

Scenario Based Video Design for Moral Education in Grade 3: A Process Oriented Approach

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Abstract

In the context of competency-based education reform, the integration of multimedia tools—particularly scenario-based videos—has emerged as a promising approach to enhance moral education in primary schools. This study investigates the design and pedagogical use of scenario-based videos in Grade 3 moral education through a process-oriented framework. Employing a mixed-methods design, data were collected from 301 primary school teachers via surveys and from an experimental intervention involving 70 Grade 3 students divided into control and experimental groups. The findings reveal that although 97.7% of teachers recognize the necessity of scenario-based videos, their classroom implementation remains inconsistent, primarily due to the lack of structured design guidance. In response, the study proposes a five-step design process: (1) identifying learning objectives, (2) constructing moral dilemmas, (3) scripting with pedagogical pause points, (4) video production, and (5) evaluation and refinement. Experimental results demonstrate that students exposed to scenario-based videos significantly outperformed those in traditional instruction in moral awareness, decision-making, and behavioral intention ($p < 0.05$). The study proposes and empirically supports a pedagogical framework and provides practical implications for integrating scenario-based video design into moral education, supporting the development of students' ethical reasoning and behavioral competencies in digitally enriched learning environments.

Keywords: Scenario based video; Moral education; Primary education; Instructional design; Experiential learning; Pedagogical innovation

1. Introduction

In the digital era, the integration of modern instructional media, particularly video, has become an inevitable trend for fostering learners' competencies and character development (Cassano et al., 2024; Shim, 2023). Video is widely recognized as a powerful multimedia tool that integrates dynamic visuals, audio, and text, enabling learners to process information through multiple sensory channels, thereby enhancing comprehension and retention. Naimah (2022) demonstrated that the use of video can significantly improve learning outcomes, especially for primary school students, whose cognitive characteristics are predominantly concrete and visually oriented (Naimah, 2022). However, the effectiveness of video does not solely depend on content; it is also strongly influenced by pedagogical design. In particular, videos should be concise, logically structured, and aligned with learners' cognitive load. Moreover, there is an increasing shift from using video merely as a presentation medium to leveraging it as a tool for organizing active learning activities (Wang et al., 2024).

Among various forms of educational video, scenario-based video has emerged as a highly promising approach. This type of instructional material reconstructs real-life situations, positioning learners as observers and decision-makers when faced with problem-based contexts. Scenario-based videos enhance learning experiences, increase student engagement, and accommodate diverse learning styles among primary school students. Notably, the technique of "pedagogical pause"—interrupting the video before the conflict is resolved—is considered a key strategy for stimulating critical thinking and decision-making skills. In addition, the integration of interactive tools such as video annotation facilitates the transition from passive viewing to active learning (Cassano et al., 2024).

In the field of moral education, current research trends are shifting from knowledge transmission toward the development of behavior and attitudes through experiential learning, particularly digital experiences and storytelling approaches. Yudha et al. (2024) emphasized that multimedia storytelling has a positive impact on the

development of prosocial behaviors such as cooperation, empathy, and helping behaviors (Yudha et al., 2024). Similarly, Zekary et al. (2025) found that story-based programs significantly enhance character strengths and resilience among primary school students (Zekary et al., 2025). Furthermore, emerging technologies such as virtual reality have been shown to improve learners' moral sensitivity through immersive experiential environments (Shim, 2023).

From a theoretical perspective, contemporary models of moral education emphasize the integration of cognition, emotion, and behavior. Ruyadi et al. (2026) proposed a five-stage model consisting of value orientation, knowledge exploration, collaborative inquiry, moral reflection, and character action, in which moral reflection plays a central role in transforming knowledge into behavior (Ruyadi et al., 2026). Complementing this approach, Fauyan et al. (2026) introduced the concept of "embedded moderation pedagogy", arguing that moral education should be integrated into learning activities and school culture rather than treated as a separate subject (Fauyan et al., 2026).

In Vietnam, although the use of video in teaching has received increasing attention, existing studies have primarily focused on science-related subjects. For Moral Education- which aims to develop behavioral norms and self-regulation competencies- the application of scenario-based video remains limited and lacks systematic investigation. A Vietnamese research group (2025) has initially highlighted the role of scenario-based videos as a "bridge" between theory and practice and proposed a five-step design process. However, there is still a lack of studies that explicitly examine the connection between video design, instructional implementation, and the development of students' behavioral competencies.

At the primary level, moral education is closely associated with everyday situations, requiring instructional approaches that are concrete, engaging, and action-oriented. In this context, scenario-based video is considered an appropriate tool to support students in observing, analyzing, and selecting appropriate behaviors. Nevertheless, there remains a lack of research proposing specific design processes and empirically validating the pedagogical effectiveness of this type of instructional material in classroom practice.

