STRATEGIC INSTRUCTIONAL CHOICES: THE VALUE OF LIVE LECTURES OVER RECORDED LECTURES FOR EMPOWERING LOWER-PERFORMING STUDENTS

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Abstract:
The focus of this paper is to explore the different approaches employed by instructors when delivering their lectures, which can be categorized into two main types: live lectures and recorded lectures. Live lectures are favored by most instructors as they allow for attendance monitoring, student engagement, and immediate feedback. On the contrary, recorded lectures offer the advantage of accessibility at any time and without any interruptions. The paper aims to gather feedback from experienced instructors who have utilized both approaches.

1. Introduction
1.1. Background of the Study
The methods used by lecturers to deliver their lectures vary. Live or recorded lectures are the two main types of delivery techniques. The majority of instructors prefer to provide live lectures because it enables them to keep track of attendance, engage with students, and get quick feedback. On the other hand, lectures that have been recorded are accessible whenever and without interruption. Some colleges now capture live lectures and make them available to students 24/7, but this has some academics worried about the lectures' efficacy.

There is conflicting research on how recorded lectures affect student performance. Students who listened to recorded lectures at home did not do any worse than those who attended live lectures according to a research by Shiau et al. (2018). The majority of students, nevertheless, claimed to utilize recorded lectures as a time management strategy. Re-listening lectures that have been recorded, according to other study, can help students retain more information and do better on exams. Williams et al. (2015) discovered, for instance, that there was no utility in disseminating the recordings since the high attendance rate meant that there was no significant difference in exam performance between students who attended live lectures and those who listened recorded lectures.

There is a link between attending live lectures and academic achievement, according to several research. For instance, Zureick et al. (2017) showed that continuous attendance of both live and recorded lectures led to superior marks compared to only attending live or recorded lectures in a study on a histology course in medical school. Simcock et al.'s (2017) study of first-year biology students revealed a similar pattern: attending live lectures was favorably connected with test performance, whereas skipping live lectures was adversely correlated with performance. Students who participated in live lectures felt that they were better able to comprehend the material and adhere to the course schedule as a result.

1.2. Research Questions:

1. "How does the academic performance of lower-performing students differ between live lectures and recorded lectures?
2. "What factors affect some students' academic performance when they listening to recorded lectures versus attending live lectures?"

1.3. Significance of the study

The potential to raise academic performance for lower-performing students makes it important to investigate if they gain anything from attending live lectures vs listening to recorded lectures. If it is determined that less-achieving students gain more from attending live lectures, this knowledge could guide teaching strategies and course delivery techniques with a focus on increasing possibilities for participation and interaction in the classroom. This study may also shed insight on the reasons why lower-achieving students have difficulty following recorded lectures and provide solutions to assist them do so. The results of this study may ultimately have a favorable effect on the retention and academic achievement of underachieving pupils.

1.4. Purpose of the study

The goal of this study is to determine whether lower-performing students' academic performance differs when they attend live lectures as opposed to listening to recorded lectures. The purpose of the study is to ascertain if live lectures assist lower-performing students more than listening to recorded lectures and what reasons may be causing this performance gap.

A secondary goal of the study may be to identify potential approaches that could be taken to enhance the academic performance of underachieving students who are listening to recorded lectures, such as by giving them extra resources or support to help them engage with the subject matter. The study's overall goal is to advance our knowledge of how various lecture delivery methods might affect students' academic progress.

2. Literature Review

Researchers Groen et al. (2016), Kwiatkowski and Demirbilek (2016), and O'Callaghan et al. (2015) found that while lecturers were concerned that recorded lectures would decrease one-on-one engagement, restrict their ability to teach, and lower class attendance, students generally had a positive attitude toward having access to recorded lectures. Several academic staff members were also noted by Kwiatkowski and Demirbilek as lacking the technological know-how necessary to record lectures. Professors believed that recorded lectures helped average to lower performers get better grades but had no effect on high achievers, according to a research by Groen et al. In Ireland, a poll of first-year medical students revealed that the majority of them preferred live lectures over recorded ones. Furthermore, using lecture recordings alone as a review tool was advised by the research.

