

Video Tutorial in Teaching Dance Sports on Students' Engagement and Performance

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Abstract

This research determined the effect of using video tutorial in teaching dance sports. Specifically, it sought to determine the level of validity of the components of video tutorials in dance sports in terms of objective, content, demonstration, and value, the level of validity on the feature of video tutorial in dance sports in terms of originality, clarity, usability, sound effects, and high-definition video, the level of student engagement in terms of active participation, task completion, eagerness to learn, and initiative to explore, the level of students' performance in terms of written test and practical test, the significant effect between dance sports video tutorials in terms of components and students' engagement, the significant effect between dance sports video tutorials in terms of features and students' engagement, the significant effect between dance sports video tutorials in terms of components and students' performance, and the significant effect between dance sports video tutorials in terms of feature and students' performance.

This research uses a descriptive design and quantitative method that uses a purposive sampling technique. The respondents were 100 students from Cavite State University School year 2023-2024. A self-made survey questionnaire was used in this study.

Findings show that the level of validity of the components of video tutorials in dance sports in terms of objective, content, demonstration, and value appears to be highly valid among the respondents. In addition, the level of validity of the feature of video tutorial in dance sports in terms of originality, clarity, usability, sound effects, and high-definition video appears to be highly valid among the respondents. Moreover, the level of students' engagement in terms of active participation, task completion eagerness to learn, and initiative to explore appears to be highly valid among the respondents. Furthermore, the level of students' performance in terms of written test and practical test appears to be highly valid among the respondents. Lastly, the effect between dance sports video tutorials in terms of components and students' engagement, the significant effect between dance sports video tutorials in terms of feature and students' engagement, the significant effect between dance sports video tutorials in terms of components and students' performance, the significant effect between dance sports video tutorials in terms of features and students' performance are all significant.

Thus, the researcher therefore concludes that the research hypotheses are rejected. There is a significant effect between dance sports video tutorials in terms of components and students' engagement. There is a significant effect between dance sports video tutorials in terms of features and students' engagement. There is a significant effect between dance sports video tutorials in terms of components and students' performance. There is a significant effect between dance sports video tutorials in terms of features and students' performance. Which implies that there is a significant effect between them.

Based on the drawn conclusions resulted to the following recommendations: It is suggested that there should be a clear intended learning outcomes before each segment of the video tutorial. It is also suggested that that students should also use their own video in making a video instruction on how to perform a dance movement.

Keywords: Video Tutorial in Dance Sport

1. Introduction

Using video tutorials is an effective and convenient way to enhance dance performance. Video tutorials offer visual demonstrations, step-by-step instructions, and the ability to review and practice at one's own pace, making them valuable tools for dancers of all levels. Among the benefits of using video tutorials in teaching dance is: Visual Learning: Video tutorials provide a clear visual representation of dance movements, allowing dancers to see the proper technique and execution. Visual learning enhances comprehension and retention of dance steps; Self-Paced Learning: Dancers can learn at their own pace by rewinding, pausing, and replaying video tutorials. This flexibility allows for thorough understanding and mastery of dance routines and techniques; and remote Learning: Video tutorials became particularly valuable during times when in-person classes or instruction were limited, providing a means for dancers to continue their training remotely.

Dance researchers and policy-makers have studied a variety of pedagogical innovations in technology use, providing sound recommendations for its integration into dance education. Dance is a means of conserving cultural legacy, and school plays a significant role in preserving that legacy, for this reason, students need to be aware of different genres of dances (Javiña, 2020).

Bannon (2014) mentioned that dancing is an intellectual, physical, and sensory response to world experiences. Many theorists advocated that the integration of our physical, intellectual, and emotional selves can occur through dancing.

Dance sports is a highly competitive genre of dance, due to its complexity and artistry, only professional dancers are inclined to this kind of sport. In addition, Mettler (2015) describes dance as an element of life, saying that dancing is the best way human beings socialize and an excellent way to preserve cultures and people's way of living. It can teach children to dwell on their bodies and discover their untapped potential, heightening their self-awareness. Furthermore, dancing finds its most proper historical and cultural collocation in the educational art context, whose area of knowledge is similar to arts like music, theatre, and visual arts to develop a defined set of attitudes and competencies.

This study aims to determine the level of acceptability of video tutorials in teaching dance sports. Hence, this will become an evaluation basis for the acceptability of the tutorial video in dance sports as a supplementary learning material.

2. Review of Related Literature

The National Association of Independent Schools (2022), adds more elements to the list, citing that "student engagement is best understood as a relationship between the student and the following elements of the learning environment: The school community, the adults at school, the student's peers, the instruction, and the curriculum."

Active participation is an indicator found relevant in this study.

According to Barkley, E. (2022) motivating student active participation is essential for creating an engaging and dynamic learning environment. Making the learning relevant to the needs of the students will catch their attention. Thus, connecting the course material to students' lives and interests by providing real-world examples, case studies, and current events. Demonstrating the relevance of the material can increase students' motivation to participate.

Task completion is an indicator found relevant in this study.

According to Bray, M. (2018), for the students to complete their task, the teacher may use positive reinforcement. Recognize and praise students for completing tasks on time and to a high standard. Positive reinforcement, such as verbal praise, written commendations, or small rewards, can motivate students to continue working diligently.

Eagerness to learn is an indicator found relevant in this study.

According to Goodwall (2022), a person with initiative to explore tends to possess three main qualities: a self-starting nature, a proactive approach, and persistence in pursuit of a goal. Initiative is one of the essential qualities of a strong and competent leader. It's a way of making it clear that you have a plan and are putting it into action on your own, without someone telling you to do so.

