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Development and Validation of Educational Videos on Contemporary Basic Dance Steps in Physical Education

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ABSTRACT

Teaching contemporary basic dance steps in Physical Education remains challenging when learners depend on limited or inconsistent movement demonstrations, creating a need for structured, accurate, and learner-centered instructional materials. This study developed, validated, and assessed the acceptability of an educational video on contemporary basic dance steps for PATHFit 3 (Dance) students in higher education institutions in South Cotabato, Philippines. Using a developmental research design, the researcher planned, scripted, choreographed, recorded, and edited the video, which was then validated by Physical Education instructors and Information Technology specialists in terms of content, instructional quality, presentation, technical quality, appropriateness, and usability. Its acceptability on the same dimensions was rated by Physical Education instructors and by 330 PATHFit 3 students from three higher education institutions, selected through complete enumeration, during the second semester of Academic Year 2024–2025. Data were collected using a five-point rating scale (Cronbach's $\alpha = .864$) and analyzed using mean, standard deviation, and the independent-samples t-test. The video obtained a high overall validity rating ($M = 3.99$, $SD = 0.82$), with ratings ranging from 3.82 for content to 4.06 for instructional quality. Acceptability was very high among both instructors ($M = 4.40$, $SD = 0.62$) and students ($M = 4.50$, $SD = 0.50$). Students rated the video significantly higher than instructors ($t = 2.73$, $p < .05$). The findings indicate that the developed video is a valid and highly acceptable supplementary resource for teaching contemporary basic dance steps, while the lower-rated indicators, particularly hands-on learning activities, curriculum fit, ease of explanation, and support for diverse learning styles, identify priorities for refinement before wider use.

Keywords: *educational video, contemporary dance, Physical Education, PATHFit, instructional material validation, acceptability*

INTRODUCTION

Contemporary dance continues to gain space in Physical Education (PE) as institutions recalibrate instructional practices to meet diverse learning needs. Because dance is learned through the body, learners must observe, practice, and repeatedly review specific body positions, sequences, and techniques. When instruction depends on a single live demonstration, learners who miss details have few opportunities to revisit them, and instructors must repeat demonstrations within limited class time. These conditions increase the demand for reliable learning materials that clarify movement concepts and support systematic instruction.

In the Philippines, dance remains an important component of PE. Learning materials of the Department of Education (DepEd) include contemporary dance as an instructional topic in Grade 10 PE (Department of Education [DepEd], 2022), and in higher education, the Physical Activity Towards Health and Fitness (PATHFit)

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courses include dance as a component of tertiary PE (Commission on Higher Education [CHED], 2021). Digital resources are increasingly part of this instruction. Chao et al. (2021) found that integrating digital learning into a university dance course produced positive learning effects and student satisfaction, and Lelievre et al. (2021) showed that training combining video demonstrations with physical practice improved learners' performance of a dance skill.

Philippine studies further support video-based dance materials. Llupar et al. (2022) developed folk-dance videos for e-learning that PE instructors and dance trainers found highly acceptable and useful, and Lucero (2021) highlighted the relevance of multimedia computer-assisted instruction in teaching folk dance to Physical Education students. Visande and Losañes (2025) developed and validated instructional videos on Philippine folk dance basic terms using the dimensions of content, instructional quality, presentation, technical quality, appropriateness, and usability. However, much of the available Philippine literature has focused on folk dance rather than contemporary dance, leaving an instructional-material gap for higher education institutions (HEIs) that need accessible and contextually appropriate resources for teaching contemporary dance.

This study therefore developed and validated educational videos on contemporary basic dance steps for PATHFit 3 (Dance) students in HEIs in South Cotabato, Philippines, for Academic Year 2024–2025. Specifically, it sought to determine the level of validity of the developed videos in terms of content, instructional quality, presentation, technical quality, appropriateness, and usability; to determine their level of acceptability as perceived by PE instructors and students in terms of the same dimensions; and to determine whether a significant difference exists between the acceptability ratings of PE instructors and students. The findings are intended to benefit PE students and instructors, HEI administrators, curriculum planners, instructional designers, and future researchers concerned with movement-based instructional materials.

