

A Pilot Study About Using Tiktok In Teaching History To Young Vietnamese People

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Abstract The research investigates the efficiency of history lessons on Tiktok among young Vietnamese people. In detail, qualitative research was adapted by interviewing 24 voluntary Vietnamese pupils in several high schools in Hanoi city. In detail, they were required to watch several Tiktok clips about Vietnamese history and express their opinions about these clips. A manual coding system was selected to analyze the qualitative data. As a result, the majority of pupils highlighted that these Tiktok clips raise their motivation to study history. Some respondents even mentioned that schools should use traditional teaching and TikTok to teach history. To summarize, this study underlines the need for creating modern teaching platforms to engage pupils to study more effectively.

Keyword: Educational technology, social media platform, high school, pupil engagement.

Introduction

Tiktok, a Chinese social media platform, was created by Zhang Yiming in 2017. Initially, this platform's success was doubted when global social networks such as Facebook and Twitter dominated the world social media's market share. However, with a unique strategy when specializing in small clips (less than 5 minutes) and creative content, Tiktok has developed rapidly to become one of the world's largest social media platforms. In 2021, Tiktok reached \$4.6 billion in revenue 2021 and acquired 1.2 billion active users 2021. The platform is expected to reach 1.8 billion by the end of 2022 (businessofapps.com).

According to Haenlein et al., (2020), the targeted Tiktok customer is Gen Z, born after 1996. There are two reasons to explain this issue. First, Gen Z is regarded as the "technology fan" generation, who grew up with information technology (IT) development. Moreover, they are young, dynamic, creative, and ready to adapt to new things. Understanding this behavioral characteristic, Tiktok's content creators often

create new trends which interest young people and encourage them to imitate acts in their accounts. In Vietnam, Tiktok is the most common social media platform among young people, particularly people under 20 years of age. In the Vietnamese case, young citizens often watch small videos on Tiktok and imitate them on their accounts. Some people admitted that they opened the platform's account due to the joy of watching these clips. In recent years, a new trend in Vietnam's Tiktok has been uploading historical knowledge, which interests many young people to watch. Doing clips to share knowledge is not a new trend in Tiktok when many influencers become famous when sharing science clips. De Leyn et al., (2021) highlighted that teenagers are likely to learn much knowledge on social network platforms if they are conducted attractively. Many educational institutions offer courses via Facebook, along with the traditional way of teaching. However, learning via Tiktok has never been used in any official educational institution, so its implication is questionable.

Learning on social network platforms is not new globally (Aleksandrova & Parusheva, 2019; Alamri, 2019; AlYoussef, 2020). However, none of the public educational institutions has selected it to teach learners in Vietnamese education. Thereby, when the Vietnamese history knowledge clip received many views in Tiktok, it raised a question about its implications in encouraging young people to understand history better. However, when these clips have been conducted informally, their correctness is under question. Moreover, young people might misunderstand history if they are not controlled carefully. This study aims to investigate the case of learning history via the Tiktok platform in Vietnam. More specifically, this is preliminary research for a big project about using social network platforms to teach and study in the Vietnamese educational sector. This study aims to answer the research question:

RQ: Is Tiktok an effective way to teach history to young Vietnamese people?

Qualitative research is selected to answer the research question. The following chapters will display the methodology, discussion, conclusion, and future research recommendations.

Methodology

In this research, we contacted pupils studying in high schools in Hanoi city, Vietnam. There are

two criteria for selecting participants. First, they must have Tiktok's account and activate their account frequently. Second, they must use Tiktok for at least six months before participating in the interview. All young people participated in the research voluntarily. There were two steps to conducting the qualitative research. We sent three Vietnamese history clips in Tiktok to all voluntary respondents and informed them about the deadline to watch all clips. The duration time was three days. A total of 30 volunteers received all three clips. Further, we asked them to answer three questions: (1) Do you like learning history via Tiktok?; (2) Why do you like learning history via Tiktok?; and (3) if there is a combination of teaching history through the traditional way and Tiktok, do you want to participate?.

21 respondents out of 30 volunteers (70%) agreed to answer the three questions. We used the focus group interview to conduct the data, which means that all participants were combined to answer the questions. Due to Covid 19 situation, the focus group interview was completed online. All respondents participated in the interview together via Zoom link. The interview took 30 minutes, and notes were stored confidentially. All interviews were in Vietnamese, so the authors translated all answers into English. The demographic information is shown in table 1.

