

Received: October 2023 Accepted: December 2023

DOI: <https://doi.org/10.58262/ks.v12i1.233>

Exploring Gen Z'S Consumption and Perception of Educational Content on Tiktok Platform: A Qualitative Study in Vietnam Context

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Abstract

This qualitative research investigates Generation Z's perceptions of educational content on TikTok in Vietnam. Using semi-structured interviews, the study examines how Gen Z consume and perceive TikTok's short-form videos, focusing on preferences, multimedia elements, and the platform's evolving role in education. Thematic analysis of qualitative data reveals that authenticity and relatability are crucial for engagement, with users favoring a casual and relatable tone. User-generated content, such as personal narratives and collaborations, enhances the sense of community. The study identifies specific educational content types, including quick tutorials, study vlogs, and bite-sized language lessons, as popular among Gen Z in Vietnam. Visual engagement through demonstrations and unique effects, coupled with auditory impact through music and narration, enriches the learning experience. Interactive elements like quizzes contribute to user engagement and community building. The findings provide practical insights for educators, content creators, and policymakers to tailor educational content for Gen Z, enhancing the educational landscape on social media. This research contributes to ongoing discussions on digital education, underlining the importance of adaptive strategies to meet the dynamic preferences of contemporary learners.

Keywords: *Tiktok, Generation Z, educational content, User perception, Social Media Impact, Multimedia Learning*

Introduction

The advent of social media has revolutionized communication, transforming the way individuals connect and share information across the globe. Social media platforms, characterized by real-time interaction, reduced anonymity, and the potential for two-way engagement, have become integral components of contemporary digital culture (Yussof et al., 2018). In various sectors, social media has not only facilitated personal connections but has also emerged as a powerful tool with diverse applications, including education (Moghavvemi et al., 2018; Serrano Guerrero, 2022).

The integration of social media into educational settings has garnered substantial attention in recent years (Liashuk, 2021; Mikum et al., 2018; Poore, 2015; Purnama & Asdlori, 2023). Recognized for its potential to foster collaborative learning environments, social media platforms enable students to engage in discussions, share resources, and collaborate on

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projects, transcending traditional classroom boundaries (Siemens, 2005; Downes, 2012). Moreover, these platforms offer informal learning opportunities that complement formal education, allowing students to explore topics beyond the curriculum and promoting a culture of continuous learning (Peruta & Shields, 2017; Serbanescu, 2022; Smith, 2014)

Amidst the myriad of social media platforms, TikTok has emerged as a cultural phenomenon, particularly popular among the younger demographic. Originally recognized for its entertaining short-form videos, TikTok has evolved into a versatile platform that extends beyond mere entertainment. With its engaging and dynamic format, TikTok has increasingly been recognized as a potential educational platform, offering a unique space for the dissemination of educational content (Fiallos et al., 2021).

Generation Z, born into a digitally connected world, represents a cohort with distinct characteristics, preferences, and expectations (Dolot, 2018). For this generation, social media is not only a means of communication but a significant part of their identity and daily lives (Hameed & Mathur, 2020; Wolf, 2020). Understanding how Generation Z perceives and consumes educational content on emerging platforms like TikTok is crucial for educators, content creators, and policymakers. Recognizing the impact of these platforms on Gen Z's educational experience can inform the development of tailored and effective educational content.

Therefore, this qualitative research endeavors to comprehensively investigate and comprehend how Generation Z perceives and engages with educational content on TikTok, particularly within the context of Vietnam. The primary objectives of the study are threefold. Firstly, the research aims to explore the nuanced perceptions of Generation Z individuals regarding educational content on TikTok in comparison to more traditional sources of education. This involves delving into the preferences, attitudes, and opinions of Gen Z users, thereby uncovering the factors influencing their choice of TikTok as a platform for educational content consumption. Secondly, the study seeks to identify specific types of educational content on TikTok that prove most engaging and impactful for Generation Z learners in Vietnam. By examining content formats, topics, and styles, the research aims to unravel the key elements that capture and maintain the attention of this demographic on TikTok. Lastly, the investigation extends to understanding the role of multimedia elements, such as visuals, music, and creative presentation styles, in enhancing the overall effectiveness of educational content on TikTok from the perspective of Generation Z. This includes an exploration of how these multimedia components contribute to better comprehension, retention, and engagement among Gen Z learners.

Investigating Generation Z's consumption and perception of educational content on TikTok is crucial for several reasons. Firstly, as digital natives, Generation Z individuals exhibit distinct preferences and behaviors in their engagement with technology and online platforms. Understanding how this demographic perceives and utilizes TikTok for educational purposes provides valuable insights into the evolving dynamics of digital learning and the role of social media in education. Secondly, TikTok has emerged as a prominent social media platform known for its short-form, engaging content. Exploring its effectiveness as an educational tool sheds light on the platform's potential to serve as a supplementary learning resource. This is particularly relevant given the increasing reliance on digital platforms for education, especially in the wake of global changes in learning environments, such as the COVID-19 pandemic. Furthermore, gaining insights into the specific types of educational content that resonate with Generation Z on TikTok is essential for content creators, educators, and policymakers.

Tailoring educational content to meet the preferences and expectations of this demographic can enhance the overall effectiveness of digital learning initiatives and contribute to a more engaging and impactful educational experience. The role of multimedia elements, including visuals, music, and creative presentation styles, in educational content on TikTok also warrants investigation. Understanding how these elements contribute to the learning experience can inform the development of future educational content strategies, ensuring that they align with the preferences and learning styles of Generation Z.

In essence, this research aspires to offer meaningful insights into the dynamic interactions between Generation Z and educational content on TikTok, thereby contributing valuable knowledge to the evolving landscape of digital education while providing practical implications for content creators, educators, and policymakers seeking to optimize educational content for this unique demographic on TikTok.

Literature Review

1. Social Media and Education

1.1. Social Media

Social media has become an integral part of our interconnected world, offering various platforms for connectivity, communication, and collaboration. Its diverse manifestations, such as blogs, vlogs, instant messaging, virtual communities, and social networking sites, have transformed the way information is created, circulated, and consumed (Chugh & Joshi, 2016; Chugh & Ruhi, 2018; Zincir, 2017). Social media can be broadly defined within different contexts, such as public relations, commerce, medicine and education, but it generally refers to interactive communication channels that facilitate two-way interaction and feedback. As defined by Mangold and Faulds (2009), it serves as a diverse set of online information sources created and shared by consumers focused on educating each other about products, services, personalities, and issues. Kaplan and Haenlein (2010) further elaborate on its definition, emphasizing Internet-based applications that facilitate the creation and exchange of User Generated Content. Kent (2010) defines social media in the realm of public relations as any communication channel allowing real-time interaction, reduced anonymity, a sense of propinquity, short response times, and the ability to engage with the social network at the user's convenience. This definition emphasizes the interactive nature and characteristics that distinguish modern social media (Kent, 2010). In the context of medicine, Terry (2009) provides a loose definition, describing social media as user-generated content utilizing Internet-based publishing technologies, distinct from traditional print and broadcast media. The distinction lies in the creation of content by users rather than traditional media outlets, showcasing the participatory nature of social media platforms (Terry, 2009; Villi & Matikainen, 2016).