Initiative to explore is an indicator found relevant in this study.

The reviewed literature shows a great contribution to the development of this research work, this only shows that student engagement truly needed active participation and task completion, as well as eagerness to learn and initiative to explore. Active participation and student engagement are crucial aspects of effective learning experiences, students' involvement in the learning process through various activities, discussions, and interactions that may involves students taking an active role in their own learning by participating in class activities, asking questions, sharing ideas, and contributing to discussions it also encourages students to think critically, apply concepts to real-world situations, and make connections between different ideas and perspectives. Task completion can enhance student engagement by providing opportunities for students to actively apply their learning, demonstrate their understanding, and experience a sense of accomplishment upon completing tasks successfully. Eagerness to Learn reflects students' proactive approach to learning, characterized by a willingness to explore new ideas, seek challenges, and engage actively in the learning process. Initiative to Explore is the students learning and their willingness to seek out new knowledge, experiences, and opportunities for growth It involves students taking the initiative to ask questions, seek answers, and pursue interests beyond the requirements of the curriculum

According to Roffey, Sue (2020). that improving performance in written tasks involves developing strong writing skills, effective planning and organization, and the ability to convey ideas clearly and cohesively. This may include understanding the task and carefully reading and analyzing the task prompt or instructions to ensure a clear understanding of what is being asked. Pay attention to key requirements such as the purpose of the task, audience, format, and any specific criteria for evaluation.

Furthermore, Tinghe (2015) that a performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning, a performance task presents a situation that calls for learners to apply their learning in context.

The cited literature about performance shed light to the progression of this study, both written and practical task serve as tools to assess the competitiveness of a person whether in school or at work. To assess competitiveness in individuals, especially athletes, practical test methods often include psychological questionnaires, performance-based tasks, and observational techniques. Setting up competitive scenarios, such as time trials, races, or skill-based contests, can be used to gauge an athlete's performance under competitive conditions.

Objective as a component of dance sport video tutorial is an indicator found relevant in this study.

According to Shah (2023), The objective of a tutorial video is to provide clear and concise instructions, guidance, and demonstrations to help viewers learn a specific skill, concept, or process. Videos provide a way for learners to see and hear information more dynamically and engagingly than traditional text-based materials. They can also help learners retain information more effectively. Among the objectives of video tutorials are instructional clarity, demonstration and engagement, accessibility, and empowerment.

Content as a component of dance sport video tutorial is an indicator found relevant in this study.

According to Colman H. (2023), mentioned that the content of a good video tutorial begins with the learning analysis. usually includes three steps: development of key objectives, research on the topic of the tutorial, and an understanding of the learner.

Demonstration as a component of a dance sports video tutorial is an indicator found relevant in this study

In relation to this, A demonstration video should effectively showcase how to perform a specific task or use a particular product, providing clear and visual step-by-step instructions for viewers to follow, and

should highlight key points or important details throughout the demonstration to ensure viewers don't miss anything important. Use text overlays, arrows, or callouts to draw attention to specific areas. Schade (2014).

Value as a component of dance sport video tutorial is an indicator found relevant in this study.

According to Steils N. (2023), traditional entertainment videos, tutorials provide added learning value that affects purchase behaviors to a greater extent. The results present in learning components that are recommended when developing learning tutorials.

Originality as a feature of a dance sports video tutorial is an indicator found relevant in this study.

According to Tomescu G. et al (2023) Embracing originality not only benefits the individual artist but also enriches the broader dance community and ensures that dance continues to evolve and thrive as an expressive and dynamic art form. Choreographers who create original dance steps leave a legacy that can inspire future generations of dancers and artists.

Clarity as a feature of a dance sports video tutorial is an indicator found relevant in this study.

According to Yu Y. et al., (2019) clarity in a video tutorial is essential for effective learning, comprehension, and user engagement. Whether the tutorial is for educational purposes, skill development, or creative expression, presenting information clearly benefits both creators and viewers, fostering a positive and productive learning experience.

Usability as a feature of a dance sports video tutorial is an indicator found relevant in this study.

According to Schade (2014) usability ensure that the video tutorial is accessible and user-friendly on mobile devices, as many users may access the content on smartphones or tablets. Optimize the video player and layout for smaller screens, and consider bandwidth limitations for users on mobile networks.

Sound effects as a feature of a dance sports video tutorial is an indicator found relevant in this study.

According to Passaris (2023), mentioned that high-quality audio is essential for ensuring that narration and other audio elements are clear and intelligible. Using a good-quality microphone and recording equipment helps minimize background noise, distortion, and other audio issues that could detract from the learning experience.

High-definition video as a feature of a dance sports video tutorial is an indicator found relevant in this study.

According to Smith, T. (2022), high-quality instructional videos are a powerful tool for anyone looking to teach colleagues, employees, and students. Whether you're an employer, an educator, or a content creator, videos are an effective way to engage your audience and deliver information in a way that's easy to follow along and understand. It should go without saying that instructional films are an excellent method to educate people on how to do things like create YouTube videos, but they can also help people learn entirely new skills like video editing.

3. Methodology

This study used descriptive-quantitative correlation research that uses 150 student of FITT 3 via purposive sampling technique from Cavite State University- Bacoar Campus in the province of Cavite. A self-made questionnaire was used in this study. The statistical tool used are mean, standard deviation and pearson r moment correlation coefficient.