Literature Review

Instructional Videos in Higher Education

Instructional videos have become a common component of higher education. In a systematic review of randomized trials, Noetel et al. (2021) found that replacing or supplementing existing teaching methods with video generally improved learning, with the strongest benefits when video was added to existing instruction rather than replacing it. The effectiveness of video, however, depends on its design. Fyfield et al. (2022) reviewed research on instructional video design and identified evidence-based features, such as segmentation, signaling, and learner control, while noting that design guidance must account for the type of content and learning task.

Multimedia learning theory explains these design effects. Mayer (2021) identified evidence-based principles for multimedia instruction, including coherence, signaling, segmenting, temporal contiguity, and embodiment, which help learners select, organize, and integrate verbal and visual information without overloading working memory. Fiorella and Mayer (2018) similarly concluded that instructional videos are most effective when they apply such principles and when learners are prompted to engage actively with the content. Brame (2016) recommended that educational videos manage cognitive load, promote engagement, and support active learning, for example by keeping videos brief, segmenting content, and using signaling to highlight key information.

Quality Dimensions of Educational Videos

Content and instructional quality concern the accuracy, completeness, organization, and pedagogical value of a video. Altınpulluk et al. (2020) found that segmenting educational videos influenced learners' cognitive load, satisfaction, engagement, and achievement, showing that the way content is organized affects learning. Ring and Brahm (2024) proposed a framework for rating the quality of video explanations that includes content-related, instructional, and presentation-related criteria, while Schooley et al. (2022) developed and piloted an Instructional Video Quality Checklist covering content, instructional design, and technical production features.

Presentation and technical quality concern how content is delivered. In a systematic review of instructor presence in instructional videos, Polat (2023) reported that aspects of the instructor's presentation and social cues

can influence learners' affective and cognitive experiences. Subtitles and captions can also support comprehension: Malakul and Park (2023) found that subtitle-supported educational videos facilitated learning comprehension while influencing cognitive load and satisfaction. Technical features such as resolution, audio clarity, editing, and smooth playback determine whether learners can perceive demonstrations accurately.

Appropriateness and usability concern how well a video fits learners and how easily it can be used. Learners use videos for different purposes, including reviewing, clarifying, remembering, and searching for specific information (Seo et al., 2021), so videos must be navigable and suited to learners' level. Madariaga et al. (2021) showed that applying design guidelines and assessing user experience throughout development improves the usability of video-based learning environments. In dance, Goletti and Milovanovic (2022) identified access-related and technological challenges in online dance education and emphasized the difficulty of transferring embodied dance learning to digital environments, underscoring the need for videos that are accessible across devices and suited to practical movement learning.

Video Demonstration and Motor Skill Learning in Physical Education

Research in PE supports the use of video demonstrations for motor learning. Han et al. (2022) systematically reviewed 18 studies and found strong evidence that observational learning improves motor skill learning in PE compared with conditions without observational learning. Mödinger et al. (2022) reviewed studies on video-based visual feedback and concluded that it can enhance motor learning in PE when appropriately integrated into instruction.

Video modeling has also been linked to self-regulated learning. Trabelsi et al. (2022) found that video modeling examples helped students learn PE skills through repeated viewing, self-talk, and mental rehearsal, and Chatzipanteli et al. (2023) reported that video modeling supported children's self-regulation in PE. Obrusnikova and Rattigan (2016) described practical procedures for using video-based modeling to teach fundamental motor skills, including selecting target skills, learning cues, video models, and instructional settings. Together, these studies suggest that carefully designed dance videos can provide visible and repeatable demonstrations that learners can study and practice independently.