Based on these considerations, although the role of video and scenario-based video has been widely acknowledged, significant research gaps remain in the design and implementation of scenario-based video for moral education at the primary level, particularly in the Vietnamese context. This study addresses the following research questions:

- RQ1. How do teachers perceive and use scenario-based videos in Moral Education
- RQ2. What constitutes an effective design process for scenario-based videos for Grade 3 students?
- RQ3. How does the use of scenario-based videos affect students' moral learning outcomes?
- RQ4. What factors influence the pedagogical effectiveness of scenario-based videos?

2. Methodology

2.1. Research Design

This study employed a mixed-methods design, integrating a quantitative survey with a quasi-experimental intervention to ensure both breadth and depth of analysis. The combination of methods enhances the validity and reliability of the findings by triangulating teachers' perceptions with students' learning outcomes.

2.2. Participants

The study involved two groups of participants:

Survey sample: 301 primary school teachers and school administrators, providing data on perceptions and current practices regarding the use of scenario-based videos in moral education.

Experimental sample: 70 Grade 3 students from two intact classes. The experimental group (n = 35) received instruction using scenario-based videos, while the control group (n = 35) was taught using traditional methods.

2.3. Instruments

Data were collected using the following instruments:

- A five-point Likert-scale questionnaire to measure teachers' perceptions and frequency of video use.

- A moral competency assessment test administered as pre-test and post-test to evaluate students’ moral awareness, decision-making, and behavioral intentions.
- A classroom observation checklist to record students’ engagement and behavioral responses during instructional activities.

2.4. Procedure

The study was conducted in four phases:

Phase 1 – Teacher survey: Collection of data on teachers’ perceptions and current practices.

Phase 2 – Video design: Development of scenario-based videos following a five-step design process.

Phase 3 – Experimental intervention: Implementation over four weeks, comparing the experimental and control groups.

Phase 4 – Data analysis: Compilation and statistical analysis of collected data.

2.5. Data Analysis

Quantitative data were analyzed using: Descriptive statistics (Mean and Standard Deviation) to summarize trends; Independent samples t-test to examine differences between groups, with statistical significance set at $p < 0.05$.

3. Results and Discussion

3.1. Teachers’ perceptions and current practices of scenario-based video use

Survey data were collected from 301 primary school teachers and administrators with diverse age distributions, providing a comprehensive representation of the teaching workforce involved in the study. Detailed demographic information is presented in Table 1.

Table 1. Demographic characteristics of participants (n = 301)

Age group	Number (n)	Percentage (%)
Under 30	46	15.3
30–40	68	22.6
41–50	67	22.3
Over 50	120	39.9

This distribution reflects a balance between younger teachers- who are generally more adaptable to technology—and experienced teachers with extensive pedagogical expertise. Such diversity ensures a multidimensional perspective on the use of video in teaching.

Results further indicate highly positive perceptions regarding the necessity of scenario-based videos in Grade 3 Moral Education (Table 2).

Table 2. Teachers’ perceptions of the necessity of scenario-based videos

Level of necessity	Percentage (%)
Very necessary	43.5
Necessary	54.2
Slightly necessary	2.3
Not necessary	0

The combined percentage of positive responses (“necessary” and “very necessary”) reaches 97.7%, demonstrating strong consensus on the pedagogical value of scenario-based videos. However, a noticeable discrepancy emerges when examining actual classroom practices (Table 3).

Table 3. Frequency of video use in Moral Education classes

Frequency	Percentage (%)
Frequently	57.8
Occasionally	31.6
Rarely	4.0
Never	6.6

The gap between high perceived necessity (97.7%) and frequent usage (57.8%) indicates inconsistency in implementation. This indicates that although teachers recognize the value of scenario-based videos, their classroom integration remains inconsistent.

Qualitative data from interviews and classroom observations further identify key challenges (Table 4).

Table 4. Challenges in implementing scenario-based videos

Category	Description
Resource-related	Lack of suitable video materials aligned with moral topics
Pedagogical design	Difficulty in constructing meaningful moral conflicts
Instructional strategy	Limited skills in facilitating discussion (e.g., pedagogical pause)

These findings indicate that the gap between perception and practice is not due to negative attitudes, but rather stems from limitations in instructional design competencies and pedagogical implementation. This provides a strong empirical basis for proposing a structured design process.

3.2. The role of scenario-based videos in Moral Education

Findings from both survey and observational data indicate that scenario-based videos play a significant role in enhancing the effectiveness of Moral Education in Grade 3.

First, scenario-based videos help visualize abstract moral concepts by presenting realistic and relatable situations. This enables students to identify and interpret appropriate behaviors within concrete contexts.

Second, these videos create a simulated learning environment in which students can analyze situations and make decisions without facing real-life consequences. Such an environment supports the development of moral cognition and behavioral self-regulation.

Moreover, when integrated with interactive pedagogical strategies such as group discussion and role-playing, scenario-based videos facilitate the transformation of moral knowledge into practical behavior, thereby increasing the overall effectiveness and relevance of moral education.

3.3. The proposed process for designing scenario-based videos

Based on both theoretical analysis and empirical findings, the study proposes a five-step process for designing scenario-based videos (Figure 1).

