional design and organization of lecture capture used in this study is important to be acceptable to the respondents as Gupta and Saks (2013) noted that one of the top four reasons students attend lectures was whether the lectures were well organized. Cognitive Theory of Multimedia Learning framework also considers that the extent to which captured lecture is helpful is likely to have much to do with the way the specific lecture was designed (Groen et al., 2016).

However, one of the students noted that:

*"Sometimes the illustrative example of specific article is far from the slide of that article."* (respondent 3)

She even suggested that:

*"It is much better if the slide for the example(s) will always follow or next to the slide of that article."* (respondent 3)

### 3.3.4 Usefulness of lecture capture

Just like the other three areas of rating the acceptability of lecture capture, the respondents also rated the usefulness of lecture capture as highly acceptable to them with the computed composite mean of  $\mu=4.51$  in all the five indicators (see Table 5).

**Table 5:** Usefulness of Lecture Capture

Items	Weighted Mean	Verbal Description
Use for further topic discussion	4.47	Highly Acceptable
Use for coursework or end of term assignment	4.37	Highly Acceptable
Use for catching up on a missed lecture	4.49	Highly Acceptable
Use for reviewing hard to understand concepts	4.57	Highly Acceptable
Use for future exam review	4.66	Highly Acceptable
<b>Composite Mean</b>	<b>4.51</b>	<b>Highly Acceptable</b>

Some students said that it is very useful in the present situation that we have. Other students also expressed:



"It really helps us to understand the lesson especially now during online class, we can access the video lecture anytime we needed it." (respondent 15);

"The lecture capture is useful." (respondent 18);

"Very helpful, especially now amidst of this pandemic." (respondent 22);

"It is very useful and accessible since it can be downloaded and the lessons can be reviewed repeatedly until you understand it." (respondent 1);

"It's okay." (respondent 9);

"I've learn[ed] a lot with the lecture capture." (respondent 33);

"These audio lectures [lecture capture] are very useful not just now in the present time but also in the future, especially when we want to conduct our own business transactions." (respondent 14);

"The visual was basically useful and acceptable." (respondent 20);

"The lecture capture is very effective for me to learn with this course." (respondent 5); and

"This really help us a lot to learn, even though individually despite of the pandemic." (respondent 7)

Consistently, some previous studies conducted also found several usefulness of lecture capture. Nordmann and McGeorge (2018) noted that students perceived having access to recordings as helpful in enhancing their experience and providing a flexible resource to aid their studies, dealing with competing demands, and reducing their anxiety. Likewise, online recordings of lectures provide students with anytime-anyplace access to lectures, can serve as replacement for lectures and review materials for exams (Gorissen et al., 2012).

Notably, there was no negative comments expressed by the respondents when asked on the usefulness of the lecture capture to them.

### 3.3.5 Overall acceptability of the lecture capture

As expected, since the lecture capture was rated by the respondents as highly acceptable in all the parameters, the overall acceptability of the lecture capture is also highly acceptable with the computed composite mean of  $\mu=4.44$  (see Table 6).

**Table 6:** Overall Acceptability of the Lecture Capture

Parameters	Weighted Mean	Verbal Description
Technical Quality	4.41	Highly Acceptable
Instructional Quality	4.43	Highly Acceptable
Instructional Design and Organization	4.40	Highly Acceptable
Usefulness	4.51	Highly Acceptable
Technical Quality	4.41	Highly Acceptable
<b>Composite Mean</b>	<b>4.44</b>	<b>Highly Acceptable</b>

The overall acceptability of lecture capture to the respondents seems to agree with the findings of Groen et al. (2016) that the majority of the students were satisfied with lecture capture. It also supports the conclusion of O'Callaghan et al. (2015) that the positive impact of lecture recordings outweigh the negative ones, thus its continued use in higher education is recommended.

### 3.3.6 Difference that lecture capture made to the respondents

On the difference that lecture capture has brought to the respondents, Table 7 shows that the majority of them (62.26%) answered *"I concentrated harder on the lecturer"* followed by *"I made more notes on the lecture"* (16.98%).

**Table 7:** Difference That Lecture Capture Made to the Respondents

Items	F	%
I concentrated harder on the lecturer	33	62.26%
I concentrated less on the lecturer	6	11.32 %
I made more notes on the lecture	9	16.98%
I made less notes on the lecture	5	9.43%
I asked more questions	0	
I asked fewer questions	0	
<b>Total</b>	<b>53</b>	<b>100%</b>

One of them even stated that:

*"Through these lecture capture, I can easily understand the main point of each topic and my notes seems in complete details due to the additional insights that our instructor stated during the lecture."* (respondent 4)

Those that concentrated less on the lecturer and those that have made less notes on the lecture were expressed by 11.32% and 9.43%, respectively.