Theoretical Framework

This study was anchored on three theories. Vygotsky's Sociocultural Theory emphasizes that learning occurs through social interaction and mediation by cultural tools and that learners can achieve higher levels of performance with appropriate guidance (Vygotsky, 1978). The developed videos function as mediating instructional tools that provide structured demonstrations of contemporary basic dance steps, allowing learners to observe and practice movements with gradually increasing independence.

Gardner's Theory of Multiple Intelligences identifies bodily-kinesthetic intelligence as the capacity to use the body skillfully to solve problems, perform actions, and express ideas (Gardner, 1983). Contemporary basic dance steps require coordination, rhythm, balance, control, spatial awareness, and expression, and the videos present movements visually and sequentially so that learners can observe and then practice them. Bandura's Social Cognitive Theory, particularly the concept of observational learning, holds that individuals acquire behaviors and skills by attending to, retaining, and reproducing the actions of models (Bandura, 1986). This theory provides the most direct explanation for using educational videos, because the developed material presents observable models of dance steps that learners can attend to, retain, practice, and reproduce.

Research Gap and Conceptual Framework

Although research supports the use of instructional videos and video modeling for motor learning, Philippine studies on video-based dance materials have focused mainly on folk dance (Llupar et al., 2022; Lucero, 2021; Visande & Losañes, 2025). Few studies have developed and validated educational videos on contemporary basic dance steps for tertiary PE or compared how instructors and students evaluate such materials. This study addressed that gap.

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Figure 1 presents the conceptual framework. The independent variable is the validity of the developed educational videos on contemporary basic dance steps, examined through six indicators: content, instructional quality, presentation, technical quality, appropriateness, and usability. The dependent variable is the level of acceptability of the videos as perceived by PE instructors and students, using the same six indicators. The framework indicates that the validity of the developed videos provides the basis for examining their acceptability among users.

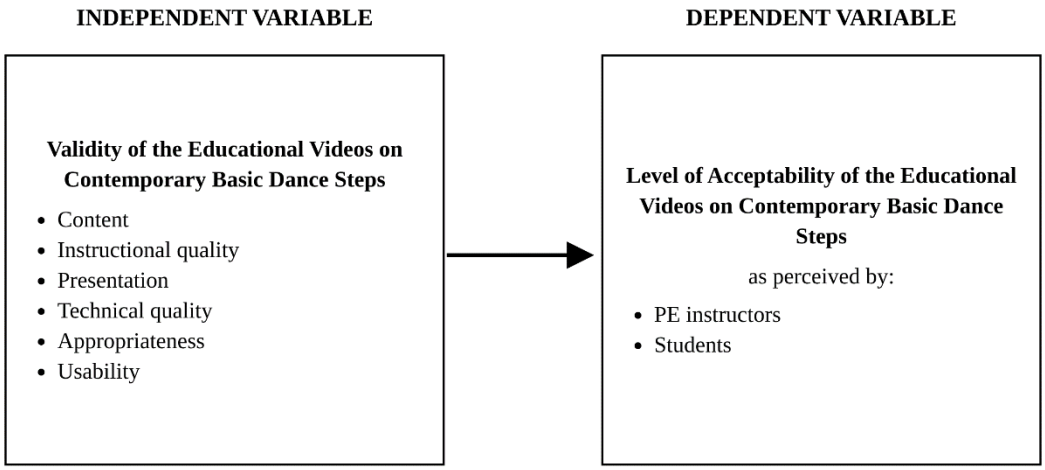


Figure 1. *Conceptual Framework of the Study*

METHODS

Research Design

The study employed a developmental research design, which involves the systematic planning, development, and evaluation of instructional materials. The educational video on contemporary basic dance steps was developed through planning, scriptwriting, choreography, recording, video editing, arrangement of segments, and production of the final version for instructional use in PATHFit 3 (Dance). The developed video was then subjected to expert validation and to acceptability evaluation by PE instructors and students.

