

TikTok

in the classroom

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Introduction

Young people participate in social networks, among which today TikTok occupies a prominent place. They spend a lot of time with this application and using it can contribute to developing digital literacy. To do this, it is necessary to generate a responsible attitude, associated with a critical awareness of its use. This idea has been the driving force behind this educational material offered to teachers, especially at the Compulsory Secondary Education (ESO) level. We hope that it can serve as a support both to learn a little more about TikTok, often far from adults, and also to introduce it in the classroom through the activities and resources offered.

"TikTok in the classroom. The development of a critical awareness" has been built as part of the research project "Cultural industries and youth fan communities: digital literacy through TikTok (FansTikTok)". It has been funded by the *Vice-Rectorate for Development and Economic and Social Impact* and has been developed from the *Center for Research, Transfer and Innovation (CITEI)* of the *International University of La Rioja*.

The purpose of the research is to know the meaning that adolescents and young people attribute to their practices in TikTok. The project uses a mixed methodology. On the one hand, 19 participants, between 11 and 23 years old, were interviewed monthly over the course of an academic year. At the same time, their TikTok accounts were monitored through their profiles. We also examined the accounts generated by the cultural industries, around the characters that the participants consider heroes, idols or influencers. The data and their analysis form the basis of this material.

This document is aimed at teachers. It offers resources to promote the development of critical awareness of social networks, all from within the classroom. As will be shown, some studies use TikTok as a tool more to support the learning of some classic curriculum contents. In this case, it is intended to be used in non-formal education situations, for example, tutoring sessions or voluntary seminars, where digital resources are used. The aim is not to lose the playful character of the social network. We are inspired by previous work related to the introduction of commercial video games in the classroom, seeking to establish bridges between situations of everyday life and school learning.

Six chapters are proposed where different topics related to the use of TikTok are discussed. It is not necessary to follow them in the order in which they are proposed. We start with an introductory chapter, *"What is TikTok?"* From here teachers will be able to familiarize themselves with the application, exploring its possibilities and main utilities.

The second and third chapters look at TikTok as it generates communication situations among users. On the one hand, the second chapter, *"The Language of TikTok"*, provides information and resources to promote awareness of the different language components of the Internet, which can be considered a multi-modal discourse, i.e., images, sounds and also written language are combined. The third chapter, *"Advertising in TikTok"*, explores how TikTok uses these languages to convey messages related to certain content, supported by certain characters, often with commercial interests.

Two other chapters focus on those who produce the messages and on the content of the information. Thus, the third, *"Imitating and creating in TikTok"*, focuses on the processes of creation, often collective, and on the use of some resources that also have a social meaning, for example memes. The fifth chapter, *"TikTok and the digital society"* reflects, for example, on the meaning of fake news and other relevant issues in today's society; among others, to what extent their messages support or not human rights, or how it is possible to participate in social networks safely.

Finally, the sixth chapter, *"Digital Literacy"*, summarizes the fundamental ideas that will help to promote critical awareness among users.

Each chapter offers ideas and resources that teachers can use to address the topic in a flexible way, adapting them to the needs and characteristics of their students. Each topic includes objectives, testimonials from the young people interviewed, key concepts, suggested activities, resources, as well as opportunities and risks. It is not intended to create didactic units, because we believe that every classroom is different and a rigid recipe will not work well.

The only thing left to do is to start using this document critically and for this it will be necessary to create one's own TikTok account. The idea is for teachers and students to create collaboratively from the resources offered by TikTok.

1. What is TikTok?

1.1. Objectives

- * To know the features of TikTok critically.
- * Understanding this social network, exploring its videos and making it easier to post on it.
- * Reflect on the possibilities of TikTok as an educational tool.

TikTok en....

"It's a social network to entertain you or give content to others."

Ciara, 13 years old

"It's entertainment and play."

Laura 13 years old

"Entertainment and hobbies that serves as an inspiration and source of information as well."

Susana 23 years old

"I think with the interviews you are more aware of the power that TikTok has and everything that goes on there, but I still use it the same. Now I just use it for fun but I know it could have a more useful purpose."

Victoria 19 years old

"Imagine I want to launch a company, so I can do it with TikTok".

Olivia, 19 years old

TES TIMONIOS

1.2. Getting to know TikTok

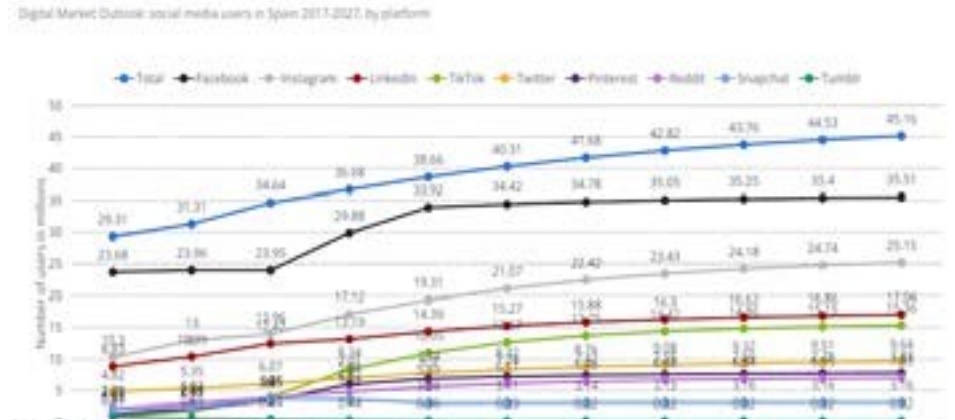
TikTok is a social network that allows users to create and share short videos. It appeared in 2016 and has since become one of the most popular platforms in the world, especially among young people. Today it is also used by companies and cultural institutions to convey their messages. It currently **has more than one billion users active**.

The graphs show their situation in Spain, obtained from the research center Statista (2023). The top part shows a projection over time of the number of users of different social networks between 2017 and 2027. TikTok occupies an intermediate position among the social networks and is projected to grow steadily until 2023, less than Instagram.

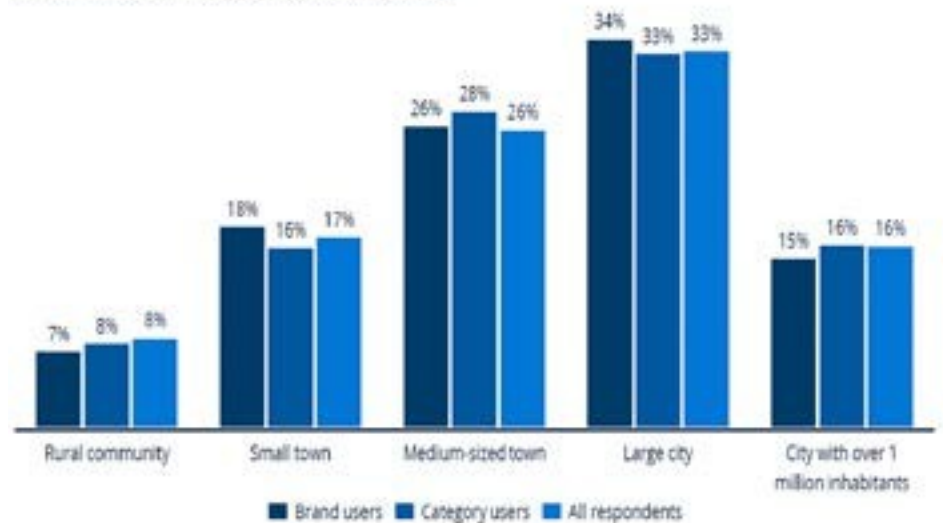
Looking at the graph below, which shows data on the type of communities in which users live, it can be seen that it is more popular in large cities than in rural areas. There is also information on the type of users. Thus, brands advertising their products use this application in very similar numbers to individual users. The data are taken from a study conducted in March 2023, focused on the use of social networks in Spain, specifically TikTok.