Table 1. Demographic characteristics

Demographic variables	No.	%
Gender		
Male	13	61.9
Female	8	38.1
Age		
16	9	42.8
17	8	38.0
18	4	19.2

The frequency of using Tiktok per day		
Less than 1 hour	6	28.5
Between 1 -2 hours	12	57.1
More than 2 hours	3	14.4

Results

When all raw data were collected, the authors coded the data manually. While we eliminated

invalid and vague answers, we coded similar answers together. Further, we counted the number of similar answers. The detailed information is displayed in table 2.

Table 2. Summarized results from data analysis

Questions	Answers	Frequency	Percentage
Q1. Do you like learning history via Tiktok?	Yes	15	71.4%
	No	6	28.6%
Q2. Why do you like/dislike learning history via Tiktok?	The content of the clips is interesting, so it interests me in learning the history	9	42.8%
	The way of teaching history in high school is boring, so I prefer learning via Tiktok	4	19.0%
	I like a combination of storyteller and imagine in Tiktok	2	9.0%
	TikTok's clips are interesting, but they are just for fun and cannot replace the traditional way of teaching history	2	9.0%
	I am not too fond of the content of these clips	4	20.2%
Q3. Do you want to participate if there is a combination of teaching history through traditional ways and Tiktok?	This is a creative idea, and I am ready to experience two types of teaching history	9	42.8%
	I am pretty curious about this combination, so I want to participate in this type of teaching	6	28.5%
	Tiktok is just for fun, and it cannot be used in teaching	5	23.8%
	I do not like learning history, so this type of teaching does not interest me	1	4.9%

The below charts display the rate of each answer. As Figure 1 points out, 15 respondents (71.4%) had a passion for learning history by Tiktok, while six (28.6%) disliked this activity. Further, there were five different answers in Figure 2, with three agreed and two disagreed answers. Almost half of the answers favored the content of clips

(42.8%), followed by a passion for a storyteller and imagination in each history clip. In contrast, six responses disliked this activity due to disbelief in the clips' content and purpose. In Figure 3, the majority of respondents supported combining two types of teaching history (15 responses).

Figure. 1. The rate of answers in question 1 (Source: The authors)



Figure. 2. The rate of answers in question 2 (Source: The authors)

