

The Student Perceptions of the Use of TikTok in Education

Sara Evans

University of Central Missouri

Lauren Hays

University of Central Missouri

Abstract

This study investigates student perceptions of TikTok and its potential to be used as an educational tool. TikTok's popularity has prompted educators to examine its use in the classroom, especially through the lens of microlearning, though its use as an entertainment source may affect the way students perceive it in an academic context. This research looked at a sample of undergraduate and graduate students who participated in courses in which creating a TikTok was an optional component of an assignment. Participants completed a survey to share their opinions on the inclusion of TikTok in the assignments and their broader perceptions of the app in personal and professional settings. Results show a range of perceptions about TikTok in both settings, highlighting creative possibilities for educational settings but also hesitation from students about TikTok's credibility as a platform for digital learning. The study highlights the need to more carefully examine student attitudes toward popular apps like TikTok in education and how they may affect desired learning outcomes. This research is framed in the scholarship of teaching and learning, where the researchers collaborated on practical pedagogical experiences through the integration of a new technology and assessment of its effectiveness in the classroom.

Keywords: TikTok, social media, educational technology, pedagogy

The Student Perceptions of the Use of TikTok in Education

The popular social media video platform TikTok is a frequently used app, known by many children and young adults for trending audio, dances, and general entertainment. For educators, harnessing the popularity and notoriety of other social media apps for student engagement and positive learning outcomes has been met with varying degrees of success (Escamilla-Fajardo et al. 2021; Van Den Beemt et al., 2020, Solomon, 2021; Tan et al., 2022). The length of TikTok's signature video format, between 3 seconds and 10 minutes, situates it among other social media apps as a potential nano-learning technology, able to achieve single learning objectives within a larger class context (Azman et al., 2021; Khlaif & Salha, 2021). Along with potential benefits to students, TikTok as a social media platform carries baggage for its use of algorithms, privacy concerns, and impact on adolescent attitudes (Adelhardt & Eberle, 2024; Schellewald, 2021; Wright, 2021; Zhu et al., 2022). Recent bipartisan legislation in the United States has upended the status of TikTok's availability (Potipiroon, 2024) and may cast a shadow on both student perceptions of its use in the future, leading to questions about similar video-based social media apps as potential alternatives. While a growing body of research is emerging on TikTok use in the classroom, this study of its use in college classes, and student perceptions of its use, as such aims to provide needed insights and an extension of the conversation.

This study addresses student perception of the TikTok app and the ways it is used in school assignments. The assumption of the researchers is that current university students and instructors have various levels of familiarity with the app due to the cultural significance of it and other video-based social media platforms, affecting the ways students feel about its use as a classroom tool. Students may be more or less engaged in lessons using TikTok, and perceptions of its use as a classroom tool may be affected by their level of familiarity with the app and others like it outside of the classroom, and/or positive or negative perceptions of it in the broader culture. At the time of the study, TikTok was available for download in the United States and no legislation had been passed concerning its availability; however, its use had been partially prohibited in some states and organiza-

tions and discussions of a wider ban had begun (Tolentino, 2023). Continued discussions of the future of TikTok availability in the United States and alternative social media platforms that use the short-form video format will be briefly explored herein to contextualize the conversation in a rapidly changing landscape.

Purpose of the Study

The purpose of this study is to build the body of knowledge on the student perception of video-based social media platforms being used in educational settings with a particular focus on the TikTok platform. Participants in six college courses were given different assignments that included the option of creating a TikTok or other short-form social media video or videos as a component of completion. They were then asked to complete a brief survey with quantitative and qualitative questions. These survey results provide a glimpse into how students experience the convergence of TikTok and related social media video apps as learning tools, which can inform the way they are deployed in classroom assignments. Additionally, students were asked about their perception of bans involving the TikTok app to determine if there were relationships between the perceptions of its use in education and concerns about its availability or safety as a platform. Themes gathered by researchers provide context for how student perceptions of the app might alter engagement and learning outcomes in future courses.

Research Questions

The following research questions were used to guide the study:

- What perceptions do students have about using social media platforms like TikTok in educational settings?
- To what degree do features of social media platforms like TikTok encourage or hinder student engagement in educational settings?