It is also relevant to see how the presence of this application in daily life has evolved, in contrast to the presence of other applications.

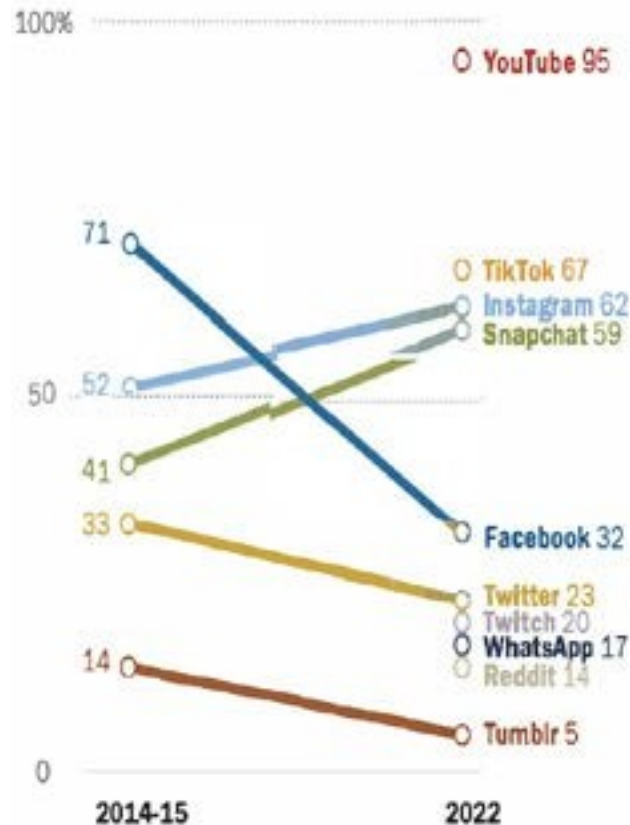
Number of users of selected social media platforms in Spain from 2017 to 2027, by platform (in millions)



Comunidades en España, donde viven los consumidores



Desde 2014-15, TikTok ha crecido; el uso de Facebook ha disminuido; Instagram, Snapchat han aumentado



Adolescentes, redes sociales y tecnología 2022

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with other social networks. This is shown in the attached graph, obtained from a study by the [Pew Research Center \(USA\)](#), which shows the evolution of various social networks. The data show the predominance of YouTube and TikTok and the clear decline of FaceBook, expressed in percentages.

Once the context in which Tiktok appears has been shown, some of its features are mentioned. The network, [we are told from its Web page](#), seeks to creativity and "make enjoy". It publishes short videos, almost always recorded with mobile devices. The message has caught on among those who use it, as can be seen in the results obtained in various interviews with young people. For example, it can be seen in the "TESTIMONIALS" in the page 7. The application has its own publishing rules, which it makes explicit through its [help centers](#). For example, it invites you to [create stories](#) and you can also create videos with other people using the duo format.

TikTok guides users' activities. For example, it favors creating from within the network using the [resources of the mobile camera](#), both for recording and editing. It presents users with videos that may be of interest to them, through the "for you" function, considering the user's interests and past activity. All of this will be discussed in more detail.

It may be useful to [create your own TikTok account](#). It is a good way to work with this application in the classroom, trying to get students to use it responsibly. Surely it will be an example of how you can use not only this network, but some other common among young people. Once the account has been created, [the profile configured](#) can be , for example by adding a photo or icon, changing the user name or linking the account to other social networks. It may be useful to [watch this video for a moment](#). It is not necessary to publish, it may be useful to start exploring.

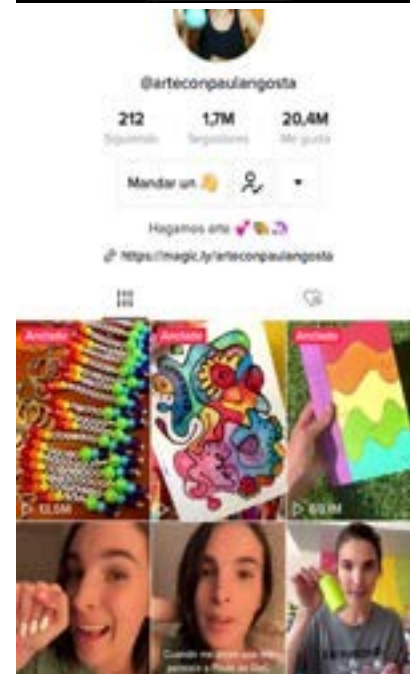
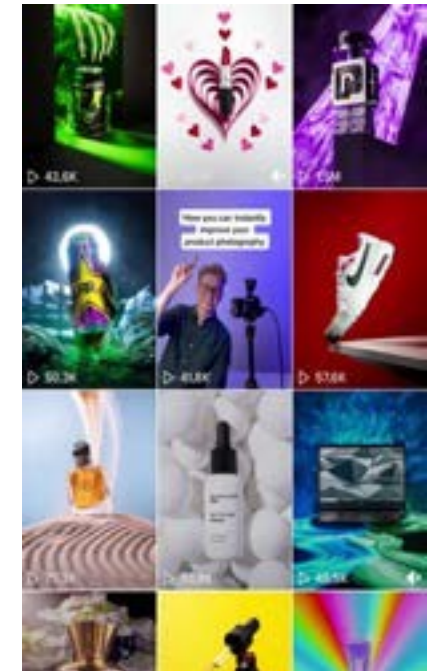
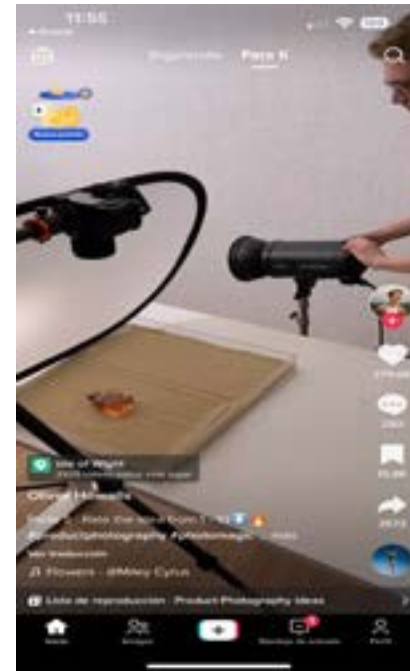
EXPLORE TikTok

There are two ways to explore the TikTok videos. Examples are shown in the figures, which provide the link to the Tiktok videos.