Individuals have different motivations for attending live lectures or listening recorded lectures, and some students choose to listen recorded lectures from some instructors while attending live lectures from others. The choice to attend a live lecture or listen a recorded lecture may also be influenced by other elements, such as the topic matter and the accessibility of extra materials. However, Szpunar et al.'s (2014) research indicates that students who only use recorded lectures may get overconfident in their capacity to learn the material. In addition, Jackson et al. (2018) discovered that students preferred to access recorded lectures outside of the time they

were supposed to spend studying and that their performance on test questions pertaining to the lectures differed depending on whether they only attended the live lecture or not.

Since the implementation of lecture capture, there have been worries regarding how it may affect student attendance and learning. While some studies claim that using lecture capture causes a modest drop in attendance, many others find no appreciable differences. The association between taking notes during lectures, showing up to class, and student accomplishment is nuanced and differs for various student groups. According to Nordmann et al. (2021), the primary issues with lecture capture are self-control and study techniques, and there is a dearth of information on how to enhance its educational value.

Many students still show up for class and use lectures that have been recorded to supplement and improve their notes in spite of this. Students have the chance to review material they may have missed and are given more resources to interact with the course materials thanks to recorded lectures. However, some students might feel at ease and procrastinate, which would lead to mediocre performance. Instructors should consider giving students tips on how to use recorded lectures before rejecting lecture capture.

Due to its adaptability and accessibility, online and hybrid learning has grown in popularity over the past few years (Allen & Seaman, 2017). There is still much discussion about whether these formats are equally effective for lower-performing students in particular.

2.1. Benefits of Online and Blended Learning

Numerous studies demonstrate that blended and online learning can be at least as effective as conventional in-person instruction (Bernard et al., 2014). Allen and Seaman (2017) as well as Freidhoff et al. According to Gonzalez-Gómez et al. (2017), these formats have the potential to increase student engagement and participation as well as the capacity to customize learning (Deng and Yuen, 2011). al. (2012)). Additionally, online and blended learning may provide advantages for students by allowing them to develop crucial digital skills that are becoming more and more vital in today's society (Chang et al. Hargis and Papaleontiou-Louca, 2021; 2013;).

2.2. Challenges of Online and Blended Learning

There are a number of difficulties to be aware of even if online and hybrid learning have numerous advantages. Because these formats lack the structure of traditional classroom environments, some students may find it challenging to manage their time and self-regulation as well as to remain motivated and interested. The availability of stable equipment and internet connections, which may be necessary for online and blended learning, may also be a challenge for some students (Freidhoff et al., 2017).

2.3. Factors Contributing to Student Success

Several factors have been connected to students' success in online and hybrid learning. For instance, it's been shown that performance in a variety of formats depends on the students' interest and involvement (González-Gómez et al., 2012; Kim et al., 2020). Additionally, it has been shown that encouraging student engagement and achievement requires excellent instructor assistance and communication (Khalil & Ebner, 2014). Not to mention, blended

learning, which combines in-person and online training, has been praised for being highly successful at encouraging student achievement (Freeman et al., 2016).

3. Methodology
3.1. Research Design:
This study uses a qualitative research technique to evaluate the experiences and opinions of professors as it compares the academic achievement of lower-performing students in live lectures vs. recorded lectures. Qualitative techniques allow for the investigation of complex events and the complete comprehension of people's lived experiences and viewpoints (Flick, 2018). The researchers interviewed instructors to acquire detailed information in order to fully understand the factors influencing academic accomplishment in various lecture styles.

3.2. Participants:
Participants in the research were selected based on a certain set of requirements to ensure that they are qualified to provide valuable information. They were professors with experience giving live and recorded lectures. The number of participants were five who are knowledgeable in this regard representing various topic areas, grade levels, and teaching experiences to reflect a range of opinions.