Need and Significance of the Study

While social media platforms have been used in education consistently since their inception, short-form video-based apps like TikTok are relatively new additions to the field. Despite this, TikTok's notoriety in entertainment, government, and education make it a subject ripe for examination. A number of studies examining TikTok's use in education have already been conducted in subject-specific contexts (Azman et al., 2021; Tan et al., 2022) in addition to teenagers' perceptions of the app's use in educational contexts (Adelhardt & Eberle, 2024). This study will provide an examination of the perceptions of its use in an educational context specific to undergraduate and graduate students at a medium-sized, regional comprehensive public university in the midwestern United States. The data from this study will provide new insights for educators of this student group about the inclusion of TikTok and similar video social media platforms in their assignments and will also provide new questions to consider for researchers and educators in different contexts.

Literature Review

TikTok, created for the US market in 2017 after the success of the original 2016 Chinese app Douyin, is a social media video editing platform that joins other popular social media platforms like Twitter, Facebook, and Instagram as a cultural phenomenon in the way people communicate, create, and share content. Social media use extends beyond the personal; from platforms like LinkedIn, used for professional networking, to Facebook Business, used for e-commerce. The scope of social media has also extended into fields like education, where its use joins other digital technologies as an increasingly utilized tool in pedagogy (Chawinga, 2017; Van Den Beemt et al., 2020). As the COVID-19 pandemic saw an increase in the use of the TikTok app alongside the increase in the need for digital technologies for teachers to communicate with and instruct students, there were natural inclinations to harness the app's ubiquity as a tool for pedagogy (Coman et al., 2020; Escamilla-Fajardo et al., 2021; Sobaih et al., 2020). As the body of research on the impact of TikTok's use in educational contexts grows post-COVID, the perceptions of students in the use of TikTok in specific educational settings are still lacking. Recent changes to the availability of TikTok in the United States (Jamali & Hoskins, 2025) and potential changes to the way similar social media platforms are governed (Lin, 2024) are

also important considerations for students and educators as they consider educational implications.

Teachers and TikTok in the Post-COVID Classroom

The dramatic increase in the need for digital learning during the COVID-19 pandemic drove the already-growing use of social media tools in the classroom even further (Coman et al., 2020; Escamilla-Fajardo et al., 2021; Sobaih et al., 2020). A post-COVID study of college students found that TikTok use in online learning and as a social tool adjacent to more traditional online learning was seen as having a significant positive relationship to student engagement (Salasac & Lobo, 2022). Where pre-COVID teachers exhibited hesitance or discomfort with employing social media apps in pedagogy (Mercader & Gairin, 2020), teachers have increasingly turned to TikTok as a tool for their own social networking and professional development (Hartung et al., 2023; Jaeger, 2021). This increased comfort with the app, especially through shared community of teachers communicating with each other outside of the classroom context within a subculture of the app known as #TeachTok, might contribute to not only increased use of the app inside the classroom, but a change in the positive association between the tool's use in the classroom and a positive student perception (Solomon, 2021; Taha, 2021; Vizcaíno-Verdú & Abidin, 2022). By becoming comfortable with the app and creating their own content, teachers can model the shift from personal or entertainment use of the app toward educational or transformational use (Taha, 2021; Vizcaíno-Verdú & Abidin, 2023).

TikTok as Tool in Nano-learning

One of the hallmarks of the TikTok app is its short-form video format. Options range from 15-seconds to 10-minute videos or photo carousels, wherein users can add video filters, text, video, and image overlays, and a range of audio features like music or voiceover (TikTok, n.d.). These tools coupled with the brevity of the video length are ideal for sharing new content in a short amount of time, from topics like cooking to more complex educational topics (Khlaif & Salha, 2021). With this format as its centerpiece, "TikTok is a great tool for starting a conversation about a topic" (Taha, 2021, p. 74). It can also be seen as a tool designed to capture the need for instant gratification for users, meant to

entice viewers to continue watching and interacting with the content (Solomon, 2021). In this regard, the concept of nano-learning, sometimes referred to as microlearning, which involves miniaturizing learning into a subunit of a larger unit to “achieve sustained attention and comprehensive understanding through discovery” can be applied to TikTok when used as a pedagogical tool (Khlaif & Salha, 2021, p. 214). This also follows the concept of reductionism, or systems thinking, which “attempts to make complex principles easier to understand by dividing the information...into simple, individual context-free facts” (Hayes et al., 2020, p. 3858). The condensed size of TikTok videos has been utilized by teachers to provide straight-to-the-point versions of in-class lessons or extended supplements for students to have at their disposal (Jaeger, 2021). One study found that incorporating TikTok as a tool for undergraduate students in academic chemistry research projects easily allowed them to communicate their findings and act as teacher creators to the wider TikTok community (Hayes et al., 2020). In language learning education in particular, TikTok’s short-form video format and emphasis on interaction and creativity has been cited repeatedly as a positive tool in promoting language acquisition (Azman et al., 2021; Tan et al., 2022).

