

ANALYSIS OF PHYSICAL ACTIVITY-BASED EDUCATIONAL VIDEOS IN TERMS OF VALUES EDUCATION AND COMMUNICATION STYLES WITHIN THE SCOPE OF THE TÜRKİYE YÜZYILI MAARİF MODEL

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ABSTRACT

The Türkiye Yüzyılı Maarif Model represents a comprehensive reform initiative in Turkey's education system, adopting a holistic educational approach that aims to foster students' intellectual as well as moral development. This study aims to examine the extent to which movement-based educational videos grounded in physical activity incorporate values education and communication-oriented content within the framework of the Maarif Model. Designed within a qualitative research paradigm, the study employs content analysis as the primary data collection method. The sample consists of 12 educational videos selected through purposive sampling from the EBA TV YouTube channel, targeting primary school students. The videos were systematically analyzed in terms of the values they emphasize, the ways communication skills are addressed, and the degree of alignment between these contents and the objectives of the Türkiye Yüzyılı Maarif Model. In addition, audiovisual elements such as music, camera techniques, slogans, visual symbols, and editing styles were examined as supportive communicative codes. The findings indicate that participation, motivation, politeness, respect, and responsibility are the most frequently emphasized values across the videos. Regarding communication themes, verbal communication, rhythmic repetition, and interactive engagement emerge as dominant patterns. Moreover, the extensive use of dynamic audiovisual elements—such as rhythmic music, expressive gestures, visual animations, and culturally symbolic imagery—enhances both engagement and instructional effectiveness. Overall, the results demonstrate that movement-based educational content supports not only physical development but also social and emotional learning processes. In this context, it is recommended that future value-oriented educational video designs adopt an integrated approach that systematically combines values education with effective communication practices.

Keywords: Türkiye Century Education Model, Movement-based education, Values education, Communication forms.

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TÜRKİYE YÜZYILI MAARİF MODELİ KAPSAMINDA FİZİKSEL AKTİVİTEYE DAYALI EĞİTSEL VİDEOLARIN DEĞERLER EĞİTİMİ VE İLETİŞİM BİÇİMLERİ AÇISINDAN ANALİZİ

ÖZ

Türkiye'nin eğitim sistemine yönelik kapsamlı bir reform hareketi olan Türkiye Yüzyılı Maarif Modeli, öğrencilerin entelektüel ve ahlaki gelişimini birlikte ele alan bütüncül bir eğitim yaklaşımı sunmaktadır. Bu araştırmanın amacı, fiziksel aktiviteye dayalı hareket temelli eğitsel videoların, Türkiye Yüzyılı Maarif Modeli kapsamında değerler eğitimi ve iletişim temaları açısından nasıl yapılandığını incelemektir. Nitel araştırma desenine göre yapılandırılan çalışmada, veri toplama yöntemi olarak içerik analizi kullanılmıştır. Araştırma örneklemini, amaçlı örnekleme yöntemiyle seçilen ve ilköğretim düzeyindeki çocuklara yönelik EBA TV YouTube kanalında yayımlanan toplam 12 eğitsel video oluşturmaktadır. Analiz kapsamında videolarda yer alan değerler eğitimi, iletişim temaları ile görsel ve işitsel kodlar (müzik, kamera kullanımı, ritmik yapı, semboller) incelenmiştir. Bulgular, videolarda katılım, motivasyon, nezaket, saygı ve sorumluluk değerlerinin öne çıktığını; değerler eğitiminin sekiz alt tema altında yapılandığını göstermiştir. İletişim temaları açısından ise sözlü iletişim ve ritmik tekrar en baskın iletişim biçimleri olarak belirlenmiş, görsel ve sözsüz iletişim unsurlarının daha çok destekleyici bir rol üstlendiği görülmüştür. Ayrıca, hareket, müzik, mimik, jestler ve ulusal-kültürel sembollerin eğitsel içeriği güçlendiren temel görsel-işitsel bileşenler olduğu tespit edilmiştir. Sonuç olarak, hareket temelli eğitsel videoların yalnızca fiziksel gelişimi değil, aynı zamanda sosyal ve duygusal gelişimi de destekleyen çok boyutlu bir öğrenme ortamı sunduğu ortaya konulmuştur. Bu doğrultuda, değer temelli eğitsel video tasarımlarında değerler eğitimi ve iletişim biçimlerinin bütüncül bir yaklaşımla ele alınması önerilmektedir.

Anahtar Kelimeler: Türkiye Yüzyılı Maarif Modeli, Hareket temelli eğitim, Değerler eğitimi, İletişim biçimleri.

INTRODUCTION

The Türkiye Yüzyılı Maarif Model (Türkiye's Century of Education Model) aims to preserve and develop individuals' innate abilities, foster the maturation of character, and ensure holistic integrity. The model seeks to support individuals in realizing their full potential while establishing a rational balance with society. At its core, the model places the human being at the center, addressing cognitive, emotional, physical, social, and spiritual domains of development as an integrated whole. Individuals are provided with opportunities for self-recognition, and the model aspires to offer free learning environments aligned with learners' interests and abilities (Millî Eğitim Bakanlığı [MEB], 2025). The primary objective of the Türkiye Yüzyılı Maarif Model is to cultivate individuals who are both competent and virtuous. While competence refers to knowledge and skills in a specific domain, virtue encompasses moral values and spiritual maturity. By prioritizing competence and virtue within the

student profile, the model takes into account knowledge, skills, dispositions, and values. Furthermore, by adopting a holistic perspective on human development, it presents an innovative educational approach and supports a pedagogical framework that emphasizes values education and communication competencies (MEB, 2024).

The model in question aims to equip individuals with essential life skills in order to enable their active participation in social life. Grounded in the principle of the human being's ontological integrity, the Türkiye Yüzyılı Maarif Model adopts a comprehensive perspective that addresses students' personal development in terms of both mind and body. This approach supports not only students' cognitive development but also the development of their physical and emotional dimensions. While the body represents the physiological structure of the human being, the soul refers to the entirety of intellectual, ethical, and emotional capacities that constitute individual identity (MEB, 2024). With the innovations brought about by the digital age, teaching and learning environments have moved beyond traditional structures and transitioned to digital platforms. In this context, educational activities in Türkiye are also supported through online environments by the Ministry of National Education. Accordingly, the Education Informatics Network (Eğitim Bilişim Ağı – EBA), developed by the General Directorate of Innovation and Educational Technologies, is a social platform that provides video-supported learning materials as well as reliable, evaluated, and accurate e-content aligned with different grade levels (Türker & Dündar, 2020, p. 340). Within the scope of EBA, one of the educational activities consists of movement-based instructional videos that incorporate physical activity. These videos not only aim to teach physical activities but also convey social values and communication skills. The integration of technology into physical education classes increases both the availability of instructional materials and students' motivation to learn (Thornburg & Hill, 2004, p. 54). As teachers gain a better understanding of the educational benefits of the internet, they become more willing to integrate technology into their teaching practices. Research indicates that technology is beneficial for both students and teachers in the context of physical education (Thornburg & Hill, 2004, p. 54). Moreover, technology enables students to acquire physical education knowledge more

independently, and many students feel more motivated to take responsibility for their own learning processes (Witfelt, 2000, p. 237).