3.3. Data Collection:
This study examines how lower-performing students' academic performance is impacted by the strategic instructional decisions made about live lectures vs recorded lectures. Semi-structured interviews with a group of experienced instructors were undertaken in order to collect insightful information. These interviews offer insightful viewpoints on the benefits and difficulties of each lecture style and shed light on the variables that affect lower-performing students' academic success. Open-ended interview questions that investigated the instructors' perspectives, experiences, and challenges in connection to the academic performance of lower-performing students in both live and recorded lectures were developed based on the study goals and literature analysis. Each interview lasted 30 minutes or less. Additionally, the instructors' answers to the opening query were consistent across the interviews:

1. How does the academic performance of lower-performing students differ between live lectures and recorded lectures?
"In my experience, I've seen that underachieving students frequently do academically better in live lectures than in recorded lectures. Live lectures enable participants to communicate in real time and receive rapid feedback, which keeps them attentive and focused. They are given the chance to clarify things, ask questions, and take part in conversations, which improves their comprehension of the subject matter. Improved academic results result from this active involvement.(Instructor 1)
"In my experience, I've found that students who struggle academically do better in live lectures than in recorded lectures. With the ability to ask questions, get prompt answers, and actively engage in the learning process, the live lecture style promotes higher engagement and interaction. Their ability to focus and understand the material better as a result of this direct interaction improves academic success. (Instructor 2)

"In my experience, I've noticed that lower-performing students' academic performance differs between live lectures and recorded lectures. Others exhibit equivalent or even superior performance while listening to recorded lectures, despite the fact that certain students may do better in live lectures. Their unique learning preferences and circumstances appear to be factors. While some students like the flexibility and opportunity to study recorded lectures, others believe that the interactive setting of live lectures is more suitable to their learning style (Instructor 3).

Based on what I've observed, students who typically perform below their potential often show improved academic performance during live lectures compared to recorded ones. Live lectures offer the advantage of real-time interaction and prompt feedback, which helps students stay engaged and concentrated. Participants have the opportunity to seek clarifications, ask questions, and engage in discussions, leading to enhanced understanding of the topics. This active participation ultimately leads to improved academic outcomes. (Instructor 4).

Based on my observations, I've discovered a distinction in the academic performance of less successful students when comparing live lectures and recorded lectures. Some students achieve similar or even better results when they listen to recorded lectures, despite the fact that certain individuals may excel in live lectures. Various factors, such as individual learning preferences and circumstances, seem to influence this outcome. While some students appreciate the flexibility and chance to review recorded lectures, others find that the interactive nature of live lectures better accommodates their learning style. (Instructor 5).

2. What factors affect some students' academic performance when they listen to recorded lectures versus attending live lectures?

Numerous factors can affect how well lower-performing students fare academically when they listen to lectures on tape. Most importantly, self-control is required. When studying alone from recorded lectures, students who struggle with self-control and time management may find it difficult to remain consistent and motivated. They are unable to get instant explanation because of the lack of real-time engagement and feedback, which might affect how well they understand the subject matter. Additionally, using recorded lecture materials efficiently may be challenging for students with limited technological skills or resources, which may have an impact on their academic achievement. (Instructor 1)

"Students who do worse when they listen to lectures that have been recorded may be affected by a number of reasons, according to research. A crucial component is their ability to study alone and remain motivated and disciplined. Some students can struggle to keep up their normal levels of commitment and attentiveness without the structured environment provided by live lectures. Students' choices for active engagement and explanation are further limited by the recorded lectures' absence of live interaction and feedback, which might affect how well they understand the subject matter. Due to technological limitations or a lack of resources, they may not be able to use recorded lecture materials to their full potential, which might affect their academic performance. (Instructor 2)

For a number of reasons, students who listen to recorded lectures rather than live lectures could do better in their academic pursuits. How much self-motivation and self-control they have is one important component. The more autonomous environment of recorded lectures may be beneficial for students who are self-motivated and have good time management abilities.