Contextual Cultural Issues with TikTok

While the continued proliferation of the use of TikTok may contribute to positive student and teacher perceptions of its use both inside and outside the classroom, there are lingering issues that may hinder these perceptions. The tension between the concept of surveillance on an app that is used for both the personal and professional, both in a public-facing environment, may contribute to teacher anxiety about using the app in the classroom (Hartung et al., 2022). With numerous bans or attempted bans of the app by various international governments (Navlakha, 2023; Zeng et al., 2021), American public universities and states (Tolentino, 2023), and most recently the United States federal government (Jamali & Hoskins, 2025), TikTok may also pose a threat to potential usage due to being unavailable for download or use. Concerns prompting such bans of the app include lack of private data security and its algorithm’s use of user information to generate its trademark personalized “For You Page” (Zhu et al., 2022). A study found that Chinese users of TikTok, especially younger users, however, do not share institutional or govern-

mental concerns about its privacy risks (Zhu et al., 2022). Adolescents can also be seen as using social media apps like TikTok to converse about perceived risks from adults and media, turning to the apps to share personal information instead of speaking to parents privately (Wright, 2021).

Additionally, the recreational use of TikTok as a social media platform may indicate negative connotations within academic use. In a study of German teenagers, many noted the “significant distraction factor” inherent in the app, pointing out addictive tendencies in users and the perceived “absence of proper sources” attributed to the app (Adelhardt & Eberle, 2024, p. 3). Adelhardt and Eberle (2024) found perceptions of the app were primarily that of an entertainment platform, with skepticism about the credibility of information presented therein due to the lack of control over content publication. Separating the popular content from educational content, addressing the platform’s review of content for accuracy and credibility, and the app’s algorithmic features that encourage endless scrolling were all identified as aspects that would improve the perception of learning and educational content presented on the app.

Previous studies have shown that TikTok can be used as a pedagogical tool for teachers to convey information to students as well as a tool for students to show their own learning (Adnan et al., 2021; Azman et al., 2021; Escamilla-Fajardo et al., 2021; Hayes et al., 2021; Solomon, 2021; Taha, 2021; Vizcaíno-Verdú & Abidin, 2022). Especially in a post-COVID classroom where digital technologies have been rapidly adapted, and students and teachers are navigating apps like TikTok, there are growing concerns about the comfort level of both participants using these technologies (Hartung et al., 2023; Jaeger, 2021; Solomon, 2021; Taha, 2021). The broader cultural context of TikTok as an app being reviewed by government entities and facing bans and calls for greater privacy and transparency may have different implications for teachers than for students (Allyn, 2024; Hartung et al., 2022; Wright, 2021; Zhu et al., 2022). With these themes in mind, these researchers aimed to study the use and perception of TikTok by students within and outside of a university classroom setting to contribute to the growing body of knowledge on how the app’s use in higher education might be affected by those perceptions of it outside the classroom, or vice versa. At the time of the study, TikTok was available for download in the United States and legislation prompting its ban from the market had not yet been

passed nationally. Frequent changes in its status indicate an uncertain future and point toward the need for exploration of similar social media tools that may provide more stability in educational contexts.

Method

Participants

Study participants were undergraduate and graduate students enrolled in courses ranging from general education to specialized degree programs at a medium-sized, public university in the midwestern United States. Three sections of an undergraduate information literacy course, two sections of a graduate seminar in educational technology, and one section of a graduate introductory course in educational technology were included, comprising 75 possible participants. This study's relatively small population and sample size represent a weakness for the overall results and could be strengthened with a larger population meeting the necessary criteria. Participants included students with no background in education, undergraduate education majors, and practicing teachers returning to college for master's and educational specialist degrees. The study was conducted within the context of these classes as students had been introduced during class to TikTok and related apps and their potential uses in education prior to the delivery of the survey and may have provided greater context for understanding the survey's intent on learning student perceptions of the app.

