



LEARNING EXPERIENCES OF BACHELOR OF PHYSICAL EDUCATION STUDENTS IN ONLINE FOLK DANCE INSTRUCTION

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ABSTRACT

This study examined the learning experiences of Bachelor of Physical Education students in online folk dance instruction at Holy Name University during the Academic Year 2020–2021. Specifically, it explored students' experiences in the execution and counting of dance steps, as well as their participation in individual and group practicum activities conducted through an online learning modality.

A descriptive survey research design employing a quantitative approach was utilized. Data were gathered through a researcher-developed questionnaire administered to 29 fourth-year Bachelor of Physical Education students who had completed PE ED 106 (Philippine Folk Dance). The data were analyzed using weighted mean and composite mean.

The findings revealed that students adopted various strategies to support their learning, including self-practice, the use of instructional materials, online video tutorials, and peer assistance. In individual practicum activities, students frequently utilized online video platforms as references for improving their performances. In group practicum activities, collaboration and the sharing of ideas among classmates contributed positively to their learning experiences. Nevertheless, students encountered challenges related to unstable internet connectivity, communication difficulties, and the synchronization of movements during online group performances.

The study concludes that students' learning experiences in online folk dance instruction were shaped by the combined influence of digital learning resources, peer collaboration, and learner initiative. Despite the challenges associated with remote instruction, students demonstrated adaptability in developing folk dance skills through technology-mediated learning. The findings highlight the importance of accessible instructional resources, collaborative learning opportunities, and reliable technological support in enhancing online folk dance instruction.

KEYWORDS: Folk Dance, Online Instruction, Physical Education, Learning Experiences, Practicum

INTRODUCTION

Folk dance is an integral component of Physical Education because it promotes physical fitness, psychomotor development, cultural appreciation, creativity, and social interaction among learners. As a form of cultural expression, folk dance preserves traditions, values, and historical narratives that contribute to the development of cultural identity and national heritage. Within the Philippine educational system, folk dance is incorporated into the curriculum to develop students' coordination, rhythmic abilities, movement skills, and appreciation of Filipino culture. For Bachelor of Physical Education (BPED) students, learning folk dance is particularly important because they are expected to become future educators who will teach, promote, and preserve cultural dances in schools and communities.

The teaching and learning of folk dance traditionally rely on observation, demonstration, guided practice, and immediate feedback. These instructional processes are essential for developing psychomotor competencies and refining movement skills. However, the COVID-19 pandemic significantly altered educational practices and accelerated the transition from face-to-face instruction to online learning environments. This shift posed considerable challenges for movement-based subjects such as Physical Education, where skill acquisition typically depends on direct interaction between teachers and learners. In online settings, students were required to learn dance skills through digital platforms, instructional videos, and independent practice, often with limited opportunities for immediate feedback and physical demonstration.



Despite these challenges, emerging evidence suggests that technology can support the learning of dance and other performance-based skills. UNESCO (2021) emphasized the continued importance of Physical Education in promoting students' physical, social, and emotional well-being and highlighted the need for innovative instructional approaches during and beyond the pandemic. Similarly, Li (2022) reported that videoconferencing platforms can facilitate communication, collaboration, creativity, and critical thinking in dance education. Research has also demonstrated the effectiveness of video tutorials in supporting skill acquisition, self-paced learning, and learner engagement, particularly in environments where direct teacher supervision is limited (Tomczyk et al., 2023). More recent studies have shown that video-based and technology-assisted learning tools enable students to repeatedly observe demonstrations, practice movements independently, and improve their confidence and performance in dance-related activities (San Miguel, 2025; Han et al., 2025; Han et al., 2026).

The learning of folk dance in online environments may be understood through Bloom's Psychomotor Domain and Connectivism Learning Theory. Bloom's Psychomotor Domain emphasizes the progressive development of motor skills through observation, imitation, practice, and performance. This framework provides a useful perspective for understanding how students acquire and refine dance movements through repeated engagement with instructional resources. In contrast, Connectivism Learning Theory highlights the role of digital technologies, social interaction, and knowledge networks in facilitating learning. In online learning environments, students access information, communicate with peers, and construct knowledge through technology-mediated interactions. Together, these frameworks explain how psychomotor skills may be developed through a combination of digital resources, independent practice, and collaborative learning experiences.

