

# The Use of the Social Network Tiktok as A Learning Tool: From Leisure to Education

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## Abstract

*This article is part of a broader study developed by the Popular University of Cesar and which aimed to investigate how the use of homework through TikTok influences the learning process of students of official educational institutions in the municipality of Valledupar, as well as the advantages and disadvantages of using this resource in the educational field. The theories of connection, connectivism and even constructivism, in supports that project the possibility of limiting concepts to carry out external operations such as the search for information, access to where to find it and/or informed in the field of education. In a recent work with Pedagogy students, I discovered a non-formal teaching support that allows another way of conceptualizing the contents of the reference subject, "Technologies for Learning Management". As can be inferred from the results of the finding, it is located where students, as digital natives, use it, not only as a leisure network, but for different categories: to be informed, to capture entertainment and learning.*

**Keywords:** Learning, Education, Digital Tools, Tik Tok, Digital Natives.

## Introduction

It is currently in constant development and education cannot be left behind. This is why we, as teachers, must use all available elements to promote the learning of our students and not wait for the students themselves to develop autonomous and self-learning forms on the social network, without guidance or guidance from the teacher (Ortiz and Yomayaza, 2023). The permanent training of teachers is really responsible for the increase in possibilities offered by applications on mobile devices by promoting and working with effective and useful resources for the user. Nowadays, ICT is a necessary and valuable resource for students and it is essential that all of them are integrated into their learning process. To this end, it is necessary for teachers to be clear about the pedagogical foundations necessary to optimise their use, both for their teaching task and for guidance, training and attention to students, as well as the possibilities offered by ICT to the work of teachers. The methodology to be followed in the survey will be the qualitative method using the mixed survey type, since it is an instrument to collect information in a structured way. The purpose is to investigate how the use of assignments through TikTok influences the learning process of students, as well as the advantages and disadvantages of using this resource in the educational field.

### *TikTok History*

TikTok is an app for creating and sharing short videos. The app allows users to create short music videos from 3 to 60 seconds and long videos from 3 to 15 minutes. The main activity that young people aged 14-19 relate to the use of mobile phones in their free time is watching videos, with the ubiquity and free nature of this activity, which influences games. On the other hand, it is the second activity that they would like to do in relation to their leisure time. Entertainment and personal relationships through the internet are the main uses of mobile phones and social networks in their daily lives. Significant differences: girls spend more time than boys sending messages, commenting, uploading content, doing surveys and creating community, and they are the ones who use their mobile phones the most as a tool to boost social life. Children, on the

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other hand, play more online, are especially interested in technological information and access to the resources offered by the telephone (Caguana Quito & Pacheco Sarmiento, 2023).

TikTok was born in 2017 under the name Douyin in China and became popular in that country. In 2018, the Chinese company ByteDance acquired the company Musical.ly and unified it with Douyin under the name TikTok. Trump attempted to ban such use of the app, arguing that TikTok presented a national security threat and potential surveillance by the Chinese communist government to U.S. citizens through the app. Another possibility was that the Chinese government manipulated the public information forum during the 2020 elections, and finally, the U.S. Department of Commerce announced that the ban on enforcement by executive order issued by Trump is delayed indefinitely, as a judge blocked the law. Donald Trump's presidency ended in January 2021 and, since then, there have been no known movements in this regard on the application (Solís et al., 2021).

### *TikTok Features*

The operation can be summarized in four steps. It is based on four basic steps. First, the user records or makes a selection of videos or photographs, which they then edit to give a professional result in a matter of seconds. The app offers a plethora of effects, voiceovers, stickers, or music to create the content. It is also based on learning; When playing the content of a random creator, it can show a series of buttons that the user can access: through the heart, "like" what they have just seen, comments, share and a fourth button will be used to follow that creator (Baldeón and Esparza2023).

Like other social media apps, it allows users to showcase their creativity through short videos, so that use becomes creative entertainment. Analysing what type of content it is used for will allow us to know, on the one hand, how the user demands information and, on the other hand, how creators can make the most of this social network. It emerges as a tool for the creation of short and creative content. It is aimed at young people from all over the world and is characterized by the speed in the presentation of short content.