The study was approved by the University's Institutional Review Board in Spring 2023, Protocol Number 2221, with data collected in the Spring and Fall semesters of 2023. All responses were anonymized through the online survey, and the researchers did not have access to any identifiable information about the participants. All possible risks to the participants were minimized, including the optional nature of the survey as some of the participants were given the option to participate in the midst of a graded course taught by two of the researchers. Other students were given the option to participate in a course taught by a faculty member not involved in the research. There were no adverse consequences to the grades of participants or non-participating students in the class for their choice of participation. Participants were given the option to withdraw from the study at any time, including exiting the survey at any time without submitting or submitting par-

tial answers.

Three courses represented the sample for this study, each spent class time sharing information about TikTok, including its algorithms and potential use in educational contexts. Participants were each given an assignment that included creating a TikTok within the broader context of the course, though the creation of a TikTok was an optional element in some. The undergraduate assignment included the option to create a TikTok modeling an information literacy skill learned in class. One of the graduate student assignments included the option to use TikTok as a blogging tool to share thoughts about educational technologies discovered through course readings. The other graduate student assignment included the creation of at least one TikTok post that would effectively communicate a message from an educator to a broader school community, followed by a reflection on the use of social media platforms like TikTok in classroom assignments. Students were asked to complete a digital survey after the assignment to share their opinions about the assignment in addition to their perceptions of TikTok outside of the school setting. A link to the survey was available in the learning management system (LMS) for their course and could be accessed at any point by the student after the assignment was completed up until the last day of class. The researchers were instructors for the undergraduate courses and one of the graduate courses.

Design

This research design was informed by the framework of the scholarship of teaching and learning (SoTL), where researchers as educators can “enhance the quality of student learning experiences” and “assess which practices are effective in specific circumstances” (Hubball & Burt, 2006, p. 2). The inclusion of a TikTok element to assignments in each class in this study represents a practice context for the researchers, where the classroom experience of creating an assignment or altering an assignment to include TikTok is a new approach for the teacher to be tested in practice. The ongoing learning is represented by the literature review undertaken to set the foundation for this inclusion, in addition to the collaboration between the researchers to develop the assignments and formulate the study.

Results

The survey for this research was created using Google Forms. An informed consent page appears and must be acknowledged by the participant to continue to the subsequent page to answer the survey questions. Survey questions were created by the researchers and included 10 multiple-choice questions with subsequent, optional short-form questions conditional to the multiple-choice responses.

Survey Results

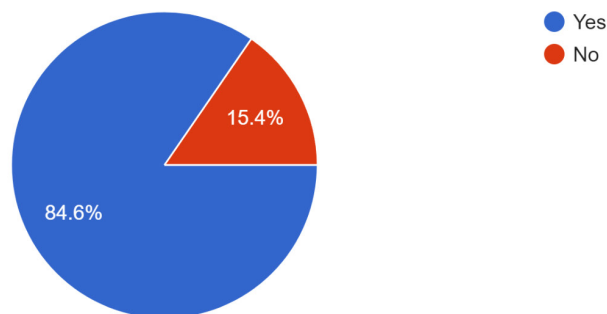
Of the survey participants, 84.6% had experience using TikTok for personal interests.

Figure 1

Personal experience using TikTok

Do you have experience using TikTok personally?

26 responses



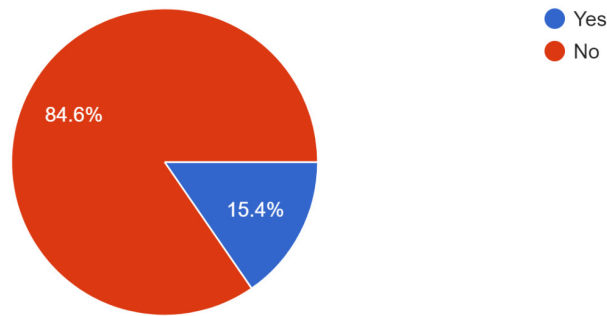
For those who used TikTok personally, they used it for entertainment purposes and to learn something new that interested them.

Interestingly, the exact same number, 84.6% of participants said they did not have experience using it professionally.

Figure 2

Professional experience using TikTok

26 responses



The four individuals who said they used TikTok professionally used it for lesson ideas, classroom management tips, instructional ideas, creating content for projects, and explaining how to use Adobe Express.

Table 1 shows how many days each week individuals who use TikTok access it.

Table 1

Days a week participants access TikTok

How many days a week do you access TikTok?	Frequency of Example
7 Days a Week	65.2%
1 Day a Week	21.7%
5 Days a Week	8.7%
4 Days a Week	4.3%

The other day options were not selected.