Research Locale

The study was conducted in three HEIs in South Cotabato, Philippines: Ramon Magsaysay Memorial Colleges (RMMC) – General Santos City, RMMC – Marbel, and Notre Dame of Dadiangas University (NDDU). All participating institutions implement the PATHFit curriculum, including PATHFit 3 (Dance). Initial observations showed that although some enrolled students had prior dance experience, many struggled with contemporary techniques, and participation in contemporary dance activities remained limited, providing a suitable context for developing instructional materials for contemporary basic dance steps.

Participants and Sampling Technique

The validation phase involved 30 expert validators selected through purposive sampling: 28 PE instructors and 2 Information Technology (IT) experts. The PE instructors held at least a bachelor's degree in PE or a closely related field, had at least three years of teaching experience in higher education, and were actively teaching PATHFit, PE, dance, or related courses. The IT experts held qualifications in IT, Computer Science, Multimedia Arts, or related disciplines and had professional experience in multimedia production, instructional technology,

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video editing, or digital learning resource development. Validators were required to be employed in an HEI or have relevant professional practice, to have experience evaluating instructional materials, to be familiar with higher education learning outcomes, and to consent voluntarily.

The acceptability phase involved PE instructors and PATHFit 3 (Dance) students. Complete enumeration was used for the students: all 330 students officially enrolled in PATHFit 3 (Dance) during the second semester of Academic Year 2024–2025 who were present during data collection and consented to participate were included, comprising 142 students from RMMC – General Santos City, 92 from RMMC – Marbel, and 96 from NDDU. Thirty-eight PE instructors rated the acceptability of the video.

Research Instrument

A researcher-made questionnaire was used to assess both the validity and the acceptability of the educational video. It contained items on content, instructional quality, presentation, technical quality, appropriateness, and usability, with four to five items per dimension, rated on a five-point Likert scale. Mean scores were interpreted as 4.21–5.00, Very High; 3.41–4.20, High; 2.61–3.40, Moderate; 1.81–2.60, Low; and 1.00–1.80, Very Low. The instrument was reviewed and certified as valid by an expert evaluator, and reliability testing yielded a Cronbach's alpha of .864, indicating good internal consistency.

Data Gathering Procedure

Data gathering began after formal approval from the Dean of the Graduate School of Sultan Kudarat State University. The researcher then secured authorization from the participating HEIs through letters, endorsed by the research adviser, addressed to their presidents through their vice presidents for academic affairs. After institutional approval, the researcher sought permission from the PE instructors handling PATHFit 3 (Dance), distributed information letters and survey packets, and conducted orientation sessions explaining the research protocol, confidentiality, and the voluntary nature of participation. The questionnaires were administered to respondents after they viewed the video during scheduled class meetings, with the researcher available to answer questions. The completed questionnaires were retrieved, checked for completeness, encoded, and organized for statistical analysis.

Data Analysis

Means and standard deviations were used to determine the level of validity of the educational video and its level of acceptability as perceived by PE instructors and students. The independent-samples t-test was used to determine whether a significant difference existed between the acceptability ratings of PE instructors and students, at the .05 level of significance.

Ethical Consideration

Informed consent was obtained from all participants before data collection. Participants were informed of the nature and procedures of the study and of their right to withdraw at any time without penalty, and all participants were treated fairly and equitably. Personal information and individual responses were kept confidential and stored securely in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173, 2012). Modest tokens of appreciation were offered uniformly to all participants, and acceptance was optional and did not affect participation. The study received approval from the Ethics Review Committee.

RESULTS AND DISCUSSION

Validity of the Educational Video

Table 1 summarizes the validators' ratings of the educational video. The video obtained a grand mean of 3.99 (SD = 0.82), interpreted as High, indicating that it met the expected standards for instructional materials across all six dimensions. Instructional quality received the highest rating (M = 4.06, SD = 0.80), followed by

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presentation (M = 4.04, SD = 0.84), usability (M = 4.03, SD = 0.82), appropriateness (M = 4.00, SD = 0.84), technical quality (M = 3.97, SD = 0.82), and content (M = 3.82, SD = 0.82).