The first, the most common, is the application that suggests videos that may be interesting. It is the functionality "for you" . It uses Artificial Intelligence. It learns, depending on the activity that is being developed. In this way the application is able to personalize the user experience. The images above show a TikTok video suggested to the researcher, interested in photography. In a very short time TikTok suggests according to the interests of the user.

The second way to explore TikTok is more traditional. You view the videos of the people you follow, it appears in the images below. There is also the possibility of selecting certain friends. Perhaps the novelty of TikTok lies in considering this path as secondary. In conversations with teenage girls, they repeatedly point out that they prefer to use "for you". It may be that from the suggestions they find other people to follow.

In both cases, not only the video appears, but also the author's account, which offers a lot of interesting information. In the first case, it is a photographer who focuses his photographs on various types of perfumes; surely he has commercial interests. In the second case, the images of an influencer are intermingled with her designs.



CREAR On TikTok

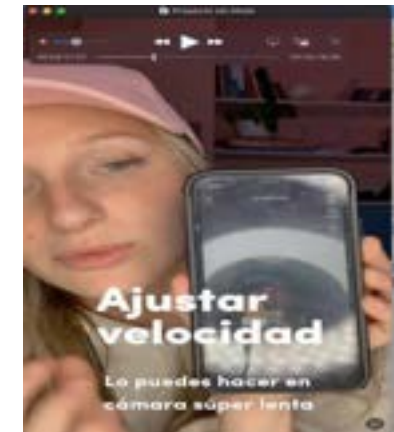
It is certainly a challenge to create and publish the first video on TikTok, although it is not always necessary. Sometimes this social network can be used simply as a source of information or entertainment.

One of the most relevant features is that from within the application there are multiple functions and it is not necessary to leave the application to edit. It is enough to use [the resources of the mobile camera](#).

[The help pages](#) provided by Tiktok are useful to get started. For example, it helps to define the length of the video between 15 and 60 seconds, as well as the use of Fax or Zoom. It is also important to learn how to use [effects and filters](#). One cannot forget the sounds or music, one of the most powerful features of this application.

TikTok offers a lot of help from the official pages. For example, [among them you will find this one that teaches how to use the advantages of the mobile, without leaving the application](#). The screenshots on the right have been extracted from that production. [You can find many other tips and tricks](#).

As mentioned above, TikTok users usually do not need to leave the application to post. The resources offered there are sufficient. For example, the filters, which are continuously renewed, or the sounds, which even allow voice alteration, are very useful. It is even possible to integrate other applications that make editing easier, as is the case, for example, with [CapCut](#), the [CapCut](#) application. [Numerous tutorials](#) are available to help you understand how it works and, of course, how to use it.



1.3. TikTok in the classroom

TikTok has been the subject of controversy. At the institutional level, it is an application generated in China, which makes it difficult for European or American governments to control. Moreover, similar to what happens with other social networks, its contents have not always been considered appropriate or may be thought to contribute to creating an excessive dependence of minors on social networks.

It may be thought, however, that social networks are here to stay and that schools can help young people to use them responsibly. In fact, it is increasingly common to find teachers on TikTok, from very different approaches. Some teachers' accounts are really those of influencers, considering both the type of publications they generate and the number of followers. Some of them are shown in the attached figure.

¹² For example, the blog of the Vicens Vives publishing house refers to "[12 TikTok teachers you need to know about](#)". It is worth taking a look at that page, the approaches are very different. [Tuprofesoradelengua](#) offers small linguistic pills from the account, very coherent and careful. Also from [blogdelengua](#) and linked to [a blog of the same name](#), it tries to encourage linguistic reflection using multiple and varied resources, from the etymologies present in Harry Potter to the most varied idiomatic expressions.

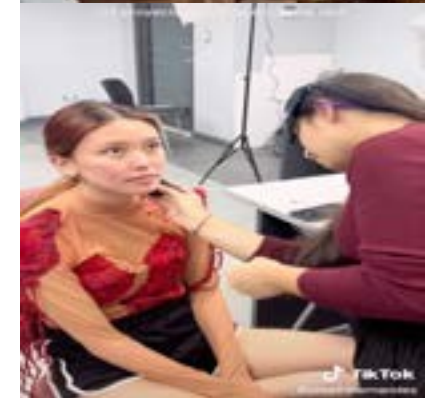
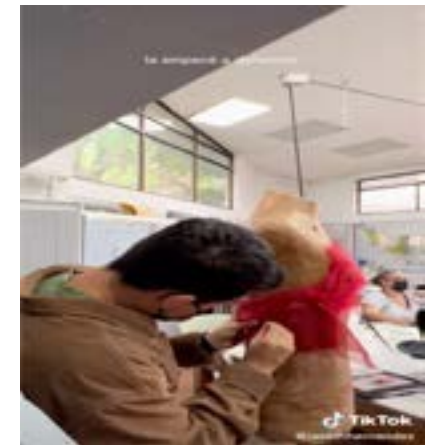
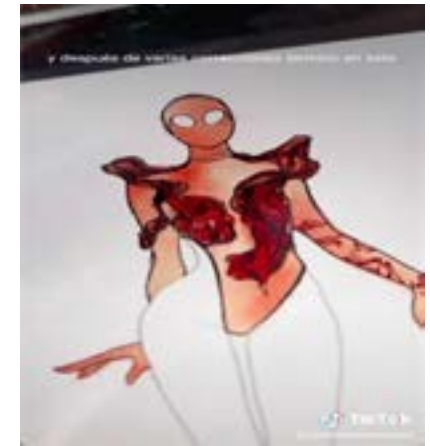
There are also teachers of other subjects and approaches,



There are those for [languages](#) or [geography](#) and history, but also for mathematics and science. For example, from [math2me](#), two educators offer tricks to perform mathematical operations. Moving on from other social networks, in this case their experience as Youtubers, the teacher uses different social networks as educational tools.

The proposal offered now seeks to work with TikTok to get students to use the application intelligently and responsibly, especially to learn to create. This will require reflection and dialogue from the application with examples of publications related to the daily life of the users. The aim is to avoid turning something that has been created for entertainment into a curricular tool. We can show an example, which we will expand on in the proposed activities.

In the attached figure we have selected a video TikTok suggested by one of the young women participating in our research. It is a typical example, in which a design student prepares his final work. She shows step by step how she has been completing her sketches and how at the end a dancer performs a photo shoot with her proposal. In this video, several aspects could be discussed in class. For example: what is the author's goal, does he reach his audience, does it make sense to show what he does by step? How did you edit the video? What is your opinion of the story you are telling?



1. 4. Activities

Large group

In a large group we start a conversation with open questions such as: do you know TikTok, who has an account, how much time is spent, who creates content, who do you share with?

Security, advantages and disadvantages can also be discussed.

Small group

We moved to a small group. It is proposed to edit a video in TikTok. It will be necessary to agree on:

- * Subject of the video
- * Message to be transmitted
- * Duration
- * Basic aspects of editing

Large group

Sharing and viewing of the videos produced. Discussion topics:

- * Guessing the intended message
- * Who is the target audience?
- * What seems more appropriate?
- * How would it be improved?