4. Result and Discussion

Level of Validity on the Components of Dance Sports Video Tutorial

In this study, the level of validity on the components of video tutorials in dance sports refers to Objective, Content, Demonstration, and Value.

The level of validity of the components of video tutorials in dance sports is revealed in the following

table, which shows the statement, mean, standard deviation, and verbal interpretation.

Level of Validity on the Components of Dance Sports Video Tutorial in terms of Objective

Table 1 show that student Strongly Agree that the video tutorial serves as a guide through the learning process ($M=3.73$, $SD=0.58$). Likewise, student Strongly Agree that the intended learning outcomes are clearly stated in the objective ($M=3.63$, $SD=0.60$), indicating a high validity in terms of objectives.

The level of validity on the components of video tutorials in dance sports in terms of objective attained a weighted mean score of 3.68 and a standard deviation of 0.59 and was verbally interpreted as very high among the respondents.

This implies that the objectives of video tutorials are well-define along with the intended learning outcomes that is reflected in the objectives, the video serves as learning guide in teaching dance sports, also the learning assessments are aligned with the learning objectives.

Table 1

Level of Validity on the Components of Dance Sports Tutorial terms of Objective

STATEMENT	MEAN	SD	REMARKS
The objectives of the dance tutorials are well defined from the beginning by providing basic information about the dances.	3.69	0.59	Strongly Agree
The intended learning outcomes are clearly stated in the objective	3.63	0.60	Strongly Agree
The video tutorial serves as a guide through the learning process.	3.73	0.58	Strongly Agree
Statements in the videos describe what students should accomplish as a result of the instructions.	3.65	0.59	Strongly Agree
The learning objectives are aligned with the instructions and assessments.	3.69	0.60	Strongly Agree
Weighted Mean		3.68	
SD		0.59	
Verbal Interpretation		Very High	

The result of the discussion agrees in the study of Shah (2023) states that the goal of a tutorial film is to teach viewers a certain skill, idea, or procedure by giving them succinct, understandable instructions, advice, and demonstrations. Compared to typical text-based courses, videos give students a more dynamic and engaging method to see and hear information. They may also aid students in better information retention.

Table 2

Validity on the Components of Dance Sports Tutorial Video in terms of Content

STATEMENT	MEAN	SD	REMARKS
The content is aligned with the interest of the target audience,	3.59	0.65	Strongly Agree
The purpose of the video is well-defined.	3.65	0.60	Strongly Agree
The creator of the video has a deep understanding of the subject matter.	3.73	0.57	Strongly Agree
The video has a clear and logical structure of tutorial.	3.65	0.62	Strongly Agree
The tutorial video is direct and does not contain unnecessary information	3.56	0.66	Strongly Agree
Weighted Mean		3.63	
SD		0.62	
Verbal Interpretation		Very High	

Table 2 shows that student Strongly Agree that the creator of the video has a deep understanding of the subject matter ($M= 3.73$, $SD= 0.57$). Likewise, student Strongly Agree that the tutorial video is direct and does not contain unnecessary information ($M=3.56$, $SD= 0.66$) that indicates a high validity in terms of content.

The level of validity on the components of video tutorials in dance sports in terms of content attained a weighted mean score of 3.63 and a standard deviation of 0.62 and was verbally interpreted as very high among the respondents.

This implies that the target audience's interests are reflected in the material, the purpose is also well-defined and creator has a deep understanding of the subject matter, the content is logical and free from unnecessary irrelevant content

Table 3

Level of Validity on the Components of Dance Sports Tutorial Video in terms of Demonstration

STATEMENT	MEAN	SD	REMARKS
<i>The visual demonstrations help learners better understand body positioning, footwork, and overall dance technique</i>	3.66	0.58	Strongly Agree
<i>The video tutorials cover a wide range of dance styles, allowing individuals to explore and learn different genres</i>	3.69	0.52	Strongly Agree
<i>The visual demonstration enhances the richness of the learning experience.</i>	3.62	0.59	Strongly Agree
<i>The visual demonstration through video tutorials empowers individuals who prefer self-directed learning</i>	3.61	0.62	Strongly Agree
<i>The visual demonstration through video tutorials offers a self-paced learning environment.</i>	3.60	0.62	Strongly Agree
Weighted Mean		3.64	
SD		0.59	
Verbal Interpretation		Very High	

Table 3 shows that student Strongly Agree in that the video tutorials cover a wide range of dance styles, allowing individuals to explore and learn different genres ($M=3.69$, $SD=0.52$). Moreover, student Strongly Agree that the visual demonstration through video tutorials offers a self-paced learning environment ($M= 3.60$, $SD= 0.62$). Indicating a high validity in terms of demonstration.

The level of validity on the components of video tutorials in dance sports in terms of demonstration attained a weighted mean score of 3.64 and a standard deviation of 0.59 and was verbally interpreted as very high among the respondents.

This implies that the target audience's interests are reflected in the material, students can also explore and learn various kinds of dance which covers a wide spectrum of dance form, As the video materials is self-paced, the students can perform it anytime that is convenient to them.

Level of Validity on the Components of Dance Sports Video Tutorial in terms of Value

Table 4 shows that student Strongly Agree that the tutorial video provides the convenience of learning from the comfort of one's home or any preferred location and the viewers may find inspiration to create their dance routines or variations both got a mean ($M=3.69$, $SD=0.59$, $SD=0.60$) respectively. Moreover, student Strongly Agree that the video tutorials can cater to diverse skill levels, from beginners to advanced dancers ($M= 3.57$, $SD=0.62$).