Previous studies have established the effectiveness of technology-enhanced learning, online instruction, and video-based resources in supporting dance education. Research has likewise demonstrated the positive influence of instructional support, learner engagement, and technological resources on students' learning outcomes and performance. However, limited studies have specifically examined the learning experiences of Bachelor of Physical Education students in online folk dance instruction. Existing research has largely focused on instructional effectiveness, technology integration, and performance outcomes, while relatively little attention has been given to students' experiences regarding the execution and counting of dance steps and their participation in individual and group practicum activities. Furthermore, studies exploring these dimensions within the context of Philippine higher education remain limited.

To address this gap, the present study examined the learning experiences of Bachelor of Physical Education students in online folk dance instruction at Holy Name University during the Academic Year 2020–2021. Specifically, the study investigated students' experiences in the execution and counting of dance steps, as well as their participation in individual and

group practicum activities. The findings are expected to contribute to the growing body of literature on technology-mediated dance education and provide insights that may inform instructional practices and learning support strategies in Physical Education.

Objectives of the Study

The study aimed to investigate the learning experiences of Physical Education students in folk dance through online modality at Holy Name University, Tagbilaran City, during the School Year 2020–2021.

Specifically, it sought to answer the following questions:

1. What is the students' experiences in the mastery of folk dance skills in the online learning modality in terms of:

1.1 execution; and

1.2 counting?

2. What is the level of performance in folk dance in the online modality in terms of:

2.1 individual practicum; and

2.2 group practicum?

REVIEW OF RELATED LITERATURE

Folk Dance Education and Skill Development

Folk dance plays a significant role in Physical Education because it contributes to the development of psychomotor skills, physical fitness, cultural awareness, and social interaction. As a cultural practice, folk dance serves as a medium for preserving traditions and transmitting cultural values across generations. In educational settings, folk dance enables students to develop coordination, rhythm, creativity, and self-expression while fostering appreciation for cultural heritage.

Several studies have highlighted the educational value of folk dance. Adolfo et al. (2023) found that students viewed folk dance as an important component of Physical Education that promotes healthy lifestyles, cultural appreciation, and social well-being. The authors emphasized that schools play a crucial role in preserving folk dance traditions by providing opportunities for students to learn and appreciate cultural dances. Similarly, Chen (2023) reported that learning folk dance positively influences students' physical, psychological, and social development. The study revealed that participation in folk dance activities enhances self-esteem, cultural identity, cooperation, and emotional well-being. These findings suggest that folk dance serves not only as a physical activity but also as an important tool for holistic student development.

The effectiveness of instructional approaches in developing dance skills has also been investigated. Pooboonim (2025) examined the use of Davies' Practical Skills Teaching Method in developing international folk dance skills among secondary school students. The findings revealed significant improvements in students' dance performance and skill acquisition after the intervention. Furthermore, students reported high levels of satisfaction with the instructional approach. These findings indicate that structured and skill-oriented teaching strategies can effectively support the development of dance competencies.



Technology-Enhanced and Online Folk Dance Learning

The integration of technology into education has transformed the delivery of instruction, particularly in skill-based disciplines such as Physical Education and dance. Technology-enhanced learning environments provide learners with opportunities to access instructional resources, engage in self-paced learning, and participate in collaborative activities regardless of geographical limitations. As educational institutions increasingly adopt online and blended learning approaches, educators continue to explore innovative methods for teaching movement-based skills through digital platforms.

Recent studies suggest that online learning can effectively support the teaching and learning of folk dance when appropriate instructional strategies and technological resources are provided. Rara et al. (2023) examined the perceived effectiveness of online learning in the teaching of folk dance among Bachelor of Physical Education students and found a significant relationship between students' learning conditions and their perceptions of instructional effectiveness. The study revealed that instructional practices such as providing guidance, stimulating recall of prior learning, providing feedback, and assessing performance positively influenced students' learning experiences. Although students generally perceived online folk dance instruction as effective, they reported difficulties in mastering dance steps and communicating with classmates during online activities. The findings suggest that the effectiveness of online folk dance instruction depends largely on the quality of instructional support and opportunities for interaction provided to learners.

