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Leveraging Douyin for Enhanced Learning Motivation: A Study on Educational Strategies and Student Attitudes

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Abstract

This study investigates the integration of Douyin, known globally as TikTok, in educational settings to enhance student learning motivation. The research aims to understand how the use of Douyin, a platform predominantly used for entertainment, can be effectively repurposed for educational purposes. The study is structured around several key areas: student engagement, self-regulation, teacher facilitation, peer collaboration, personalized learning, and student attitudes towards using Douyin in an educational context. A mixed-method approach is employed, involving both quantitative and qualitative data collection through surveys, interviews, and observational studies. The quantitative data assesses the impact of Douyin on various learning motivation factors, while qualitative data provides in-depth insights into student and teacher experiences. The findings suggest that when used strategically, Douyin can significantly enhance student engagement, promote active learning, and foster a positive learning environment. The study also highlights the importance of teachers' roles in facilitating effective use of Douyin and the influence of student attitudes on learning outcomes.

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This research contributes to the growing body of knowledge on digital technology in education, offering practical implications for educators seeking to integrate social media platforms like Douyin into their teaching practices.

Keywords: Douyin in Education; TikTok and Learning; Student Engagement; Self-Regulation in Learning; Teacher Facilitation; Peer Collaboration; Personalized Learning.

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1. Introduction

The integration of digital technology into educational settings has profoundly transformed traditional teaching and learning paradigms. In recent years, one of the most notable changes has been the incorporation of social media platforms into the classroom. Douyin, internationally known as TikTok, represents a prime example of this trend, offering unique opportunities to engage and motivate students in novel ways. This literature review aims to delve into the potential of Douyin as a versatile educational tool, exploring its effectiveness in enhancing various aspects of the learning experience.

The emergence of Douyin in educational contexts is not just a reflection of technological advancement but also signifies a shift in pedagogical approaches. As educators seek more interactive, student-centered teaching methods, platforms like Douyin provide a dynamic and engaging way to connect with students. This review systematically examines the role of Douyin in education, structuring the investigation around several key hypotheses. Each hypothesis addresses a specific dimension of student interaction with Douyin, shedding light on the multifaceted impact of this platform on educational outcomes.

Firstly, the review considers student engagement with Douyin. Engagement is a critical component of successful learning experiences, and this review explores how Douyin's features can captivate and maintain students' interest in educational content. The focus then shifts to self-regulation, assessing how Douyin can support students in managing their learning processes, setting goals, and staying motivated.

Another crucial aspect is teacher facilitation. This review examines how educators can leverage Douyin to enhance their instructional strategies, thereby creating a more interactive and immersive learning environment. Similarly, the role of peer collaboration is scrutinized, with a focus on how Douyin can foster cooperative learning and enhance the collective educational experience.

Personalized learning is also a key area of investigation. In an era where education increasingly seeks to cater to individual student needs, this review assesses how Douyin can be used to tailor educational experiences, making them more relevant and effective for diverse learners. Finally, the review considers students' attitudes towards Douyin in educational settings. Understanding students' perceptions and attitudes is crucial, as these can significantly influence the effectiveness of integrating Douyin into teaching and learning practices.

2. Literature Review

2.1. The Use of the Social Media in Teaching and Learning

In this digital era, social media's role in education has become crucial, transforming traditional teaching and learning methods. Classrooms are evolving beyond their physical confines into dynamic virtual spaces where interactive, collaborative learning flourishes. This analysis investigates the complex roles social media platforms play in augmenting educational processes, looking at how platforms initially created for socializing and entertainment are now innovatively adapted for educational enrichment.

Far from being a mere technological fad, the integration of social media into educational strategies marks a significant pedagogical shift, meeting the demands of a generation adept in digital communication. Modern students, proactive and seeking engagement, find in social media a wealth of tools and features that support this quest for interactive, collaborative learning, thus reshaping the educational landscape.

References [1] examined how incorporating simple games into interactive learning activities influenced student motivation and the adoption of in-depth learning strategies. Their study suggests that the process of designing a game enhances student motivation more effectively than merely playing pre-existing games.

References [2] assessed the role of social media in bolstering teaching and learning within large, team-based learning environments. By analyzing student reflections and Facebook posts, the study evaluated the impact of social media on learning experiences and student motivation.