Table 4

Level of Validity on the Components of Dance Sports Tutorial Video in terms of Values

STATEMENT	MEAN	SD	REMARKS
<i>The video tutorials can cater to diverse skill levels, from beginners to advanced dancers</i>	3.57	0.62	Strongly Agree
<i>The inclusivity is promoted by offering content that accommodates various learning needs and abilities</i>	3.61	0.61	Strongly Agree
<i>The tutorial video provides the convenience of learning from the comfort of one's home or any preferred location</i>	3.69	0.60	Strongly Agree
<i>The visual art form and video tutorials excel in conveying movement and choreography effectively</i>	3.66	0.64	Strongly Agree
<i>The viewers may find inspiration to create their dance routines or variations.</i>	3.69	0.59	Strongly Agree
Weighted Mean		3.64	
SD		0.61	
Verbal Interpretation		Very High	

The level of validity on the components of video tutorials in dance sports in terms of values attained a weighted mean score of 3.64 and a standard deviation of 0.61 and was verbally interpreted as very high among the respondents.

This implies that the video tutorial can accommodate all learners from beginner to advance, the video tutorial enables the students to watch the video at their most convenient time the viewers may be inspired to create their own video.

Level of Features of Dance Sports Tutorial Video

In this study, the level of validity on the feature of video tutorial in dance sports refers to Originality, Clarity, Usability, Sound Effects, and High-definition video.

The level of validity on the feature of video tutorial in dance sports were revealed in the following table, which shows the statemen, mean, standard deviation and verbal interpretation.

Table 5

Level of Features of Dance Sports Tutorial Video in terms of Originality

STATEMENT	MEAN	SD	REMARKS
<i>The content of the video was authentic and original</i>	3.61	0.59	Strongly Agree
<i>The video was self-created by the author and not just downloaded on the internet.</i>	3.50	0.67	Strongly Agree
<i>The dance choreography is standard dance steps.</i>	3.68	0.53	Strongly Agree
<i>The music is properly selected to match the dance step</i>	3.63	0.63	Strongly Agree
<i>The combination of the movement pattern is original.</i>	3.62	0.61	Strongly Agree
Weighted Mean		3.61	
SD		0.61	
Verbal Interpretation		Very High	

The student Strongly Agree that *the dance choreography is standard dance step* ($M=3.68$, $SD=0.53$). Likewise, student Strongly Agree that *the video was self-created by the author and not just downloaded on the internet* ($M=3.50$, $SD=0.67$) that is indicating a high validity in terms of originality.

The level of validity on the features of video tutorials in dance sports in terms of originality attained a weighted mean score of 3.61 and a standard deviation of 0.61 and was verbally interpreted as very high among the respondents.

Level of Features of Dance Sports Tutorial Video in term of Clarity

The student Strongly Agree that the video has a steady pace throughout the tutorial ($M=3.73$, $SD=0.54$). Moreover, student Strongly Agree that the audio is also clear and well-modulated, the tutorial is clear and well-organized, and the tutorial video has a clear and audible narration all got a mean of ($M=3.67$, $SD=0.59$) and it still indicates a high validity in terms of clarity.

Table 6

Level of Features of Dance Sports Tutorial Video in terms of Clarity

STATEMENT	MEAN	SD	REMARKS
<i>The images, pictures, and videos are all clear</i>	3.69	0.60	Strongly Agree
<i>The audio is also clear and well-modulated</i>	3.67	0.59	Strongly Agree
<i>The tutorial is clear and well-organized</i>	3.67	0.60	Strongly Agree
<i>The video has a steady pace throughout the tutorial</i>	3.73	0.54	Strongly Agree
<i>The tutorial video has a clear and audible narration</i>	3.67	0.61	Strongly Agree
Weighted Mean		3.68	
SD		0.59	
Verbal Interpretation		Very High	

The level of validity on the features of video tutorials in dance sports in terms of clarity attained a weighted mean score of 3.68 and a standard deviation of 0.59 and was verbally interpreted as very high among the respondents.

Table 7

Level of Features of Dance Sports Tutorial Video in terms of Usability

STATEMENT	MEAN	SD	REMARKS
<i>The visual demonstrations can make complex concepts more accessible and easier to understand</i>	3.65	0.58	Strongly Agree
<i>The video tutorials combine visual and auditory elements, creating a multisensory learning experience</i>	3.63	0.64	Strongly Agree
<i>The video platforms provide accessibility features such as closed captions</i>	3.59	0.62	Strongly Agree
<i>The Learners can pause, rewind, or fast forward through the content, allowing them to go at their own pace</i>	3.66	0.58	Strongly Agree
<i>The combination of visuals, narration, and sometimes music can capture the viewer's attention and maintain interest throughout the tutorial.</i>	3.63	0.57	Strongly Agree
Weighted Mean		3.63	
SD		0.60	
Verbal Interpretation		Very High	

Table 7, the student shows Strongly Agree that the learners can pause, rewind, or fast forward through the content, allowing them to go at their own pace ($M=3.66$, $SD=0.58$). Likewise, student Strongly Agree that the video tutorials combine visual and auditory elements, creating a multisensory learning experience, and the combination of visuals, narration, and sometimes music can capture the viewer's attention and maintain interest throughout the tutorial both got a mean ($M=3.63$, $SD=0.57$, $SD=0.64$) respectively. Indicates a high validity in terms of usability.