Similarly, Lirio and Ofrin (2024) reported that students perceived online teaching as an effective medium for learning Philippine folk dances. Their findings showed that online instruction positively contributed to the development of dance competencies and skills execution when supported by accessible learning resources and appropriate technological tools. The authors emphasized that well-designed online learning environments can facilitate the achievement of learning outcomes even in movement-oriented subjects such as dance.

The effectiveness of technology-enhanced instruction is further supported by Zhou and Khechornphak (2026), who developed an integrated teaching approach to improve Chinese folk dance abilities among art students. Their findings revealed significant improvements in dance performance and high levels of learner satisfaction. The study highlighted the importance of combining traditional teaching approaches with modern technologies to create meaningful and engaging learning experiences.

Collectively, these studies demonstrate that online and technology-enhanced learning environments can support folk dance education by providing instructional guidance, learning resources, and opportunities for practice and collaboration. However, they also suggest that challenges related to communication, interaction, and skill mastery remain important concerns that require appropriate pedagogical interventions.

Video-Based Instruction and Independent Learning

Video-based learning has emerged as one of the most widely used instructional strategies in online and blended learning environments. Through video tutorials, learners can repeatedly observe demonstrations, review instructions, and practice skills at their own pace. Such features are particularly beneficial in dance education, where observation and imitation are essential components of skill acquisition.

Lupar et al. (2022) developed folk-dance videos for e-learning and evaluated their acceptability, usability, and relevance among Physical Education instructors and folk dance trainers. The findings revealed that the developed video tutorials were highly acceptable and effective as instructional tools. Participants reported that video-based learning enabled students to learn dance skills independently and facilitated understanding of dance movements without requiring constant physical supervision. The study further emphasized that instructional videos provide flexible learning opportunities and support self-directed practice.

The effectiveness of video-based instruction is consistent with contemporary views of digital learning, which emphasize learner autonomy and repeated exposure to instructional content. By allowing students to revisit demonstrations as needed, video resources can strengthen skill acquisition and improve confidence in performing dance routines. Such findings are particularly relevant to online folk dance instruction, where students often depend on digital resources to guide practice and performance.

Student Performance and Learning Outcomes in Folk Dance

Student performance remains one of the most important indicators of learning effectiveness in dance education. Research has consistently demonstrated that instructional strategies, learner engagement, and access to learning resources influence students' ability to perform dance skills successfully.

Sarula (2024) investigated folk dance learning among university students and found significant improvements in students' knowledge of dance, understanding of dance concepts, analysis and interpretation of dance movements, and performance abilities. The study demonstrated that appropriate instructional support can enhance both theoretical understanding and practical performance in dance education. Likewise, Pooboonim (2025) reported significant gains in students' folk dance skills following the implementation of structured teaching interventions, suggesting that effective instructional strategies contribute positively to learning outcomes.

Motivational and psychological factors have likewise been identified as important contributors to performance. Ding and Nachiappan (2026) proposed that learning motivation influences students' performance abilities through the mediating role of self-efficacy. The authors argued that students who possess stronger motivation and confidence are more likely to demonstrate higher levels of performance and persistence in learning activities. These findings highlight the importance of fostering positive learning experiences and supportive learning environments that encourage student engagement and confidence.