Table 1. *Validity of the Educational Video on Contemporary Basic Dance Steps*

Dimension	Mean	SD	Description
Content	3.82	0.82	High
Instructional quality	4.06	0.80	High
Presentation	4.04	0.84	High
Technical quality	3.97	0.82	High
Appropriateness	4.00	0.84	High
Usability	4.03	0.82	High
Grand mean	3.99	0.82	High

Note. 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

At the item level, the highest-rated indicators were that the material provides opportunities for collaborative activities and teamwork and supports self-paced and autonomous learning (M = 4.43 each), followed by the appropriateness of the content to learners' level, the engaging presentation flow, and accessibility on various devices (M = 4.29 each), all interpreted as Very High. The lowest-rated indicators were that the contents promote hands-on and performance-based learning activities (M = 3.57), and that the material complements the existing curriculum, the contents are factual and precise, the presenter explained concepts in an easily understood way, and the presentation deepened understanding of the subject matter (M = 3.71 each), all interpreted as High.

These results indicate that validators judged the video to be well designed and appropriate for instruction, particularly in supporting autonomous and collaborative learning, which reflects the capacity of video to allow repeated viewing and independent practice (Noetel et al., 2021; Seo et al., 2021). The comparatively lower ratings for content, particularly for hands-on learning activities and curriculum alignment, suggest that the video could be strengthened by integrating more explicit practice tasks and clearer links to PATHFit 3 competencies. This is consistent with evidence that videos are most effective when they prompt active engagement rather than passive viewing (Brame, 2016; Fiorella & Mayer, 2018) and with quality frameworks that emphasize content accuracy and instructional alignment (Ring & Brahm, 2024; Schooley et al., 2022).

Acceptability of the Educational Video

Table 2 presents the acceptability ratings of PE instructors and students. Instructors rated the video Very Highly acceptable across all dimensions, with a grand mean of 4.40 (SD = 0.62). Their highest rating was for instructional quality (M = 4.45, SD = 0.60), followed by technical quality (M = 4.44), appropriateness (M = 4.43), content (M = 4.42), usability (M = 4.35), and presentation (M = 4.32). Students likewise rated the video Very Highly acceptable across all dimensions, with a grand mean of 4.50 (SD = 0.50). Their highest rating was for presentation (M = 4.53), followed by instructional quality and usability (M = 4.51 each), content and technical quality (M = 4.49 each), and appropriateness (M = 4.48).

Table 2. *Acceptability of the Educational Video as Perceived by PE Instructors and Students*

Dimension	Instructors M	SD	Description	Students M	SD	Description
Content	4.42	0.61	Very High	4.49	0.50	Very High
Instructional quality	4.45	0.60	Very High	4.51	0.50	Very High
Presentation	4.32	0.63	Very High	4.53	0.50	Very High
Technical quality	4.44	0.59	Very High	4.49	0.50	Very High

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Dimension	Instructors M	SD	Description	Students M	SD	Description
Appropriateness	4.43	0.62	Very High	4.48	0.50	Very High
Usability	4.35	0.64	Very High	4.51	0.50	Very High
Grand mean	4.40	0.62	Very High	4.50	0.50	Very High

Note. 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

Among instructors, the highest-rated items were that the video is intuitive and user-friendly for first-time users and that the presentation deepened understanding of the subject matter (M = 4.55 each), followed by opportunities for collaborative activities and support for independent use (M = 4.53 each). The lowest-rated items were that the video supports diverse learning styles and preferences (M = 4.16, High) and that the presentation effectively conveyed its objectives and learning outcomes (M = 4.26). Among students, the highest-rated items were that the presentation was logically sequenced (M = 4.61) and that the video layout and interface enhance the learning experience (M = 4.56), while the lowest-rated item was that the presenter explained concepts in a way that was easy to understand (M = 4.45), which was still Very High.