The value derived from using social media, as emphasized in the above contexts, comes from interactions and contributions from other users rather than solely from content generated by organizations or individuals hosting the medium. Prior studies stress that the motivation for continued involvement with social media content is the interaction with other users (Hall, 2018; Terry, 2009; Walther et al., 2010). In this sense, the value of social media extends beyond the content itself, with users finding greater utility and influence from peer interactions than from the intended messages by organizations (Hagler, 2013; Hamilton et al., 2016; Mikum et al., 2018). Beyond its conventional uses in social networking, social media has found applications in education, transforming the way content is generated, shared, and interacted with (Mangold & Faulds, 2009; Rasiah, 2014). In higher education, platforms like Facebook play a crucial role

in content generation, fostering interaction, collaboration, and socialization (Chugh & Ruhi, 2018; Hamid et al., 2009). The creation of online class groups on Facebook enhances communication between educators and students, as well as among students themselves, promoting collaborative learning (Bicen & Uzunboylu, 2013; Cunha Jr et al., 2016; Menzies et al., 2017).

1.2. Effectiveness of Social Media for Educational Purposes

Recently, there has been a notable increase in incorporating social media into educational settings, capturing the attention of both researchers and educators (Bal & Bicen, 2017; Kaplan & Haenlein, 2010; Poore, 2015). The integration of social media into students' lives, driven by its unique features and widespread use through mobile smart devices, has transformed the educational landscape (Chippis et al., 2015). In the modern world, these platforms offer affordances for smart learning environments, enhancing the educational experience (Barfi et al., 2021). Researchers have delved into the effectiveness of social media in educational settings, focusing on its impact on student engagement, collaboration, and learning outcomes. According to scholars, social media plays a vital role in fostering communication and collaboration among students (Murthy et al., 2014; Ohara, 2023; Purnama & Asdlori, 2023). These platforms serve as virtual spaces for discussions, idea sharing, and collaborative projects. Such interactions contribute to a diversified learning process, providing students with a personalized and secure learning environment that is accessible anytime and anywhere (Javaeed et al., 2020).

According to Junco, Heiberger, and Loken (2011), platforms like Facebook and Twitter provide interactive and personalized avenues for students to connect with course content, making the learning experience more dynamic and participatory. This transition enables informal learning opportunities that complement formal education, cultivating a culture of ongoing learning (Greenhow & Lewin, 2019; Junco et al., 2011). The potential of social media to enhance traditional educational methods is evident in its utilization by both undergraduate and graduate medical students. Platforms such as WhatsApp, Facebook, and Twitter present appealing features that educators can exploit to effectively engage students (Cheston et al., 2013). The widespread adoption of social media by medical students underscores its significance in contemporary curricula, emphasizing its role in facilitating communication, collaboration, and continual learning (Jalali et al., 2018; Katz & Nandi, 2021; Madanick, 2015).

Moreover, social media has become an integral part of the net generation's personal and professional life. The constant connection to these platforms allows for instant information sharing, group discussions, and the establishment of new connections (Javaeed et al., 2020). Several scholars have investigated factors influencing the use of platforms like YouTube for procedural learning, emphasizing their potential as instructional media channels on the Internet (Lee & Lehto, 2013). According to Kaplan et al. (2010), blogging projects lead to positive outcomes, enhancing the application of marketing theory, interdisciplinary focus, and technological familiarity. It is also revealed that the motivational and engagement benefits of incorporating YouTube projects (Payne et al., 2011). Meanwhile Rinaldo et al. (2011) advocate for the use of Twitter in business classrooms, emphasizing its contribution to student engagement in experiential learning (Rinaldo et al., 2011).

The effectiveness of social media for educational purposes is evident through its diverse ways to enhance student engagement, facilitate communication and collaboration, and provide diverse learning opportunities. While research indicates positive outcomes, the nuanced nature

of social media usage and students' perception highlights the need for continued exploration. As social media continues to evolve, its role in empowering education remains a dynamic and promising avenue for enhancing the learning experience.

1.3. Challenges and Considerations

While the integration of social media into educational settings offers numerous benefits, the literature also addresses challenges and considerations that educators and students need to navigate. Scholars shed light on the ethical considerations and privacy issues related to the use of social media in educational settings (Duncan-Daston et al., 2013; Fernandez, 2009; Howard, 2013). Concerns about data security, student privacy, and digital literacy emerge as critical aspects that educators must carefully address. The use of social media platforms raises questions about who owns the data, the potential for breaches, and the responsible handling of sensitive information (Bopp & Stellefson, 2020; Dennen & Burner, 2013; Marek & Skrabut, 2017). Additionally, the digital divide, a recurring theme in educational literature (Lane & Lewis, 2013; Mina, 2017; Warschauer, 2016), poses a significant challenge in the integration of social media. While these platforms offer educational benefits, disparities in access to technology and variations in digital skills may exacerbate existing educational inequalities. Educators must consider how to bridge this divide to ensure equitable access to educational opportunities (Hwang & Park, 2013; Mphahlele et al., 2021).

Existing literature also reveal several potential drawbacks of using social media for educational purposes including decreased classroom attendance and study time after traditional lectures (Javaeed et al., 2020; Taylor et al., 2012). Unprofessional use or overuse of social media can also have detrimental effects on students and the broader public. The study by Taylor et al. (2012) raises concerns about the suitability of specific social media platforms for educational purposes. For example, the compartmentalization of personal and professional identities on platforms like Facebook may hinder its effectiveness in the classroom. Educators must carefully choose platforms that align with their educational goals and students' preferences to ensure successful integration (Al-Qaysi et al., 2020). A notable consideration is the potential perception of social media as inaccessible or technologically challenging by educators unfamiliar with these platforms (Kessler, 2018; Trinder et al., 2008). This lack of familiarity may limit the successful integration of social media into teaching practices, emphasizing the need for professional development and support for educators (Alikilic & Atabek, 2012; Scherer et al., 2019; Teo, 2011).

2. Generation Z and Social Media

As the first generation to grow up in the digital age, Generation Z (Gen Z) exhibits distinctive characteristics, values, and preferences that shape their interactions with social media platforms (Hameed & Mathur, 2020; Serbanescu, 2022; Yussof et al., 2018). Gen Z is often characterized as true digital natives, having grown up with easy access to technology from an early age (Bhalla et al., 2021; Serbanescu, 2022). Their fluency with digital tools influences their communication and information-seeking behaviors. Several studies have highlighted Gen Z's preference for visual content, such as images and short videos, over traditional text-based communication (Kumar & Mamgain, 2023; Serbanescu, 2022; Szabo, 2020). This visual-centric preference aligns with the media-rich nature of social media platforms (Erwin et al., 2023; Harisankar & Babu, 2021; Witt & Baird, 2018). Research by Obreja (2023) suggests that authenticity is a key value for Gen Z. They appreciate genuine and unfiltered content, which influences the type of content they engage with on social media (Kumar & Mamgain, 2023; Obreja, 2023). Gen Z is

often described as socially conscious and interested in making a positive impact on the world (Bonner, 2023; Brantemo et al., 2020). This characteristic shapes their online activities, as they seek content that aligns with their values and promotes social causes.