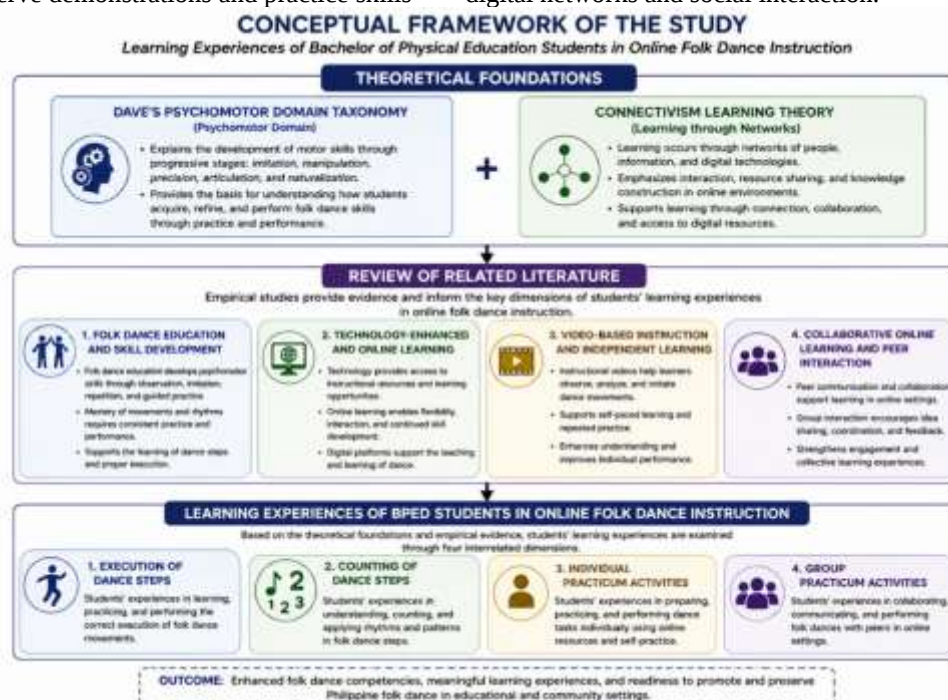


The reviewed literature indicates that learning experiences in online folk dance instruction are influenced by both psychomotor skill development and technology-mediated learning processes. Previous studies consistently highlight the importance of instructional resources, learner engagement, independent practice, and social interaction in supporting the acquisition of dance-related competencies. Studies on folk dance education and skill development emphasize that the mastery of dance movements requires observation, repetition, guided practice, and performance. These findings support the dimension of execution of dance steps, which reflects students' experiences in learning and performing folk dance movements through online instruction. Likewise, literature on dance learning suggests that understanding rhythm, timing, and movement sequences is essential for successful performance, providing a basis for the dimension of counting of dance steps.

Research on technology-enhanced learning and video-based instruction demonstrates that digital resources, particularly instructional videos, facilitate independent learning by allowing students to repeatedly observe demonstrations and practice skills

at their own pace. These findings support the dimension of individual practicum activities, where students rely on online resources and self-directed practice to prepare and perform dance tasks.

Furthermore, studies on online learning environments consistently highlight the importance of communication, collaboration, and peer interaction in supporting learning outcomes. Such findings provide the basis for the dimension of group practicum activities, where students engage in collaborative learning, share ideas, and coordinate performances despite physical separation. Collectively, the literature suggests that students' learning experiences in online folk dance instruction are shaped by four interrelated dimensions: execution of dance steps, counting of dance steps, individual practicum activities, and group practicum activities. These dimensions are examined within the context of online folk dance instruction and are theoretically supported by Dave's Psychomotor Domain Taxonomy, which explains the development of motor skills, and Connectivism Learning Theory, which explains learning through digital networks and social interaction.



METHODOLOGY

Research Design

This study employed a descriptive survey research design utilizing a quantitative approach. The descriptive survey method was used to examine the learning experiences of Bachelor of Physical Education (BPED) students in learning folk dance through online modality. Specifically, the study investigated students' experiences in the execution and counting of dance steps, as well as their experiences during individual and group practicum activities.

Participants

The participants of the study were the fourth-year Bachelor of Physical Education (BPED) students enrolled at Holy Name University during the second semester of the Academic Year 2020–2021 who had completed PE ED 106 (Philippine Folk Dance). A total of twenty-nine (29) students comprised the target population of the study. Since the population was relatively small and accessible, the researchers employed total enumeration, wherein all qualified students were considered participants of the study. Consequently, no sampling technique was utilized in selecting the respondents. The participants were chosen because they had experienced learning folk dance through online modality



and had completed various online folk dance activities and assessments as part of their course requirements.