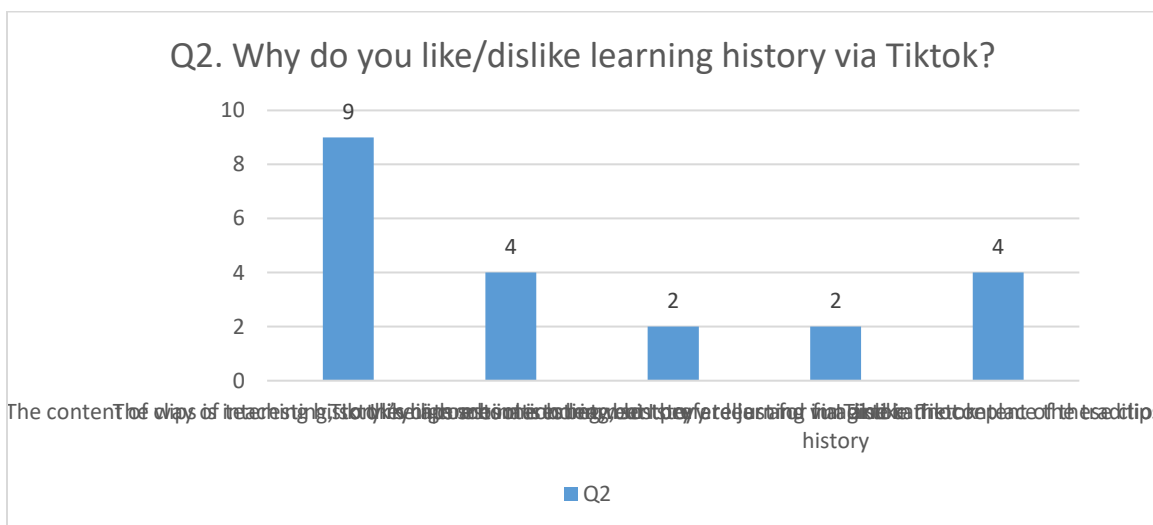
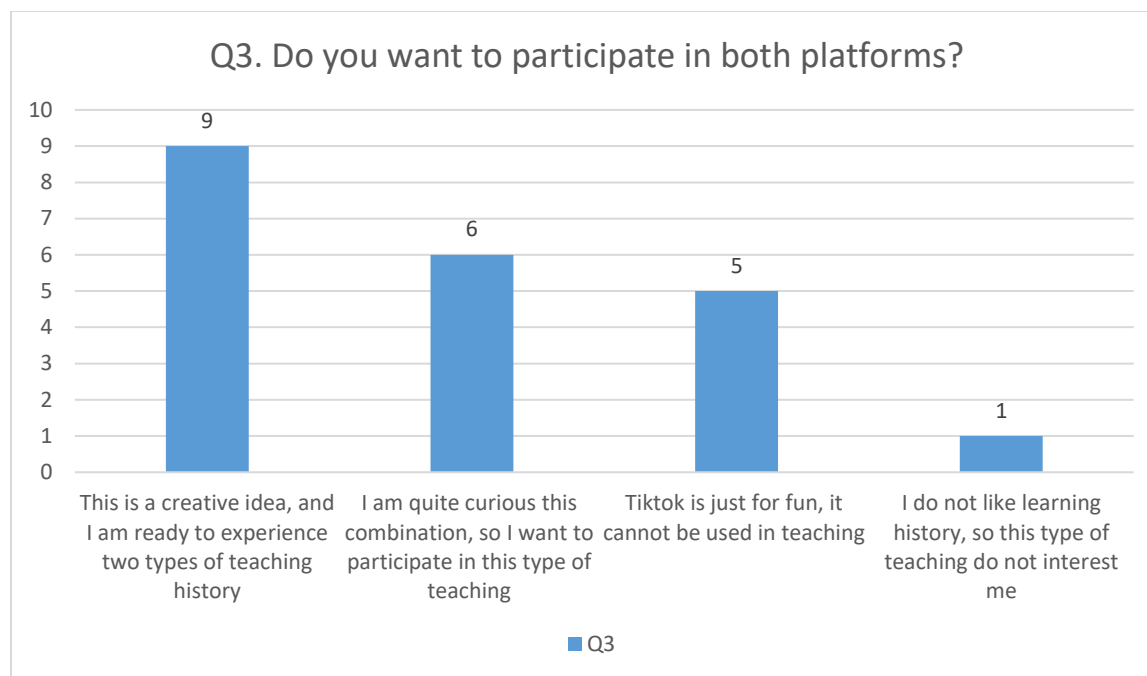


Figure. 3. The rate of answers in question 3 (Source: The authors)



Discussion and implications

This is the first study examining the role of Tiktok in Vietnamese education. Moreover, when rare studies investigated the influence of learning in Tiktok, this study aims to fill the theoretical gap and highlight some educational practitioners' recommendations. In detail, we asked three questions about learning history in Tiktok to targeted respondents who were studying in Vietnamese high schools. As a result, two of the third respondents approved of this platform for teaching history and were ready to try studying history in Tiktok. This issue is in line with the new teaching trend on social network platforms (Balakrishnan, 2014; Saienko et al., 2020). The rise of technology provides convenience for users in learning knowledge. More specifically, the Covid 19 crisis called for attention to the development of distance learning platforms. While several social network platforms have been used for teaching knowledge (e.g., Facebook), the role of Tiktok in education is questionable. As such, this study opens its scope by confirming the requirement of younger people to learn knowledge on this platform. Moreover, it raises an idea about combining traditional ways and

social networks in teaching and learning in Vietnam.

The study contributes to both theoretical and practical knowledge. In the former, it opens the scope of teaching on the social network platform, particularly in Tiktok. In the latter, this study confirms the demand for learning knowledge in Tiktok so that practitioners can develop educational content on this platform. Moreover, individuals working in public educational institutions should consider Tiktok as a practical way to teach academic knowledge to their students.

Conclusion and recommendation for future research

This preliminary research investigates the role of Tiktok in teaching history to young Vietnamese people. Further, it confirms the efficiency of this social network platform in learning knowledge. As this is a pilot study of a project about using social network platforms to teach and study in the Vietnamese educational sector, further research continues to investigate the role of Tiktok in education by collecting more data in various Vietnam provinces. Moreover, the targeted

sample will be more diverse, with the range from students in both high schools and universities. To sum up, this course is expected to fulfill a gap in the role of social networks in Vietnamese education.

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