

**THE IMPACT OF LECTURE CAPTURE ON STUDENT PERFORMANCE IN ECONOMICS COURSES**

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**ABSTRACT**

This paper examines the impact of lecture capture technology on the performance of advanced undergraduate business students in economics courses. The sample consists of 244 students at a midsized regional institution located in the Southwestern region of the United States. The dependent variable is percentage score on a comprehensive final exam in advanced economics courses. The empirical model employed controls for effort, grade point average, standardized test scores (SAT/ACT), gender, ethnic background, age, major, and transfer students. Effort measured via homework score as a proxy, grade point average, ability measured via standardized test scores, academic major, and access to lecture capture are the five model variables that are positive and statistically significant. Age and classification as a transfer student are the two statistically significant variables with a negative coefficient. The demographic variables associated with African-American, Hispanic, and gender are not statistically significant determinants of performance on the final exam. The results indicate that students completing economics courses with access to lecture capture score approximately three percent higher on the final exam, holding other factors constant.

Keywords: *Business Education, Economic Education, Instructional Technology, Lecture Capture, Web-enhanced Courses*