Only 38.5% of respondents said they created videos themselves and posted them to TikTok. Of the 10 respondents who said they created and posted videos, 78.6% said the videos were for personal interests, 7.1% said they created videos for work, and 14.3% said they did both.

After learning about the student participants' TikTok habits, the researchers asked how they felt about the TikTok assignment. 65.4% felt positive about it (see Table 2), and

34.6% felt negative (see Table 3).

Table 2

Reasons students felt positively about TikTok Assignment

Reasons Participants Felt Positively	Frequency of Example
Important to learn about a trending app	6
It was fun	5
Easier than expected	3
Already familiar with TikTok	1
Helped learn something new	1

Table 3

Reasons students felt negatively about TikTok Assignment

Reasons Participants Felt Negatively	Frequency of Example
Do not like the app	3
Do not see the purpose of the assignment	2
Do not like creating videos	2

After asking students to reflect on their feelings about the TikTok assignment, the researchers asked the participants if they see themselves using TikTok for educational purposes in the future: 46.2% said maybe, 42.3% said no, and 11.5% said yes. Table 4 provides insight into why students said they may or may not use TikTok for educational purposes.

Table 4

Reasons students will choose to use or not use TikTok for educational purposes

Factors Impacting TikTok Use	Frequency of Example
Reasons To Use	
Already use	4
Students use the app	2
Has a lot of useful information on it	1
Reasons Not To Use	
Not credible	6
Not professional	4
Do not need another app	2
Not useful	1

Then, the researchers wanted to know if students felt the length of videos on TikTok impacted their educational value. Most of the participants (53.8%) said yes that the length did impact the videos' educational value and 26.9% said no. Participants had the opportunity to write a response in a box labeled Other and three students chose to write a response rather than selecting yes or no. Those three students wrote: "They are good to get an idea out there but aren't long enough to go into depth about most subjects", "Depends on the content," and "sometimes."

After asking students about whether or not they would use TikTok for educational purposes in the future, the researchers wanted to discover more about what they knew about the banning of TikTok. The majority of participants knew about bans (65.4%). Table 5 shows what participants knew about the bans.

Table 5

What Students Know About TikTok Bans

What Students Know About TikTok Bans	Frequency of Example
Heard about them, but do not know details	7
Privacy concerns	5
States are banning it	1
Inappropriate content is banned	1
Videos can be taken down for not following community guidelines	1

Discussion

A majority (84.6%) of students use TikTok for personal interests. Conversely, the same percentage (84.6%) do not use TikTok professionally. This contrast suggests that while TikTok is popular for personal entertainment and learning, it has not yet been widely adopted for professional use among this group of students. TikTok’s utility for learning may not be fully recognized by these students.

At the same time, a majority (65.2%) of TikTok users access the app daily. This high frequency of use indicates that TikTok is a significant part of some students’ daily routines. Yet, only 38.5% of respondents create and post videos on TikTok. This suggests that these students are consumers rather than creators of content on the platform. Of those who do create content, the majority (78.6%) do so for personal interests.

Additionally, the high percentage of respondents (84.6%) using TikTok for personal interests highlights the app’s widespread adoption. Despite the high use of TikTok for personal interests, there is uncertainty and skepticism about TikTok’s educational potential. Negative sentiments were related to disliking the app or not seeing its educational purpose.

Overall, a gap exists between the overlap of personal and professional use of TikTok among the students. While TikTok is used frequently, there appears to be hesitation about its educational value and professional applications. Responses indicate to the researchers that the short-form nature of TikTok content is seen as both a strength (fun, easy to consume) and a limitation (lack of depth for educational purposes). The respons-

es about the length of TikTok videos (53.8% agreeing that length impacts educational value) could show potential concerns about the platform's limitations for in-depth learning, though the text of the survey question did not specify a negative or a positive impact. The researchers interpret these responses as showing that while short videos can be effective for conveying ideas quickly, they may lack the depth needed for more complex educational content. This may explain why participants were unsure or negative about using TikTok for educational purposes in the future. Specifically, when asked about whether they would use TikTok for education in the future, the largest percentage of students marked maybe. This points to uncertainty about the app, but possible feelings that it should be used because it is so popular.