Gen Z's engagement with social media extends beyond socializing; it has become an integral part of their learning experiences (Dolot, 2018). Research by Szymkowiak et al. (2021) notes that social media serves as informal learning spaces for Gen Z. They actively seek and share knowledge on platforms like Instagram, Twitter, and YouTube, turning these spaces into dynamic learning environments (Rothkrantz, 2015; Serbanescu, 2022; Szymkowiak et al., 2021). Studies by Wang (2023) emphasize the importance of peer-to-peer learning within social media networks for Gen Z. They engage in collaborative learning experiences, exchanging ideas and insights with their peers (Hara, 2009; Tervakari et al., 2012; Wang, 2023).

Particularly, literature on Gen Z consistently highlights their preference for informal and interactive learning methods (Liashuk, 2021; Zhang et al., 2022). They thrive in environments that encourage exploration, discussion, and hands-on experiences, reflecting a departure from traditional lecture-based approaches (Al-Bahrani et al., 2015). Gen Z's attention span is well-suited to microlearning and bite-sized content, thus social media platforms, with their short-form videos and quick information dissemination, align with this preference for concise and easily digestible educational materials (Dwingo Samala et al., 2023; Neo & Ludin, 2023).

The perspective of Generation Z students varies, as they are characterized by a self-directed learning approach and have access to educational materials (Singh, 2014). Typically, they engage in online learning utilizing various resources, such as courses and videos, viewing the internet as their primary source of information and knowledge (Singh, 2014). As Gen Z's perception towards social media in educational context depends on various factors such as age, gender, culture and technological familiarity (Poellhuber et al., 2011), focusing on their consumption and perception of educational content on TikTok in the Vietnam context is significant for grasping the changing dynamics of education, and the influence of digital platforms on learning preferences.

3. Tiktok as an Educational Platform

In the ever-evolving landscape of social media, Gen Z has embraced TikTok as one of their favorite social media platforms (Syah et al., 2020). Launched in 2016 by ByteDance, TikTok has swiftly become a global sensation, redefining the way individuals engage with short-form video content, captivating users across the globe with its unique blend of creativity, community, and cultural influence (Fiallos et al., 2021). TikTok's significance lies in its ability to shape and influence contemporary culture (Azman et al., 2021). The platform has become a breeding ground for trends, challenges, and viral content that quickly permeate mainstream culture, reflecting its impact as a cultural force (Nath & Badra, 2021). Additionally, the platform's unique features, such as music integration, creative effects, and a user-friendly interface, contribute to the creation of innovative content formats (Awang et al., 2022). In other words, this has not only redefined social media but also influenced content creation on other platforms. It has been revealed that users spend an average of 52 minutes daily on TikTok, showing its broad appeal and consistent utilization (Nsahlai, 2020). As a global user base in over 150 countries, it become the most downloaded application (Savic, 2021). This pervasive usage highlights the need to explore TikTok as a potential educational tool given its captivating nature and ability to hold Gen Z users' attention.

Scholars have recently initiated investigations into its application within educational settings. The concise and captivating nature of short-form videos on TikTok corresponds to a

microlearning strategy, catering to the attention spans of present-day learners (Conde-Caballero et al., 2023; Khlaif & Salha, 2021). This aligns with the contemporary trend favoring condensed learning experiences. Research has highlighted the surge in user-generated educational content on TikTok (Liu, 2023; Shutsko, 2020b). The platform's user-friendly interface promotes the development and sharing of educational materials by educators and students alike, cultivating a community-driven approach to learning (Zhang, 2020). In other words, TikTok has the potential to facilitate and reinforce nano-learning strategies, wherein users collaboratively learn from each other through co-designing and sharing knowledge (Khlaif & Salha, 2021).

Moreover, recent studies have highlighted TikTok's potential in teaching various subjects and conveying values, principles, and skills effectively. Teachers employ short videos to instruct on diverse topics, ranging from crafting and cooking to sports, drawing, and vocational training. Also, Lee et al. (2022) report higher engagement rates for educational videos on TikTok compared to traditional platforms, emphasizing the platform's effectiveness in reaching a broad audience (Zhang, 2020). According to Khlaif & Salha (2021), the accessibility and relatability characterize educational content on TikTok. It has been as visually appealing and creatively presented highlighting the transformative potential of the platform for education. In other words, the unique combination of bite-sized information, visual aesthetics, and creative editing techniques positions TikTok as a distinctive medium for conveying educational material (Cheng & Li).

The algorithmic content recommendation system on TikTok, notably the 'For You' page, plays a pivotal role in shaping user engagement and content consumption patterns (Wang, 2022; Zhang & Liu, 2021). May studies highlight how the personalized curation of content contributes to the platform's appeal, emphasizing the need to comprehend how educational content integrates into this algorithmic framework (Berman & Katona, 2016; Bhandari & Bimo, 2022). The versatility of TikTok as an educational tool is evident across various disciplines (Escamilla-Fajardo et al., 2021; Niyomsuk & Polyiem, 2022). Escamilla-Fajardo et al. (2021) showcase its effectiveness in promoting motivation and skill development among sports science students. Niyomsuk and Polyiem's (2022) study demonstrates improved learning performance in Thai traditional dancing art. Similarly, it is highlighted as effective educational tool for language learning, specifically in ESL classrooms (Yunus et al., 2019). From enhanced engagement and motivation to improved learning outcomes, the platform offers a unique space for educational content delivery. Understanding student perception and experiences on TikTok is integral in optimizing its utility as an innovative educational medium in the ever-evolving digital landscape.

4. Social Media Landscape in Vietnam

Vietnam boasts a dynamic social media landscape characterized by a high level of internet penetration and active user engagement (Doan et al., 2022; Nguyen et al., 2021). Platforms such as Facebook, Zalo, Instagram and Tiktok are widely popular. The use of social media in Vietnam extends beyond personal connections to encompass various aspects of daily life, including education (Le, 2018). In the Vietnamese context, social media serves as a multifaceted tool for educational purposes. Prior studies highlight the widespread adoption of social media platforms as supplementary channels for learning (Bich Diep et al., 2021; Pham Manh et al., 2023; Tuan, 2021; van Rensburg & La Thanh, 2017). Educational institutions and instructors leverage these platforms to share content, facilitate discussions, and enhance the overall learning experience. The unique characteristic lies in the integration of traditional education

with social media, creating an interactive and collaborative learning environment. Generation Z in Vietnam exhibits distinct characteristics and behaviors that shape their engagement with social media (Nguyen & Nguyen, 2020). Furthermore, Generation Z places a premium on individual expression and social causes, influencing their preferences in content consumption (Dolot, 2018).