### *Content Format*

Through interviews with teachers, it was found that there is a deficit in the variety of formats with which students access information in the formal educational environment; it is very common for students to access information from the reading of textbooks (Canales Jara et al., 2023). However, we know that each person has a different way of learning beyond text literacy, so the variety of formats offered by the market should be taken into account; among which the contents in multimedia or digital transmedia formats stand out. However, as a result of the arrival of Information and Communication Technologies and social networks, which make it possible for digital natives to easily access a large amount of information and interactions through different formats. Currently, a cultural change is observed where these people are multifocal of attention. Given this, it is considered relevant to investigate the application of these technologies in formal education. TikTok is presented as an option when it comes to providing cross-cultural content, taking into account its wide variety of creators and content in foreign languages.

The contents that participate in a digital transmedia story provide new data, update knowledge, are timely and contextualized, complete, attractive, motivating and meticulously cared for, stimulating attention to the art of language, both visual, verbal, gestural and musical, favoring reminiscence and promoting aesthetic emotion and expression (Cadena & García). Beyond the general characteristics, what is striking beyond the content itself is the setting. For millennia, the scenario has always been the same. For the first time in history, beyond the changes introduced by film, comics and television, but which were basically the same, TikTok is creating something new: a new digital space that has clearly theatrical and clearly cinematic elements.

### *User Interaction*

Regarding the user's participation in a mobile learning experience, four forms are described, among which the following stand out: the direct final experience with one or more of the learning outcomes – the task

of applying knowledge or skills – and the direct experience with the process, for example, a simulation or a game. In the case of memory music videos, several of these forms of involvement appear (Tosi, 2023). These videos, as a task, are not usually promoted by the teacher – at the end of a topic – (considered as a minimum form of interaction by the teacher); however, it is proposed for students as the task that is reinforced, thus self-evaluating their knowledge: the student has to compose a letter – a process – or at least look for it – direct experience with one or more of the learning outcomes. The fact that the video is shared in the community of learners fulfills the fourth case of action exposed, since the students – in this possible sequence, completed a topic and after some explanations, examples and other individual tasks – see that what I announce next is this work and with the visualization of what is done they can understand it and see it applicable – creating a video or didactic summary on the topic.

What is applicable and where students will be an active part is in the didactic summary videos made by other students, since these, in addition to watching them logically, will have to self-evaluate and will wait, to a certain extent, for them to be evaluated and commented on – not in class, immediately, but immediately afterwards. In other words, they will participate in the evaluation classification of the videos. In addition, therefore, they will be influenced by the perception they have of the video. On the other hand, it is mentioned in relation to technology, that in mobile training there is not the interactivity, as a synonym of complexity, of the educational platforms that we knew until now. Here, interactivity must be integrated with useful, brief, and context-focused educational tasks (Saénz, 2021).

### *TikTok in Education*

Now that we know a little more about TikTok, it has been shown that its short videos are attractive enough to directly provoke responses and greater engagement from people on this social network and on the content. Therefore, TikTok has aroused the interest of people in academic and business areas who want to use this tool to communicate more effectively and instructively (Guevara Rodríguez, 2022).

In the educational field, the various possibilities that TikTok offers are beginning to be mentioned. For example, the tool can be useful as an alternative to give and receive feedback in a classroom, to put into practice the four linguistic competences with an emphasis on oral expression and comprehension, to adapt this modality by the teacher to a different way of approaching feedback to students by promoting innovation or even to facilitate students to teach themselves in relation to criteria for improvement or academic learning - goals that have a marked importance.

Thus, one of the most sophisticated and secure applications for the creation of instructional content is TikTok, which restricts the duration of videos to no more than 60 seconds and allows you to give them personalized messages for various reasons. Role of XR and gamification in the retention and transfer of digital skills. TikTok in the educational field - specific for each project (Rey Ballesteros, 2024).

### *Classroom Applications*

He passed the Snapchat craze reigning in the teenage world. As of May 2020, 'TikTok' has surpassed 800 million active accounts and has reached 2 billion downloads. The transversal use with respect to the age of its users is its letter of introduction: while some claim that it is only entertainment for the youngest, others suggest that it can be used to transmit content in a very dynamic and attractive way for young and young adult audiences (Hernández, 2022).