Physical movement is based on the needs of individuals, and movement is a fundamental requirement. Physical activity is essential for life. The sedentary nature of modern life makes physical mobility even more important. Movement based on physical education is a vital part of general education and encompasses both mind and body integrity. These activities are necessary for growth and development. Furthermore, bodily movements offer opportunities for self-expression and creativity, as the body is a crucial tool for expressing emotions and developing new movements (Kuter & Kuter, 2012, p. 90). School sports benefit students' physical, mental, social, and emotional development. They also instill lifelong sports habits, fostering habits like playing games and engaging in fun physical activities. Furthermore, they cultivate behaviors such as democratic societal values and independence, thus contributing to educational goals (Turhan et al., 2005). Educational videos have the potential to effectively present these values to students through real-life situations and examples.

The Türkiye Yüzyılı Maarif Model integrates education with the individual's journey toward becoming a “kâmil insan” (a morally and intellectually complete human being) and aims to foster students' moral development, social responsibility, and sense of cultural belonging (MEB, 2025). In this developmental journey, benefiting from the transformative power of physical activity makes a significant contribution to the model's holistic structure. Games, movement, physical education, and sport serve as effective tools in the teaching and internalization of values. The model emphasizes that engaging in physical activity through movement facilitates the adoption of values such as diligence, justice, responsibility, patience, benevolence, and patriotism at both individual and societal levels. This approach reflects an educational philosophy that prioritizes not only students' physical development but also their moral and social advancement (MEB, 2023). Sports activities aim to cultivate values in children such as adherence to rules, respect, patience, cooperation, gratitude, fairness, courage, the ability to make mistakes, and learning from those mistakes (Pervan, 2023). In this regard, examining the content of physical movement–focused

educational videos is of great importance for understanding how effectively they serve the objectives of the model.

Values education can be defined as a multidimensional field that enables individuals to acquire the moral, cultural, and social norms required to become good human beings and qualified citizens (Halstead & Taylor, 2000 p. 178). From this perspective, the Türkiye Yüzyılı Maarif Model aims to promote the understanding, internalization, and enactment of individual, social, and universal values (MEB, 2024). As values education is inherently abstract, the use of digital environments can help bridge students' learning experiences with real-life contexts. Given the realities of the digital age, visual video formats are particularly engaging for children at the primary education level (Yuruk & Atici, 2017, p. 58).

Communication is a process in which people engage in emotional and intellectual interaction. It is crucial for individuals with social connections. Furthermore, communication is a situation where individuals send information/symbols to each other and attempt to understand and interpret these messages (Dökmen, 2005). Children, after leaving their families, join various social groups and begin school, where they learn to communicate. During this process, they discover the existence of different thought structures and perspectives (Cüceloğlu, 1999) The teacher's communication with the child is very important in identifying and solving the child's problems, revealing their talents, and understanding life. The student's ability to freely express themselves, ask questions, and openly articulate their feelings in social relationships is essential for healthy communication, both in education and in their personal life (Aydemir & Tekin, 2018, p. 159). Sports offer an experience that strengthens communication among people, supports teamwork, and allows for the learning of nonverbal communication elements. Physical activity based on sports is one of the most important tools in strengthening the communication skills and socialization of children and young people (Karataş et al., 2021, p. 2). Educational videos can significantly contribute to improving students' communication skills by demonstrating effective communication patterns. Web 2.0 technologies, such as YouTube, which have become quite popular in the new media category, are creating new expectations regarding learning and even providing new opportunities for

learning (Duffy, 2008, p. 124). Various studies exist that show YouTube is an effective educational platform. Students also believe that YouTube is beneficial to their education (Karaçorlu & Bulut Özek, 2024, p. 83).

Content analysis, one of the qualitative research methods, is an effective technique for understanding the pedagogical and sociocultural dimensions of digital materials. This method is well suited to identifying which values are presented in video content and how they are conveyed, which forms of communication are emphasized, and the extent to which these elements align with educational objectives (Krippendorff, 2018). Examining physical activity–based, movement-oriented educational videos that have been developed within the framework of the Türkiye Yüzyılı Maarif Model or are aligned with its principles in terms of value transmission and the development of communication skills can provide valuable insights for both policymakers and educators. Within this framework, analyses of digital educational materials can more clearly reveal the effects of values conveyed through physical activity–based movement on the strengthening of students’ national consciousness.

The primary aim of this study is to examine movement-oriented educational videos within the framework of the Türkiye Yüzyılı Maarif Model in terms of values education and communication skills. Details related to language use, visual elements, character representations, and narrative structures in the videos are of critical importance for understanding how values and forms of communication are constructed (Kress & van Leeuwen, 2006). In this context, the study observes which values are foregrounded in the videos, how communication practices are addressed, and the extent to which this content aligns with the objectives of the model. The findings of the analysis may provide a basis for recommendations aimed at enhancing the quality of digital content production in education and may contribute to the pedagogical development of teachers and content developers. In conclusion, the innovative perspective introduced by the Türkiye Yüzyılı Maarif Model into the education system underscores the necessity of developing and evaluating instructional materials in alignment with this new vision. Movement-themed educational videos represent important tools that can positively influence students not only through physical activity but also in terms of values education and communication. Therefore, the content

analyses to be conducted will make a substantial contribution to concretizing the model's objectives, transforming educational content, and developing more effective instructional methods. Within this context, the present study seeks to address the following research questions.

Research Questions

1. Which values are emphasized in the videos?
2. How are forms of communication conveyed to students in the videos?
3. Through which methods are audiovisual codes presented in the videos?

1. METHOD

This study was conducted using a content analysis method based on document analysis, which is one of the qualitative research designs. Content analysis is a qualitative research method that allows for the systematic examination of written, oral, or visual communication elements (Krippendorff, 2018). Through content analysis, the systematic identification and interpretation of specific themes, categories, and units of meaning enable in-depth responses to the research questions (Miles & Huberman, 2014). In this study, movement-themed educational videos developed within the framework of the Türkiye Yüzyılı Maarif Model and aligned with its values and objectives were evaluated through a structured analytical framework. Using the content analysis technique applied for this purpose, efforts were made to identify the methods of values transmission, communication patterns, and hidden curriculum components present in the videos.

1.1. Sample Selection

Purposive sampling was employed as the sampling strategy in this study. Purposive sampling allows for an in-depth examination of cases that are assumed to possess rich and relevant information (Yıldırım & Şimşek, 2021). In this type of sampling, criteria considered important for selection are determined in advance. Based on these criteria, the selected sample is assumed to reflect the key characteristics of the research population (Tavşancıl & Aslan, 2001).