TikTok, as a social media platform, has become very popular and brought numerous advantages to the youth in Vietnam. It provides a space for young individuals that is both entertaining and valuable for educational and informative purposes (Kim & Hung, 2023; Truong & Kim, 2023). Consequently, this platform proves to be useful for youngsters to express themselves and showcase their talents and skills in various fields (Jaffar et al., 2019). Many young individuals have gained popularity on the platform, amassing a substantial viewership by creating diverse content. Notably, some have successfully transformed their TikTok fame into a promising career path for the future. TikTok's unique format of short-form videos, coupled with its diverse and dynamic content, has positioned it as a distinctive educational tool. Therefore, exploring Gen Z's consumption of educational content on TikTok in Vietnam provides insights into their learning preferences and the effectiveness of this unconventional medium in delivering educational material. In other words, the research can provide nuanced insights that contribute to the broader understanding of the intersection between technology, education, and youth culture in a specific cultural and socio-economic setting.

Literature Gap

Existing literature has primarily fixated on well-established social media platforms like Facebook, YouTube, and Twitter when delving into the intersection of technology and education (Manca & Ranieri, 2016; Moghavvemi et al., 2018; Peruta & Shields, 2017; Smith, 2014). However, TikTok, as the fastest-growing platform, remains notably underexplored in educational research. Understanding how TikTok uniquely contributes to the learning experiences of Generation Z is crucial, considering its meteoric rise and distinctive format.

Additionally, while prior studies have scrutinized user's attitudes toward commercial or entertainment-oriented content on Tiktok (Indarwati et al., 2023; Yaqi et al., 2021), there is a discernible void when it comes to Gen Z's interactions with educational content on TikTok platform. This omission is particularly striking given TikTok's pervasive influence on younger demographics. Unraveling how Gen Z perceives and engages with educational content on this platform holds immense potential for shaping effective educational strategies.

The scarcity of research specifically tailored to Vietnamese Gen Z's experiences with educational content on TikTok highlights a critical gap. Culture, language, and educational dynamics significantly influence how technology is adopted and utilized. A comprehensive investigation into the nuances of TikTok's educational impact in Vietnam is essential for creating contextually relevant insights and recommendations.

Research Purpose and Research Questions

The purpose of this qualitative study is to investigate and understand Generation Z's consumption and perception of educational content on TikTok within the context of Vietnam. By exploring their perspectives, preferences, and the impact of multimedia elements, the study aims to contribute valuable insights into the role TikTok plays in the educational landscape for this demographic in Vietnam. This research seeks to bridge the existing gap in the literature by

providing a nuanced understanding of how Generation Z perceives educational content on TikTok compared to traditional sources, with a specific focus on the engaging elements that contribute to effective learning. Accordingly, this study will address following research questions:

1. How do Gen Z individuals perceive the educational content on TikTok in comparison to traditional educational sources?
2. What specific types of educational content on TikTok do Gen Z individuals find most engaging and impactful for their learning?
3. What role do multimedia elements (such as visuals, music, and creative presentation styles) play in enhancing the effectiveness of educational content on TikTok, as perceived by Gen Z?

Through these research questions, the study aims to offer a comprehensive understanding of the dynamics between Generation Z, TikTok, and educational content, with a specific focus on the Vietnamese context. The findings will contribute insights valuable for educators, content creators, and policymakers aiming to enhance educational approaches for this demographic in the digital age.

Methodology

1. Research Design

This study employs a qualitative research design to gain in-depth insights into Gen Z's perception and consumption of educational content on TikTok. Qualitative methods are particularly suitable for exploring individuals' experiences, opinions, and preferences (DiCicco-Bloom & Crabtree, 2006). Given the complexity of individuals' attitudes towards educational content on TikTok, qualitative research allows for a comprehensive and nuanced understanding. Particularly, as the study aims to explore and uncover the intricacies of Generation Z's engagement with educational content on TikTok, this approach is well-suited for exploratory investigations, providing flexibility to adapt the research process based on emerging themes and insights (Hennink et al., 2020).

2. Participants

To ensure a diverse representation, 14 participants, who are active Tiktok users, were selected from different majors from FPT University, Vietnam (Table 1). The inclusion criteria target individuals aged 19 to 22, reflecting the age demographic that constitutes a significant portion of TikTok's user base in Vietnam. This age group is not only characterized by active TikTok engagement but also by a heightened awareness of encountering misinformation and fake news (Vietnam, 2022). Participants represent a spectrum of academic disciplines, including Computer Science, International Business, Media, Graphic Design, Business Management, Japanese language and English language. This diverse mix enables the exploration of how TikTok's educational content is perceived across various fields of study. The inclusion of both male and female participants further enhances the study's comprehensiveness, capturing potential gender-based differences in the perception and consumption of educational content on TikTok.

Table 1. Profile of Participants.

Participant	Age	Gender	Major	Tiktok Usage level
P1	19	Male	Computer Science	High
P2	19	Female	International Business	Moderate
P3	20	Female	Digital marketing	Low
P4	22	Male	Computer Science	High
P5	21	Male	Business Administration	High
P6	21	Female	Media	Moderate
P7	22	Female	Business Administration	Low
P8	21	Male	Computer Science	High
P9	20	Male	Computer Science	Moderate
P10	20	Male	Japanese Language	Low
P11	20	Male	Computer Science	High
P12	19	Female	Graphic Design	Moderate
P13	21	Male	Business Administration	High
P14	19	Female	English language	Moderate

Contextual Focus: The study narrows its scope to university students in Danang, Vietnam, recognizing the unique cultural and social dynamics within this specific geographic and academic context. Despite Facebook's continued dominance in the Vietnamese social media landscape, TikTok has gained substantial traction, particularly among the age group of 18 to 24 (Huan Vo, 2022). This research thus centers on the experiences of university students, acknowledging their significant presence on TikTok and the challenges they face concerning misinformation. FPT Education has gained prominence as a renowned private educational institution in Vietnam. Being the first university established by an enterprise in the country, FPT University embodies a modern philosophy that blends local and international perspectives (Vo, 2021). In 2012, FPT University achieved the distinction of being the first Vietnamese university to receive a 3-star rating from the QS World University Ranking System, one of the globally recognized university ranking systems. Notably, it earned five stars in Teaching Quality and Social Engagement categories (Vo, 2021).

Sampling Technique: Purposive sampling was employed to ensure participants meet specific criteria crucial for the study. The criteria include active usage of TikTok, representation from various academic majors, and diversity in years of study. This sampling approach aims to gather insights from participants who possess relevant experiences and perspectives related to the research questions. By intentionally selecting individuals familiar with TikTok, the study ensures a focused and informed participant pool.