It seems that in the educational field two spaces are opening up with the potential to energize, interest and improve the teaching-learning process with the help of this entertainment and increasingly informative social network: a space for active participation: creating a profile in which the teacher or students upload the content, more and more tools that allow extrapolating the specific content of the lesson: short videos, real and entertaining women, paraphrasing, general explanations about the content, staging of the practical work... Although it seems that its use in the university environment is still little known.

*Examples of Educational Content*

A boom has been created about what has been called "tiktok books". It is increasingly common to see short tutorial videos on study methods, specific subjects, explanation of phenomena... In this case, the content creator relates a song of the moment to certain words related to the topic of study, which are clearly written on their screen. In addition, several filming and editing techniques ensure the viewing of the video beyond the 3 views offered to users if you do not know the application, so this information is displayed through text (Gómez Abril, 2024).

There is an impressive amount of content on global geography, local geography or the human body, for example, that resorts to this technique. Fortunately, in this aspect of my search, I have found many videos created by education professionals who directly or indirectly cite their source of their explanations (Izquierdo Calle, 2023). On the potentialities or limitations that this entails, another topic to debate, but it is found that the use of memes and the mention of some of their potential sources from the educational content created on TikTok makes total sense for some producers of scientific content.

*Advantages of Using TikTok in Learning*

To bring tiktok to the classrooms, teachers and students have it so simple that the best news is the use of the application itself: intuitive in design, it is totally obvious how to use it, reducing or eliminating barriers to the acquisition of a new skill by students; Therefore, knowledge of formal aspects of the application itself actually entails a bearable lexical burden for teachers and students. Added to this is the entry of sensory stimuli with a clear playful profile at multifrequency: some with a marked focus pursued where another urban one is intermingled with the content and prioritized simply by the logical sequence; some in eighty seconds, in addition to a timed format to maintain attention and reduce its duration, provincial and, consequently, adapts to the mobile, considering the centrifuge for its generation, recording and editing at the limit to cover all the faculties of the mobile in many cases with unequivocal quality (Molina Ruiz, 2024).

The cran also allows the copernicisation to another pole of the one we are used to from an early age, to boycotted colonization between friends or completely to the pair as an ideal system of work, as well as a recommended viewing of "competition" both to value other people's productions and to fape ours, then it is resolved in a total samizdat to be contrasted with that of the group (saving the logical competition). Just for information, the registry itself offered by the network together with the specific versions as a group or the sections of study habits such as some accounts with applications with a clear training focus.

*Accessibility*

TikTok is presented as a particularly accessible and simple platform for different types of users. In principle, its ease of uploading videos is valued, with especially simple recording and editing tools, even from the mobile itself. Reducing time and complications compared to other platforms, normally accessible to all age strata. In addition, TikTok offers the ability to customize your content through app navigation. Therefore, it stands out for the content generated by the user himself, or for shared and commented content generated by other users based on the relevance and preferences of the user himself. The content and messages we receive come to us in a more natural way than from other applications, increasing user satisfaction (Micaletto-Belda & Martín-Ramallal, 2023).

*Creativity and Expression*

Another important aspect in the Digital Experience dimension of the adaptation of the use of this tool to the characteristics of digital natives in relation to learning-oriented use, which contributes to capturing their interest and developing their creativity and expression, has to do with the simplicity of the tool. TikTok is a social network that allows you to record videos from your mobile phone, which can last between 15 and 60 seconds, to share them with the community and also saves the option of applying different effects, filters and music to it (Cruzado Bautista, 2022). Young people use TikTok as a means of expression and recreation, similar to what happened with other tools. The skills of expressing themselves with this type of language

have increased, since the user has to be able, not only to record the videos, but also to generate their creativity to create an attractive and eye-catching product.

Being a social network, which since the update of the old musical.ly to TikTok, has gone from exclusively sharing music playback to being able to upload any content, which has opened up the range of possibilities, allowing very diverse tasks and styles to be combined. The function of finding and sharing music to create one's own content is also present in the rebranding, but now it can go much further. Therefore, it can serve as an excuse to do a task of synthesis, argumentation, exposition, creative summary, audiovisual task... with the problems that this can pose if you do not have the necessary background and prior training on how to select musical content based on different and innovative resources such as a video insert or drawings or conceptual navigation maps to select the background song according to what you want to achieve.