Within this scope, the educational video series titled “Hareket İyidir” (Movement Is Good), developed within the framework of the Türkiye Yüzyılı Maarif Model, was examined using the content analysis method. For the purposes of the study, 12 videos were selected in order to analyze how movement- and dance-themed educational videos suitable for instructional use and targeting primary school–aged children are structured. These videos were published on the TRT EBA channel on the YouTube platform. (https://www.youtube.com/playlist?list=PLH0rzhjnXfn5D6sJxzybDqJ_cG5u824U). The selected videos were evaluated according to predetermined analysis categories in terms of the extent to which they represent the core values of the Türkiye Yüzyılı Maarif Model (e.g., justice, compassion, patience, cooperation, solidarity, responsibility) and effective communication skills (e.g., empathy, use of body language, listening, and self-expression). Access to the relevant videos was obtained between April 25 and April 29, 2025. The content analysis was conducted within the framework of descriptive analysis and theme-centered analysis methods. In the descriptive analysis phase, the data were organized according to predefined themes; during the thematic analysis phase, recurring patterns of meaning within the data were coded and grouped under specific themes (Yıldırım & Şimşek, 2021). This approach enables a more systematic, valid, and reliable examination of qualitative data.

1.2. Data Analysis

In the data analysis phase of the study, the content of the videos was systematically examined within the framework of themes predefined by the researchers, and the data were analyzed using descriptive and thematic content analysis methods (Yıldırım & Şimşek, 2021). The unit of analysis was defined as meaningful verbal expressions, visual scenes, and audiovisual narrative segments that reflected values education and communication practices.

The analysis process was conducted by two researchers. One of the researchers specializes in sports sciences, while the other specializes in communication sciences. Both researchers independently reviewed and coded the videos based on an analysis framework grounded in values education and communication practices within the scope of the Türkiye Yüzyılı Maarif Model. Following the independent coding phase,

comparison and consensus meetings were held to discuss similarities and discrepancies in the coding results, and a consensus-based approach was adopted.

To support the methodological rigor of the study, expert consultation was obtained from a specialist in educational sciences regarding the accuracy of the pedagogical content and its alignment with values education. This process contributed to enhancing the credibility and validity of the analysis.

Initially, ten videos were analyzed, and recurring themes were systematically recorded in a code notebook during the coding process. After it was determined that the identified themes were sufficiently diversified and analytically meaningful, two additional videos were included in the analysis to reinforce and confirm the emerging thematic structure. Throughout the coding process, cross-coding was performed by both researchers, and the agreement rate between the coders was calculated to strengthen the reliability of the findings.

To minimize potential subjectivity, the coding and analysis processes were continuously reviewed, and expert opinions were consulted when necessary. The analysis continued until clear patterns emerged in the code notebook and thematic saturation was achieved. Throughout this process, data were organized and analyzed under three main categories: value themes, communication themes, and audiovisual codes.

1.2.1. Value Themes

In line with the values education objectives of the Türkiye Yüzyılı Maarif Model, ethical, social, and individual values embedded in videos that encourage children's active participation through dance and rhythm were identified within the framework of value themes. In this context, the videos examined were analyzed to determine how core values such as empathy, responsibility, respect, solidarity, leadership, tolerance, participation, interaction, national values, and social sharing were reflected. These themes were coded through scenes analyzed within the context of the educator's attitudes, verbal expressions, sequences of events, and narrative structures. Each value was explained in terms of its level of representation through explicit or implicit messages conveyed in the videos.

1.2.2. Communication Themes

The videos focused on communication styles, and the communication styles used by the instructor in movement-based topics were examined. The instructor's communication style in the videos was evaluated within the framework of interactive teaching approaches for children. In this context, the basic communication themes identified in the videos under review include verbal communication (such as "let's do it together"), rhythmic and song-based narration, forms of expression supported by body language (such as waving, eye contact), communication elements that encourage social participation (such as "you repeat it," "you dance too"), and reinforcement based on repetition. In light of these themes, positive communication styles and educational messages that can be taken as examples in the videos were systematically examined.

1.2.3. Audiovisual Codes

In the videos examined within the scope of the research, not only the verbal content but also the role of visual and auditory elements in message transmission was analyzed. In this context, multiple coding systems such as the instructor's body language, facial expressions, stage design, color usage, rhythm, music, and sound effects were included in the content analysis process. Furthermore, the audiovisual codes identified in the videos (dance, rhythm and tempo emphasis, smiling, gestures and facial expressions, emotional transitions such as slowing down and speeding up in music, waving, stage backgrounds, animations, use of vibrant colors, etc.) were determined. This aspect of analysis aimed to understand not only what was being conveyed in the content but also how it was being expressed.

1.3. Analysis Process and Instrument

In this study, the content analysis of movement-oriented educational videos was conducted using the manual coding method, which is widely employed in qualitative data analysis. This method involves the systematic examination of video content by the researcher and its analysis in accordance with previously identified themes (Miles & Huberman, 2014; Yıldırım & Şimşek, 2021). As the study is based on document analysis, ethics committee approval was not required.

The analysis process was structured according to the following stages:

1.3.1. Preparation of Video Data

The videos included in the analysis were initially selected using a systematic sampling approach. After viewing, each video was segmented into scenes and transferred to a video observation form. For each theme, a code definition list (codebook) was developed, including fields such as scene number, duration, content description, value theme, communication theme, audiovisual code, and researcher notes. This framework was used as a reference throughout the analysis process.

1.3.2. Coding Process

While the videos were being viewed, each scene was analyzed and manually coded in accordance with the predefined code definition list. During the coding process, Excel-based analysis forms were used to categorize scenes according to themes. To ensure reliability, cross-thematic coding was permitted for the same scenes, and significant moments as well as thematic transitions were enriched with researcher notes. One of the analysis forms used in this process is presented as an example in Table 1.

Table 1

Content Analysis Coding Table – Video (2)

Video Duration: 3 minutes 26 seconds Target Audience: Primary school students Content: An educational video explaining “rules of politeness” through song and dance.						
Scene No.	Time	Content Description	Value Theme	Communication Theme	Audiovisual Code	Researcher’s Note
1	00:00–00:20	Opening scene: Colorful background, energetic music; the instructor greets the audience with a smile.	Politeness	Verbal communication (greeting); Visual communication (gestures–facial expressions)	Vibrant colors, energetic music, direct eye contact with the camera	Initial contact scene; aims to establish trust and closeness.
2	00:21–01:00	The song begins: Dance accompanies lyrics themed	Respect, Social Harmony	Verbal communication supported by body language	Song rhythm, synchronized dance, animated	Notable harmony between movement and lyrics; appropriate for

		around “rules of politeness.”			word highlights	the primary school age group.
3	01:01–01:30	Words such as “please” and “thank you” appear visually on the screen.	Politeness, Empathy	Written and verbal communication	Word animations, colorful fonts, facial expressions	Learning is reinforced through visual support.
4	01:31–02:20	The song tempo increases; energetic dance movements directed at children continue.	Healthy Living, Discipline	Communication through body language	Fast-paced editing, rhythmic dance, upbeat music	Physical movement and rhythm synchronization are conveyed in an engaging manner.
5	02:21–03:00	With the lyrics “Let’s listen to each other,” a pause-and-listen movement is performed.	Listening, Respect	Nonverbal communication (gestures, posture)	Moment of silence, calm background music, slow dance movements	Emphasis is created through contrast.
6	03:01–03:26	Final scene: The instructor smiles, says “Goodbye,” and waves.	Politeness, Culture of Farewell	Verbal communication	Camera-focused closing, low-tempo background music	Consistent with the opening; conveys a positive closing message.

