

Dancing Through Screens: BPEd Students' Youtube Odyssey In The COVID Era

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Abstract

This study explored the impact of YouTube videos on virtual folk dance instruction amid the COVID-19 pandemic, focusing on the experiences of 2nd-year Bachelor of Physical Education students. Utilizing a phenomenological approach and a theoretical framework combining Mayer's cognitive theory and Kolb's experiential learning theory, the research addressed inquiries on learners' descriptions, benefits, and drawbacks of using YouTube for acquiring basic Folk Dance Steps. Thematic analysis of interviews revealed positive outcomes, including enhanced learning experiences, emotional engagement, and improved academic performance. However, concerns emerged regarding video accuracy, over reliance, and internet connectivity challenges. The study emphasized a balanced approach, advocating for meticulous content curation, guidance on critical thinking, and measures to address equity issues. Recommendations included active content curation, guidelines for critical thinking, diversification of learning resources, and efforts to improve internet accessibility. These suggestions aimed to foster a comprehensive and inclusive learning environment, combining the benefits of educational videos with a thoughtful approach in Philippine Folk Dance education.

Keywords: Multimedia learning, self-paced learning, folk dance, covid 19 pandemic, educational technology

1. Introduction

The COVID-19 pandemic profoundly reshaped education, pushing institutions to rethink traditional teaching methods and rapidly adopt digital learning platforms. For Physical Education (PE), which relies heavily on experiential and kinesthetic learning, the abrupt shift to virtual environments created unique challenges. Social distancing restrictions disrupted hands-on instruction, forcing educators to find innovative ways to maintain student engagement and ensure skill development. In this context, YouTube emerged as a valuable tool, offering accessible, self-paced, and visually rich resources for students to continue learning practical skills like Philippine Folk Dance, which typically depends on face-to-face demonstration and immediate feedback.

Although many studies examine educational technology during the pandemic, there is a lack of research focused on movement-based and culturally rooted subjects like folk dance. Most literature emphasizes cognitive or theoretical outcomes, leaving a gap in understanding how multimedia platforms impact motor learning, cultural appreciation, and practical skill acquisition in remote settings. Additionally, few studies explore the specific experiences of Bachelor of Physical Education (BPEd) students in the Philippines, where disparities in internet access and technological infrastructure shape the effectiveness of online learning. Addressing this gap is critical to designing more equitable and effective approaches to dance education.

This study investigates the lived experiences of second-year BPEd students at Leyte Normal University as they adapted to learning basic Folk Dance steps through YouTube during the COVID-19 era.

Guided by Mayer's Cognitive Theory of Multimedia Learning and Kolb's Experiential Learning Theory, it examines the opportunities and challenges of using digital platforms in dance instruction.

The research contributes to two United Nations Sustainable Development Goals (SDGs): SDG 4: Quality Education, by promoting inclusive and equitable access to learning, and SDG 10: Reduced Inequalities, by addressing barriers such as internet connectivity and resource disparities. By examining these intersections, the study offers insights into creating more inclusive, innovative, and culturally responsive strategies for physical education and dance instruction in a post-pandemic world.

2. Methodology

2.1 Research Design

In this study, the researcher utilizes phenomenological research to explore how individuals learn basic steps in folk dance through the use of audio-visual materials (Dreakins, 2021). The aim is to understand participants' experiences without preconceived notions, allowing their unique perspectives to shape a comprehensive insight into how they perceive and engage in the learning process. This approach avoids imposing fixed ideas, emphasizing a deep understanding of the personal and individual aspects of learning folk dance with audio-visual support.

2.2 Research Locale

This study was conducted at a state university in Eastern Visayas, Philippines, a higher education institution recognized for its strong focus on teacher education and training in various disciplines, including physical education. The university offers a comprehensive Bachelor of Physical Education (BPEd) program designed to equip future educators with theoretical knowledge and practical skills in sports, fitness, and dance. The research involved second-year BPEd students enrolled during the first semester of the academic year 2022–2023. Participants were selected through purposive sampling based on their prior experience with YouTube as a learning platform and completion of the International Folk Dances course. The study was situated within an academic environment that had shifted to online and blended learning modalities due to the COVID-19 pandemic, making it an ideal setting to explore digital learning's impact on folkdance education.