The level of validity on the features of video tutorials in dance sports in terms of usability attained a

weighted mean score of 3.63 and a standard deviation of 0.60 and was verbally interpreted as very high among the respondents.

This implies that visual demonstration makes it easier to understand and it combine video and audio that create a multi-sensory learning experience, in addition, the video is accessible and because it is pre-recorded the students can access it whenever and wherever. Lastly the video includes a narration for better understanding of the video content.

Level of Features of Dance Sports Tutorial Video in term of Sound Effect

Student Strongly Agree that the sound effects include transition sounds to highlight changes in dance moves or shifts in choreography ($M=3.66$, $SD=0.60$). Likewise, student Strongly Agree that the sound effects have a noise cancelling features ($M=3.56$, $SD=0.69$), indicates a high validity in terms of sound effects.

Overall, the level of validity on the features of video tutorials in dance sports in terms of sound effects attained a weighted mean score of 3.62 and a standard deviation of 0.63 and was verbally interpreted as very high among the respondents.

Table 8

Level of Features of Dance Sports Tutorial Video in terms of Sound Effect.

STATEMENT	MEAN	SD	REMARKS
<i>The sound effect includes a voice counting beats or rhythms to guide dancers through the choreography</i>	3.62	0.61	Strongly Agree
<i>The sound effects include transition sounds to highlight changes in dance moves or shifts in choreography</i>	3.66	0.60	Strongly Agree
<i>The sound effects can provide a realistic and immersive feel to the tutorial.</i>	3.63	0.64	Strongly Agree
<i>The sound effects have music drops or changes in the song to emphasize specific beats or transitions</i>	3.61	0.59	Strongly Agree
<i>The sound effects have a noise cancelling features</i>	3.56	0.69	Strongly Agree
Weighted Mean		3.62	
SD		0.63	
Verbal Interpretation		Very High	

This implies that voice counting beats is one type of sound effect that helps dancers navigate the choreography, also a sound effects draw attention to transitions in dance actions. Furthermore, the video has a noise cancelling feature that that makes the audio clear and realistic.

Table 9

Level of Features of Dance Sports Tutorial Video in terms of High- definition Video.

STATEMENT	MEAN	SD	REMARKS
<i>The video tutorial contains high-resolution pictures and video.</i>	3.60	0.63	Strongly Agree
<i>The video quality is crisp and superb.</i>	3.61	0.62	Strongly Agree
<i>The video interface has no delay and no lag</i>	3.62	0.61	Strongly Agree
<i>The video has an appropriate frame rate for smooth motion</i>	3.63	0.62	Strongly Agree
<i>The video uses a stabilizer to avoid shaky footage.</i>	3.65	0.59	Strongly Agree
Weighted Mean		3.62	
SD		0.61	
Verbal Interpretation		Very High	

Student Strongly Agree that *the video uses a stabilizer to avoid shaky footage* ($M=3.65$, $SD=0.59$). Likewise, the student Strongly Agree that *the video tutorial contains high-resolution pictures and video* ($M=3.61$, $SD=0.62$), indicates a high validity in terms of high-definition video.

The level of validity on the features of video tutorials in dance sports in terms of high-definition video attained a weighted mean score of 3.62 and a standard deviation of 0.61 and was verbally interpreted as very high among the respondents.

This implies that high-definition video results in a crisp and superb quality, and because of the video stabilizer the video eliminates a shaky footage and eliminates lag.

Level of Students' Engagement

In this study, student engagement refers to Active Participation, Task Completion, Eagerness to learn, and Initiative to Explore.

The level of student engagement was revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

Level of Student Engagement in terms of Active Participation

The student Strongly Agree that *they pay attention to the instructor's explanations and demonstrations* ($M=3.70$, $SD=0.55$). Likewise, student Strongly Agree that *they don't hesitate to ask questions if unsure about a particular step or movement* ($M=3.57$, $SD=0.63$) indicates a high validity in terms of active participation.

Table 10

Level of Students' Engagement in terms of Active Participation

STATEMENT	MEAN	SD	REMARKS
<i>I observe the details of the movements, steps, and any specific instructions given</i>	3.67	0.59	Strongly Agree
<i>I pay attention to the instructor's explanations and demonstrations</i>	3.70	0.55	Strongly Agree
<i>I listen to the music and understand the rhythm and timing of the dance.</i>	3.65	0.58	Strongly Agree
<i>I involve reviewing the choreography, working on specific techniques, or practicing with a dance partner if applicable.</i>	3.61	0.64	Strongly Agree
<i>I don't hesitate to ask questions if unsure about a particular step or movement.</i>	3.57	0.63	Strongly Agree
Weighted Mean		3.64	
SD		0.60	
Verbal Interpretation		Very High	

To summarize the level of student engagement in terms of active participation attained a weighted mean score of 3.64 and a standard deviation of 0.60 and was verbally interpreted as very high among the respondents.

This implies that student observe details of movement and specific instruction, they also listen to the instructor's demonstration as accompanied by music and rhythm for easy comprehension, and the student don't hesitate to ask question if something is unclear to them.