Only 11.5% expressed a clear interest in using TikTok for education. The researchers perceive the reasons for reluctance to be concerns about credibility and professionalism. The perception of TikTok as not being a credible or professional source of information is a barrier to its wider adoption in educational contexts. Additionally, some respondents replied that they felt they did not need another app or that TikTok was not particularly useful for their needs. This highlights a broader challenge in integrating social media platforms into formal education.

Regarding the TikTok assignment, most participants (65.4%) expressed positive feelings, appreciating its relevance to current trends and its simplicity. However, a notable minority (34.6%) felt negatively about the assignment, either due to personal dislike of TikTok or because they did not see the educational purpose of the activity. This indicates a divergence in perceptions, where TikTok's entertainment role may overshadow its potential as an educational tool for some students.

There is a general awareness of controversies surrounding TikTok, such as privacy concerns and bans, but those controversies did not seem to impact students' use of the app or opinions about it for personal or educational purposes. When asked about why they would not use the app for educational purposes, students mostly stated it was not professional or not credible and did not mention there were privacy concerns. However, it is possible the controversies and more recent ban will impact students' perceptions of the app's credibility and professionalism.

Conclusion

This study looked at student perceptions of TikTok. While TikTok is widely used for personal entertainment and informal learning, there remains hesitancy about its role in professional and educational contexts among students. Concerns about credibility, privacy, app availability, and the limitations of short-form content suggest that, while TikTok may have potential as a learning tool, significant challenges remain in integrating it meaningfully into educational settings.

The researchers recommend conducting a similar study with a larger sample and interviewing students to gain more insight into their perceptions. The written responses led the researchers to more questions that could not be followed up on. Additionally, providing students with examples of educational content and related learning outcomes on TikTok in a structured lesson prior to an assignment may help to contextualize its use as a learning tool for students whose exposure is limited to personal entertainment. As news of TikTok's status continues to indicate an uncertain future, the researchers also hope to investigate how similar video-based social media apps may eclipse TikTok and how that can change the landscape of education.

References

- Adelhardt, Z., & Eberle, T. (2024, May). TikTok as an educational platform: Teenagers' experiences. In *European Conference on Social Media*, 11(1), pp. 1-8. <https://doi.org/10.34190/ecsm.11.1.2331>
- Adnan, N. I., Ramli, S., & Ismail, I. N. (2021). Investigating the usefulness of TikTok as an educational tool. *International Journal of Practices in Teaching and Learning (IJPTL)*, 1(2), 1-5. <https://ir.uitm.edu.my/id/eprint/52140/1/52140.pdf>
- Allyn, B. (2024, April 24). *President Biden signs law to ban TikTok nationwide unless it is sold*. NPR News. Retrieved July 15, 2024 from <https://www.npr.org/2024/04/24/1246663779/biden-ban-tiktok-us>.
- Anderson, K. (2020). Getting acquainted with social networks: It's time to talk about TikTok. *Library Hi Tech News*, 37(4), 7-12. <https://doi.org/10.1108/LHTN-01-2020-0001>
- Azman, A. N., Rezal, N. S. A., Zulkefli, N. Y., Mat, N. A. S., Saari, I. S., & Ab Hamid, A. S. (2021). Acceptance of TikTok on the youth towards education development. *Borneo International Journal*, 4(3), 19-25. <https://majmuah.com/journal/index.php/bij/article/download/98/60>
- Chawinga, W. D. (2017). Taking social media to a university classroom: teaching and learning using Twitter and blogs. *International Journal of Educational Technology in Higher Education*, 14(1), 1-19. <https://doi.org/10.1186/s41239-017-0041-6>
- Collie, N., & Wilson-Barnao, C. (2020). Playing with TikTok: Algorithmic culture and the future of creative work. In G. Hearn (Ed.), *The future of creative work* (pp. 172-188). Edward Elgar Publishing. <https://doi.org/10.4337/9781839101106>
- Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the Coronavirus pandemic: Students' perspective. *Sustainability*, 12(24), 10367. <https://doi.org/10.3390/su122410367>