2.3 Research Participants

The study involved second-year students enrolled in the Bachelor of Physical Education program during the first semester of the academic year 2022–2023. Using purposive sampling, a total of 10 participants were selected from the overall population. This modest sample size, as noted by Shetty (2023), is expected to yield meaningful and valuable insights. Participants met the following inclusion criteria: (1) they were second-year BPEd students during the specified academic year, (2) had prior experience using educational videos on YouTube as a learning tool, and (3) had successfully completed the course on International Folk Dances.

2.4 Research Instrument

A semi-structured interview guide was used to collect data on students' experiences with YouTube as a tool for learning folk dance during the COVID-19 pandemic. The guide included questions on participants' backgrounds, perceptions of YouTube-based instruction, and suggestions for improvement. It was validated by two experts in physical education and research, and a pilot interview was conducted for refinement. Interviews were held online, recorded with consent, and transcribed for thematic analysis.

2.5 Data Gathering Procedure

A multi-stage data collection process was implemented. Permission was obtained prior to conducting the study, and consent letters were distributed via Google Forms. Interviews were conducted online through the Messenger application to ensure accessibility and safety during the pandemic. Participants were informed about the study's objectives, their right to withdraw at any time, and the confidentiality of their responses.

2.6 Data Analysis

Collected data were analyzed using thematic analysis, which allowed the researchers to identify recurring ideas, patterns, and themes from participants' responses. This approach facilitated a deeper understanding of shared experiences and perspectives, consistent with qualitative research methods.

2.7 Ethical Considerations

The study adhered to strict ethical standards to ensure participants' rights and well-being. Informed consent was obtained digitally, and participants were fully briefed about the study's objectives, voluntary participation, and their right to withdraw at any time. Privacy and confidentiality were upheld by anonymizing data and securely storing all research materials. The research also emphasized cultural sensitivity to respect the context of Philippine Folk Dance and prioritized emotional and psychological safety during interviews.

2.8 Trustworthiness

To establish trustworthiness, the study applied Lincoln and Guba's criteria: credibility was ensured through member checking and validation of interpretations; transferability was supported by providing detailed descriptions of participants and the study setting; dependability was achieved through clear documentation of procedures; and confirmability was maintained by minimizing researcher bias through peer debriefing and transparent data analysis. These measures reinforced the reliability and rigor of the findings.

2.9 Reflexivity

Reflexivity in the conducted study involved the researcher being aware and acknowledging potential biases, preconceptions, and the impact of their own perspective on the research process. The researcher critically reflected on their background, experiences, and positionality, recognizing how these factors may have influenced the interpretation of participants' experiences with educational videos on YouTube for learning folk dance. Transparency about the limitations of the study, such as the small sample size and specific participant criteria, was addressed, and the researcher explicitly discussed their role, ethical considerations, and reflections on the research process within the research report. Through reflexivity, the study aimed to enhance the credibility and transparency of the findings by illuminating the subjective nature of the research and the potential influence of the researcher's perspective.

3. Results and Discussion

Drawing conclusions from data analysis, this section incorporates insights obtained through in-depth interviews and reflections of participants. It offers a glimpse into the diverse perspectives that have emerged within this unique educational environment.

Theme I: Insights from Students' Experiences

This theme focuses on students' experiences with educational videos, particularly on YouTube, as a tool for learning Philippine Folk Dance.