Other difference made by the lecture capture to the respondents were expressed through their positive comments including:

- "It really helps us because we understand the topics very well"* (respondent 13);  
*"Because of lecture capture, I made less notes because I used to listen the lecture capture instead and comprehend it well."* (respondent 21);  
*"It makes me understand more the topic"* (respondent 16);  
*"It is more understandable learning experience to receive lecture capture. It feels like a classroom discussion and it is helpful hearing the explanation from the lecturer."* (respondent 11);  
*"It was hard at first because I am used to face-to-face discussions but the teacher made it easy for me to understand all the lessons by consistently providing us all the learning materials--lecture capture, ppt presentation and even word document. These helped me to better understand the topic because while I was listening to the audio lecture, I make sure to take notes of the important terms discussed by our teacher in my printed lecture--like my routine in a real classroom scenario."* (respondent 5);  
*"Sometimes I concentrate because I'm just trying to think and imagine those examples if what it's being like with that example given."* (respondent 8);  
*"Honestly, it was all good. I said that because I learned a lot from this subject even though it was done virtually. I liked it when the teacher explained the topic in English and Filipino so that we can better understand the topic. Our teacher smoothly discussed all the topics. She even gave us an example that was really helpful for us to comprehend the lesson better. I'm satisfied with this lecture capture because it somehow made the students feel like in a real classroom and the teacher being physically with us even though she wasn't."* (respondent 32); and  
*"It's easier to understand the lesson in audio lecture."* (respondent 7)

Similarly, students' use of recorded lectures has also been linked to students developing better study strategies and having better perceptions of a module (Ford et al., 2012).

### 3.3.7 Problems encountered in using lecture capture

In terms of the problems encountered, Table 8 shows that the majority (67.92%) noted that they experienced technical difficulties which could be due to the reason that it was their first time to use lecture capture and they were still adjusting on the technicalities of the new instructional material.

**Table 8:** Problems Encountered

Items	F	%
There were technical difficulties	36	67.92%
Bad quality/intelligibility of the audio	14	26.41%
Bad video quality	2	3.78%
Slides and video do not play synchronous	1	1.89%
Downloading the lecture capture takes a long time	0	0
The playback of the lecture capture stops to buffer/load	0	0
Presentation does not play at all	0	0
<b>Total</b>	<b>53</b>	<b>100%</b>

One of them also indicated a comment as:

*"Nothing much, only personal problem like mobile data/internet connectivity to access the lecture."* (respondent 19)

Over a quarter of them (26.41%) also answered that they experienced bad quality/intelligibility of the audio as one of them even stated the problem of the background noise of a passing truck. Although some of the respondents stated that:

*"Sometimes there's an extra audio but it's never taken a distraction for us not to focus over the explanation because it is still be clear."* (respondent 15)

The same is true with the findings of Read (2005) who noted that technological constraints were also faced by other universities in using lecture capture. On the contrary, Jenner et al. (2018) found in their study that the video and, particularly, the audio quality of the presentations exceeded students' expectations.

Other students also said:

*"To be honest, I did not encounter any technical problems. It is good that our instructor always thinks what is the most convenient part or way for us (her students)."* (respondent 5); and

*"Nothing, because it was good and we understand very well the topics she discussed."* (respondent 23)

### 3.3.8 Students' suggestions in improving lecture capture

When asked on their recommendations on how the lecture capture can be improved, the respondents suggested to find a quiet place when recording or creating a lecture in order to avoid unnecessary sound in the background; maintain the high volume of the lecturer's voice; prepare additional activities regarding the topic

presented; upload to YouTube because sometimes it is hard to open in Google classroom, and improve the internet connection in the Philippines. Similarly, Pale et al. (2013) also suggested improving video recording facilities with additional resources, often called "rich lecture capture" can resolve the issue.

#### 4. CONCLUSION AND RECOMMENDATION

Lecture capture can be a useful learning resource in understanding hard subjects like Law which can be further improved through the incorporation of constructive feedbacks from the students. The use of lecture capture technology is effective in teaching law as a subject under the new normal amidst the COVID-19 pandemic as evidenced by the significant difference between the pre-test and post-test scores of the students. The high acceptability of the lecture capture to the students also indicates that it can be used as learning resource in teaching Law in online/distance learning. It was also evident in the study that letting the students participate in the planning and designing of learning materials have translated to their high appreciation and support to the intervention. Future researchers may consider including the side of the instructor/lecturer in preparing lecture capture to weigh the pros and cons of using lecture capture in teaching students. They may also investigate the use of lecture capture in a larger population or in a different subject/course. A similar research should also be conducted among law students to find out how lecture capture affects their learning outcome.

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