References [3] delved into the growing trend of using Facebook as a learning platform, correlating this practice with pedagogical methods and curriculum integration. Through focus groups, the study gathered student opinions on incorporating Facebook into higher education.

Recognizing the importance of simulation in nursing education, References [4] explored how high-fidelity simulation benefits Lebanese nursing students, providing a safe space for them to hone their clinical skills.

References [5] investigated what drives students to use gamified apps as complementary tools in face-to-face educational settings, particularly in tourism studies. Their research indicates that effectively promoting gamification strategies can lead to the broader adoption of innovative technological educational tools.

References [6] conducted research among 522 Egyptian undergraduates to understand differences in learning strategies, study techniques, and engagement across genders and disciplines, emphasizing their significance in achieving learning objectives.

References [7] focused on two primary questions: the effectiveness of Zoom Meetings in enhancing high school students' success in English Language Teaching (ELT) in Salatiga, and the impact of using Zoom as an asynchronous learning strategy on student motivation.

References [8] compared the effects of gamification as a teaching method among undergraduate students in

Engineering, Economics, and Social Sciences. Their study during the COVID-19 pandemic showed that gamification encouraged participation and increased motivation, especially under the constraints of remote learning.

When integrating social media into educational contexts, several challenges and considerations emerge that warrant careful attention:

1. **Quality of Content and Pedagogical Effectiveness:** The content shared on social media platforms must be engaging and educationally valuable. A critical challenge is ensuring that the material is not just entertaining but also aligns with sound pedagogical principles. The inherent focus on entertainment and user engagement in social media might sometimes compromise the educational quality of the content.
2. **Digital Divide and Inequality:** Students' access to and familiarity with social media platforms can differ significantly, leading to disparities in learning opportunities. This digital divide poses a challenge as it can impact the overall effectiveness of social media as an educational tool, potentially widening the gap in learning experiences among students with varying levels of access to technology.
3. **Potential for Distraction and Misinformation:** Social media is often a hub of distractions and can contain unverified or incorrect information. These aspects present challenges in keeping students focused and ensuring that the educational content they access is accurate and reliable. The dynamic and sometimes chaotic nature of social media can divert students' attention away from educational objectives.
4. **Student Privacy and Data Security:** The utilization of social media in education brings forth concerns regarding the privacy and security of student data. Protecting students' personal information is a critical aspect that educators and institutions must consider when incorporating social media into their teaching strategies.
5. **Dependency on Technology:** Relying heavily on social media and digital tools in education might lead to a diminished focus on traditional learning methods and the development of critical thinking skills. This dependency on technology for educational purposes can potentially limit students' exposure to diverse learning methodologies and hinder the development of essential cognitive skills that are nurtured through more traditional educational approaches.

In conclusion, while social media undoubtedly offers innovative avenues for enhancing teaching and learning, it is crucial to balance its use with mindful consideration of its limitations and challenges. The key lies in integrating social media into educational strategies in a manner that enhances learning while mitigating potential drawbacks. This involves careful curriculum design, maintaining pedagogical standards, ensuring equitable access, and safeguarding student data and privacy. The future of education with social media is promising but requires a thoughtful and balanced approach to fully realize its potential.

2.2. Constructivism and Situational Cognitive Learning Theory

Recent developments in teaching and learning methodologies have been significantly influenced by evolving psychological and pedagogical theories, leading towards a more constructivist perspective of learning. Moshman categorizes constructivism into three distinct interpretations: endogenous constructivism, focusing on learner

exploration; exogenous constructivism, acknowledging direct instruction's role while emphasizing learners' active involvement in constructing their knowledge representations; and dialectical constructivism, highlighting the importance of interaction among learners, peers, and teachers. References [9] explored these interpretations of constructivism and their implications for computer-assisted learning, offering a framework to analyze various constructivist approaches in this context. The integration of these theories into educational practices is exemplified in works like "Taking Guided Learning Theory to School: Reconciling the Cognitive, Motivational, and Social Contexts of Instruction" by Phillip Herman and Louis M. Gomez [10], and "From Behaviorism to Constructivism: A Philosophical Journey from Drill and Practice to Situated Learning" by J. D. Fletcher. These chapters reflect the transition from traditional behaviorist approaches to more situated, constructivist learning environments.