1.4. Synthesis of Themes and Identification of Patterns

The coded scenes were grouped under thematic categories, and frequencies were calculated to determine how often each theme recurred and in which types of scenes they were most prominent. Manual coding enhanced the researcher’s direct engagement with the data, allowing for a more in-depth analysis of the implicit meanings embedded within the videos (Saldaña, 2016). The resulting data were interpreted in terms of inter-thematic relationships and emerging patterns, and the findings were reported together with frequency information. Where necessary, illustrative scene descriptions related to specific themes were used to enrich the analysis.

1.5. Data Analysis

Four main software programs were used in the analysis of the data. In the first stage, the datasets under examination were converted to tab-delimited file format and analyzed using VOSviewer software. In the second stage of the study, Canva software was used for creating tables and visual designs, data processing, and reporting. Sankey diagrams were used to determine themes and sub-themes. WordClouds program was used to create the word cloud.

2. FINDINGS

This section presents the findings obtained from the coded themes related to values education and communication forms in movement-based educational videos.

Table 2.

Codes and Distribution of Video Contents by Thematic Focus

Video Order	Video Code	Video Duration (min/sec)	Video Content
1	V1	3.24	Primary and secondary colors
2	V2	3.26	Rules of politeness
3	V3	3.46	Traffic rules
4	V4	3.44	Personal hygiene
5	V5	3.25	Importance of balanced nutrition
6	V6	3.20	Learning the Turkish alphabet
7	V7	3.01	Domestic products
8	V8	3.37	The 3-times multiplication table
9	V9	3.39	Türkiye's seven geographical regions
10	V10	3.47	Love for Atatürk
11	V11	3.11	National unity and the Republic
12	V12	2.58	Love of family

Table 2 presents information regarding the order, code, duration, and content of the video materials for a total of 12 videos. Based on the data obtained in the study, a concept cloud, network, and density map of motion based training videos were created and are presented in Figure 1.

2.1. Findings Regarding the Value Theme

Based on the data obtained in the study, the frequency levels of value themes according to sub-themes and dimensions were determined. Based on the data obtained in the study, the frequency levels of value themes according to sub-themes and dimensions were determined. The Sankey diagram, concept map, and density map created accordingly are presented in Figure 2.

Figure 1

Visualization of Value Themes in the Context of Sub-Themes and Dimensions

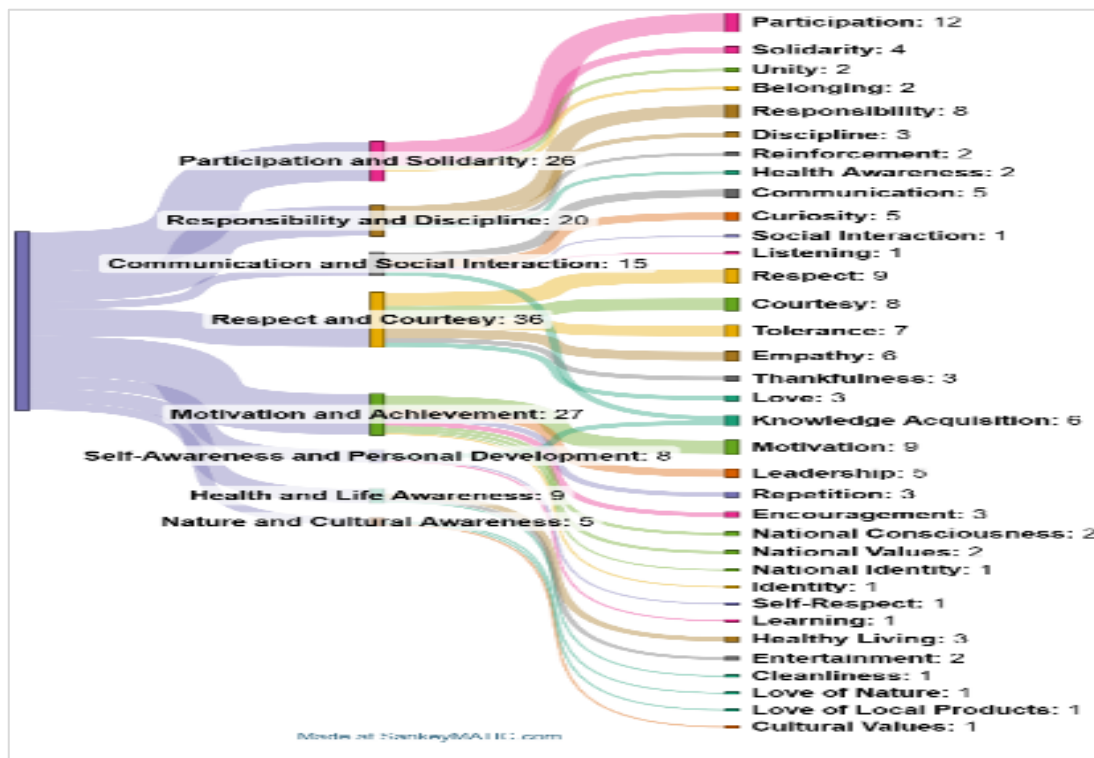


Figure 2 illustrates the distribution of eight sub-themes and their associated dimensions identified through thematic content analysis. The relationships between codes, sub-themes, and themes are visualized using a Sankey diagram, reflecting the hierarchical structure of themes and the relative intensity of each dimension based on frequency. Within the participation and solidarity sub-theme, participation is the most dominant dimension, followed by solidarity, unity, social harmony, and belonging at