### *Challenges of Using TikTok in Education*

This reflection focuses on the experience and training necessary for the correct use of digital tools in the educational field. Although it is undeniable that a large number of young people navigate platforms such as TikTok with skill, the application of this tool in learning contexts presents a considerable challenge. The real challenge faced by educators lies in the ability to discern between the trivial and the truly significant for the development of competencies in their students (Arrobo-Armijos et al., 2023). In this context, continuous training and the active participation of teachers in virtual learning environments emerge as fundamental aspects if we seek to effectively integrate these resources in the classroom. The findings of this research reveal that the low motivation that some teachers exhibit towards these resources, together with their lack of familiarity with the platform and the difficulties inherent in preparing classes, constitute significant obstacles. On the other hand, it is imperative to address the ethical aspects related to the introduction of TikTok in the school environment. Educators who venture to implement this tool should ensure that they comply with all relevant permissions and be aware of the necessary licenses, in order to avoid potential legal complications. When it comes to posting images of students, it is recommended to establish a clear contract with students and parents that specifies the risks associated with using the app, such as creating private videos or omitting to post faces. Likewise, the issues to be addressed, as well as image management and potential geolocation, must be carefully evaluated based on the risks that could affect the children involved.

### *Distractions*

This reflection addresses the problems that arise in the educational field with the use of digital platforms such as TikTok. While it is undeniable that this app has become a valuable tool for teaching, giving educators the ability to connect with their students in innovative ways, its inherent disadvantages must also be considered. Indeed, TikTok has the ability to make learning more enjoyable and engaging, allowing students to maintain their interest in the topics covered. However, the drawback is that this social network was not specifically designed for educational purposes, which encourages students to be distracted by other people's content or by the advertising that appears on the platform (Vásquez Zambrano & Rodríguez..., 2024). The videos, which can be up to a minute long, represent another considerable challenge; By increasing the resolution of the visual content, you run the risk of facing the same repeated message, which can be tedious. In addition, the large amount of information that can be consumed in such a short period of time creates a cognitive overload that, instead of facilitating learning, could hinder the educational process. This phenomenon means that students, in their eagerness to absorb stimuli, can lose the ability to concentrate and critical analysis, skills that are fundamental in their comprehensive education. Therefore, it is imperative to reflect on the use of TikTok in the school context, evaluating not only its benefits, but also its repercussions on students' attention and cognitive development. The task of educators will be to find a balance that allows them to take advantage of the advantages of this tool without sacrificing the quality of learning.



### *Content Quality*

This section discusses the quality of videos as a signal for selecting videos on TikTok. It should be noted that during the data collection period, TikTok incorporated a favorites management tool, allowing the user to add the video to a private participation accessible from each user's profile and being able to be tagged to facilitate their search. This function, more than classification, is aimed at preventing interesting content from being displaced in the sequence of new videos that is incorporated day by day, avoiding having to search for the video and even facilitating the invitation to visit the creator's profile through the description of what is saved (Isusqui et al., 2023).

The percentage of the creators' followers was in the majority, although significantly lower than the percentage of likes received, and was not related to the rating that users with a learner role gave to the videos in the academic questionnaire. These data show us that the quality of the content and its adequacy to the user's expectations affect the acquisition and retention of followers. 95% of users who completed the questionnaire indicated that TikTok could be a good learning tool if the content they wanted to learn was well selected. They consider that it should be applied to more traditional teaching/learning processes (such as reviewing knowledge acquired in class, expanding on information that is not in-depth to expand the subject, promoting collaborative research tasks and then exposing the work on TikTok...). They consider it essential to know how the content is structured (in addition to being appropriate and valid), it must be accessible to the user and easily located so that TikTok does not lead to the compartmentalization of knowledge.

### **Research Methodology**

The methodology followed for the realization of this work will be an exploratory descriptive analysis of some of the reflections or ideas raised. Once the documents have been identified, established and analysed the data that interest us in order to respond to our objectives, we will compare the results with the research carried out to date, carrying out a subsequent analysis and taking into account the limits found, we will propose new possible lines of research.