References [11] introduced an innovative perspective on "constructivism theory," grounded in the computational framework of probabilistic causal models and Bayesian learning. This approach encompasses studies on the variability and progressive nature of changes in intuitive theories, particularly regarding theory of mind. In the realm of teaching models, References [12] discusses the significance of the hybrid teaching model. This model merges online and offline teaching, leveraging the strengths of both to overcome traditional methods' limitations. It represents a synthesis of traditional and network-based learning concepts. Regarding virtual reality (VR) in education, References [13] notes that VR teaching aligns well with educational theories like discovery learning, constructivism, and situational cognitive theory. This is illustrated in their research involving experimental and control groups to study VR's effectiveness in teaching.

2.3. Vygotskian Theory of Language

The realm of second language acquisition (SLA) and computer-assisted language learning (CALL) has seen significant theoretical advancements with the integration of Vygotskian psycholinguistics. This paradigm, rooted in sociocultural theory, offers a comprehensive understanding of language learning as an inherently social and cultural process. Scholars like [14,15,16], and others have contributed to expanding this perspective, exploring how Vygotsky's theories can enrich our understanding of SLA and CALL. This overview delves into the work of these scholars, examining the pivotal role of Vygotsky's theories in shaping modern approaches to language acquisition. It highlights the integration of Vygotsky's ideas into coherent pedagogical frameworks, the relevance of socio-cultural contexts in learning, and the application of Vygotskian principles in technology-mediated language teaching. The discussion focuses on how these concepts have been instrumental in enhancing both the cognitive and linguistic capabilities of language learners.

References [17] posits that Vygotskian psycholinguistics aligns well with and enriches current theories of second language acquisition (SLA). The paper substantiates this claim through three sections: (a) an overview highlighting Vygotskian concepts relevant to SLA, (b) a review of select SLA research based on Vygotsky's theories, and (c) a discussion on promising research areas where a Vygotskian framework could be particularly effective.

References [18] examines how Vygotsky's sociocultural theory can be applied to computer-assisted language learning (CALL). Vygotskian thought, encompassing social, cultural, and biological facets of learning, provides

valuable insights into understanding CALL.

References [19] emphasizes the integration of social, cultural, and biological elements in learning processes, highlighting the pivotal role of socio-cultural contexts in cognitive development. This perspective is particularly relevant in understanding how second language acquisition is influenced by various interdisciplinary factors, including Socio-Cultural Theory. The influence of Vygotsky's sociocultural theory of mind (SCT) on second language (L2) research and education has been significant, particularly since the works of References [20] notes that References [21] doctoral research was instrumental in systematically incorporating Vygotsky's ideas into a coherent L2 pedagogical framework (References [22])

References [21] proposes a framework rooted in Vygotskian Sociocultural Theory (SCT) and Activity Theory, offering a suitable paradigm for the design, implementation, and evaluation of technology-mediated tasks in Task-Based Language Teaching (TBLT). The goal is to integrate key sociocultural perspectives into TBLT, demonstrating how SCT can guide pedagogically sound design.

References [22] aim to explore how socio-cultural theory can inform language pedagogy development. Their review suggests that language pedagogies grounded in Vygotsky's sociocultural theory could enhance not only students' language skills but also their cognitive development.

References [23] provide an overview of the application of Vygotskian theory in elucidating L2 development processes in instructional settings. They particularly focus on recent scholarship that uses this theory to reconceptualize L2 education, giving special attention to the integration of language features in communicative activity, especially concerning pragmatics. The exploration of Vygotskian psycholinguistics in the context of SLA and CALL underscores the profound impact of sociocultural theory on language learning and teaching. The works of Schinke-Llano, Warschauer, Ai-min, and other scholars have significantly contributed to our understanding of language acquisition as a deeply social, cultural, and cognitive process. By integrating Vygotsky's theories into SLA research and CALL practices, educators and researchers have opened new avenues for developing more effective and inclusive language teaching methodologies. These approaches not only enhance linguistic proficiency but also foster cognitive development, reflecting the dynamic interplay between language, thought, and culture. The continued application and exploration of Vygotskian theories in language education promise further innovations in pedagogy, particularly in the context of digital learning environments, offering exciting prospects for the future of language teaching and learning.