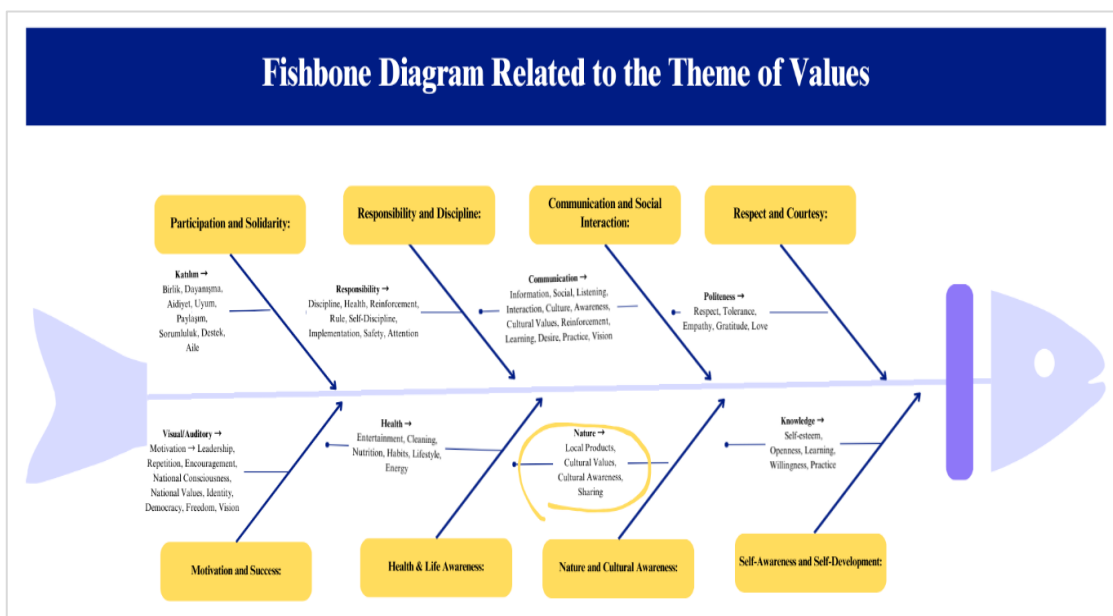
lower levels. Responsibility and discipline are prominent within the responsibility and discipline sub-theme, whereas rule awareness and self-discipline occur less frequently.

In the communication and social interaction sub-theme, communication and information acquisition are emphasized, while listening and cultural values appear to a limited extent. The respect and courtesy sub-theme is mainly characterized by respect, courtesy, tolerance, and empathy, with gratitude and love represented at moderate levels. Similarly, motivation and leadership stand out within the motivation and achievement sub-theme, whereas national values and vision show lower intensity. In the health and life awareness sub-theme, healthy living and entertainment are emphasized, while cleanliness and habit development are marginal. Dimensions related to self-esteem and openness to learning are evident in the self-awareness and self-development sub-theme, although knowledge acquisition is less prominent.

Overall, the findings indicate that movement-based educational videos prioritize participation, motivation, respect, and responsibility, highlighting a focus on social interaction and collaborative learning. Based on the findings, a Fishbone Diagram illustrating the value themes is presented in Figure 3.

Figure 2

Fishbone Diagram of Value Themes



The Fishbone Diagram presented in Figure 3 illustrates the relationships between main themes, sub-themes, and the values addressed in the movement-based educational videos. Within the participation and solidarity sub-theme, participation is associated with unity, solidarity, belonging, harmony, sharing, responsibility, support, and family ties. The responsibility and discipline sub-theme links responsibility with discipline, health, rule awareness, self-discipline, implementation, safety, and attention.

In the communication and social interaction sub-theme, communication is connected to information acquisition, social interaction, listening, cultural awareness, learning, practice, and vision. The respect and courtesy sub-theme is characterized by courtesy and its association with respect, tolerance, empathy, gratitude, and love. Similarly, the motivation and success sub-theme emphasizes motivation in relation to leadership, encouragement, repetition, national consciousness, national values, identity, democracy, freedom, and vision.

The health and life awareness sub-theme is associated with health, entertainment, cleanliness, dietary diversity, habit formation, connection with daily life, and energy. The nature and cultural awareness sub-theme is linked to nature, local values, cultural consciousness, and sharing. Finally, the self-awareness and self-development sub-theme relates to knowledge, self-respect, openness to learning, desire to learn, and practice. Overall, the Fishbone Diagram provides a structured overview of how value-related themes and sub-themes are distributed across the content of the movement-based educational videos.

2.2. Findings Regarding Communication Contact

Based on the data obtained in the study, the frequency levels of communication themes according to sub-themes and dimensions were determined. The Sankey diagram, concept map, and density map created accordingly are presented in Figure 4.

Figure 3

Heat Map Interpretation of Communication Themes Across Sub-Themes and Dimensions

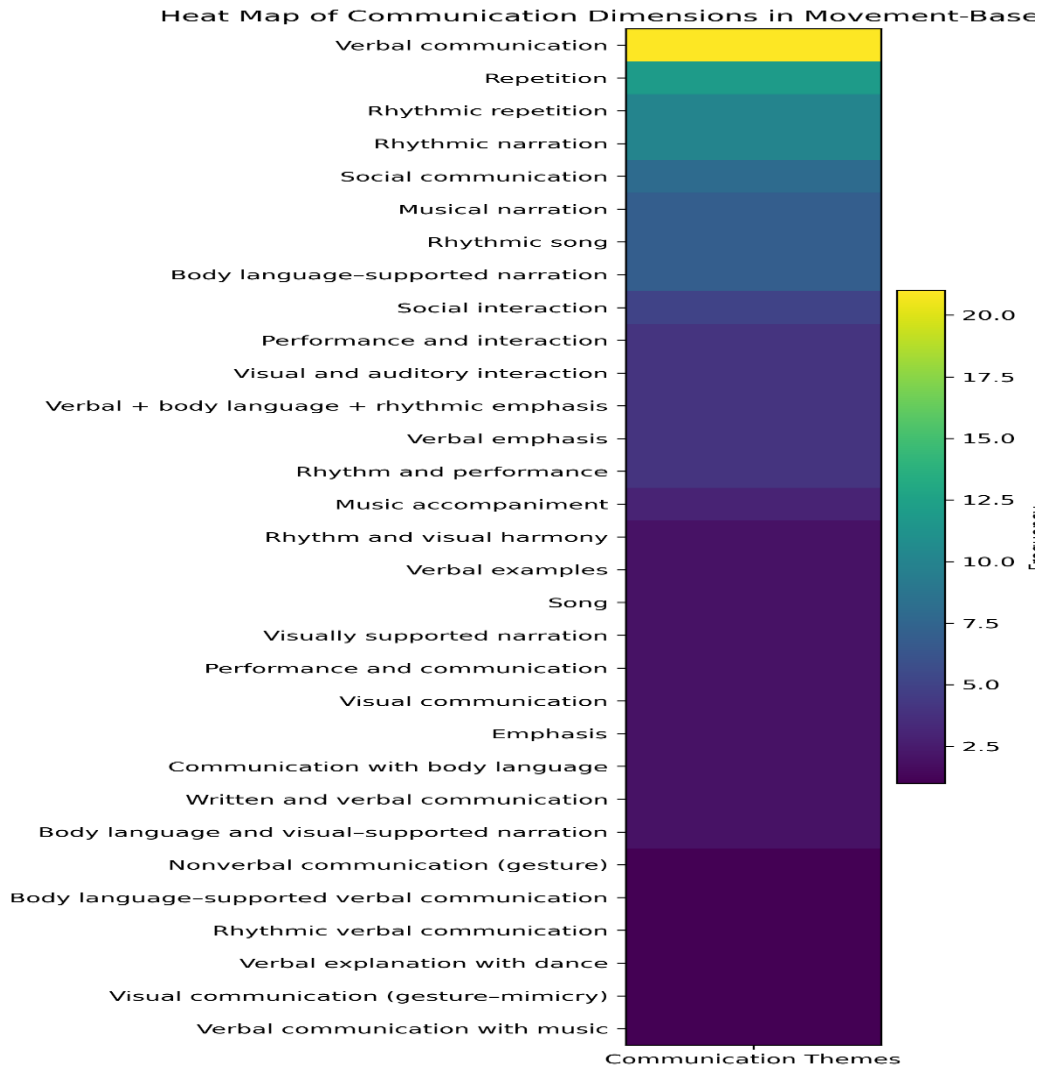
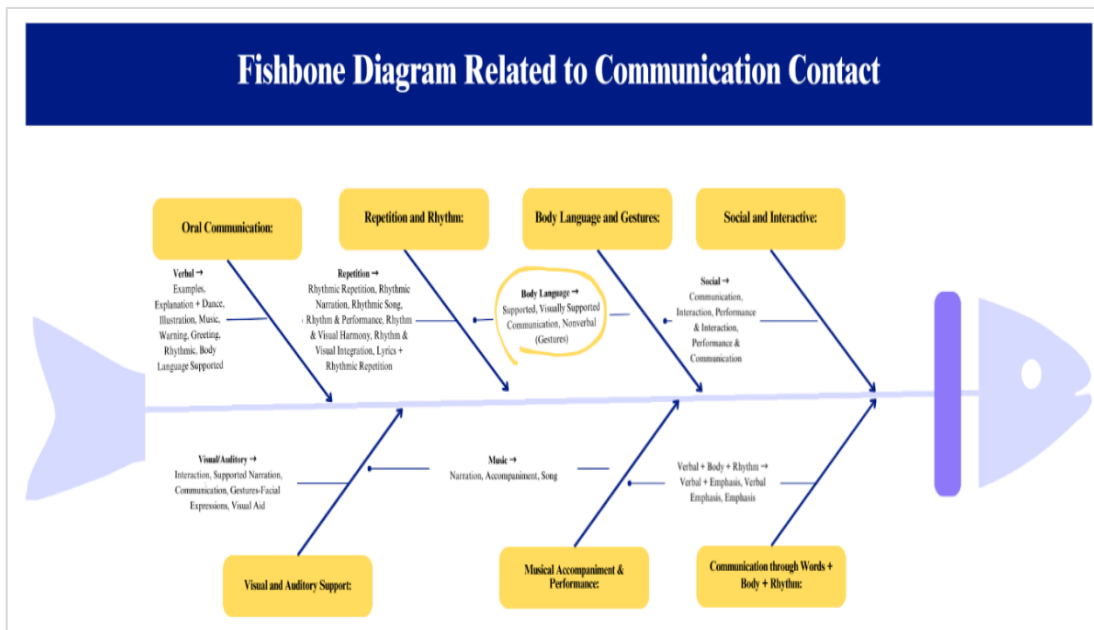