3. Data Collection

Semi-structured interviews will be conducted to collect qualitative data. The choice of employing semi-structured interviews in this study is grounded in the need to gather rich, nuanced insights into Gen Z's perception and consumption of educational content on TikTok. Semi-structured interviews provide a flexible yet focused approach, allowing participants to express their thoughts freely while ensuring that key topics are addressed (Adeoye-Olatunde & Olenik, 2021). This method is particularly well-suited for exploring individuals' experiences, opinions, and preferences, aligning with the qualitative nature of the research (Magaldi & Berler, 2020). The dynamic nature of semi-structured interviews enables the exploration of unexpected avenues and the depth required to comprehensively address the research questions.

Additionally, this approach facilitates a more personalized and contextual understanding of participants' perspectives, contributing to the richness and authenticity of the study's findings (Magaldi & Berler, 2020). The interview questions will be designed to address the research objectives and explore participants' perceptions and experiences related to educational content on TikTok. Each interview is expected to last approximately 30-45 minutes. Interviews will be conducted in a quiet and comfortable setting to encourage open and honest responses. Video calls may be employed for participants who prefer remote interviews.

4. Data Analysis

Data analysis in this qualitative study employed thematic analysis, a methodological approach that allows for the identification and exploration of patterns, themes, and meanings within the collected data (Braun & Clarke, 2012). Initially, all interview recordings were transcribed verbatim. This step ensured a comprehensive and accurate representation of the participants' narratives, capturing both verbal and non-verbal elements (Clarke & Braun, 2017). The research team immersed themselves in the transcribed data to gain a thorough understanding of the content. This step involves reading and re-reading the transcripts to identify initial ideas and emerging patterns. The data was systematically coded to highlight specific words, phrases, or concepts relevant to the research questions. This process involved breaking down the data into manageable units and assigning codes that encapsulate key themes. Through an iterative process, codes were grouped into broader themes based on similarities and connections. This step involved constant comparison and refinement, ensuring the emergence of clear and distinct themes that address the research objectives. Afterwards, the identified themes underwent a rigorous review process to validate their relevance and coherence. The research team critically examined the relationships between themes and refine them as needed.

Themes were interpreted in the context of the research questions, allowing for a deeper understanding of the participants' perceptions and experiences related to educational content on TikTok. To enhance the validity of the findings, the research team engaged in discussions and cross-check interpretations. This triangulation process involved multiple researchers independently analyzing the data and comparing results to ensure consistency and reliability. The final step involved synthesizing the thematic analysis into a coherent narrative. Findings were reported in a detailed and organized manner, supported by illustrative quotes from participants, providing a rich and nuanced understanding of Gen Z's consumption and perception of educational content on TikTok in the Vietnam context.

Ethical Considerations

Participants were fully informed about the research objectives, procedures, and their rights. Informed consent will be obtained before the interviews. Participant identities were protected by assigning pseudonyms during data analysis and reporting. All data collected were securely stored and accessible only to the research team. To enhance validity and reliability, the research team engaged in regular discussions, and inter-coder reliability tests will be conducted during the data analysis phase.

Findings

1. How do Gen Z Individuals Perceive the Educational Content on Tiktok in Comparison to Traditional Educational Sources?

Table 2. Gen Z's Perception of Tiktok Educational Content.

Theme	Sub-theme	Categories	Example
Relatability and Authenticity	casual and authentic tone	Everyday language	Storytelling style,
	Personal Narratives	Real-Life Experiences	Sharing personal study routines, exam struggles, Mistakes and Lessons
		Behind-the-Scenes Insights	behind-the-scenes aspects of a project, MC job
Accessibility and Bite-sized Learning	Microlearning	Quick Facts, Summaries	Condensing complex topics into brief, easily digestible content
	Infographics	Visual Summaries	Using graphics and visuals to convey information succinctly
Informal learning environment	Conversational Style	Casual Informal Tone, Conversations	Discussing academic topics like chatting with friends
		Open Discussions	Encouraging debates on educational topics
	Humor	Comedy, Satire	Educational content presented in a humorous manner
	User-Generated Content	Collaborations, Responses	Duets, reactions, and responses to educational videos
Concern	Lack of In-Depth Coverage		fast-paced; it's hard to go deep into a topic
	Social Validation and Trends		"this is what no one wants to share with you", Lesson learned from recent scandals/crisis

The exploration of how Gen Z individuals perceive educational content on TikTok in comparison to traditional educational sources revealed several prominent themes that shed light on their preferences, engagement patterns, and overall experiences (Table 2).

A predominant theme that emerged was the authenticity and relatability of TikTok content, which participants often described as more engaging and relevant to their daily lives than traditional educational materials. The majority of participants expressed a preference for educational content on TikTok that adopts a casual and authentic tone, resembling everyday language. This style resonated well with Gen Z, creating a more approachable learning environment. One participant shared:

"When the creators use everyday language, it just clicks better with me. It's like having a conversation with a friend, and that makes the learning experience more enjoyable. I guess it's just easier to relate to and understand compared to the more formal tone you might find in traditional educational sources."

Participants highlighted the appeal of personal narratives in educational content, appreciating the real-life experiences shared by creators. Stories about study routines, exam struggles, mistakes, and lessons learned were deemed relatable and engaging. One participant revealed:

"The inclusion of user-generated content, such as collaborations, responses, duets, and reactions, contributed to a sense of community and interaction. Gen Z individuals valued the opportunity to actively participate and engage with educational material".

"The personal narratives in TikTok's educational content added an authentic touch. It's like getting advice from a friend who has been through it all. The stories about overcoming obstacles during exams and sharing genuine experiences resonated with me."

The inclusion of behind-the-scenes insights into academic projects and various roles, such as those related to jobs or tasks, was well-received. This provided users with a more comprehensive understanding of the subject matter.

"The TikTok creators who shared behind-the-scenes aspects of their academic projects added depth to the educational content. It wasn't just about the final result; it was about the process and the real-world challenges they faced. It made the learning experience more comprehensive."

Additionally, the theme of accessibility and Bite-sized Learning emerged prominently during the interviews. Participants commonly expressed a preference for the concise and visually appealing nature of TikTok educational content. The brevity of videos, combined with creative presentation styles and multimedia elements, was perceived as conducive to quick and enjoyable learning experiences. Many participants mentioned that traditional educational sources, such as textbooks or lengthy lectures, felt more cumbersome and less aligned with their preferred learning styles. Short videos emerged as a favored format for educational content, offering a convenient and time-efficient way for Gen Z individuals to consume information.

"The quick and visually stimulating nature of TikTok educational content suits my learning preferences perfectly. Traditional educational sources often feel lengthy and less engaging, while TikTok's short videos offer a convenient and time-efficient way to absorb information."

Interestingly, participants highlighted the informal learning environment with the sense of community and interaction fostered by TikTok's platform. The comment section and features like duets and stitches were cited as valuable tools for collaborative learning and discussion. This contrasts with the perceived one-way communication often found in traditional educational settings. Platforms that encouraged open discussions and debates on educational topics were appreciated. Gen Z individuals expressed a desire for interactive spaces that fostered meaningful conversations and diverse perspectives.