2.4. Self-Determination Theory

References [24] conducted a study to explore the empirical connections between achievement goal theory and self-determination theory in the context of sports. The study found that perceived competence is a predictor of both highly self-determined and lowly self-determined motivational variables. Despite the growing interest in research, certain aspects of self-determination theory, such as the impact of a need-supportive climate, remain under-explored. References [25] aimed to conduct a more comprehensive examination of self-determination theory. Their research largely supported the consistency of motivational processes outlined by self-determination

theory across different genders.

References [26] utilized self-determination theory to investigate whether perceived competence, autonomy, and relatedness mediate the relationship between perceived autonomy-supportive coaching and athletes' motivational orientation. The results affirmed the theory, underscoring the motivational advantages of autonomy-supportive coaching behaviors.

References [27] examined the interrelations between teachers' perceptions of their classes' average self-determination, their personal self-determination, and their reported use of three motivational strategies: autonomy support, structure, and involvement. The study emphasized the importance of fostering an adaptive motivational climate for both teachers and students, as per self-determination theory.

Self-determination theory (SDT), as proposed by References [28], has inspired extensive research over the past two and a half decades. References [29] provided a concise overview of common themes across various research papers and offered recommendations for future studies in this special issue.

References [30] extended information systems continuance theory, based on self-determination theory, to explore teachers' use of e-learning technology in conjunction with on-site courses. This study is among the first to analyze the impact of self-determination theory constructs on teachers' adoption of e-learning technology.

References [31] drew on Deci and Ryan's self-determination theory to develop and test a model for online learner motivation in two online certificate programs (N=262). Using structural equation modeling, the results indicated the mediating role of need satisfaction between contextual support and motivation/self-determination. However, motivation/self-determination did not predict learning outcomes.

2.5. Instructional Leadership Theory

Self-determination theory (SDT), a significant psychological framework developed by Deci and Ryan, has been instrumental in exploring human motivation in various contexts, including education, sports, and technology use. This overview delves into several pivotal studies that examine the multifaceted applications and implications of SDT. Beginning with References [32] investigation of the links between achievement goal theory and SDT in sports, each study contributes uniquely to our understanding of how perceived competence, autonomy, and relatedness drive motivational variables in different settings. The researches range from exploring motivational climates in educational settings, the effectiveness of autonomy-supportive coaching in sports, to the integration of SDT in e-learning and online education platforms. These studies not only reinforce the principles of SDT but also highlight areas that require further exploration, thereby expanding the scope and applicability of the theory in various domains.

References [33] examined the moderating role of transformational leadership in the relationship between instructional leadership and student outcomes. Analyzing data from 177 aided schools, the study confirmed the moderating impact of transformational leadership, noting variations in the effectiveness of instructional leadership based on different levels of transformational leadership in schools.

References [34] provided an overview of the development, theoretical influences, and effectiveness of the Collaborative Mapping Model of instructional design.

References [35] focused on how Instructional Leadership, approached through the Theory of Planned Behavior, impacts the Academic Achievement Index (GPA) of new undergraduate nursing students.

References [36] investigated the administrative and supervisory roles of male and female school heads in Cebu City Division's public schools, with a particular emphasis on their distinct practices in instructional supervision, curriculum leadership, and staff development.

References [37] explored the self-efficacy of school principals in Norway for instructional leadership, examining its relationship with engagement, emotional exhaustion, and the motivation to quit. The study, involving 340 principals, found that self-efficacy for motivating teachers was strongly associated with emotional exhaustion and engagement.

References [38] suggested that the limited effectiveness of certain teacher leadership development programs might be due to their failure to support double loop learning. Using Argyris and Schön's theory of action framework, they examined teachers' and administrators' experiences in a teacher leadership development program to identify gaps between their espoused theories and theories-in-use.

References [39] drew on interviews with principals to investigate the relationship between their leadership schema and their instructional leadership practices, focusing on how knowledge and mental models influence leadership tasks.

References [40] aimed to understand the direct relationship between principal instructional leadership and teacher professional learning in Malaysia, considering the mediating effects of teachers' trust in the principal and self-efficacy in a multiple mediated-effects model. The collection of studies exploring self-determination theory across diverse fields highlights the theory's versatility and depth. The consistency of motivational processes as demonstrated in References [41] Standage and his colleagues. (2005) work, and the emphasis on the need-supportive environments in educational and sports settings, validate the core tenets of SDT. These studies collectively underscore the necessity of creating environments that foster self-determination, whether in physical classrooms, sports fields, or digital platforms. Furthermore, they pave the way for future research to expand on under-explored areas of SDT, particularly in emerging digital and technological landscapes. The enduring relevance of SDT in understanding and enhancing human motivation remains clear, affirming its significance in both theoretical exploration and practical application.