- Conde-Caballero, D. Castillo, Sarmiento, C. Ballesteros-Yanez, I., Rivero-Jimenez, B. & Mariano-Juarez, L. (2024). Microlearning through TikTok in higher education. An evaluation of uses and potentials. *Education and Information Technologies*, 29(2), 2365-2385. <https://doi.org/10.1007/s10639-023-11904-4>
- Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100302. <https://doi.org/10.1016/j.jhlste.2021.100302>
- Hartung, C., Ann Hendry, N., Albury, K., Johnston, S., & Welch, R. (2023). Teachers of TikTok: Glimpses and gestures in the performance of professional identity. *Media International Australia*, 186(1), 81-96. <https://doi.org/10.1177/1329878X2111068836>
- Hayes, C., Stott, K., Lamb, K., & Hurst, G. (2020). "Making every second count": Utilizing TikTok and systems thinking to facilitate scientific public engagement and contextualization of chemistry at home. *Journal of Chemical Education*, 97(10), 3858-3866. <https://pubs.acs.org/doi/10.1021/acs.jchemed.0c00511>
- Hubball, H. T. & Burt, H. (2006). The scholarship of teaching and learning: Theory-practice integration in a faculty certificate program. *Innovative Higher Education*, 30, 327-344. <https://doi.org/10.1007/s10755-005-9000-6>
- Jaeger, G. (2021, September 1). From nuisance to learning platform – how teachers are transforming TikTok into an edtech tool. *SpacesEDU*. <https://spacesedu.com/en/blog/tiktok-teaching-tool/>
- Jamali, L., & Hoskins, P. (2025, January 21). *Delay to TikTok ban gets Trump sign-off*. BBC News. Retrieved January 30, 2025 from <https://www.bbc.com/news/articles/cd0j24rj4ryo>
- Khlaif, Z. & Salha, S. (2021). Using TikTok in education: A form of micro-learning or nano-learning? *Interdisciplinary Journal of Virtual Learning in Medical Sciences (Online)*, 12(3), 213–218. <https://doi.org/10.30476/ijvlms.2021.90211.1087>
- Lin, J. (2024) Algorithmic cosmopolitanism, and platform nationalism: From the paradox of the TikTok ban. *Dialogues on Digital Society*, 1-4. <https://doi.org/10.1177/29768640241260181>

- Mercader, C. & Gairín, J. (2020). University teachers' perception of barriers to the use of digital technologies: The importance of the academic discipline. *International Journal of Educational Technology in Higher Education*, 17(1), 4. <https://doi.org/10.1186/s41239-020-0182-x>
- Navlakha, M. (April 25, 2024). *Which countries have banned TikTok?* Mashable. <https://mashable.com/article/tiktok-ban-countries>
- Potipiroon, W. (2024). Beyond bipartisan support: analyzing the TikTok ban votes in the US house of representatives. *Global Public Policy and Governance*, 4(2), 197-223.
- Salasac, C. & Lobo, J. (2022). The rising popularity of TikTok during the pandemic: Utilization of the application vis-a-vis students' engagement. *American Journal of Interdisciplinary Research and Innovation*, 1(2), 43-48. <https://doi.org/10.54536/ajiri.v1i2.699>
- Schellewald, A. (2021). Communicative forms on TikTok: Perspectives from digital ethnography. *International Journal of Communication*, 15, 1437–1457. <https://ijoc.org/index.php/ijoc/article/view/16414>
- Sobaih, A. E. E., Hasanein, A. M., & Abu Elnasr, A. E. (2020). Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries. *Sustainability*, 12(16), 6520. <https://doi.org/10.3390/su12166520>
- Solomon, S. (2021). *Incorporating social media into the classroom: A case study on how TikTok can be immersed into classroom pedagogy* (39) [Masters theses, Dominican University of California]. <https://doi.org/10.33015/dominican.edu/2021.EDU.02>
- Tan, K., Rajendran, A., Muslim, N., Alias, J., & Nor, A. (2022). The potential of TikTok's key features as a pedagogical strategy for ESL classrooms. *Sustainability*, 14(24), 16876. <https://doi.org/10.3390/su142416876>
- TikTok. (n.d.) *Camera tools*. TikTok. Retrieved January 30, 2025 from <https://support.tiktok.com/en/using-tiktok/creating-videos/camera-tools>.