The very high acceptability ratings indicate that both instructors and students regarded the video as clear, well organized, technically sound, and suitable for PATHFit 3 instruction. Students' high ratings for logical sequencing and layout reflect multimedia principles such as segmenting and signaling, which help learners follow complex movement sequences (Mayer, 2021; Fyfield et al., 2022). Instructors' high ratings for user-friendliness and depth of understanding suggest that they viewed the video as a practical supplement to classroom demonstration, consistent with findings that video modeling supports motor skill learning and self-regulated practice in PE (Han et al., 2022; Trabelsi et al., 2022). The comparatively lower instructor rating for diverse learning styles indicates that additional features, such as captions, alternative camera angles, or slowed demonstrations, could broaden the video's accessibility (Malakul & Park, 2023).

Difference Between Instructors' and Students' Acceptability Ratings

Table 3 presents the results of the independent-samples t-test. Students' acceptability ratings (M = 4.50, SD = 0.09) were higher than those of instructors (M = 4.40, SD = 0.23), and the difference was statistically significant, $t = 2.73$, $p < .05$. Thus, the null hypothesis of no significant difference was rejected.

Table 3. *Independent-Samples t-Test on the Acceptability Ratings of PE Instructors and Students*

Group	*N*	Mean	SD	*t*	*p*	Decision
Students	330	4.50	0.09	2.73	< .05	Reject H_0
PE instructors	38	4.40	0.23			

Note. Significant at $\alpha = .05$.

Although both groups rated the video Very Highly acceptable, students evaluated it more favorably than instructors. Students may have responded more positively because the video allowed repeated viewing of steps and supported guided and independent practice, consistent with evidence that observational learning and video modeling support movement learning (Han et al., 2022; Mödinger et al., 2022). Instructors' slightly lower ratings may reflect their professional expectations regarding content refinement, sequencing, curricular alignment, and instructional completeness. The difference is small in magnitude, but it highlights the value of considering both learner and instructor perspectives when refining instructional materials.

CONCLUSION

The developed educational video on contemporary basic dance steps demonstrated high validity across content, instructional quality, presentation, technical quality, appropriateness, and usability, indicating that it met the essential standards required for instructional resources in a movement-based subject. Its strongest features were its support for collaborative and autonomous learning, its suitability to learners' level, and its accessibility

across devices, while its integration of hands-on learning activities and its alignment with the curriculum were comparatively weaker.

Both PE instructors and students rated the video as very highly acceptable, recognizing it as a clear, well-organized, and practical resource for teaching and learning contemporary basic dance steps. Students rated the video significantly higher than instructors, suggesting that learners valued its support for repeated viewing and independent practice, while instructors evaluated it with additional pedagogical and curricular considerations. Overall, the video is a valid and highly acceptable supplementary instructional material for PATHFit 3 (Dance).

Recommendation

PE instructors are encouraged to use the developed video as a supplementary instructional material to introduce new movements, provide visual demonstrations, reinforce classroom instruction, and allow students to review and practice dance steps independently, combining it with guided practice, feedback, peer activities, and actual performance rather than using it as a replacement for teacher-led instruction. Students are encouraged to use the video for independent practice and review, and HEIs may make validated educational videos accessible through learning management systems or other digital platforms.

Future developers should refine the indicators that received comparatively lower ratings by adding explicit hands-on practice tasks, strengthening alignment with PATHFit 3 competencies, simplifying verbal explanations, and adding features such as slow-motion demonstrations, step-by-step breakdowns, verbal cues, alternative camera angles, subtitles, and progressive difficulty levels. Future researchers may develop videos on more advanced contemporary routines and other dance genres, involve larger and more diverse samples of instructors and students, and examine the effects of the videos on learning outcomes such as dance performance, coordination, rhythm, movement accuracy, retention, and confidence, including comparisons with teacher-led demonstrations. The videos should be periodically evaluated and updated to remain relevant and accessible.

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