Sub-theme 1.1: The Effectiveness of Educational Videos as a Learning Tool

Participants expressed the effectiveness of YouTube videos in learning dance steps, citing challenges with written instructions and praising the accessibility and clarity provided by the videos. Participants statements are "It is such a great help. The written instructions for the dance steps were hard to understand, so watching educational YouTube videos really made it easier to learn. (6, Pos. 1)" and "I've found that YouTube helps me learn dance steps for Folk dance, even when I don't have anyone to guide me. (8, Pos. 1)"

These testimonials collectively suggest that YouTube videos serve as a valuable supplement to traditional written instructions in the context of learning Philippine Folk Dance. The visual and auditory components of the videos provide a more comprehensive and user-friendly learning experience, overcoming the limitations associated with written materials. As technology continues to play a crucial role in education, these insights underscore the potential of online platforms, specifically YouTube, in enhancing the learning journey for students engaging with cultural and physical activities like folk dancing.

The implications include a call for educators to adopt multimedia strategies, recognizing diverse learning styles, and acknowledging the transformative potential of online platforms like YouTube in enhancing practical skill acquisition within the educational landscape.

Sub-theme 1.2: Using educational videos evokes a range of emotions

Students shared positive emotions associated with using educational videos, including happiness and excitement. The ability to watch videos repeatedly contributed to a deeper understanding of the dance steps. They said “I really feel so happy every time I use the educational videos in learning the basic folk-dance steps because I can watch it over and over until I fully understand it. (12, Pos. 1)” and “I love watching dance educational videos because I am learning and I am excited if I learn new dance steps through the videos.(15, Pos. 1)”

The findings from Sub-theme 1.2 highlight the positive emotional impact of using educational videos in learning dance steps. Students express feelings of happiness and excitement, attributing these emotions to the ability to watch videos repeatedly. This repetition is seen as a valuable tool for achieving a deeper understanding of the dance steps. The testimonials provided by students underscore the enjoyment and enthusiasm associated with using educational videos for learning, emphasizing the role of visual learning in fostering a positive learning experience.

This implies that integrating educational dance videos into teaching practices can positively impact student engagement, understanding, and overall learning experiences. This underscores the value of incorporating multimedia tools to cater to diverse learning preferences, fostering a positive educational environment. Educators can leverage these findings to enhance teaching strategies, improve student motivation, and promote mastery of dance steps through visual and interactive learning methods.

Theme 2: Benefits of Employing Educational Videos

This theme explores the advantages of incorporating educational videos into the learning process, highlighting improved academic performance and the role of videos as supplemental learning resources.

Sub-theme 2. 1: Efficient platform in achieving high academic performance

Participants noted the enhancement of their understanding through YouTube videos, leading to improved academic performance. The careful examination of dance techniques positively impacted both knowledge and performance. Participants indicated “Engaging with educational videos on YouTube really enhanced my understanding of the fundamental steps involved in folk dance. The videos helped me to study each movement, focusing on crucial details like the positioning of toes, arms, feet, and hands.(22, Pos. 1-2)” and “I opt to watch dance educational videos, especially in Folk dance because it is very convenient, I can watch it based on my free time and when I am ready to learn the dance. (23, Pos. 1)”

Sub-theme 2.1 highlights the efficiency of this approach, with participants noting enhanced understanding and skill development in areas like dance. The quotes emphasize the positive impact of YouTube videos on learning, particularly in terms of flexibility and convenience, showcasing how educational videos contribute to effective and personalized learning experiences.

The participants' experiences indicate that educational videos contribute to a deeper understanding of the subject matter, leading to improved academic performance. The flexibility and convenience offered by these videos accommodate individual learning preferences and schedules, making the learning process more efficient and adaptable. Overall, this implies that integrating educational videos into the learning process can be a valuable strategy to enhance learning experiences and outcomes.

Sub-theme 2. 2: Supplemental educational videos for enhanced learning support

Participants highlighted the role of videos in providing additional support, especially for visual learners. Videos served as guides in interpreting dance steps, allowing students to compare their execution with the

described steps. “I really rely on the YouTube educational videos, especially in the interpretation of dance steps because the teacher doesn’t teach us the correct execution first. The teacher wants us to interpret first then he will check if we demonstrate it correctly. (28, Pos. 1)” and “Educational videos helped me understand easily in interpreting the dance steps assigned to me. Especially that I am a visual learner. (29, Pos. 1)

Sub-theme 2.2 emphasizes the vital role of videos in aiding the interpretation of dance steps, especially for visual learners. Participants rely on YouTube videos due to a teaching approach that requires students to interpret steps first, and videos serve as guides for self-assessment. This method is particularly effective for visual learners, providing an essential visual component to understanding and executing dance steps.