Research Instrument

The study utilized a researcher-made questionnaire designed to examine the learning experiences of Physical Education students in learning folk dance through online modality. The questionnaire consisted of four parts. Part I focused on the students' experiences in the execution of folk dance steps through online modality, while Part II dealt with their experiences in counting folk dance steps. Part III examined the students' experiences during individual folk dance practicum, and Part IV focused on their experiences during group folk dance practicum.

The instrument was structured using a four-point Likert scale and presented in checklist form. The responses were interpreted using the following scale: 3.26–4.00 (Always), 2.51–3.25 (Sometimes), 1.76–2.50 (Seldom), and 1.00–1.75 (Never). "Always" indicated that the learning experience was consistently observed by the respondents; "Sometimes" indicated that the experience was observed on several occasions; "Seldom" indicated that the experience was rarely observed; and "Never" indicated that the experience was not observed. Prior to the actual conduct of the study, the questionnaire underwent pilot testing among ten (10) fourth-year BPED students to establish its clarity, suitability, and comprehensibility. The students who participated in the pilot testing were not included in the actual survey administration.

Data Gathering Procedure

Prior to data collection, the researchers secured ethical clearance from the Holy Name University Ethics Review Board (HNU-ERB). Upon approval, a formal letter requesting permission to conduct the study was submitted to the appropriate university authorities. After obtaining approval, the researchers contacted the respondents through online communication platforms and informed them about the purpose of the study, the voluntary nature of their participation, and the confidentiality of the information they would provide. An informed consent form was distributed electronically to each respondent. Only those who voluntarily agreed to participate were included in the study. The

questionnaire was administered through Google Forms, and the survey link was sent to the respondents through email or Messenger. The respondents were given sufficient time to complete the questionnaire. Upon completion of the data collection process, the responses were consolidated, tabulated, and subjected to statistical analysis.

Ethical Considerations

The researchers strictly observed the ethical standards required in the conduct of research. Ethical clearance was obtained prior to data collection to ensure compliance with institutional research protocols. Participation in the study was entirely voluntary, and respondents were informed of their rights, including their right to withdraw from the study at any time without penalty. The respondents were likewise informed of the objectives of the study and were assured that all information collected would be treated with strict confidentiality and used solely for academic and research purposes. The identities of the respondents were not disclosed in any part of the study.

Data Analysis

The data gathered from the respondents were recorded, tabulated, analyzed, and interpreted using descriptive statistical techniques. To determine the students' learning experiences in folk dance through online modality in terms of execution, counting, individual practicum, and group practicum, the weighted mean was utilized. The weighted mean was used to describe the extent to which the respondents experienced the identified learning conditions and activities in learning folk dance through online modality.

Furthermore, the composite mean was computed to determine the overall responses of the respondents for each variable. The same interpretative scale was used in analyzing both the weighted mean and composite mean. The results served as the basis for describing and interpreting the students' learning experiences in learning folk dance through online modality.

Result

Table 1. Experiences in the Mastery of Folk Dance skills as to Execution through Online Modality



Statement	4 th Year		Rank
	WM	QD	
1. I search in google the execution of the dance steps.	3.33	A	2
2. I ask help from my classmates for the execution of the Folk Dance steps that makes me confused.	3.50	A	1
3. I watch the execution of the Folk Dance steps on the internet.	3.25	A	3
4. I communicate with our teacher using social media to clarify the execution of the dance.	3.08	ST	4
5. I read books about the execution of the folk dance steps.	2.75	ST	5
Average Mean	3.18	ST	

Experiences in the Execution of Folk Dance Steps

Table 1 presents the respondents' experiences in the execution of folk dance steps through online instruction. The findings revealed that the statement, "I ask help from my classmates for the execution of the folk dance steps that make me confused," obtained the highest weighted mean of 3.50, interpreted as Always. Conversely, the statement, "I read books about the execution of the folk dance steps," obtained the lowest

weighted mean of 2.75, interpreted as Sometimes. The overall average weighted mean was 3.18, indicating that the respondents sometimes engaged in various strategies to support the execution of folk dance steps in an online learning environment. The results suggest that students utilized multiple learning resources and support mechanisms in learning the execution of folk dance skills, with peer assistance being the most frequently utilized strategy.