The following video can be a resource to start the dialogue or provide a model, if necessary



1. 5. Opportunities and risks

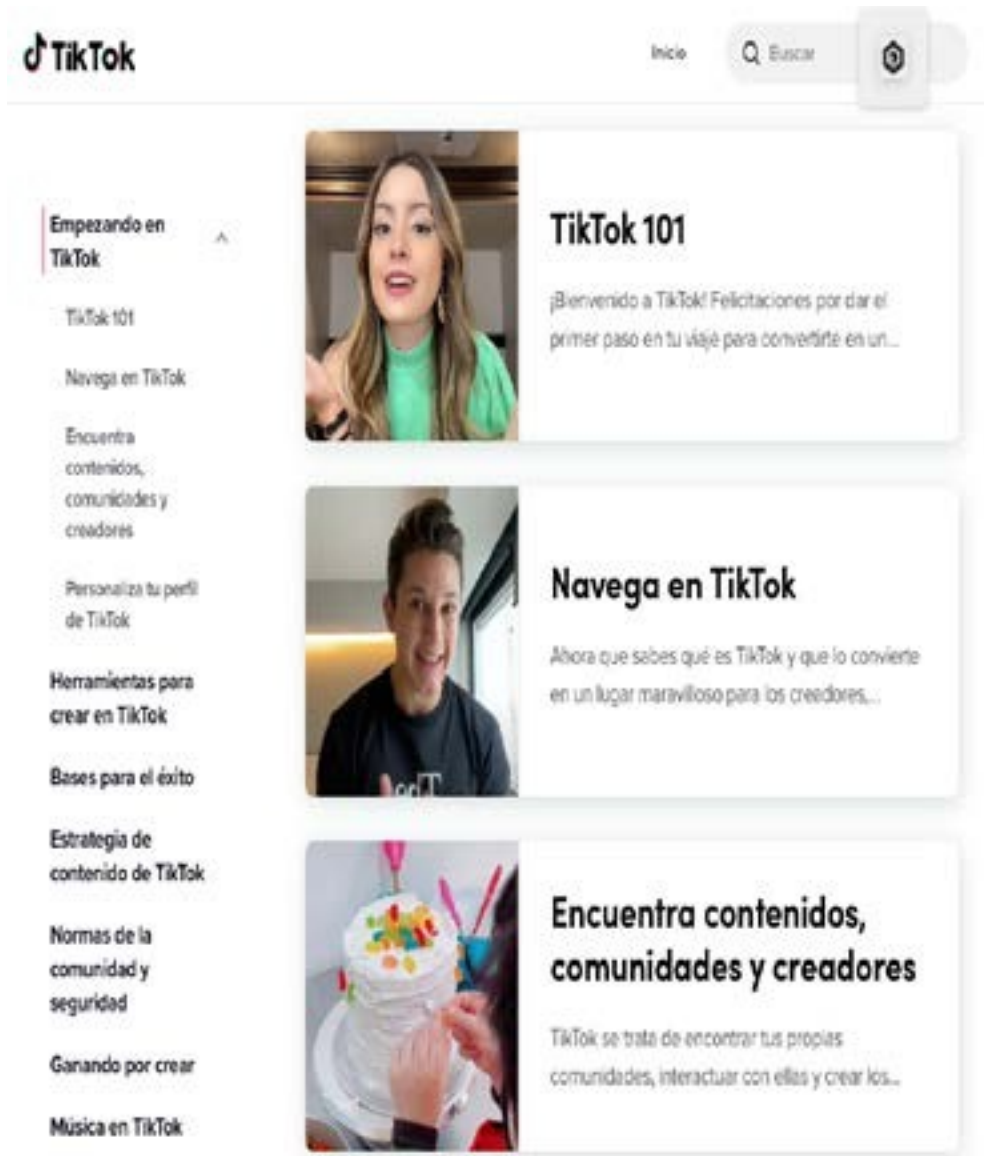
OPPORTUNITIES

- * TikTok can help *foster* collaboration. It allows to develop projects, produce videos and share them, developing communication skills, creativity and teamwork among students.
- * It is also a tool that can favor *self-expression and self-confidence*, since it allows sharing and showing skills.
- * *Its use will contribute to the development of digital skills*. TikTok favors the use audiovisual discourse. For example, editing videos, creating stories and producing content. From this perspective it can be related to many academic disciplines.
- * Therefore, it is important that students, in the *family and school contexts*, know how to use and manage this tool effectively. This is the only way to maximize their potential.

RISKS

- * It is relevant that *the content is* age-appropriate and to generate awareness of the use of the tool, using it safely. it implies being able to control the time of use, maintaining mutual respect and awareness of one's own activity at the age.
- * Currently, as it is very popular, there are many companies and influencers that rely on this tool for *advertising and marketing purposes*. It is important to help young people understand the intentionality of videos.
- * By means of *different algorithms*, many of the videos that are disseminated only show pretty, beautiful, interesting aspects, obviating poverty or ugliness, given that they show only a partial part of the reality of their environment.
- * As in other social networks, the *platform's use of user data* is being questioned.

1.6. Resources



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2. The language of TikTok

2.1. Objectives

- * Know the different Internet language components presented in the TikTok videos.
- * Analyze the functions of images, sounds or voice to communicate a message.
- * Learn how to generate effective messages in situations of communication.

View and post on TikTok

"I like to make videos... I use it to make do-blajes, dances..."

"Recording, it doesn't seem like..., it seems silly, but you have to spend time learning things."

"I'm not an expert or anything, but from your own cell phone you edit, you put filters...."

"I go watching tiktok and for example in the par-days there is something that I find super funny and I save it in favorites, then I do it with my friends... I get inspired by other people's content."

The above testimonials are from Nadia, 21 years old.

"The handling at first is a little bit.... until you get used to it..... Complicated. Once you get used to it, it comes out by itself, ... I think it costs more than other social networks that are simpler..."