"Having open discussions on TikTok is a game-changer. You get to hear different perspectives, and it's not just about absorbing information. It's about actively participating in the learning process, which is something traditional classrooms lack."

Additionally, humorous presentations of educational content were positively acknowledged. Integrating comedy and satire into the learning experience was found to enhance engagement and make the content more memorable. This has been explained by one participant:

"Who knew learning could be funny? TikTok's humor-infused educational content is a breath of fresh air. It keeps me engaged, and I find myself remembering the material more easily compared to the usual dry lectures or textbooks."

Particularly, the inclusion of user-generated content, such as collaborations, responses, duets, and reactions, contributed to a sense of community and interaction. Gen Z individuals valued the opportunity to actively participate and engage with educational material. Participants revealed:

"User-generated content adds a personal touch. It's not just a teacher presenting information; it's individuals sharing their experiences and insights. It feels more relatable and less authoritative, which is a refreshing change."

"The informal vibe created by user-generated content is fantastic. It makes learning less intimidating. You're not judged for asking questions or sharing your thoughts, and that's something I miss in traditional classrooms."

Contrary to expectations, participants expressed a perception of a lack of in-depth coverage in TikTok educational content. This finding challenges the assumption that short-form content inherently sacrifices depth for brevity.

"I enjoy the short videos, but when it comes to more complex subjects, I wish there was more in-depth coverage. It often feels like the content skims the surface rather than delving into the intricacies of the topic."

"The challenge with TikTok is that it's so fast-paced; it's hard to go deep into a topic. I've come across interesting concepts, but they're often presented in a way that leaves me wanting more detailed explanations."

Additionally, the revelation that educational content on TikTok may be influenced by social validation and trends challenges the notion of purely academically-driven content. It's unexpected that educational materials might align with popular trends, possibly impacting the authenticity and focus on substance. Participants noted a correlation between popular trends and content traction, suggesting that creators might tailor their educational content to align with trending topics for increased engagement. This challenges the conventional understanding of purely academically-driven content creation, as the desire for popularity and likes on TikTok may inadvertently influence the substance and authenticity of educational materials.

"I enjoy the variety, but I've noticed a correlation between popular trends and the content that gains traction"

"There's this sense that educational content creators on TikTok are influenced by what gets more likes and shares. It makes me question whether the information presented is driven by educational value or just what's popular at the moment."

These findings collectively highlight the multifaceted nature of Gen Z's preferences in educational content on TikTok, emphasizing the importance of relatability, accessibility, and an informal yet engaging learning environment.

2. What Specific Types of Educational Content on Tiktok do Gen Z Individuals Find most Engaging and Impactful for their Learning?

Table 3. Most engaging and impactful types of educational content on Tiktok

Theme	Sub-theme	Categories	Example
Quick Tutorials and How-To Videos	Study and Life Skills	Study Tips	Efficient Note-Taking tips, Time Management Hacks, Photography Composition
		Life Hacks	DIY Desk Gadgets, Tech Life Hacks, DIY Cleaning Solutions, Fashion and Clothing Hacks, Quick and Easy Recipes for College Students
		Emotional control	How to deal with unpredictable situations, power of silence, how to deal with negative emotion
		Self skill	negotiation techniques, common mistakes in presentation, common mistakes in communication, 19 techniques to read others' mind
	Study Vlogs	Study Routines	Daily Study Vlogs, Exam Preparation Strategies
		Productive Learning Environments	Creating an Ideal Study Space, Optimizing Surroundings
Language Learning	Vocabulary Building	Word of the Day, Usage	Learn 5 Words a Day, Common Phrases
	Pronunciation	Pronunciation, Phrases	Perfecting Pronunciation, Accent Tips
		Cultural Insights	Cultural Practices, Fun Facts about Languages, English movie short clips: "Finding Nemo", "Friends", "Frozen"
Technology	Technology Product Reviews	Gadget Reviews	Review Xiaomi fan, Tech Innovation Showcases, Review Smartwatch, Amazon Products
	AI Tools Exploration	AI Applications	Top 3 AI tools for content creator, 27 AI tools you must know, best free AI alternatives; Why I love Canva, Benefits of AI in Business

The examination of participants' perspectives unveiled distinct preferences regarding the types of educational content on TikTok that Gen Z individuals find most engaging and impactful for their learning (as shown in Table 3). Several recurring themes emerged, highlighting specific characteristics that contribute to the effectiveness of educational content on the platform

Quick tutorials and how-to videos emerged as highly valued, particularly in study-related areas such as efficient note-taking, time management hacks, and photography composition. Gen Z appreciates content that is actionable, providing quick and practical information. The emphasis on communication skills, mastering public speaking, and emotional control resonates well with the audience.

"I love the bite-sized format; it's quick, practical, and provides actionable insights. Whether it's efficient note-taking or time management hacks, these videos are my go-to for quick and valuable information."

Particularly, participants expressed a positive reception to study vlogs, suggesting that content showcasing the study routines and habits of others is engaging. This genre provides insights into effective study techniques, time management, and creating a productive learning environment. Study vlogs create a sense of camaraderie among viewers. Students appreciate seeing others facing similar challenges and sharing their academic journeys. This shared experience fosters a sense of community and support among viewers. Study vlogs often include depictions of study environments.

"Study vlogs are my go-to relaxation. It's comforting to see other students facing the same challenges. It's more than learning; it's a shared journey."

Secondly, bite-sized language lessons and pronunciation guides are popular. Quick vocabulary lessons, language challenges, or cultural insights can make language learning more enjoyable. The inclusion of content exploring diverse cultural practices and fun facts, coupled with snippets from popular English movies, added an enjoyable dimension to the language learning experience.

"I never thought learning languages could be this engaging. TikTok's quick vocabulary lessons and pronunciation guides are my daily companions."

"TikTok has made language learning enjoyable and effortless. English songs on TikTok have been a game-changer for me. Each song comes with lyrics, and I find myself singing along and understanding the words better. It's like a karaoke session that doubles as an English lesson."

Interestingly, in the realm of technology, participants expressed a keen interest in educational content providing technology product reviews, gadget showcases, and insights into the latest innovations.

"Technology product reviews on TikTok are a lifesaver for a non-techy person like me. The creators explain complex features in a way that's easy to understand. It's my first stop before making any tech purchase."

Additionally, AI tools exploration content, including applications, top tools for content creators, and the benefits of AI in business, demonstrated the intersection of technology and education. These findings collectively showcase the richness and variety of educational content on TikTok that effectively captures the attention and learning preferences of Gen Z individuals.

3. What Role Do Multimedia Elements (Such as Visuals, Music, and Creative Presentation Styles) Play in Enhancing the Effectiveness of Educational Content on Tiktok, as Perceived by Gen Z?