The implication of this is that, incorporating supplemental educational videos is crucial for supporting diverse learning styles, particularly benefiting visual learners in the context of interpreting dance steps. This suggests that educational approaches should embrace multimedia resources, like videos, to enhance comprehension and self-assessment, ensuring a more inclusive and effective learning environment. Teachers and educational platforms should consider integrating such visual aids to cater to the varying needs of students, ultimately improving the overall learning experience in disciplines that involve physical execution, such as dance.

Theme 3: Drawbacks of Utilizing Educational Videos

This theme discusses the drawbacks associated with the use of educational videos, including concerns about accuracy, over reliance on videos, and challenges related to internet connectivity.

Sub-theme 3. 1: Inaccuracy concerns on YouTube educational videos

Participants expressed concerns about the accuracy of some videos, particularly those created by peers. They emphasized the importance of seeking professional dance videos to ensure correctness. “Personally, I can say that there are some videos that are not correct in terms of demonstrating the steps because I compared it with the dance description that was given to me by my teacher.(22, Pos. 1-2)” and “There are videos that are not correct in terms of dance demonstration because most of the uploaded videos are coming from senior high students and the instructions are not so clear. So I keep looking for a video that I find reliable source like a video from a folk dance dancer or a teacher.(11, Pos 1)”

The results reveal concerns among participants regarding the inaccuracy of some YouTube educational dance videos, particularly those created by peers or senior high students. Participants emphasize the importance of seeking professional dance videos for accurate demonstrations. This raises potential issues in self-directed learning, as inaccurate information may hinder skill development. The preference for reliable sources highlights the need for clear instructions from professionals. This suggests an opportunity for educators and content creators to address inaccuracy concerns and contribute to a more trustworthy online learning environment for dance enthusiasts.

Sub-theme 3. 2: Learners develop reliance on YouTube educational videos

A potential drawback identified was students developing an over-reliance on videos, leading to a lack of focus on interpreting dance steps independently. “One of the negative effects in watching videos actually is that students tend to copy and not learn how to interpret the folk-dance basic steps. Like me, I want my life to be easy as a student because I am a working student and I have so many things to do. (14, Pos. 1)” and “Every time we have a project we tend to go to YouTube and copy it even if it is not accurate. (30, Pos. 1)”

The results are showing the learners' reliance on YouTube educational videos for dance instruction. A drawback identified is the tendency for students to develop an over reliance on these videos, potentially leading to a lack of independent interpretation of dance steps. Participants expressed a preference for the ease and convenience of video learning, especially given their busy schedules as working students. However, the concern arises when students admit to copying steps without understanding, emphasizing the potential compromise in accuracy for the sake of expediency. The implication is that while YouTube videos offer

convenience, educators and students should strike a balance to ensure that these resources enhance, rather than hinder, the development of independent interpretation and understanding of dance steps.

Sub-theme 3.3: Internet connection problems

Participants highlighted challenges related to internet connectivity, emphasizing that access to YouTube educational videos is hindered by the need for a stable and affordable internet connection. “YouTube educational videos require internet connection, that’s the most challenging part because without connection we cannot access the video.(32, Pos. 1)” and “Having an internet at home is quite a problem because it is expensive and if I will only use mobile data, the internet is so slow and it is time consuming. (28. Pos. 1)”

The participants emphasized that internet connectivity issues significantly hinder access to YouTube educational videos. The primary challenges identified were the necessity for a stable and affordable internet connection. Participants expressed concern about the financial burden of maintaining internet access at home and the inefficiency of using mobile data due to its slowness and time-consuming nature. The implications of these findings suggest potential educational inequality, calling for policy interventions to address internet accessibility, adaptations in pedagogy to accommodate diverse connectivity situations, and investments in technology infrastructure to enhance access in affected regions. Overall, the study highlights the urgent need to tackle these connectivity challenges for the sake of promoting equal educational opportunities.