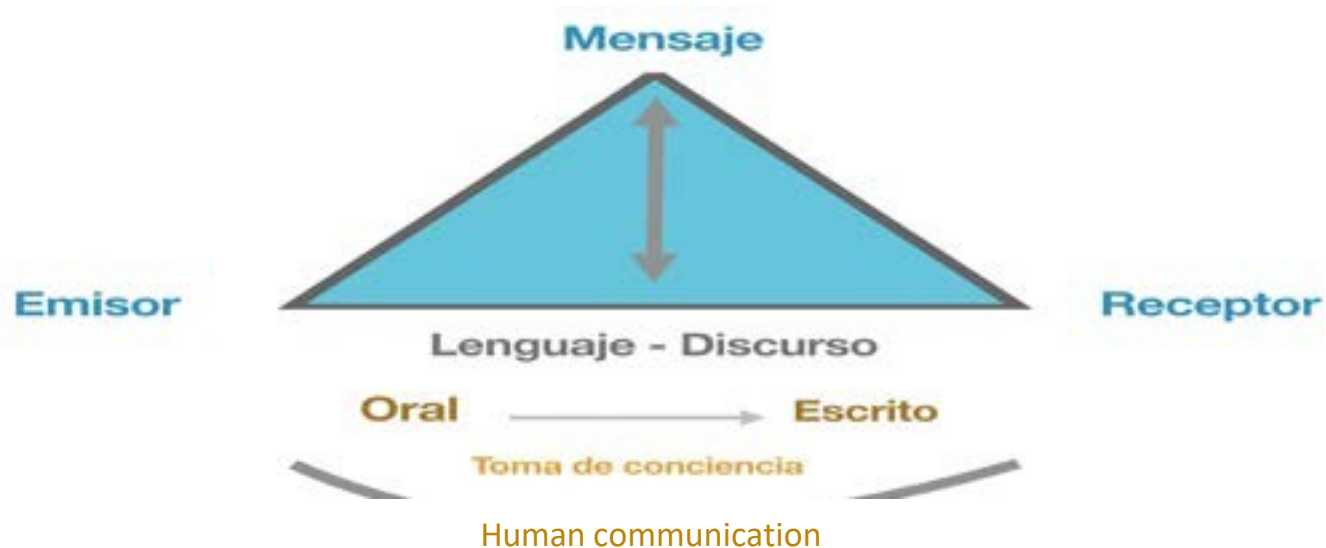
Sara, 24 years old

TESTIMONIALS

2.2. Images, words, sounds

People communicate over the Internet using language. When explored in concrete situations, it is often referred to as discourse. Communicating means interacting with someone through a message. The first figure shows the elements that are present in a communicative situation and what are the novelties introduced by the Internet.

It is no exaggeration to say that the emergence of the Internet has transformed human communication. It is one milestone among many others that have emerged throughout history. For example, the appearance of written language already introduced innovations compared to oral language. At a given moment, the use of images could represent a change in human communication; for example, painting represents reality in a different way than words. The appearance of the printing press introduces novelties by increasing the number of readers of messages. Another milestone was the appearance of the telephone, which allowed interactions with distant people by voice. It should also be mentioned the appearance of photography and video, communication tools each with specific features. In addition to the figure [this video](#) helps to deepen.



The Internet has generated situations that combine many previous contexts, to give rise to something that includes them but at the same time transforms them. The figure on the right of the page shows how the Internet uses specific languages that combine different elements, considered as modes; for example, images, sound, words, gestures, etc. All of them, combined or independently, have opened up possibilities for communication that were unsuspected just a few years ago. They generate new ways of representing reality.

- * The languages used on the Internet, also called **multimodal discourses**, are forms of expression and communication from which meaning is constructed. In other words, language allows us to express the meaning that people give to reality and human actions.
- * They are based on "modes", which are considered communication resources and tools when using the screens. For example, words, images, sounds, written language, body movement, etc.
- * As speeches, they have intent. These different "modes" are used to convey a message.
- * Unlike oral language, our first form of expression, which is acquired unconsciously, multimodal speeches have to be learned and taught. It is a matter of consciously mastering them.
- * Those who master these discourses considered digitally literate.



Communication on the Internet

2.3. Describe and transform

In TikTok, users express themselves using audiovisual language; experts speak of multimodal discourse. They use images, sounds, oral and written language, gestures, and even express themselves through dance. The application offers numerous resources to make publishing easier, without the need to leave the application. There are two ways to approach creation in TikTok, using the resources offered by the application, we talk about representing reality or transforming it, always using these multimodal discourses.

REPRESENTING a SCENARIO

As can be seen in the video created from the Prado Museum account shown in Figure 4, behind any publication there is a message. Sometimes they are easier to discover than others. The creator looks for and decides how to communicate it by combining different ways.



TikTok from the Prado Museum: How big is the painting "Las Meninas de Velázquez"?

For example, this video from the official account of the Museo Nacional del Prado uses oral and written language, music, and an image of the real painting "Las meninas" by Velázquez. The message is very clear, to show the measurements of the painting in the museum, comparing it with the image that appears in a book. Using these different "modes", we try to communicate the sense of the greatness of the work (which measures 3.20m high and 2.81m wide) in the most effective way: presenting the work and alluding to its size. Image, voice and written text complement each other.

2.4. Activities

We will carry out the activities in three moments.

1. LARGE GROUP and 2.

We will start with a hashtag that brings us closer to the contents of museums [#museummoment](#). Several can be selected to work in the classroom. The idea is to offer a model of analysis through the following questions: What modes are present in the video? What function does each one fulfill? Are any filters or effects used? Is there anything that is not real? How can we communicate the same message using another mode and/or in combination? What would be the advantage and disadvantage of different "montages" to communicate the same message? Once analyzed in a general discussion, the activity can be repeated with other videos and in small groups.

3. BIG GROUP

Share the different videos analyzed in each group. Observing the editing of the video, as shown in the figure can help to understand the intentions of the sender and whether or not it transforms reality.

The following video may be a resource to start the dialogue or provide a model, if necessary



2. 5. Opportunities and risks

OPPORTUNITIES

- * *They open up possibilities in communicative contexts.* Recognizing the different abilities and preferences of each person, each person can choose how he/she wants to express him/herself and communicate.
- * Using multiple modes facilitates *understanding and interpretation* of the content.
- * The discourse is more dynamic and *attracts the attention of audiences.* Texts are more *persuasive* and achieve greater audience engagement.
- * They can help *overcome barriers* when using spoken or written language, especially between people who use different languages.
- * *Versatility*, since they can be used in different contexts and disciplines.

RISKS

- * Multimodal discourses are *culturally sensitive and open to interpretation*, more so than oral discourse.
- * To interpret the message of the creator, it is important to understand the *cultural, socio-economic and political context.*
- * Sometimes it places the person beyond reality and even beyond fiction. With the use of different functions (such as filters, effects and templates) *distorting images* can be created.
- * *Technical limitations* may affect their use. *Ethical considerations*, e.g., the need for transparency and absence of manipulation, as well as *the need for responsible use of these speeches.*

2.6. Resources



The image shows a screenshot of the TikTok help page. At the top left is the TikTok logo. Below it is a navigation menu with various categories: Empezando en TikTok, Herramientas para crear en TikTok, Elementos de un video de TikTok, Consejo y trucos de cámara, ¿Qué es la página "Para Ti", Lucros, cámaras, TikTok, Agregar efectos y editar, Manténse al día con las funciones, Bases para el éxito, Estrategia de contenido de TikTok, Normas de la comunidad y seguridad, Ganando por crear, Música en TikTok, and Lo que debes saber sobre LIVEs. The main content area features a large video thumbnail with the text "Agregar efectos y editar" overlaid. Below this is a paragraph: "Los efectos creativos pueden agregar una dimensión completamente nueva a sus videos. Abordadamente, TikTok tiene una variedad de efectos creativos y herramientas de edición que los creadores pueden aprovechar al crear sus videos." To the right of this paragraph is a section titled "Efectos creativos" with a sub-heading "Efectos creativos". The text below reads: "En la parte inferior de la pantalla de creación de video, busca el icono de efectos a la izquierda. Una vez dentro del menu de efectos, TikTok divide los efectos creativos en algunas categorías, que incluyen tendencias, nuevos, pantalla verde, comedia, filtros, accesorios, entre otros." Below this is another section titled "Ajustar clips" with a sub-heading "Ajustar clips". The text below reads: "La función de ajuste de clips le ayuda a reorganizar, cortar e incluso reemplazar secciones de su video de TikTok con un nuevo clip. Esto permite a los creadores editar dentro de TikTok sin la necesidad de usar otras aplicaciones de edición." At the bottom is a section titled "Texto en videos" with a sub-heading "Texto en videos". The text below reads: "Los creadores pueden agregar texto en sus videos. Considere la posibilidad de crear textos de introducción para que la audiencia sepa lo que está a punto de ver. También agrega subtítulos para que los espectadores puedan entender el video si tienen el sonido desactivado."