Figure 4 presents a heat map illustrating the frequency-based distribution of communication dimensions in movement-based educational videos. Verbal communication emerges as the most prominent dimension, indicating that direct verbal interaction constitutes the primary mode of communication in the analyzed content. Dimensions related to repetition and rhythmic repetition also show high intensity, emphasizing their frequent use in reinforcing learning and maintaining attention.

Moderate intensity is observed in body language–supported narration, musical narration, and rhythmic songs, reflecting the integration of multisensory elements that complement verbal communication. In contrast, visual communication, gesture-based nonverbal communication, and visually supported narration appear at lower intensity levels, suggesting a more supportive role within the overall communication framework. Overall, the heat map indicates that movement-based educational videos primarily employ verbal and rhythm-based communication strategies, with nonverbal and visual elements functioning as complementary components. Based on the findings, a Fishbone Diagram related to communication themes is presented in Figure 5.

Figure 5

Fishbone Diagram for Communication Contact



As shown in Figure 5, communication themes in movement-based educational videos were examined through the dimensions of verbal and nonverbal expressions, rhythm and repetition, bodily movements, social interaction, and audiovisual support. Verbal communication is supported by methods such as explanation, exemplification, music, and dance, while rhythmic repetition and performance stand out as important tools for reinforcing learning and increasing attention span. Body language and gestures strengthen nonverbal communication, while social interaction and

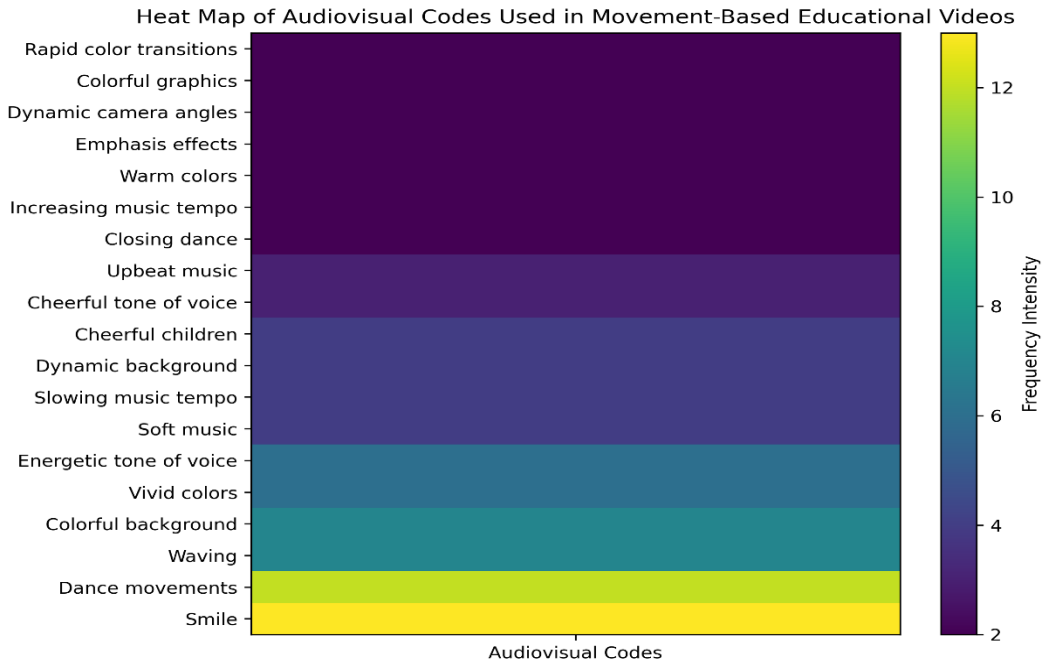
performances support communication and participation among students. Visual and auditory elements increase the comprehensibility of the narrative, and musical performances and rhythmic narratives integrate verbal and bodily expressions, creating an effective form of communication. In this context, the combined use of verbal, bodily, and rhythmic expression forms the core of the communication strategy in the videos

2.3. Findings Regarding Audiovisual Contact

Based on the data obtained in the study, the frequency levels of audiovisual themes were determined according to sub-themes and dimensions. The Sankey diagram, concept map, and density map created accordingly are presented in Figure 6.