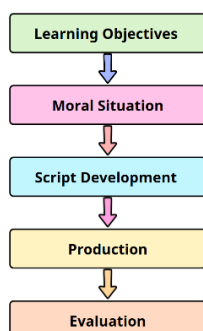


Fig 1. Proposed process for designing scenario-based videos

This process ensures alignment among learning objectives, scenario construction, and modes of representation. The construction of moral dilemmas serves as the core component, stimulating critical thinking and decision-making among students.

A key feature of the process is the integration of the “pedagogical pause” within the video script. Instead of presenting a resolved outcome, the video intentionally stops at the peak of the moral conflict, creating space for discussion, reflection, and student-centered reasoning.

The alignment between identified challenges and corresponding steps in the design process is presented in Table 5.

Table 5. Alignment between identified challenges and proposed solutions

Identified challenges	Corresponding steps in the process
Lack of clear objectives	Step 1: Define learning outcomes
Weak moral conflict	Step 2: Construct moral situations
Ineffective classroom use	Step 3: Script with pedagogical pause
Lack of evaluation criteria	Step 5: Evaluation and refinement

This table demonstrates that the proposed process is not only theoretical but also directly addresses the practical challenges faced by teachers.

3.4. Effectiveness of the proposed process

The quasi-experimental results indicate that the implementation of the proposed design process yielded significant improvements in students’ learning outcomes (Table 6).

Table 6. Comparison of learning outcomes between experimental and control groups

($N = 70$; $n_{exp} = 35$; $n_{con} = 35$)

Evaluation Criteria	Experimental (Mean ± SD)	Group	Control Group (Mean ± SD)	p-value	Statistical Significance
Learning interest	4.30 ± 0.52		3.47 ± 0.61	< 0.001	Significant
Participation level	4.25 ± 0.50		3.50 ± 0.56	< 0.001	Significant
Moral norms awareness	4.12 ± 0.54		3.58 ± 0.59	0.002	Significant
Behavioral self-regulation	4.05 ± 0.56		3.45 ± 0.62	0.001	Significant

Table 6 presents the comparison of learning outcomes between the experimental and control groups. The results of the independent samples t-test indicate statistically significant differences across all evaluation criteria ($p < 0.01$). Specifically, the experimental group achieved higher mean scores in learning engagement ($M = 4.30$, $SD = 0.52$) and student participation ($M = 4.25$, $SD = 0.50$) compared to the control group ($M = 3.47$, $SD = 0.61$; $M = 3.50$, $SD = 0.56$, respectively). Similarly, the experimental group demonstrated superior performance in moral norms awareness ($M = 4.12$, $SD = 0.54$) and behavioral self-regulation ($M = 4.05$, $SD = 0.56$), while the control group showed lower mean scores on these criteria. These findings suggest that the use of scenario-based videos had a significant positive impact on both students’ engagement and their moral learning outcomes.

3.5. General discussion

Overall, the findings suggest that scenario-based videos are a promising instructional approach for innovating Moral Education toward a competency-based approach. However, their effectiveness is strongly influenced by the quality of pedagogical design and instructional implementation.

The proposed five-step process provides a structured and practical framework that provides a structured framework for addressing common instructional challenges and utilize video-based materials more effectively.

Furthermore, the experimental results highlight that the integration of videos with active learning strategies is a critical factor in maximizing their educational impact.

From a theoretical perspective, this study contributes to the growing body of research on multimedia learning and moral education by providing an integrated model that connects instructional design, learner engagement, and moral development. From a practical perspective, it offers actionable guidance for teachers in designing and implementing scenario-based videos in digitally enriched learning environments.

Nevertheless, the study is subject to certain limitations, particularly in terms of sample size and duration of the intervention. Future research should expand the scope and employ longitudinal designs to further validate and extend these findings.

4. Conclusion and Implications

This study provides evidence that scenario-based video is a pedagogically valuable tool for moral education in Grade 3, particularly in fostering students' moral awareness, engagement, and behavioral regulation. Empirical findings indicate a clear gap between teachers' high recognition of its importance and their actual classroom implementation, primarily due to the lack of structured design guidance.

To address this, the study proposes a five-step, process-oriented design framework (from learning objectives to evaluation), which ensures alignment between pedagogical goals, ethical situations, and multimedia representation. Experimental results further demonstrate that students exposed to scenario-based videos demonstrate significantly higher performance than those in traditional instruction in terms of engagement, moral reasoning, and behavioral application.

These findings contribute to both theory and practice by (1) extending the application of multimedia learning and moral education theories into primary education contexts, and (2) providing teachers with a concrete, adaptable design procedure. Future research should expand sample size, explore long-term behavioral impacts, and investigate the integration of interactive technologies (e.g., video annotation, VR) to further enhance moral learning outcomes.

Conflict of interest statement

The authors declare no conflicts of interest

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Vu Bich Diep, Nguyen Mai Linh, Nguyen Ngan Ha, Pham Thanh Thuy are outstanding students within the High-Quality Program (Class K58) at the Department of Primary Education, Thai Nguyen University of Education. They are students with many positive achievements in scientific research on teaching elementary school students.

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