

The Effectiveness of a Graphical Form Lecture on the Learning Comprehension of Business Administration and Accountancy Students of Jose Rizal University Under a Hyflex Modality

Allan F. Galvez

<https://orcid.org/0009-0002-2656-6929>

allan.galvez@jru.edu

College of Business Administration and Accountancy
Jose Rizal University, Philippines

Abstract

This research aims to determine if graphical lectures can enhance learning comprehension compared to traditional text-based lectures delivered in a Hyflex environment. In the contemporary educational landscape, where flexible learning environments are paramount, the HyFlex model integrates face-to-face and online components. The research focused on assessing the impact of graphical form lectures on the learning outcomes of Business Administration and Accountancy (BAA) students during Hyflex modality. Findings revealed a significant increase in learning comprehension scores among students who participated in the Hyflex graphical lecture compared to traditional full-text learning presentations. The implementation of graphical elements in lectures yielded encouraging student responses regarding learning effectiveness. Considering an increased in learning comprehension of the students it is suggested or encourage the incorporation in both traditional and Hyflex environments well-designed visuals into their lectures to empower students to grasp complex concepts and achieve academic success.

Keywords: HyFlex; Graphical; Flexible; Face-to-face; Full-text