Figure 6

Heat Map of the Frequency Distribution of Audiovisual Codes in Movement-Based Educational Videos



As shown in Figure 6, the heat map illustrates the frequency distribution of audiovisual codes identified in movement-based educational videos, revealing clear patterns in the prominence of specific visual and auditory elements. As shown in the

figure, smiles and dance movements emerge as the most frequently used codes, indicating that positive facial expressions and bodily movement constitute central strategies for engaging learners. Elements such as waving, colorful backgrounds, vivid colors, and an energetic tone of voice also display relatively high intensity, suggesting that visual vibrancy and expressive vocal delivery are employed to sustain attention and emotional involvement.

Moderate frequencies are observed for codes related to music tempo variations, soft or upbeat music, and dynamic camera angles, which function as supportive components that enhance narrative flow and visual dynamism. In contrast, codes such as emphasis effects, warm colors, colorful graphics, and closing dance scenes appear at lower intensity levels, indicating a more complementary role within the overall audiovisual structure. Overall, the distribution pattern presented in the heat map demonstrates that audiovisual codes in movement-based educational videos are not used randomly but are strategically combined to create an engaging, emotionally positive, and pedagogically supportive learning environment.

Figure 7

Fishbone Diagram for Audiovisual Themes

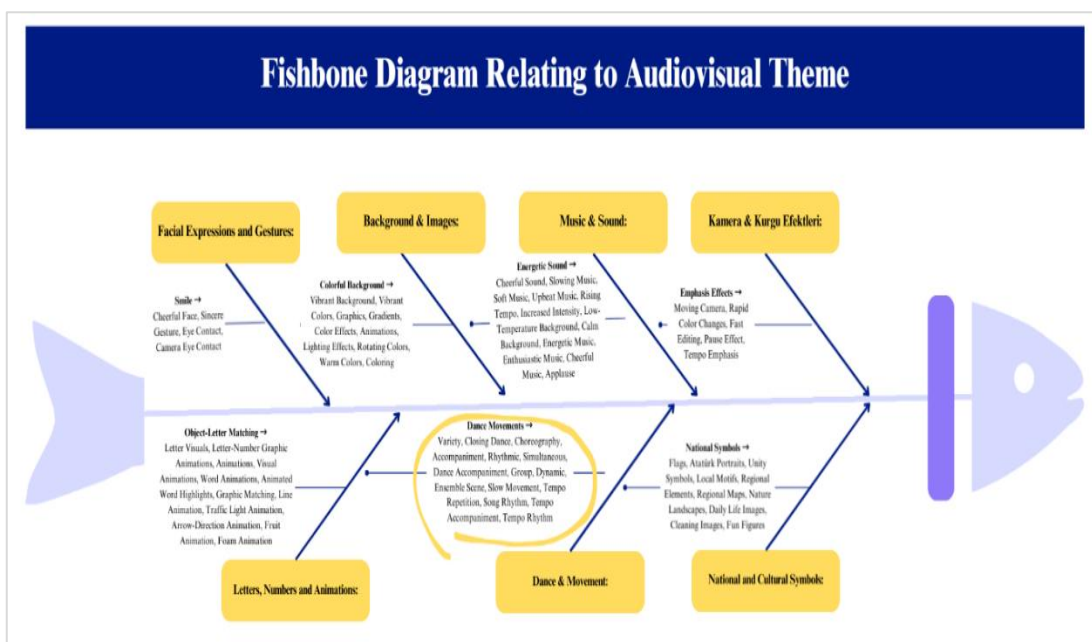


Figure 7 presents the distribution of audiovisual themes in movement-based educational videos, revealing several prominent sub-themes. Facial expressions and gestures, particularly smile-based expressions, sincere gestures, and direct eye contact with the camera, are frequently used to enhance emotional engagement and visual interaction. Dance and movement are characterized by diverse choreographies and rhythmic applications, including group performances and movements synchronized with musical rhythm and tempo.

Background and visual elements, such as colorful settings, animations, lighting effects, and color transitions, are widely employed to increase visual appeal. Within the music and sound theme, energetic vocal tones, rhythmic and cheerful music, and tempo variations support attention and instructional flow. Letter-, number-, and animation-based visuals function as audiovisual tools that support learning processes. In addition, the presence of national and cultural symbols, including flags, Atatürk portraits, local motifs, and nature visuals, reflects values-oriented content. Camera and editing techniques, such as dynamic angles, emphasis effects, and fast editing, further contribute to visual coherence and viewer interaction.

DISCUSSION AND CONCLUSION

In this study, movement-based educational videos broadcast on YouTube EBA TV were examined, and it was aimed to systematically code and evaluate the scenes included in the videos in terms of value themes, communication themes, and visual–auditory elements. The findings of the study indicate that these videos not only convey educational information but also provide children with opportunities for value-based learning. Examining and evaluating the content, quality, and reliability of the prepared movement-based educational videos on EBA TV within the framework of the Türkiye Yüzyılı Maarif Model demonstrates that the learning outcomes acquired by children through these videos have a significant impact.

One of the key findings of the study revealed that the most frequently observed value themes in the videos were participation, politeness, responsibility, and motivation, and that these themes were predominantly supported through verbal communication, rhythmic narration, and visual gestures. Among these, the themes of

participation and responsibility stood out as the most recurrent values. These values played a central role in guiding children toward behaviors such as healthy nutrition, personal hygiene, and compliance with traffic rules. In particular, the theme of responsibility was most often reinforced through verbal instruction and movement-based reinforcement. Another prominent value identified in this study is respect. This value was particularly emphasized in videos with the themes of “National Unity and the Republic” and “Love for Atatürk,” where respect for leaders, the national flag, and societal rules was reinforced through various verbal and visual cues throughout the content. Likewise, the value of leadership was indirectly represented in these themes, portraying Atatürk as a role model leader for children. The 2018 national curriculum adopted a value- and skill-centered approach, establishing common educational objectives across all subjects (MEB, 2018). The core values promoted within these programs include love, respect, responsibility, justice, friendship, honesty, helpfulness, and patriotism (MEB, 2019, 2020). At a global level, the most frequently integrated values in curricula are respect (73%), cultural diversity (67%), personal and social responsibility (67%), tolerance (54%), and honesty (43%) (OECD, 2019). In democratic countries, educational programs generally emphasize the importance and cultivation of universal values such as respect, cultural diversity, personal and social responsibility, human dignity, tolerance, democracy, equality, integrity, justice, inclusivity, and freedom (OECD, 2019).

On the other hand, the themes of empathy and tolerance were conveyed more subtly in the videos and were associated with behavioral patterns such as intra-group communication, cooperative action, and mutual understanding in scenes like “Family Love” and “Rules of Courtesy”. Group dances, coordinated movements, and rhythmic repetitions in these scenes contributed to reinforcing these values. The theme of solidarity was structured around efforts for collective good in content such as “Domestic Products” and “National Unity”. These scenes aimed to instill a sense of community in children, emphasizing the importance of acting together through audiovisual elements. Although the theme of honesty was not directly emphasized, the consistent use of clear and transparent language, the explicit presentation of rules, and the coherence between content and conveyed messages indirectly supported this value.