Theme	Sub-theme	Categories	Examples
Visual engagement	Demonstrations	Hands-on Examples, Experiments, Product showcase	Highlighting the features of a new smartphone with a hands-on review; Trying on and reviewing a variety of sustainable fashion items from a popular brand
		Time-Lapse Videos	“how I create this artwork”
	Creative Visuals	Filter & Effects	Infographics, Animated stickers, the Slow Zoom effect will steadily close in on whatever you point your camera at; Bling Filter Effect
Auditory Impact	Music Integration	Educational Songs, Sound Effects	Incorporating catchy tunes or sound effects to enhance memorization. #MusicEd
	Narration	Voiceovers, Storytelling, voice effects	Narrating content in a compelling and engaging manner. #StorytellingEd
Interactive Learning	Quizzes and Challenges	Quiz Formats, Challenges	Creating interactive quizzes or challenges to test and reinforce knowledge. #QuizTime
	User Participation	Duets, Responses	Encouraging viewers to participate through duets or responding to prompts. #UserEngage

As showed in Table 4, the findings reveal that Gen Z highly values the role of multimedia elements in enhancing the effectiveness of educational content on TikTok. Visual engagement emerged as a key theme, with participants expressing appreciation for hands-on examples, experiments, and product showcases. One participant revealed:

"Product showcases are my favorite. I remember this one video where they tried on different sustainable fashion items and talked about each one. It was informative and fun to watch."

The use of demonstrations, such as highlighting the features of a new smartphone through a hands-on review, and trying on sustainable fashion items, was noted as impactful in conveying complex information. Creative visuals, including infographics and animations, were acknowledged for their ability to make educational content more visually appealing. Participants found these creative elements to be effective in capturing their attention and facilitating better understanding. Additionally, the incorporation of Time-lapse videos, filters and effects, such as animated stickers and the Slow Zoom effect, was highlighted as a unique and engaging way to present educational material.

"There's this account that uses Time-Lapse Videos to show the process of creating intricate artwork. It's amazing how they capture hours of work in just a minute. It adds an artistic touch to the learning experience."

Secondly, auditory impact emerged as another significant theme, with music integration and narration playing crucial roles. Educational songs and sound effects were recognized for enhancing memorization, providing a mnemonic device for learning. Narration, through voiceovers, storytelling, and voice effects, was perceived as compelling and engaging, contributing to a more immersive learning experience.

"I love when they use catchy tunes or music in those educational songs. It's like having a melody to remember things, makes it stick in my head way better than just reading it in a book."

"It feels like you're listening to a story, not a boring lecture. It's much easier to stay focused and absorb the information."

Moreover, interactive learning was identified as a prominent theme, with participants expressing enthusiasm for quizzes and challenges. The use of quiz formats and challenges was seen as an effective way to test and reinforce knowledge. User participation through duets and responses was particularly appreciated, as it encouraged viewers to actively engage with educational content, fostering a sense of community and interaction.

"Personally, I find the interactive quizzes and challenges in English learning content on TikTok really engaging. It's not just about passively watching someone explain grammar rules; you get to actively participate and test your knowledge. There's this one creator who does these quick English quizzes, and it's like a game. I try to answer before they reveal the correct answer, and it's surprisingly fun."

Discussion

Generally, the finding reflects a significant departure from traditional educational norms, highlighting the evolving preferences of Gen Z towards authenticity, interactivity, and relatable content on TikTok.

The casual and authentic tone found on TikTok resonates well with this demographic, fostering an approachable and enjoyable learning environment. This finding aligns with the contemporary trend of seeking relatable educational content that mirrors everyday language and experiences. The prominence of personal narratives and user-generated content signifies the desire for a more communal and interactive learning experience (Artemova, 2018). Gen Z's appreciation for real-life stories, study routines, and shared experiences demonstrates a departure from the conventional, one-way communication prevalent in traditional educational settings. The participatory nature of user-generated content, such as collaborations and responses, adds a personal touch, creating a sense of community and breaking down the barriers between educators and learners (Bruns, 2018). The preference for concise, visually appealing, and bite-sized educational content on TikTok speaks to the changing dynamics of learning engagement (Gray, 2015; Krasnova et al., 2023). Participants express a disconnect with traditional educational sources perceived as cumbersome, finding the short and engaging format of TikTok videos more aligned with their learning styles. This resonates with the broader trend of embracing microlearning approaches tailored to shorter attention spans (Dwinggo Samala et al., 2023; Jacobs et al., 2022; Khlaif & Salha, 2021; Krasnova et al., 2023).

The acknowledgment of humorous presentations in educational content aligns seamlessly with the entertainment nature of TikTok. TikTok, as a platform, is renowned for its entertaining and engaging content (Dewi, 2021; Shutsko, 2020a). By incorporating humor into educational material, creators leverage the platform's inherent entertaining qualities. This aligns with the

contemporary perspective that education does not have to be overly serious or formal but can be both engaging and informal (Fiallos et al., 2021), matching the overall ethos of TikTok's content culture. The blend of education and entertainment not only captures the attention of the audience but also makes the learning experience more enjoyable and memorable (Fiallos et al., 2021; Yélamos-Guerra et al., 2022).

Contrary to the assumption that short-form content sacrifices depth for brevity, participants expressed a desire for more comprehensive coverage, particularly for complex subjects. This challenges the common belief that short videos inherently lack substance, highlighting an apparent gap between the brevity of TikTok content and the depth participants seek in educational materials. The challenge of maintaining depth in fast-paced, short-form content emerges as a noteworthy consideration. Participants conveyed a need for more detailed explanations and a deeper exploration of intricate topics, pointing towards a nuanced relationship between content format and the depth of educational coverage. Additionally, the revelation that TikTok educational content may be influenced by social validation and trends introduces a layer of complexity to content creation. The observed correlation between content popularity and adherence to trending topics suggests that creators might be swayed by the pursuit of likes and shares. This challenges the traditional notion of purely academically-driven content creation, raising concerns about the authenticity and educational focus of materials. It prompts a critical examination of the factors that influence content creation decisions on TikTok, calling for a balance between creating content that resonates with current trends and ensuring the delivery of substantive educational value.

The exploration of Gen Z individuals' preferences regarding specific types of educational content on TikTok revealed nuanced insights into engagement and impact. Quick tutorials and how-to videos emerged as highly valued content, appreciated for their bite-sized format that delivers actionable insights efficiently. This aligns with Gen Z's preference for quick, practical information presented in a concise manner (Generation & Lindholm, 2023). Participants expressed a strong affinity for content addressing study-related areas, including efficient note-taking, time management hacks, and communication skills, emphasizing the platform's role in delivering valuable learning resources. This preference suggests that users are seeking knowledge beyond what is typically covered in formal educational settings, indicating a desire for tacit knowledge—knowledge that is practical and often gained through experience rather than formal instruction. This finding aligns with the evolving landscape of education, where learners, especially on platforms like TikTok, are increasingly drawn to content that provides real-world skills and insights not always addressed in traditional curricula (Nguyen & Diederich, 2023; Yang & Zilberg, 2020). The emphasis on tacit knowledge implies a recognition of the platform's potential to serve as a supplementary educational resource, addressing practical aspects of learning that may not be extensively covered in formal schooling (Azman et al., 2021; Garcia et al., 2022). Furthermore, the intersection of technology and education was evident in participants' keen interest in educational content related to technology product reviews and AI tools exploration. The platform's ability to simplify complex technological information was appreciated, emphasizing TikTok's role as a valuable source of information in the tech realm. As a generation that is inherently connected to digital advancements (Pandit, 2015), the participants' interest in technology-related educational content on TikTok reflects a desire for dynamic and interactive learning experiences. By showcasing features, livestreams, and product demonstrations, TikTok serves as a platform that not only imparts information but also engages users visually and experientially (Azman et al., 2021; Fiallos et al., 2021).