The starting point of this analysis has been to have an article that proposes a plausible line of research, which allows us to carry out a descriptive and justification part of the hypothesis on which we are reflecting. We will establish and describe the working methodology around the steps followed. At first, we will carry out a literature review to discard those articles that do not contribute to the research or are duplicates. We will then carry out the search for the publications to be analysed and the search criteria and sources used. We will stop to describe the different criteria for selecting and compiling text, as well as the data obtained according to our objectives. Finally, we will carry out a qualitative and quantitative analysis of them, we will propose a discussion and we will assess the quality, originality and importance of each of them, knowing the limits and making proposals for future research.

### *Study Design*

It is a non-experimental research with a cross-sectional design. Both a quantitative and qualitative analysis of the data collected through procedures, observation and field notes is made, which aims to search, describe, understand and interpret the social facts and phenomena that are presented.

This type of methodology is positioned in subjective research, as it is constituted from diachronic and processual analysis, since it has its roots of knowledge in interpretation and analysis. Among the procedures are measurement, scales that guarantee the precision, reliability and validity of the tools as the main method and induction and logical reasoning. From the proposed research model, those phases that adapt to the design of the study have been selected: design, description and verification, as was exposed in the presentation of my TikTok project.

In this way, the purpose of this study is to explore and describe, on the one hand, how students use TikTok as a tool for learning and, on the other, the teaching process that takes place when they share the content

of their project so that it can be used by other classmates. Likewise, it will seek to identify the main motivational reasons for resorting to this social network, especially as a procedure for the promotion of emotion, to encourage appropriate behaviors and, therefore, beliefs likely to develop knowledge and skills.

## Research Results

TikTok is not a fashion app, but an educational technological resource (Rodríguez and Viltre-Calderón, 2023). Although the results obtained give an idea of its potential, TikTok brings some additional advantages. It is an application that is among the most used by young people, surpassing Facebook and Instagram. These are applications intimately linked to the latter. Young people who use TikTok spend about half an hour on their daily use. That time is the time allocated to the creation and consumption of messages on TikTok. In addition, recent studies show that young people's use of social media makes them more proactive and innovative when it comes to competing for their jobs and academic practices. In short, the use of TikTok by young people can be considered today as an ultimate successful contributor to compete in the society of the present and future marked by competition between equals. Likewise, the need to focus physical education together with media education as a strategy for achieving comprehensive and connected learning has recently been highlighted. TikTok, in particular, can help promote learning in competencies such as collaboration and the generation of content that involves students in searching, participating and interacting with information in different formats.

The qualitative results supported by the evidence regarding the response of students who have made use of TikTok show that it provides motivation and involvement in learning that did not occur throughout traditional training, taking advantage of the characteristics of users and the advantages it has as an ICT tool. In addition, it favours the application of various activities that enhance analysis and critical reflection, thereby enhancing the design and creation of new experiences, promoting new skills in students, whether they are computer-based, personalised, stimulating, interacting and motivating, aim to release information and, finally, are capable of achieving educational results.

### *Qualitative Analysis*

The panorama of multiple ICTs (Information and Communication Technologies), at the same time as the use of social networks emerges, is revolutionizing the world of education, providing countless advantages in the teaching-learning process. Social media has become an indispensable part of people's daily lives, changing the way they communicate, interact, work, and learn. It is important to know that many educational programs ask students to learn how to use the social networks that exist for teachers. One of these is TikTok, which has differentiated itself from other applications by offering a specific methodology. As it is a video network, many teachers would be using this tool to create content and projects for the subjects in order to arouse the attention of the students.

In recent years, the B-learning methodology has taken on great relevance as it is an option that combines the benefits of face-to-face and distance education, allows students to receive tangible information and live the experience of a classroom, in addition to having face-to-face contact with their teacher; the other part takes place in different spaces and with different models to develop the activity, depending on what the student learns. In ELE training, using TikTok seems innovative by overlapping different teachings (lexical and phonological). Therefore, several fundamental axes in the language at all levels will be worked on, such as creativity and body expression for role-play activities or dancing while recording videos in which the structures worked on are used. The repetition of songs, melodies, and short phrases is at the base of the method followed by TikTok. Students will be able to choose a song choir, phonic resources of advertisements, dubbing of scenes or puns in songs, advertisements or small comic strips to imitate with everyday objects that they find in the different corners of our center, providing a small touch of "performing" by students outside the world of entertainment.