- Tolentino, D. (2023, January 18). *These are all the public universities that have instituted TikTok bans*. NBC News. <https://www.nbcnews.com/tech/tiktok-bans-public-universities-list-rcna66185>
- Van Den Beemt, A., Thurlings, M., & Willems, M. (2020). Towards an understanding of social media use in the classroom: a literature review. *Technology, Pedagogy and Education*, 29(1), 35-55. <https://doi.org/10.1080/1475939X.2019.1695657>
- Vizcaíno-Verdú, A. & Abidin, C. (2022). TeachTok: Teachers of TikTok, micro-celebration, and fun learning communities. *Teaching and Teacher Education*, 123. 103978. <https://doi.org/10.1016/j.tate.2022.103978>
- Wright, K. A. (2021). *A broader spectrum of habitus: An autoethnographic exploration of adolescents, technology, and media in the domestic field and the field of public education* (Order No. 28322099) [Doctoral dissertation, University of Oregon]. ProQuest Dissertations & Theses Global. <https://hdl.handle.net/1794/26210>
- Zeng, J., Abidin, C., & Schäfer, M. (2021). Research perspectives on TikTok and its legacy apps. *International Journal of Communication*, 15, 3161-3172. <https://ijoc.org/index.php/ijoc/article/view/14539>
- Zhu, X., Cao, Q., & Liu, C. (2022). Mechanism of platform interaction on social media users' intention to disclose privacy: A case study of TikTok app. *Information*, 13(10), 461. <http://dx.doi.org/10.3390/info13100461>

Appendix A

Ethical Considerations, Communications, And Instruments

This research study was conducted with participants 18 years of age or older. All data collected is anonymous to researchers, including participants name, student number, or any other information used to identify participants. Confidentiality was maintained to the degree permitted by the technology used. Participation was entirely voluntary and optional, and participants had the option to withdraw at any time or choose not to answer any questions after they had begun the survey with no threat of penalty.

As participant data will not be collected, participants were not contacted by researchers at any point during the process except to make them aware of the survey prior to sharing it with them in their course LMS. Researchers maintained confidentiality during data analysis and anonymized any results used in publication.

The instrument used for this study is a Google Form, developed by the researchers based on their own, independent assignments and the proposed research interest. The Google Form of the survey can be accessed at <https://forms.gle/DDhkuUWNhkV-FU5nW6>.

Appendix B

Course Assignments

Undergraduate Media Literacy Assignment

Using the concepts we discussed in class, explain how you would evaluate a claim or the source itself for a news story, journal article, **or** website that seems questionable. To accomplish this, you may either (**pick only one**):

1. Create a social media-style video using a platform like TikTok or Instagram Reels showing the original source and explaining the information evaluation techniques you used to judge its credibility. You may use your own devices to record the video. If posting to your personal account, the video must be shared so that the instructor can access it. You may post anonymously and save the video to your device to submit via email to your instructor. There is no set time limit for this!
2. Create a PowerPoint/Google Slides presentation showing the original source and explaining the information evaluation techniques you used to judge its credibility. You must present your findings in class, or record your presentation and email to the instructor. There is no set time limit for this!

Graduate School Communication Assignment

For this assignment, I want you to create two social media posts. One post should be on TikTok, and the second post should be on Instagram. Pick something you want to communicate with guardians or your broader school community about. Then, create a video for TikTok and a post (can be a Reel) for Instagram communicating the same information. Pay attention to how the different platforms work, and how you have to change the way you approach the message for each platform. With the posts, you should submit a reflection that discusses how the different platforms work and how you had to change the way you approached the message for each platform.

Graduate TikTok or Blog Assignment

Let's share! I want to hear what you are excited about in regard to educational technology. You have free reign to post on technology news, information, or ideas that you

learn about from a website, journal, podcast, social media, or another source. Find something interesting and tell us about it. This is the place to really go off on a tangent and is different from the Blackboard discussions. You can say anything you want here and there is no right or wrong answer but rather an experience for you and your classmates. You should post at least five items by the end of the semester to get you in the habit several times. In the past, students often kept journals written in notebooks. For hundreds of years, people have used newspapers and other written forms of communication to share journals on political topics and other thoughts. With technology, we can easily reach many people today. This assignment serves three purposes. The first is the posting itself as a source for you to gather your thoughts. Second is the sharing of exciting news about technology and education. You need to get into the practice of keeping current with tech trends throughout your career. The third is technical in nature, a way for you to see how easy this is if you've never done it before. Spend some time thinking about how you could use these tools for other purposes after the class ends. How might you incorporate them in your own teaching, or what would you suggest to other teachers? What resources do you want to review in the future and how are you going to stay on top of current trends? You have two options, video or written. If you want to create a video, then I would suggest TikTok. (You are welcome to use something else as long as you can share it with us.) Keep them under 60 seconds and then share the link on our Google Sheet so that we can all watch them. If you would prefer to write, then I would suggest you use something like blogger.com. (You are welcome to use something else as long as you can share it with us.) Keep these blog posts brief and then share the link on our Google Sheet so that we can all read them.