However, it could be challenging for students who rely on the structure and quick feedback provided by live lectures to stay focused and perform as well while listening to recorded lectures. (Lecturer 3)

There are various factors contributing to the underperformance of students who listen to recorded lectures. One key factor is their capacity to study independently and maintain motivation and discipline. Certain students may find it challenging to sustain their usual levels of dedication and attentiveness without the organized setting offered by live lectures. Moreover, recorded lectures lack the live interaction and feedback that can limit students' options for active engagement and clarification, potentially impacting their comprehension of the subject matter. Additionally, technological constraints or insufficient resources may prevent students from fully utilizing recorded lecture materials, which could have an adverse effect on their academic achievements. (Instructor 4)

The academic performance of underachieving students can be influenced by many factors such as; Self-control, students who struggle with self-discipline and managing their time may find it challenging to maintain consistency and motivation when studying alone with recorded lectures. The absence of real-time interaction and feedback deprives them of immediate clarification, which can affect their comprehension of the subject matter. Moreover, effectively utilizing recorded lecture materials may pose difficulties for students with limited technological abilities or resources, potentially impacting their academic success. (Instructor 5)

3.4. Data Analysis:

Thematic analysis was used to examine the interview data. Finding patterns, themes, and connections in the data using this method makes it simpler to completely investigate the study subjects (Braun & Clarke, 2019). An analytical framework was created when the data has been acquainted with, coded, and themes have been identified. The data were manually coded, and themes were looked at in more detail and enhanced way. To ensure the reliability and correctness of the study, a second researcher independently interviewed another two instructors to reach consensus on the emerging themes. The narrative presentation and discussion were supported with direct excerpts from the interviews.

3.5. Limitations:

Analyzing this study, one must acknowledge its constraints, which are crucial. Due to the limited number of interviewees, the findings cannot be extrapolated to the wider population. In order to transfer these findings to various communities or academic environments, it is essential to proceed with care. Second, self-reporting bias might affect the data obtained during interviews. Participants may give answers that are skewed by recollection bias or social desirability bias. The validity of the results might be harmed by this dependence on self-reporting. It's also critical to acknowledge that the study mostly focuses on the experiences and viewpoints of instructors, which might restrict the depth of the insights gleaned. A more thorough study of the elements impacting academic achievement in various lecture formats can result from including other stakeholders like students or administrators. When evaluating the study's conclusions, one should take these limitations into account.

4. Discussion:

The results of this study offer insightful information about how lower-performing students do academically in live lectures as opposed to recorded lectures and the variables that affect their performance. These results are in line with earlier studies that are included in the literature review, which strengthen and expand our comprehension of the implications for instructional strategies and student assistance.

The significance of individualized attention and engagement in live lectures was one of the key themes that emerged, which is consistent with other studies. According to instructors in our study, the opportunity to interact with students in real-time allowed for prompt feedback, concept clarification, and attention to individual learning requirements. This result is consistent with studies emphasizing the value of social connection and active involvement in fostering learning outcomes. Lower-performing students appeared to benefit from the customized contact of live lectures because they were able to get immediate feedback and guidance, which increased knowledge and performance.

Another important topic that emerged was the flexibility and accessibility provided by recorded lectures. instructors in our survey agreed that students may review material at their own convenience and speed through recorded lectures. S. Billings-Gagliardi and K. M. Mazor (2019). This study lends credence to the idea that recorded lectures can accommodate different learning styles and offer flexibility for students who need more time or exposure to complicated ideas. However, as mentioned in the literature review, some students may find it difficult to remain motivated and concentrated while depending just on recorded lectures, which might possibly impede their academic advancement.

The results also showed that students' academic performance was influenced by their technical aptitude. Less capable pupils had difficulties using interactive features, navigating online platforms, or gaining access to materials, according to instructors. It has been extensively established how the digital gap affects academic outcomes Warschauer, M. (2017). Interventions including offering technical support, teaching digital literacy, and guaranteeing fair access to technological resources can help address this issue and lessen the inequities encountered by lower-performing students.