The emphasis on visual engagement in educational content aligns with existing literature highlighting the importance of visual elements in learning. Research in multimedia learning theory suggests that incorporating visuals, demonstrations, and creative visuals can enhance comprehension, retention, and overall learning outcomes (Carrera Rivera, 2023; Ibrahim, 2012; Serrano Guerrero, 2022). The use of unique effects and hands-on examples, as observed on TikTok, resonates with the idea that multimedia elements aid in conveying complex information effectively. The recognition of auditory impact through music integration and narration is consistent with studies on the role of sound in learning (Serrano Guerrero, 2022). Auditory elements can serve as effective mnemonic devices, helping learners remember information more easily (Lehmann & Seufert, 2018; Pardee, 2007). The positive reception of educational songs and voiceovers on TikTok aligns with the literature suggesting that audio elements can enhance memory and create a more engaging learning experience. The findings highlighting the contribution of interactive learning elements, such as quizzes and challenges, to user engagement and a sense of community align with the social constructivist perspective in educational technology literature (Bonk & Cunningham, 2012). Interactive elements foster active participation and collaboration, creating a social learning environment (Bakhanova et al., 2020; Sari et al., 2022). The sense of community on TikTok, facilitated through features like duets and responses, corresponds with the literature emphasizing the importance of community building for effective online learning experiences (Cardona-Divale, 2012; Khoo, 2010; Palloff & Pratt, 2007).

The combination of visual, auditory, and interactive elements contributing to the effectiveness of educational content on TikTok aligns with the evolving role of social media platforms in education. While traditional platforms like Facebook, Twitter and YouTube have been explored for educational purposes (Jaffar, 2014; Junco et al., 2011; Kohle & Cuevas, 2010), TikTok's unique format and emphasis on short-form content offer a novel approach to learning. The study contributes to the emerging literature on the educational potential of TikTok, addressing the gap in research that predominantly focuses on other social media platforms.

Conclusion

In conclusion, this research has delved into the multifaceted realm of Gen Z's engagement with educational content on TikTok, shedding light on their preferences, perceptions, and the role of multimedia elements. The findings underscore the distinctive characteristics that make TikTok a unique and effective platform for educational purposes among the Gen Z demographic. The study illuminated the significance of authenticity and relatability in TikTok's educational content, with a preference for a casual and authentic tone resembling everyday language. Gen Z values the personal narratives shared by creators, highlighting the importance of a sense of community and user-generated content in the learning process. Furthermore, the exploration of specific types of educational content on TikTok revealed distinct preferences, emphasizing the appeal of quick tutorials, study vlogs, and bite-sized language lessons. The platform's ability to provide actionable insights, showcase study routines, and make language learning enjoyable aligns with the dynamic learning preferences of Gen Z. Moreover, the role of multimedia elements, including visuals, music, and creative presentation styles, emerged as a crucial aspect of TikTok's educational effectiveness. Visual engagement through demonstrations, creative visuals, and unique effects was noted, highlighting TikTok's capacity to capture attention and facilitate better understanding. Auditory impact, such as music

integration and narration, contributed to a more immersive learning experience, while interactive elements like quizzes and challenges fostered user engagement and community building.

Implications

The implications drawn from this qualitative study provide valuable guidance for educators, content creators, policymakers, and the TikTok platform itself, offering insights that can inform strategies and approaches within the Vietnamese educational landscape for Generation Z.

Firstly, understanding how Generation Z perceives educational content on TikTok compared to traditional sources opens opportunities for aligning platform content with formal curricula. Educators can explore integrating TikTok-style content creation into teaching methodologies, ensuring that the platform aligns with and supplements academic objectives. This can create a seamless learning experience that resonates with the preferences of Generation Z. Institutions can explore the integration of microlearning approaches into their curriculum. Recognizing Gen Z's preference for bite-sized content, educational institutions can develop supplementary microlearning modules that align with formal curricula, making learning more dynamic and engaging.

Secondly, identifying specific types of educational content that Generation Z finds engaging and impactful highlights the need for diversification. Content creators and educators can leverage these insights to provide a broader spectrum of content, addressing various learning styles and preferences within the Generation Z demographic. This can contribute to a more inclusive and adaptable educational landscape. Creators can enhance the effectiveness of educational content by adopting an authentic and relatable tone. Understanding that a casual and everyday language resonates well with Gen Z can guide creators in developing content that is more engaging and approachable.

Thirdly, platforms focusing on language learning can adopt a format similar to bite-sized language lessons on TikTok. Recognizing the popularity of such content, language learning platforms can provide quick and enjoyable lessons to cater to the preferences of Gen Z language learners.

Finally, recognizing the role of multimedia elements in enhancing the effectiveness of educational content on TikTok emphasizes the importance of strategic integration. Educators and content creators can explore ways to incorporate visuals, music, and creative presentation styles to make educational content more engaging and memorable. This understanding is crucial for the design and delivery of effective multimedia-enhanced learning experiences. Creators and influencers can collaborate to create collaborative learning initiatives. Encouraging users to participate through duets, responses, and collaborations can contribute to a sense of community and facilitate collaborative learning experiences on social media platforms.

Limitation and Recommendation for Future Research

Firstly, the study focused specifically on Generation Z individuals in Vietnam. The findings may not fully capture the diversity of perspectives across different regions or age groups within Gen Z. Secondly, TikTok is a dynamic platform, and features, trends, and user behavior evolve

rapidly. The study's findings reflect a snapshot in time and may not fully represent the current state of TikTok or its user dynamics. Future longitudinal studies can explore the evolving nature of TikTok's educational content over time. This approach can provide insights into changing trends, user behaviors, and the platform's impact on learning. Thirdly, individuals who voluntarily participated may have a more positive view of TikTok's educational content, leading to potential bias in favor of the platform. Future research can conduct in-depth content analyses to examine the depth and breadth of educational topics covered on TikTok. This would address concerns raised by participants about the perceived lack of in-depth coverage. By addressing these limitations and considering these recommendations, future research can build upon the insights gained from this study and contribute to a more comprehensive understanding of the role of TikTok in the educational experiences of Generation Z.

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