*Quantitative Analysis*

From the application of an online questionnaire to students of the English subject, in grades 10 and 11, quantitative information was collected to look for evidence on how students use the TikTok social network in their personal lives and whether participating in a learning task of this application is useful. Through this questionnaire, information was also collected about the student's perception of their degree of competence in Audiovisual Communication.

The results of the questionnaire showed that despite the fact that the degree of audiovisual competence of the students is quite low, since on the scale of 0 to 10 the average is 5.5, the vast majority have this social network installed on their device (91%) and consult it frequently. In addition, a large part of the students consider TikTok to be an interesting social network for the personal sphere (77.3%), although a considerable percentage also believe that it can be an interesting tool for learning in the university context (55.5%). The results also show that students have uploaded at some point: in 82.6% of cases the graphic material was photo and video, while in the remaining 17.4% the graphic material uploaded was the so-called stories or memes. In terms of the number of (self)uploaded videos or reactions to those of others, the average values are 36 and 15 responses (with a large dispersion). To analyze how we spend active presence time on the platform, time is measured on average over a week that expresses how many minutes interactions take and is denoted by a value of minutes/day.

**Discussion**

TikTok, and social networks in general, are an ideal scenario for teaching and learning, as long as teachers, family members and students know how to use it responsibly. The TikTok application is an ideal tool for learning a technical discipline (cutting, sewing and sewing), as it manages to attract the interest of students by small relevant details that appear in the videos, allowing them to feel identified with the work they are doing and loyal followers.

Educational institutions must, in general, promote knowledge and responsible use of social networks, including those that are considered non-educational, and promote their integration as neuralgic resources in the daily activity of the school. In the specific case of TikTok, its use with children aged 13-17 and in families where children have a history of problematic or addictive behaviour is not advisable. As with other platforms, children under that age must use TikTok as holders of a family account, always with parental supervision.

*Comparison With Other Platforms*

Nowadays there are many platforms with short videos. The recommendation algorithm of one of these platforms is the one that is generating the most interest, other recommendation algorithms are close behind. There are other alternative platforms for short videos, the best known in China was the most recommended professional content, only 33.5% of users published user-generated content and also the content produced does not provide practical knowledge since they are only informative videos.

In this analysis we have analysed a new social network linked to short videos that has revolutionised not only the young generation. It is growing very fast among users of all ages. On the social network, everyone can upload content, as on other platforms, although it has some differences that we will explain throughout the report. As alternative platforms we have analyzed other applications, although there is a great difference in terms of users and in the options offered by the use of these applications, their use as learning platforms is much more restricted.

*Implications for Educators*

Educators play a major role in facilitating the creation of valuable content within this platform. TikTok is an excellent opportunity to educate students in medium competence, among others, regarding language and media content. But educators must know the platform, its dynamics and strategies for content



generation. This tool can be used to work on different aspects related to digital competence, including skills to navigate or search the internet, to filter information, to participate in virtual communities or to communicate effectively by creating content.

But it is necessary for teachers to know TikTok and how it works if they want to incorporate this tool into their educational practice effectively. You should know that TikTok is a social content platform where entertainment is central and that issues associated with individuality, originality, the decision-making capacity of young people, and communication with the audience are part of its cultural essence. Therefore, any initiative that has to do with education must respect these bases so as not to clash with the ecosystem community that the platform represents. They must have a strategy capable of encouraging student participation and, to do so, it will be necessary to study the content offered by the platform to obtain information that will help to make appropriate recommendations regarding teaching proposals.

### *Recommendations for Educators*

In this paradigm of communication, teachers become authentic facilitators of feedback with the intention of sharing their experience and knowledge within the informal environments in which adolescents and young people find themselves and initiating an educational "presence" in these environments, from the principles that they understand should be the backbone of all training proposals and attending to the characterization in the use of ICT by the students themselves. This text promotes the integration of the educational task in these spaces, which constitute, after all, the daily life and, sooner or later, work and social life in which they develop and in which they must develop.