Although this study offers insightful information, it is important to recognize its limitations, which are addressed in the methods section. The individual participants and research setting may restrict how broadly the results may be applied. Interviews that rely heavily on self-reporting run the risk of introducing bias or false memories. A more complete understanding of the factors influencing academic performance in various lecture formats might be possible by including insights from students and administrators. This is because the study primarily focused on instructors' perspectives.

It is clear from the data and literature that a balanced approach to instruction delivery is essential. For students who do less well, combining live lectures with recorded lectures, interactive internet resources, and customized help can provide a thorough learning experience. These results are consistent with other studies that highlight the advantages of mixed learning strategies that used techniques like adding interactive forums and live Asynchronous sessions.

5. Conclusion

Based on the instructors' interviews, their viewpoints offer insightful information about how lower-performing pupils do academically in various lecture styles. With regards to their observations and experiences, the instructors made a number of important aspects clear.

First, the instructors noticed that those who attended live lectures were more interested in and involved in the learning process. They remarked that the live lectures' instant engagement and response provide a favorable atmosphere for student involvement. As a result of their ability to explain their uncertainties, ask questions, and participate in debates, students who were more engaged in class frequently performed better academically.

The instructors, however, noted that it was difficult for pupils to stay motivated and focused while listening to recorded lectures. They indicated that some pupils found it challenging to remain focused and disciplined when studying on their own. It was more difficult for students to ask questions or participate in live conversations when lectures were taped since there was no instant contact or response. These elements could have had an influence on their comprehension and memory of the subject matter, which in turn might have affected their academic achievement.

The Instructors also stressed the need of technological competence and resource availability for efficient interaction with recorded lectures. They pointed out that using recorded lecture materials effectively presented extra challenges for students with poor technological aptitude or unreliable access to the internet or gadgets. Inadequate resources and a lack of technical know-how may make it difficult for them to properly comprehend the subject matter and do effectively in class.

The instructors agreed that the taped lecture format had certain benefits. They emphasized the freedom it gave students to acquire the information at their own speed and leisure. Some students thought it was better for their learning styles to have the option to pause, rewind, and review the material. The instructors warned that without sufficient self-control and time management abilities, students would find it difficult to take full advantage of these benefits and keep up a regular study schedule.

Overall, the perceptions offered by the involved instructors gave light on the dynamics and difficulties encountered by underachievers in various lecture forms. They support the idea that live lectures give higher engagement and direct contact, which positively enhance academic achievement, by making observations that are consistent with the study's findings. The viewpoints of the instructors highlight the value of instructional practices that encourage active involvement and offer prompt feedback to meet the learning requirements of students who perform below average.

However, it is important to recognize that the viewpoints expressed by the instructors reflect their individualized experiences and may change depending on the type of educational setting. To better understand the determinants impacting academic success in various lecture formats, future research might examine these views in greater detail while encompassing a wider spectrum of instructors and institutions.

Recommendations

Based on the findings of the study Strategic Instructional Choices: The Value of Live Lectures over Recorded Lectures for Empowering Lower-Performing Students, the following recommendations can be made:

1. To meet students' various learning preferences and methods, instructors should think about providing both live and recorded lectures.
2. Instructors should urge all students to participate in live lectures, especially those who do poorly or might use more help.
3. To improve the learning experience, instructors should provide students the chance to connect and engage during live lectures through activities like asking and answering questions, participating in group discussions, and receiving feedback on their work.
4. To better fulfill the requirements of their students, instructors should periodically evaluate the success of their teaching strategies, including the usage of recorded lectures.
5. More studies are required to examine the possible advantages and disadvantages of recorded lectures and live lectures for various learner types and educational environments.
6. By putting these suggestions into practice, instructors may design lessons that better fulfill the needs of all students and enhance their academic achievement.

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