Table 11

Level of Students' Engagement in terms of Task Completion

STATEMENT	MEAN	SD	REMARKS
<i>I reflect on the performance, considering what went well and areas for improvement.</i>	3.65	0.58	<i>Strongly Agree</i>
<i>I show appreciation for the audience's applause and acknowledgment. and bow or curtesy as a sign of gratitude.</i>	3.64	0.62	<i>Strongly Agree</i>
<i>If there are any unexpected changes or mistakes, try to adapt gracefully without letting it affect your overall performance.</i>	3.65	0.57	<i>Strongly Agree</i>
<i>I support your fellow dancers, as a positive backstage atmosphere contributes to a successful performance.</i>	3.69	0.55	<i>Strongly Agree</i>
<i>I dedicate sufficient time to rehearsals. Practice consistently to ensure you and your fellow dancers are comfortable with the choreography.</i>	3.63	0.59	<i>Strongly Agree</i>
Weighted Mean		3.65	
SD		0.58	
Verbal Interpretation		Very High	

Student Strongly Agree that they support their fellow dancers, as a positive backstage atmosphere contributes to a successful performance (M=3.69, SD=0.55). Moreover, student Strongly Agree that they dedicate sufficient time to rehearsals practice consistently to ensure you and your fellow dancers are comfortable with the choreography (M=3.63, SD=0.59) indicates a high validity in terms of task completion.

The level of student engagement in terms of task completion attained a weighted mean score of 3.65 and a standard deviation of 0.58 and was verbally interpreted as very high among the respondents.

This implies that by reflecting the student's performance, they can monitor their progress and what needs improvement, they also take a bow after every performance to show courtesy and they adapt gracefully to changes and they support each member of the team to make them feel comfortable.

Table 12

Level of Students' Engagement in terms of Eagerness to Learn

STATEMENT	MEAN	SD	REMARKS
<i>I dedicate time each week to practice the steps and routines i learn in class</i>	3.61	0.61	<i>Strongly Agree</i>
<i>I practice on a regular basis because consistency is more important than the length of each practice session.</i>	3.55	0.64	<i>Strongly Agree</i>
<i>I try to master steps that I found difficult to execute</i>	3.57	0.62	<i>Strongly Agree</i>
<i>I seek the help of my team mates whenever I face difficulty in performing the dance steps</i>	3.61	0.62	<i>Strongly Agree</i>
<i>I join group classes to socialize with fellow dancers, fostering a sense of community.</i>	3.43	0.81	<i>Strongly Agree</i>
Weighted Mean		3.55	
SD		0.67	
Verbal Interpretation		Very High	

Student Strongly Agree that they dedicate time each week to practice the steps and routines they learn in class, and they seek the help of their teammates whenever they face difficulty in performing the dance steps (M=3.61, SD=0.62). Likewise, Student Strong Agree that they join group classes to socialize with fellow dancers, fostering a sense of community (M=3.43, SD=0.81) indicates a high validity in terms of

eagerness to learn.

The level of student engagement in terms of eagerness to learn attained a weighted mean score of 3.55 and a standard deviation of 0.67 and was verbally interpreted as very high among the respondents.

This implies that students are dedicated to perform in the class and they have a regular practice session to master the step they found difficult to perform, and because dancing means socializing each student seek the help of one another if something is unclear to them.

Level of Student Engagement in terms of Initiative to Explore

Student Strongly Agree that they take advantage of online platforms that offer dance tutorials. Websites, YouTube channels, and apps provide a wealth of instructional videos ($M=3.63$, $SD=0.59$). Moreover, Student Strongly Agree that they practice regularly because it is essential for building muscle memory and improving your dance skills ($M=3.49$, $SD=0.71$) indicates a high validity in terms of initiative to explore.

Table 13

Level of Students' Engagement in terms of Initiative to Explore

STATEMENT	MEAN	SD	REMARKS
<i>I watch videos, attend performances, or take introductory classes to get a feel for the various genres available.</i>	3.52	0.69	Strongly Agree
<i>I establish clear, achievable goals for my dance journey</i>	3.51	0.71	Strongly Agree
<i>I develop a plan that outlines how to achieve my goals</i>	3.57	0.65	Strongly Agree
<i>I take advantage of online platforms that offer dance tutorials. Websites, YouTube channels, and apps provide a wealth of instructional videos</i>	3.63	0.59	Strongly Agree
<i>I practice regularly because it is essential for building muscle memory and improving your dance skills.</i>	3.49	0.71	Strongly Agree
Weighted Mean		3.55	
SD		0.67	
Verbal Interpretation		Very High	

The level of student engagement in terms of initiative to explore attained a weighted mean score of 3.55 and a standard deviation of 0.67 and was verbally interpreted as highly valid among the respondents.

This implies that students attend their class regularly set a clear achievable goal in their dance journey and they devised a plan on how to achieve their goal, they take advantage of the online video platform to enhance their performance, aside from their regular rehearsal that improve dance skills and muscle memory.

Level of Student Performance

In this study, the level of student performance refers to the Written test and the Practical test.

Table 14

Level of Students' Performance in terms of Written Test

Raw Score	Students' Performance								
	Written Test 1			Written Test 2			Written Test 3		
	f	%	VI	f	%	VI	f	%	VI
41-50	61	40.67 %	O	50	33.33 %	O	84	56 %	O
31-40	84	56 %	VS	93	62 %	VS	66	44 %	VS
21-30	5	3.33 %	S	7	4.67 %	S	0	0 %	S

11-20	0	0	%	UN	0	0	%	UN	0	0	%	UN
1 -10	0	0	%	NI	0	0	%	NI	0	0	%	NI
N=150	100	%	VS	N=150	100	%	VS	N=150	100	%	VS	
Mean=30.66 SD=4.95				Mean =38.81 SD=5.02				Mean =41.77 SD=4.01				

The overall mean (M=30.66, SD=4.95; M=38.81, SD=5.02; and M=41.77, SD=4.01) indicates that the level of Students' Performance in terms of written tests is heterogeneous.