We offer a list of recommendations synthesized in a "Decalogue for educational intervention in non-formal spaces with adolescents who regularly use ICTs" that has served to guide the work of the educators involved in our research group in the approach of flexible educational experiences adapted to the current youth reality. This can be a good reference to start or reinvent our teaching activity in the classroom or design proposals for the revitalization of education in different environments outside of school, considering ICT with adolescents. Finally, we advance in the most common work perspective at the present time by our research group: to design educational proposals immersed in the very environments of integration of young people in the Information Society.

### *Best Practices*

Here are some best practice recommendations for using TikTok for educational and training purposes.

Respect privacy. Despite belonging to the category of social network, its use should be limited to the dissemination and reflection of educational content. Although there are private profiles and privacy when editing the profile, it is not a platform where you can interact with students, so the publications must be free content and access must be universal to the educational community. In addition, people's rights to their image cannot be postponed to an educational purpose, since the rights and freedoms of students may be valuable, but no more so than those of the students themselves and the people around them.

Use of the image. Teachers can identify themselves and the people who appear in the content and videos, without it entailing an unwanted use of the image or going against the right to one's own image. In this way, he is more friendly, more direct and more professional; On the other hand, it provides that students can find themselves in the videos and photos generated (personalization of learning). Despite this, these general guidelines are essential: do not post images of people other than educators without informed consent, do not post photos with hurtful, denigrating or hateful or bigotry comments or messages, do not post compromising photos of students. Redirect or report images posted by others who violate any of these guidelines or any other image posting rules for removal, and block the person who posted the post, if they are a repeat offender.

*Integration into the Curriculum*

The impact that TikTok has on digital trends has led many teachers to consider its use as a tool for learning. It allows you to personalize and generate content for people of all ages. This emphasis on personalizing and generating creative content can be a point to explore in education. This source of learning can have a positive impact, for example, on subjects focused on creativity and the development of personal skills. That is why we propose a series of ideas and exercises that we could carry out from TikTok as an educational tool for the development of personal skills (individual or group work: creativity, innovation, discovery and inquiry, responsibility and digital ethics, autonomy, criticism, self-regulation, self-esteem, etc.).

One aspect to be taken into account in the assessment of ICT competence in general is the degree of integration into the curriculum. Some useful phases in this integration process would be proposed by the TPACK/DC model: 1) Design analysis: make an initial analysis of the design of the sheet/recipe and the possibilities of interaction with it. 2) Analysis of the context: reflect on the needs of the people who are going to interact with it, on whether there are other previous or subsequent interventions, what will be developed in parallel at the level of content, what is asked of the people who use it, etc. Also knowing the devices through which the file can be consulted will participate in its design. 3) Effective design: create the activity (worksheet) with TikTok, include the precise instructions to obtain the desired effects, represent the content in a way that interacts satisfactorily with it, catalog it correctly (for its recovery by both the teacher and the students), etc.

## Conclusion

With the passage of time, digital and technology have become increasingly important in education and in the way society learns in general, so being implemented as a teaching tool generated a lot of expectation. TikTok, as a didactic tool, promotes not only the teaching of knowledge and content, but also the learning, understanding, and strategic use of creative variations of symbolic resources that attract the student's attention, motivation, and interest. Establishing a proposal for conceptual definition, TikTok is a platform conducive to the creation, composition, selection and editing of short creative sequences of different genres and styles, stimulating writing and audiovisual production as privileged forms of communication and intercultural dialogue that acquire meaning and significance in diverse, mutant and hypermedialized contexts.

It is important to know that part of the learning that can arise from this platform is influenced by the student's previous motivation, the training content they receive in the classroom, by the challenges that the teacher may propose; but also because of the aesthetics, style and engagement that different students can receive, modify and manipulate from the platform. It is not a specific tool if you are contributing to homogeneity in the transmission of formal content, nor long in the gestation and alloy of knowledge. Its use and implementation of teaching requires the combination of pedagogical and digital knowledge to propose the necessary guidance and the selection of activities that students will carry out as their own in the embodiment of school time and outside of it.

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