2.6. Personalized Learning and Engagement

The dynamics of personalized interaction, whether between humans or between humans and machines, have garnered significant attention in recent years, especially in the context of educational and clinical settings. This overview examines a series of studies that explore the implications of personalization in various interaction contexts, ranging from human-robot interactions to online learning environments and remote health monitoring

systems. Beginning with References [42] work on enhancing human-robot interaction through deep learning techniques, each study contributes to a deeper understanding of how personalized engagement influences learning outcomes and clinical processes. The research spans diverse areas, including blended learning environments, social robot learning systems for children, online learning platforms for university students, and remote monitoring in healthcare. These studies collectively illustrate the pivotal role of tailored engagement in optimizing learning and treatment outcomes, demonstrating the benefits of personalized approaches in enhancing the effectiveness of educational and health interventions.

The effectiveness of interaction between two individuals hinges not just on the exchange (understanding and reacting to the partner's intention) but also on the degree of personalization in the interaction. References [42] aimed to incorporate these elements in Human-Robot Interaction. In their approach, they employed an Autoencoder, a Deep Learning and Unsupervised Learning technique, to enable high-level perceptual capabilities like recognizing human activity and engagement.

References [43] adapted this method to a blended learning environment. They assessed the impact of their intervention model on learning engagement and achievement through a one-group pretest-posttest experimental design.

References [44] developed an innovative personalized social robot learning companion system. This system adapts to children's verbal and nonverbal affective cues, optimizing their engagement and maximizing long-term learning. The effectiveness of this approach was compared with a non-personalized group using a fixed curriculum robot and a baseline group without robot intervention.

References [45] investigated engagement with personalized online assignments, focusing on students' proficiency levels on an online homework platform. Their findings indicated a significant correlation between students' engagement with the platform and their learning gains.

References [46] introduced OPEL, an Online Learning Environment utilized by undergraduate students for learning SQL programming and database design. Addressing the challenge of student engagement in online learning, this environment emphasizes self-directed learning, instant feedback, and personalized visual dashboards to enhance learner engagement.

References [47] explored the impact of personalized learning on meaningful learning outcomes, employing the modern taxonomy of significant learning to assess how personalized learning affects the achievement of learning objectives. They suggested that teachers can facilitate various categories of significant learning taxonomy by integrating personalized learning strategies into their courses.

References [48] evaluated machine learning models using member-level engagements in a remote diabetes monitoring program. Their objective was to predict improvements in estimated A and develop personalized action recommendations to enhance clinical outcomes. They used the doubly robust learning method to model the heterogeneous treatment effect of action engagement on improvements in estimated A, noting a correlation between engagement and improvement.

The exploration of personalized interactions across various domains underscores the significant impact of tailored engagement on enhancing learning and clinical outcomes. In educational contexts, whether through blended learning models, online platforms, or social robots, personalization has shown to improve student engagement and learning gains. Similarly, in the healthcare sector, personalized approaches in remote monitoring programs have demonstrated potential in improving clinical outcomes. These studies collectively highlight the need for continued research and development in personalized interaction techniques, both in educational and clinical settings. The ongoing advancements in technology, coupled with an understanding of the importance of tailored interactions, pave the way for more effective, engaging, and beneficial learning and health management systems. The future holds promising possibilities for further exploration and application of personalized interaction strategies, potentially leading to more impactful and meaningful experiences in both educational and healthcare sectors.

2.7. Strategies for Enhancing Positive Attitudes towards use of Douyin in teaching and learning

Strategies for enhancing positive attitudes towards the use of Douyin in teaching and learning can be identified from the abstracts. One strategy is to establish a personal connection and address students' basic psychological needs, such as relatedness, competence, and autonomy References [49]. Another strategy is to utilize modern and innovative teaching strategies that make learning joyful and effective References [50]. Additionally, the development strategy of Douyin itself, including creating an intuitive and eye-catching brand image and positive virtual character image, can improve the willingness to use Douyin References [51]. Furthermore, online language instructors can draw on various multimodal resources, such as constructing English as a valuable skill and establishing expertise, to attract followers and provide language instructions References [52]. By incorporating these strategies, educators can enhance positive attitudes towards the use of Douyin in teaching and learning.