The study provides a comprehensive exploration of the multifaceted dynamics surrounding the integration of educational videos, particularly on YouTube, into the learning process of Philippine Folk Dance. Students' positive experiences underscore the effectiveness of videos in facilitating self-paced learning, allowing for repeated reviews of dance steps at the learners' convenience. Thus, YouTube videos have been used by educators in other fields and have shown to be a successful tool for improving student learning and engagement (Chtouki et al., 2012).

However, the study unearths a critical concern regarding the accuracy of content, especially when generated by peers, emphasizing the need for meticulous content curation. This accuracy challenge according to Rapp & Braasch (2014), prompts a reevaluation of the reliance on user-generated materials, suggesting a potential role for educational institutions in guiding students towards more reliable and vetted resources.

Emotional responses to educational videos, such as happiness and excitement, according to Bravo et al. (2011), indicate a powerful motivational aspect of this learning approach. This emotional engagement can potentially be harnessed for an even more impactful learning experience. Strategies to enhance this emotional connection, such as incorporating storytelling or interactive elements within educational videos, could be explored to further engage students and deepen their connection to the subject matter.

Furthermore, the study establishes a clear correlation between the use of educational videos and improved academic performance (Olasina, 2017). The detailed examination of dance techniques through video content contributes to a holistic understanding, showcasing the pedagogical value of multimedia resources. Educators could leverage this finding by incorporating a diverse range of multimedia resources, including well-curated videos, into their teaching strategies to enhance students' comprehension and overall academic achievements.

On the downside, the study brings to light potential drawbacks associated with the use of educational videos, including concerns about overreliance on videos and challenges related to internet connectivity (Mahmud et al., 2017). The tendency of students to replicate steps without engaging in the interpretive process signals a need for clearer guidelines on critical thinking and independent learning.

Additionally, the issue of internet connectivity presents an equity challenge, as not all students may have reliable access to online resources. Proactive measures, such as community partnerships, provision of offline resources, or advocacy for improved internet infrastructure, are crucial to ensure that the benefits of educational videos are accessible to all students.

Thus, the study advocates for a refined and balanced approach to the integration of educational videos into dance education. While acknowledging the numerous benefits, addressing concerns about accuracy, guiding

students in developing critical thinking skills, and ensuring equitable access to online resources are essential components of creating a comprehensive and effective learning environment for mastering the basic steps in Folk Dance. This holistic perspective encourages a thoughtful integration of educational videos as valuable supplements to traditional teaching methods, fostering a rich and inclusive educational experience.

4. Conclusion

The study explores students' experiences with YouTube educational videos for learning Philippine Folk Dance. Positive feedback highlights the effectiveness of videos in facilitating self-paced learning and improving academic performance. However, concerns about video accuracy, potential over reliance, and internet connectivity challenges are identified. The conclusion advocates for a balanced approach, emphasizing meticulous content curation, guidance on critical thinking, and measures to address equity issues. The study encourages the thoughtful integration of educational videos as supplements to traditional teaching methods for a comprehensive and inclusive learning experience in Folk Dance education.

5. Recommendation

This study recommends curating and promoting accurate YouTube content to ensure reliability in Philippine Folk Dance education. Educators should integrate critical thinking and media literacy training to reduce overreliance on videos and deepen understanding of dance techniques. Diversified learning resources, including offline materials and interactive activities, can support varied learning styles. Addressing internet access issues through alternative resources and advocacy is essential. Collaborating with professional dancers for content creation and exploring engaging multimedia strategies can further enhance learning. These measures aim to create a balanced, inclusive, and effective approach to using educational videos in dance education.

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