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Kress, G. (2013) *What is multimodality?* Interview with Gunter Kress. Video <https://www.youtube.com/watch?v=A3siKXmXQQhQ>.

Martínez, W. (2022, January 12) Everything you need to know about TikTok effects: the most famous, how to use them. *La Vanguardia*. <https://bit.ly/3pvaAoF>.

McIntyre, J. (2022, January 24) 6 Museums on TikTok - and How They're Using It to Market to Gen Z. <https://bit.ly/3PMrx8g>.

TikTok (2023, July 7-a) *Add effects and edit*. <https://bit.ly/3XIyCjx>

TikTok (2023, July 7-b) *Effects templates*. <https://bit.ly/43es3PO>.

3. Advertising on TikTok

3.1. Objectives

- * Know what advertising is from TikTok.
- * Identify brands' use of TikTok to generate consumption needs audiences.
- * Reflecting on advertising techniques in TikTok

Influencers.

"I didn't wear bell-bottoms... but maybe from watching TikTok those people have influenced me..."

Sara ,24 years old

"Influencers I think 80% of the cosmetic retouching they do is because they talk in front of the camera daily with a filter and you plan on getting your lips poked and so..."

Nadia, 21 years old

"This account is not verified, she doesn't charge for what she does, this girl doesn't charge for what she does, she doesn't charge anything."

Nora, 24 years old

("Rosalía)... at least she wears things that fans send her."

Nora, 24 years old

TESTIMONIALS

3.2 Advertising on TikTok

How do I ACCESS advertising?

Advertising is a form of communication. It seeks to increase interest in certain products or services. Think of television commercials or advertisements. It is present in everyday life. [The Internet has transformed the way advertising is done](#). The way in which companies or organizations promote their products and services has been modified with the rapid change in digital and technological formats.

[Let's look at Tiktok](#). Young people search or discover products and services there. They can also communicate their experiences with certain products. Thanks to its popularity among young people, this platform has become an ideal place to disseminate marketing and advertising messages, related to the most varied content.

The products or services being advertised can be very varied. It is worthwhile to consider, for example, institutional advertising campaigns, which seek broader social benefits than economic profit or the sale of specific products. Advertising in this sense is a means to an end.

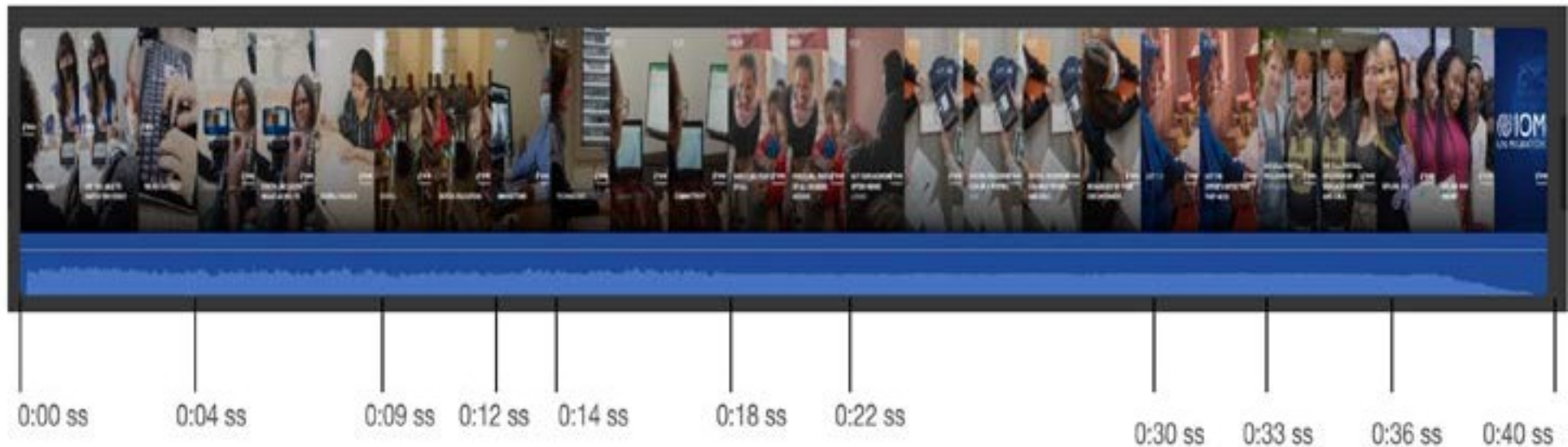


INSTITUTIONAL advertising from tiktok

We stop at an example of advertising related to humanitarian causes. This is an account generated by this type of organization that addresses the issue of immigration and generates advertising messages that seek to convey information about migrants, their rights and the drama that this social phenomenon often poses.

The figure below helps to [analyze one of their videos](#) to see what strategies are followed when advertising the message.

- * This is a 40-second video in which the differences between the shots are organized according to the messages being conveyed. The changes of shots occur with a difference of about 3 or 4 seconds.
- * Changes depending on the characters appearing in them and the message to be conveyed.
- * It can be discussed which messages are more relevant after watching the videos.
- * The aim is to facilitate awareness of how images are to relate to the messages being sought.



transmit.

We can now dwell on the presentation of more specific messages, let's look at a new figure, which shows in more detail some of the frames. It is included in each of them in time in which it appears in the video. Looking in detail at the images we discover the following aspects, which can be discussed in the classroom:

- * Interest is generated through a question, which leads to the idea of digital inclusion.
- * Some scenes related to this inclusion are shown, for example, digital education, connectivity, the possibility of access to home economics, innovation, etc.
- * All this contributes to the integration of girls and women.
- * The video ends "calling for the inclusion of all girls and women."

In this video the product being advertised is not something material, but an idea that tries to change people's habits. The message is related to the need to create favorable attitudes towards immigration. To attract interest, an initial question is posed: can you watch this video? If you do not have access to the Internet, you will not be able to see it. Then, several examples of situations that require digital inclusion are presented, and finally, solutions are sought.

3

0:02 ss	0:07 ss	0:12 ss	0:18 ss	0:22 ss	0:27 ss	0:32 ss	0:35 ss
¿Cómo se genera el interés?		Situaciones relacionadas con la inclusión digital			¿Cómo puede ayudar a la integración la inclusión digital?		¿Qué se busca?

Advertising and Marketing

So far we have focused on advertising and how it can be used to convey effective messages that attract the attention of the people who approach it. But the fact of advertising any product or service is immersed in an umbrella, the concept of marketing.