Table 2. Experiences in Folk Dance as to Counting through Online Modality

Statement	4 th Year		
	WM	DI	Rank
1. I refer the counting of the dance steps on the internet.	3.08	ST	3
2. I try to execute the dance steps and predict the counting.	3.17	ST	1
3. I study the counting of the dance steps on my own with the notes given	3.17	ST	2
4. I recall my knowledge of my folk dance class in Senior High School to easily remember the counting of the step.	2.96	ST	4
5. I refer to counting the dance steps in other sources like books.	2.96	ST	5
Average Mean	3.07	ST	

Experiences in the Counting of Folk Dance Steps

Table 2 presents the respondents' experiences in the counting of folk dance steps through online instruction. The statements, "I try to execute the dance steps and predict the counting" and "I study the counting of the dance steps on my own with the notes given," both obtained the highest weighted mean of 3.17, interpreted as Sometimes. On the other hand, the statements, "I recall my knowledge of my folk dance class in

Senior High School to easily remember the counting of the step" and "I refer to counting the dance steps in other sources like books," both obtained the lowest weighted mean of 2.96, also interpreted as Sometimes. The overall average weighted mean was 3.07, indicating that respondents sometimes employed various approaches in learning the counting of folk dance steps through online instruction.

Table 3. Assessment on Learning in Folk Dance as to Individual Practicum

Statement	4 th Year		Rank
	WM	DI	
1. I watch folk dance steps on YouTube as a reference before making a video for my performance.	3.33	A	1
2. I open my notes to read the step pattern of the dance steps and their counting before taking the video.	3.25	A	2
3. I copy the execution of dance steps from internet for my performance task.	3.08	ST	3
4. I got difficulties dancing while adjusting to online learning	2.92	ST	4
5. I got below the passing score with my individual practicum	2.83	ST	5
Average Mean	3.08	ST	



Experiences During Individual Practicum Activities

Table 3 presents the respondents' experiences during individual folk dance practicum activities. The statement, "I watch folk dance steps on YouTube as a reference before making a video for my performance," obtained the highest weighted mean of 3.33 and was interpreted as Always. In contrast, the statement, "I got below the passing score with my individual practicum,"

obtained the lowest weighted mean of 2.83 and was interpreted as Sometimes.

The overall average weighted mean of 3.08 indicates that respondents sometimes experienced the identified learning conditions during individual practicum activities. The findings further reveal that online video resources were frequently utilized in preparing and improving individual performances.

Table 4. Assessment on Learning in Folk Dance as to Group Practicum

Statement	4 th Year		
	WM	DI	Rank
1. I share my ideas to my classmates on how to perform the dance correctly.	3.17	A	1
2. I encounter attenuation on internet connection during performances.	3.33	A	2
3. I have my household chores and that makes me late during group practices.	3.08	ST	3
4. I got below the passing score in group practicum.	2.83	ST	4
5. I find difficult to the timing of the music while executing steps with the other members of the group.	2.83	ST	5
Average Mean	3.05	ST	

Experiences During Group Practicum Activities

Table 4 presents the respondents' experiences during group folk dance practicum activities. The statement, "I encounter attenuation on internet connection during performances," obtained the highest weighted mean of 3.33 and was interpreted as Always. Meanwhile, the statements, "I got below the passing score in group practicum" and "I find difficult the timing of the music while executing steps with the other members of the group," both obtained the lowest weighted mean of 2.83 and were interpreted as Sometimes.

The overall average weighted mean was 3.05, indicating that respondents sometimes experienced the identified conditions during group practicum activities. The results further show that internet connectivity issues were among the most frequently encountered challenges during online group performances.

Summary of Findings

Overall, the findings indicate that students utilized a variety of learning strategies to support the execution and counting of folk dance steps in an online learning environment. Online video resources, self-practice, and peer assistance emerged as important learning supports during both individual and group practicum activities. Although respondents generally reported positive learning experiences, challenges related to internet connectivity, communication, and performance coordination were also evident in online folk dance instruction.