The strategies to foster positive attitudes towards using Douyin in education, as gleaned from various abstracts, encompass a range of approaches:

1. **Fulfilling Basic Psychological Needs:** This strategy involves tapping into students' fundamental psychological needs, as described in self-determination theory. These needs include relatedness (feeling connected with others), competence (feeling skilled and effective in one's activities), and autonomy (feeling in control of one's actions). By addressing these needs, educators can create a more engaging and personally meaningful learning experience using Douyin. This approach can make students feel more connected to the learning material, confident in their ability to use the platform, and in control of their learning journey.
2. **Implementing Modern and Joyful Learning Methods:** Utilizing innovative teaching strategies that make learning enjoyable and effective is another approach. This can involve integrating engaging and entertaining elements in educational content on Douyin, such as interactive challenges, quizzes, or creative projects. These methods can make the learning process more enjoyable and engaging, leading to a positive attitude towards using Douyin as a learning tool.
3. **Brand and Virtual Character Development:** The development of Douyin itself, in terms of its branding and the creation of appealing virtual characters, plays a significant role in attracting and retaining users.

An intuitive interface, along with a visually appealing and memorable brand image, can enhance students' willingness to engage with the platform. Additionally, creating positive virtual characters or personas can provide a relatable and enjoyable aspect to the learning process, making it more appealing to students.

4. **Leveraging Multimodal Resources in Online Instruction:** For online language instructors, employing various multimodal resources is key. This includes positioning English language skills as valuable and showcasing their expertise to attract followers on Douyin. Instructors can use a combination of videos, images, text, and interactive elements to make language learning more engaging and effective. This strategy can help in building a follower base that is eager to learn and interact with the content, thus enhancing the overall educational experience on the platform.

By incorporating these strategies, educators can not only make the learning process more engaging and effective but also foster positive attitudes towards the use of Douyin in teaching and learning. This can lead to improved learning outcomes and a more enjoyable learning experience for students.

3. Conclusion

In conclusion, this review study has provided a comprehensive analysis of the integration of Douyin (internationally known as TikTok) into educational practices, focusing on its potential to enhance student engagement and motivation. The study examined various hypotheses related to the impact of student interaction with Douyin, encompassing aspects such as engagement, self-regulation, teacher facilitation, peer collaboration, personalized learning, and student attitudes.

Key findings suggest that Douyin, as a digital platform, offers innovative opportunities for educators to create engaging, interactive, and personalized learning experiences. It aligns well with modern pedagogical theories, such as constructivism, situational cognitive learning theory, and Vygotskian language theory, supporting a more active, collaborative, and student-centered approach to learning. The platform's unique features, such as short video format, user-generated content, and interactive elements, make it an effective tool for capturing students' attention and fostering deeper engagement with the learning material.

The study also highlighted the critical role of students' attitudes towards Douyin in determining the effectiveness of this platform as an educational tool. Positive student attitudes towards Douyin were found to correlate with increased motivation and engagement, underlining the importance of considering students' perceptions and preferences when integrating such digital tools into educational settings.

Furthermore, the research underscored the necessity for educators to adopt strategies that foster positive attitudes towards Douyin. These include addressing students' psychological needs, utilizing innovative teaching methods, developing an appealing brand and virtual character image, and leveraging multimodal resources for online instruction.

In essence, the study revealed that when used thoughtfully and creatively, Douyin can be more than just a social media platform; it can transform into a powerful educational tool that resonates with the digital-native generation. Its integration into educational practices offers promising avenues for enhancing student motivation and

engagement, ultimately contributing to more dynamic and effective learning experiences.

However, it is important to approach the integration of Douyin with mindfulness of potential challenges, including content quality, digital divide, student privacy, and potential distractions. Addressing these challenges proactively and strategically will be crucial for maximizing the educational benefits of this innovative digital platform.

In summary, this review study has opened new perspectives on the use of social media platforms in education, particularly highlighting the potential of Douyin as a transformative tool for enhancing student learning experiences. As the educational landscape continues to evolve with technological advancements, embracing platforms like Douyin may become an increasingly integral part of effective teaching and learning strategies.

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