This could imply that the video tutorials were highly informative and effectively conveyed the necessary information for the written test. It might indicate that passive exposure to the material through the videos still had a positive impact on their understanding and retention.

Table 15

Level of Students' Performance in terms of Practical Test

Raw Score	Students' Performance								
	Practical Test 1			Practical Test 2			Practical Test 3		
	f	%	VI	f	%	VI	f	%	VI
96-100	13	8.67 %	O	16	10.67 %	O	6	4 %	O
90-95	55	36.67 %	VS	29	19.33 %	VS	46	30.67 %	VS
84-89	63	42 %	S	75	50 %	S	69	46 %	S
78-83	19	12.67 %	UN	30	20 %	UN	29	19.33 %	UN
77 and below	0	0 %	NI	0	0 %	NI	0	0 %	NI
	N=150	100 %	VS	N=150	100 %	VS	N=150	100 %	VS
	Mean =95.17 SD=2.63			Mean =94.61 SD=2.86			Mean =94.47 SD=2.63		

The overall mean (M=95.17, SD=2.63; M=94.61, SD=2.86; and M=94.47, SD=2.63) indicates that the level of Students' Performance in terms of written tests is heterogeneous.

This could imply that the tutorials were effective in providing the students with the necessary skills and techniques to excel in the practical aspects of the subject. This outcome implies that the content and instruction delivered through the video tutorials were valuable in preparing students for the specific tasks or requirements of the performance test.

Table 16

Significant Effect on Using Video Tutorials in Dance Sports in terms of Components on the Students' Engagement

Using Video Tutorial in Dance Sports in terms of Components	Students' Engagement	Coefficient	t-value	p-value
Objective	Active Participation	0.816	17.403	0.000
	Task Completion	0.809	16.146	0.000
	Eagerness to learn	0.755	11.444	0.000
	Initiative to Explore	0.798	11.864	0.000
Content	Active Participation	0.773	16.089	0.000
	Task Completion	0.774	16.969	0.000
	Eagerness to learn	0.777	13.262	0.000
	Initiative to Explore	0.819	13.772	0.000
Demonstration	Active Participation	0.807	16.513	0.000
	Task Completion	0.784	15.921	0.000

	Eagerness to learn	0.766	11.992	0.000
	Initiative to Explore	0.800	12.146	0.000
Value	Active Participation	0.7911	17.298	0.000
	Task Completion	0.7793	17.376	0.000
	Eagerness to learn	0.7812	13.474	0.000
	Initiative to Explore	0.7789	12.384	0.000
P < 0.05				

Significant Effect of Using Video Tutorial in Dance Sports in terms of Features on the Students' Engagement.

In this study, the level of Significant Effect of Using Video Tutorials in Dance sports refers to features in terms of originality, clarity, usability, sound effects, and high-definition video, while the Student Engagement refers to Active Participation, Task Completion, Eagerness to learn and Initiative to Explore.

Table 17

Significant Effect on Using Video Tutorial in Dance Sports in terms of Features on the Students' Engagement

Using Video Tutorial in Dance Sports in terms of Features	Students' Engagement	Coefficient	t-value	p-value
Originality	Active Participation	0.696	11.790	0.000
	Task Completion	0.689	11.928	0.000
	Eagerness to learn	0.695	10.085	0.000
	Initiative to Explore	0.759	11.058	0.000
Clarity	Active Participation	0.717	12.963	0.000
	Task Completion	0.740	14.432	0.000
	Eagerness to learn	0.696	10.398	0.000
	Initiative to Explore	0.726	10.503	0.000
Usability	Active Participation	0.786	17.243	0.000
	Task Completion	0.783	17.937	0.000
	Eagerness to learn	0.768	13.109	0.000
	Initiative to Explore	0.788	12.830	0.000
Sound Effects	Active Participation	0.751	17.080	0.000
	Task Completion	0.736	16.951	0.000
	Eagerness to learn	0.654	10.479	0.000
	Initiative to Explore	0.730	11.992	0.000
High-Definition Video	Active Participation	0.753	15.701	0.000
	Task Completion	0.732	15.240	0.000
	Eagerness to learn	0.736	12.270	0.000
	Initiative to Explore	0.744	11.660	0.000

The p-value indicates that there is a Significant Effect of Using Video Tutorial in Dance Sports in terms of features on the Students' Engagement which is less than the level of significant value of 0.05.

This could imply that incorporating visual elements in educational materials can enhance student engagement and learning outcomes, particularly in subjects like dance sports where visual demonstration of movements is crucial. Video tutorials often offer interactive features such as pause, rewind, and replay options, which allow students to control their pace of learning. This interactive aspect can increase engagement by empowering students to navigate the content at their own convenience, revisit challenging

sections, and reinforce their understanding.

Significant Effect on Using Video Tutorial in Dance Sports and Students' Performance

Table 18

Significant Effect on Using Video Tutorial in Dance Sports in terms of components and Students' Performance

Using Video Tutorial in Dance Sports in terms of Components	Students' Performance					
	Written Coefficient	t-value	p-value	Practical Test Coefficient	t-value	p-value
Objectives	0.002	0.051	0.958	-0.076	-0.950	0.343
Content	0.014	0.314	0.753	-0.085	-1.124	0.262
Demonstration	0.048	1.015	0.311	-0.125	-1.590	0.113
Values	0.018	0.397	0.691	-0.102	-1.346	0.180

In this study, the level of Significant Effect of Using Video Tutorials in Dance sports refers to components in terms of objectives, content, demonstration, and values. while the student engagement refers to active participation, task completion, eagerness to learn and initiative to explore.