In terms of audiovisual codes, the most prominent patterns included smiling, dance movements, and waving, which supported positive emotional engagement. These codes were structured in a manner appropriate to the target age group and holistically supported affective, cognitive, and psychomotor learning domains.

The need for individuals to receive values education stems from the understanding of humans as holistic beings. In addition to intelligence and physical abilities, individuals possess traits such as values, dislikes, jealousy, and passions. Without education in these aspects, it is difficult for individuals to develop a balanced personality (Kenan, 2007). Virtues represent the strengths that education aims to cultivate in individuals. People attain these virtues through the values they develop in the course of their experiences, and these values are manifested in their actions. In the Türkiye Yüzyılı Maarif Model, values that are internalized as virtues and observable through actions are defined using the Virtue-Value-Action Framework. The values in the model are grounded in national and spiritual references while also considering universal dimensions. The primary objective of the model is to progress from actions to values, from values to virtuous individuals, and from virtuous individuals to the ultimate goals of a “Peaceful Family and Society” and a “Peaceful Individual in a Livable Environment” (MoNE, 2024). From the perspective of the model’s principle of holistic human development, it can be argued that these educational contents provide a functional structure for both values education and movement-based learning.

In conclusion, the “Movement is Good” videos not only promote physical activity but also convey fundamental human and social values to children through age-appropriate pedagogical structures. This aligns with the Türkiye Yüzyılı Maarif Model’s goal of holistic human development. Elements such as dance, rhythm, and coordination in the video content not only enhance children’s motor skills but also demonstrate that movement can serve as an effective medium for communication and value transmission, beyond being merely a physical activity. In this context, the present study offers the following recommendations.

- In new content, scenes can be structured with more concrete behavioral examples for each of the values identified above.

- Educational content creators can work on constructivist video designs developed within the virtue-communication-movement framework proposed by the Türkiye Yüzyılı Maarif Model.

- By utilizing analyses of this type, educational content developers can adopt a measurement- and evaluation-based approach in the design of value-themed videos.

- On digital platforms, videos focused on physical activity, physical education, and sports can incorporate values education tools and be designed to address various learning styles.

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Extended Abstract

Research Background & Aim

This study aims to analyze physical activity-based educational videos within the scope of the Türkiye Yüzyılı Maarif Model in terms of values education and communication practices. In recent years, educational videos integrating physical activity have gained increasing importance due to their potential to support holistic child development, foster positive values, and enhance effective communication skills. The Türkiye Yüzyılı Maarif Model emphasizes value-oriented education, learner-centered approaches, and meaningful communication processes. Within this framework, the present study seeks to identify which values are represented in physical activity-based educational videos, how these values are communicated, and what types of communication practices are employed. By doing so, the study aims to contribute to both educational sciences and communication studies, offering an interdisciplinary perspective aligned with national educational policies.

Methodology

The study was designed using a qualitative research approach, specifically employing content analysis. The research material consisted of twelve educational videos themed around “Hareket İyidir” (Movement is Good), produced for primary

school students and disseminated through digital platforms. These videos were selected using criterion sampling, ensuring alignment with physical activity content, educational intent, and suitability for the target age group. The analysis process was conducted by two independent researchers, one specializing in sports sciences and the other in communication sciences. Each researcher coded the videos independently based on predetermined categories. The coding framework was developed in line with the values emphasized in the Türkiye Yüzyılı Maarif Model, including empathy, responsibility, respect, honesty, solidarity, leadership, and tolerance. In addition, communication practices were analyzed under themes such as verbal communication, non-verbal communication, visual-auditory elements, narrative style, and interaction patterns. To enhance the reliability and validity of the analysis, consensus meetings were held to resolve discrepancies, and expert consultation was obtained from an educational sciences specialist to ensure pedagogical accuracy and appropriateness for values education.

Findings

The findings revealed that physical activity-based educational videos prominently incorporated values education alongside instructional content. Among the values identified, responsibility, respect, and solidarity appeared most frequently, often embedded within movement-based activities and cooperative tasks. Empathy and tolerance were conveyed through scenarios encouraging understanding, inclusion, and positive peer interaction. Leadership was less frequently emphasized but was present in activities that promoted initiative-taking and group guidance. In terms of communication practices, the videos predominantly utilized multimodal communication strategies. Verbal communication was supported by clear and age-appropriate language, while non-verbal communication such as gestures, facial expressions, and body movements played a crucial role in reinforcing messages. Visual and auditory elements, including music, rhythm, animations, and colorful graphics, were effectively used to maintain attention and enhance message retention. The narrative structures were generally simple and repetitive, facilitating comprehension and value internalization among young learners. Overall, the findings

suggest that physical activity-based videos serve as effective tools for integrating values education with engaging communication practices.

Conclusion & Discussion

This study concludes that physical activity-based educational videos, when designed in accordance with the Türkiye Yüzyılı Maarif Model, can effectively support values education and positive communication practices. The integration of movement, values, and multimodal communication contributes to meaningful learning experiences that address cognitive, affective, and social dimensions of development. The interdisciplinary nature of the analysis highlights the importance of collaboration between sports sciences, communication sciences, and educational sciences in the design and evaluation of digital educational content. These findings have practical implications for educators, curriculum developers, and content producers seeking to create value-oriented and pedagogically sound educational videos. Future research may expand the sample size, include different age groups, or employ mixed-method approaches to further explore the impact of physical activity-based educational media on learning outcomes and value acquisition.

In conclusion, the “Movement is Good” videos not only promote physical activity but also convey fundamental human and social values to children through age-appropriate pedagogical structures. This aligns with the Türkiye Yüzyılı Maarif Model’s goal of holistic human development. Elements such as dance, rhythm, and coordination in the video content not only enhance children’s motor skills but also demonstrate that movement can serve as an effective medium for communication and value transmission, beyond being merely a physical activity. In this context, the present study offers the following recommendations.

New educational content can be designed by structuring scenes around more concrete and observable behavioral examples for each of the values identified in this study, thereby facilitating children’s understanding and internalization of these values. Within this framework, educational content creators may benefit from adopting constructivist video designs developed in accordance with the virtue–communication–movement framework proposed by the Türkiye Yüzyılı Maarif Model, which

emphasizes holistic learning through active participation and meaningful interaction. Moreover, by drawing on analyses such as those presented in this study, content developers can employ a measurement- and evaluation-oriented approach when designing value-themed educational videos, allowing for more systematic and evidence-based content production. In addition, on digital platforms, videos focusing on physical activity, physical education, and sports can be enriched with values education tools and designed in ways that address diverse learning styles, thereby enhancing their pedagogical effectiveness and inclusivity.

The authors contributed equally to this study.

The authors declare that there is no conflict of interest related to this study.