Advertising is related to the set of means used to disseminate or spread the news of things or facts. It focuses on the consumer and seeks to bring products and services closer to him or her. Marketing is a broader concept, the RAE dictionary uses the term marketing, which is related to the set of strategies used for the commercialization of a product and to stimulate its demand. If we try to synthesize, advertising can be a marketing strategy.

The attached video helps to understand the relationship between these two concepts. In this case it is contextualized in generating interest in material products. It talks about the 4 Ps.

- * Product or service oriented to a user. It is necessary to take into account what is of interest to the user.
- * How will people access what I distribute through my advertisements?
- * Price: Is there any cost?
- * Promotion: What are the advertising strategies?



The image shows a YouTube video player interface. At the top, there is a search bar and the YouTube logo. The video content displays the text '¿QUÉ ES MARKETING?' in large red letters. Below this, there are three white boxes with red text: '¿QUÉ ES?', 'LAS 4Ps', and 'PLAN DE MARKETING'. The video player controls at the bottom show a progress bar at 0:56 / 4:11, and various icons for play, volume, and settings. Below the video player, the video title '¿Qué es Marketing? Definición, Cómo Funciona y Claves' is visible, along with the channel name 'Cyberclick • Marketing Digital' and 274K subscribers. There are also buttons for 'Subscribe', 'Like' (18K), 'Share', and 'Thanks'.

3.3. Characters and products

TikTok messages allow to discover the importance of a central character that emits an advertising message. It is common to find short videos where characters, heroes or influencers appear using or interacting with the product they want to promote. In this way, the use of a product is associated with the character that advertises it, thus generating the desire to purchase or enjoy it. This is a common strategy in advertising that emerges in TikTok.

INFLUENCERS

The term is used frequently. influencer is someone who can influence people's opinions and actions. Their fame is associated with social networks and they are characterized their large number of followers.

The figure shows the video of the account of an influencer in which she defines herself as such. She considers herself privileged, because she does what she likes the most. Her job is to record videos and connect with people. Above all, she values the need to innovate.



[00:00:00.060] Exacto. Para mí es un trabajo porque al fin y al cabo es mi fuente de ingresos.

[00:00:03.690] No es un trabajo duro.

[00:00:05.630] Para nada. Soy totalmente una privilegiada y una afortunada de poder dedicarme al fin y al cabo a lo.

[00:00:10.450] Que yo amo y.

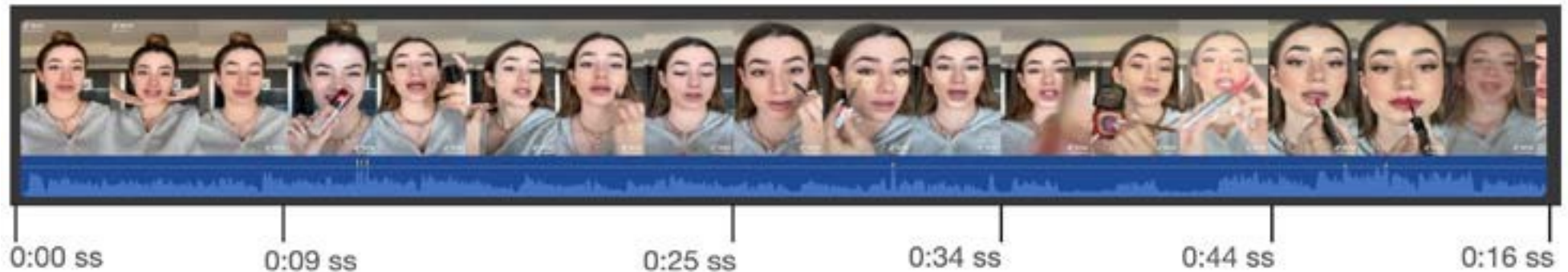
[00:00:11.200] Lo que más me gusta hacer. Por eso todos los días hay que grabar, subir fotos, hacer videos, pensar.

[00:00:16.010] Ideas nuevas, porque al fin y al cabo te tiras todos los días de tu vida grabando.

[00:00:20.110] Y al fin y al cabo se te acaban las ideas. Entonces, hay que estar muy actualizada, también.

[00:00:24.740] Colaborar con más creadores de contenido, pues como hacen en la música los cantantes y eso. Si.

We can also watch [the video in which a young woman advertises a makeup product](#). It is a product of L'Oréal Paris (@lorealparis), whom she mentions in the message. It is difficult to know what compensation the young woman receives. This influencer who follows 385 accounts, has 11 million followers and 818.3 million "likes". She has included several hashtags (#LorealParisSpain #Laformuladeloinfalible).



SUPERHEROES

Many brands have chosen to identify the profile of a real person with that of superheroes so that consumers can generate affective and emotional connections with the characters and their products. Advertisers use the attributes of these fictional characters to influence consumer perception. Through them, people can be made to feel part of a community, where values are shared. Brands strategically take advantage of the feeling of belonging to generate in users the need to consume the product in a subtle but truly effective way. Marvel uses these resources to generate identification with the characters. [Fans show superheroes in videos](#).also



3.4. Activities

Large group

Watch two videos and compare them. Some questions are included below.

- What are the differences between ?
- Do you identify with any character? Why?
- What is the message conveyed by each video?

Small group

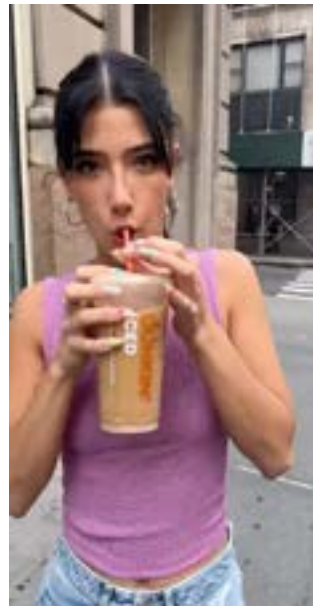
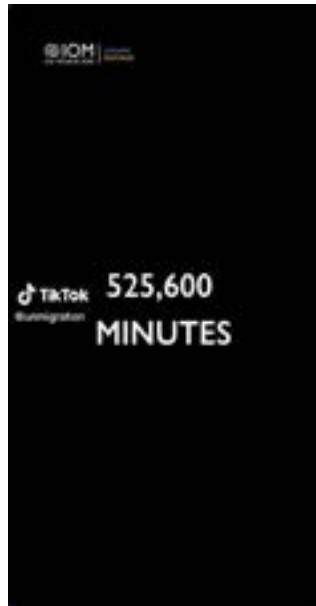
Search TikTok for videos that include advertising. For example of an influencer and the actors who played Spiderman. Two examples are provided:

- What strategies do you think attention to these videos?
- Are there differences in the strategies used?

large group

setting on common on the videos in a small group.

- Each group will present and comment on their videos.
- Generate suggestions for advertising the school itself on TikTok. Two examples are provided.