Table 18 shows the beta coefficient, with the t-value as indicated by the p-value that it has no significant effect on using video tutorial in dance sports in terms of components and Students' performance in terms of both written and practical test.

the p-value indicates that there is no significant effect of using video tutorial in dance sports in terms of components on the students' engagement which is more than the level of significant value of 0.05.

This could imply that the video tutorials might not have effectively captured or stimulated the aspects of engagement relevant to learning in this context. Students in dance sports may have diverse learning preferences that are not fully addressed by traditional video tutorials alone. This implies a need to explore alternative instructional approaches or supplement video tutorials with other interactive or hands-on learning activities to cater to different learning styles and preferences.

Significant Effect of using Video Tutorial in Dance Sports in terms of Features and Students' Performance.

Table 19

Significant Effect on Using Video Tutorial in Dance Sports in terms of Features and Students' Performance

Using Video Tutorial in Dance Sports in terms of Features	Students' Performance					
	Written Coefficient	t-value	p-value	Practical Test Coefficient	t-value	p-value
Originality	0.022	0.479	0.632	-0.109	-1.387	0.167
Clarity	0.042	0.902	0.368	-0.087	-1.133	0.258
Usability	0.044	0.963	0.336	-0.125	-1.662	0.098
Sound Effects	0.041	0.942	0.347	-0.142	-2.016	0.045
High-Definition Video	0.020	0.457	0.648	-0.127	-1.701	0.090

In this study, the beta coefficient, with the t-value as indicated by the p-value that it has no significant effect on Using Video Tutorial in Dance Sports in terms of features and Students' performance in terms of both written and practical tests.

The p-value indicates that there is no Significant Effect of Using Video Tutorial in Dance Sports in terms of features on the Students' Performance which is more than the level of significant value of 0.05.

This can imply that students have an individual learning preferences and teaching methods can play a role in how effective video tutorials are for different students. This could also imply that the features included in the video tutorials may not have effectively addressed the specific learning needs or challenges of students in dance sports. This suggests a need to explore alternative instructional approaches or supplement video tutorials with other methods to enhance performance outcomes.

5. Conclusion

There is a significant effect between dance sports video tutorials in terms of components and students' engagement. Thus, the null hypothesis is rejected. The results infer that dance sports video tutorials and students' engagement enhance learning experiences in dance education.

There is a significant effect between dance sports video tutorials in terms of features and students' engagement. Thus, the null hypothesis is rejected. The results infer that certain feature within the video tutorials, such as video quality, clarity of instructions, interactive elements, or presentation style, significantly influence student engagement.

There is a significant effect between dance sports video tutorials in terms of components and students' performance. Thus, the null hypothesis is rejected. The results infer that specific elements within the video tutorials have a notable effect on students' ability to perform in dance sports, certain components within the video tutorials, such as instructional content, clarity of demonstrations, practice exercises, influence students' performance in dance sports.

There is a significant effect between dance sports video tutorials in terms of features and students' performance. Thus, the null hypothesis is rejected. The results infer that certain feature within the video tutorials, such as video and audio quality, or use of interactive elements, significantly influence students' performance in dance sports.

6. Recommendations

There should be a clear intended learning outcomes before each segment of the video tutorial.

Students should also use their own video in making a video instruction on how to perform a dance movement.

Teacher should make a rubric on how to assess the performance of the students, since students learning ability is unique to every student.

Performing practical test should be a heterogenous partnership between students to avoid extremely high, and low performance between them.

Teacher should use an energetic and stimulating music for the students to engage actively in the activity.

The selection of the dance should be from basic to moderate to advance.

Acknowledgements

This research paper will not be possible without the encouragement, help, support and guidance of the following whom the researcher would like to give her grateful recognition and appreciation.

ALMIGHTY GOD, JESUS CHRIST, for his everlasting love, guidance, blessings, wisdom, knowledge, and divine understanding which he has given to the researcher. Without Him this research will not be possible to accomplish;

DR. MARIO R. BRIONES, University President, and also the chairman of the defense panel. For his management and leadership in producing well-trained and equipped educators, for his insightful and significant comments and additional information given to make the study more comprehensive;

ENGR. MANUEL LUIS R. ALVAREZ, Campus Director LSPU Santa Cruz Campus.

DR. ROSARIO G. CATAPANG, Associate Dean, College of Teacher Education and Graduate Studies, for her positive outlook in producing competent, more equipped graduate students;

DR. FREDDIE S. JAVIÑA, her research adviser, for stretching his arms in helping, encouraging, inspiring, supporting, and advising the researcher to finish this thesis.

DR. LIZA L. BARTOLOME, her research subject specialist, for her support, motivation, and ideas to make this research possible.

DR. MARIE ANN S. GONZALES, her internal statistician, for guiding the researcher in gathering data and giving accurate treatment for the study.

DR. BENNY JUACALLA, her external panel, for sharing his knowledge and expertise in the field of Physical Education.

DR. EVELYN SUNICO, her external statistician, for helping the researcher in computing the gathered data and sharing relevant information regarding the study.

DR. AILEEN M. DARAN, her language critic, for her patience in reviewing the paper and revising the language in accordance with academic writing norms; and

Matthias Daniel Q. Panganiban. Her son, for the love and encouragement that inspired the researcher to make this research study possible.

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