DISCUSSION

Students demonstrated the ability to adapt to online folk dance instruction by utilizing a combination of digital resources, self-directed learning strategies, and peer support. Although online learning presented challenges for the acquisition of movement-based skills, the respondents employed various

approaches that enabled them to continue developing folk dance competencies despite the limitations of remote instruction.

A notable aspect of students' experiences in learning the execution of folk dance steps was their reliance on classmates for assistance when difficulties arose in performing specific movements. This pattern underscores the importance of peer support in facilitating psychomotor learning within online environments. Connectivism Learning Theory posits that learning occurs through interactions and connections among individuals within a networked environment. In the absence of immediate face-to-face guidance, students turned to their peers as sources of information, feedback, and support. Such behavior suggests that collaborative learning served as an important mechanism for overcoming instructional barriers in online folk dance education.

Reliance on self-practice and instructor-provided learning materials was evident in students' experiences with counting dance steps. This tendency suggests that understanding rhythm and timing was developed through repeated engagement with instructional resources and independent rehearsal. Dave's Psychomotor Domain Taxonomy emphasizes the progressive development of motor skills through guided practice and repeated performance. Through continuous rehearsal and application of counting patterns, students strengthened their understanding of dance sequences despite limited opportunities for direct supervision.

The frequent use of online video resources, particularly YouTube, highlights the value of video-based instruction in supporting the acquisition of movement skills in online learning environments. Repeated exposure to demonstrations enabled students to observe movements closely, review dance sequences, and refine their performance at their own pace. This observation is consistent with previous studies that identified instructional videos as effective tools for enhancing learner engagement,



independent learning, and skill development in dance education. The accessibility of video resources appears to have compensated, to some extent, for the absence of traditional classroom demonstrations and immediate teacher feedback.

Collaboration emerged as an important component of students' experiences during group practicum activities. Opportunities to share ideas, communicate with classmates, and work collectively toward performance goals contributed positively to the learning process. This observation aligns with Connectivism Learning Theory, which emphasizes the role of communication, interaction, and knowledge sharing in constructing learning experiences. Even within virtual environments, students demonstrated the capacity to engage in collaborative learning and support one another in accomplishing performance-based tasks.

Internet connectivity, however, remained a significant challenge during online group practicum activities. Difficulties associated with unstable connections affected communication, coordination, and synchronization among group members, thereby complicating collaborative performance tasks. Because online folk dance instruction depends heavily on interaction and timely communication, technological disruptions may limit students' ability to participate fully and effectively in group activities. This result suggests that the success of online performance-based instruction is influenced not only by pedagogical strategies but also by the availability of reliable technological infrastructure.

Additional challenges were associated with balancing academic responsibilities and household obligations while participating in online learning. Such circumstances may have constrained opportunities for practice, preparation, and participation in group activities. These experiences reflect the broader realities of remote learning during the pandemic, where students were required to manage multiple responsibilities within home-based learning environments while simultaneously engaging in skill-based coursework.

Taken together, students' experiences suggest that meaningful learning in online folk dance instruction is shaped by the interaction of digital learning resources, peer collaboration, and learner initiative. Although technological and environmental constraints were evident, adaptability and resourcefulness enabled students to continue developing folk dance competencies. These observations highlight the importance of designing online Physical Education courses that provide accessible instructional materials, opportunities for meaningful interaction, and adequate technological support to facilitate psychomotor skill development in technology-mediated learning environments.

CONCLUSION

The study demonstrated that learning experiences in online folk dance instruction are shaped by the interaction of digital learning resources, peer collaboration, and learner initiative. Students adapted to the demands of online instruction by utilizing technology-supported and self-directed learning strategies to develop folk dance competencies. Collaborative engagement with peers emerged as an important element in supporting both

individual and group learning experiences. However, technological and environmental constraints, particularly internet connectivity issues and home-related responsibilities, influenced students' participation in online learning activities. These contribute to the understanding of how psychomotor skills can be developed in technology-mediated Physical Education environments and provide insights for improving online folk dance instruction.

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