3.5. Opportunities and risks

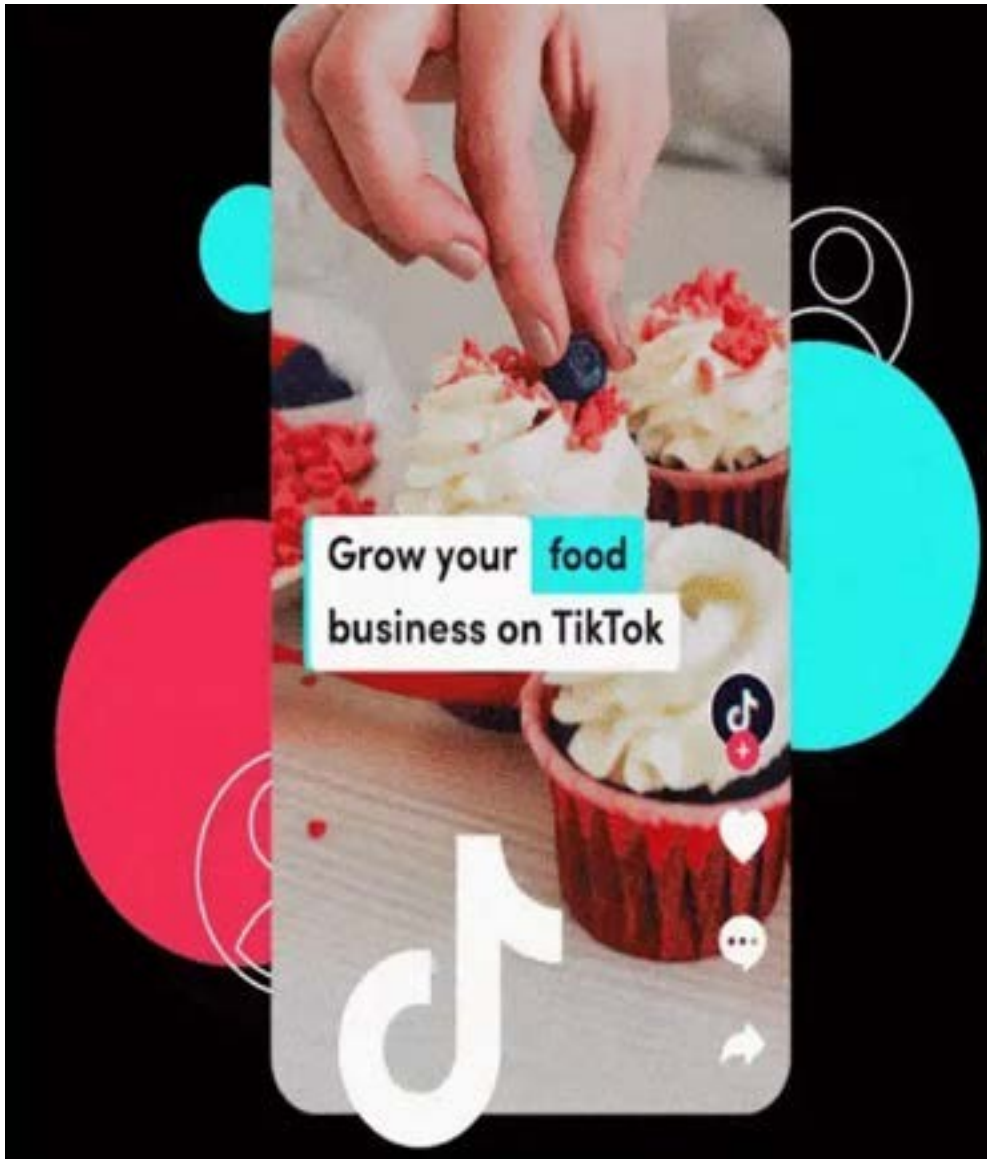
OPPORTUNITY THIS IS

- * Quick access of brands to a large number of potential comparators and/or users of the advertised product.
- * Increased visibility of the companies in a rapid manner in the segments of the target population (age, geographic area, etc.).
- * Maximize the impact of advertising by targeting the right people at the right time.
- * Development of creativity to meet the needs of generating advertising for a product.
- * Learning new multimodal language formats. Learning from the analysis of other videos.

RISKS

- * Associating products with inappropriate content for certain users.
- * Rapid consumption, which prevents a critical approach.
- * Saturation of users with regard to products. Attention and commitment to the product may decline.
- * Lack of knowledge of sales techniques in the TikTok format, something that can make the advertising message go unnoticed.
- * Generate unjustified needs within the framework of the consumer society.
- * To favor the identification with characters and values in an unreflective and uncritical way. Emotional dominance.

3.6. Resources



TO KNOW MORE

Ferreira, A. C. (2023). TikTok Ads: how to advertise on TikTok step by . Inbouncycle <https://bit.ly/44QQfcx>.

Filiatly (2022, August 8). 17 marketing strategies on TikTok. Filiatly Blog, <https://www.filiatly.com/es/marketing-strategies-on-tiktok/>.

Mañez, R. (2023). Advertising on TikTok: A complete guide to TikTok Ads [2023]. RM <https://rubenmanez.com/advertising-on-tiktok/>.

Sharethis (2022). The definitive guide to TikTok ads. Sharethis <https://bit.ly/457DRog>.

TIKTOK (2023a). Setting up an advertisement. Business Help Center. <https://bit.ly/3Od7mhO>.

TIKTOK (2023b). Personal and company accounts on TikTok. TikTok. <https://bit.ly/3YA20SJ>.

TIKTOK (2023c). Use the "Promote" feature to grow your audience on TikTok. TikTok. <https://bit.ly/3YrO78T>

TikTok (2023d). Create 100% TikTok ads. TikTok for Busines <https://bit.ly/3rSdqEN>

4. Imitate and create in Tiktok

4.1. Objectives

- * Explore how mimic and create are intertwined in TikTok, supported by the application's features.
- * Analyze how creation can be a collective process, where those who participate in the social network generate products mediated by the presence of other people.
- * Understand how memes and *remix* are strategies that enable social interaction in TikTok.

Imitate and create

"For example, to see this person's trend and say, okay, I'm going to do it, but instead of this text that this person has put, I'm going to do the same thing with the same meaning, but with another text... You are imitating, obviously. But if you change the meaning, as I told you before, that is already inventing."

Laura, 13 years old

"It's more complicated to learn how to manage it, it has two phases, the videos that you assume and then you produce them and it's more complex, in fact, I don't know how to do it, I even edit them from the outside and then I upload them to tiktok".

Nadia, 21 years old

"When I see a tiktok video, the image and the message are united and it has coherence, and when I make a video and try to imitate it, I try to make it as coherent."

Sara 24 years old

TESTIMONIALS

4.2. Inspiration

Social networks have transformed the contexts that incite to create, because from them it is easier to access other people's creations. The creations belong to popular culture and sometimes, though not always, are far from the art that is usually presented in museums. In this context it is more difficult to define creation and differentiate it from imitation. One can create by imitating what other people have done and also by dialoguing with them.

The figure below shows the concepts we are going to review, reflecting on imitation and creation in TikTok.



The figures are stills from a meme. It is an example that intermingles the processes of imitation and creation. It is necessary to see it on the web, it is better understood than with static images or line editing.

It has been inspired by the *comic*, it imitates it. In addition, it adds a touch of humor that somehow allows us to consider it a meme. It's even a comic strip, with three key moments: introduction, knot and denouement, using the most classic terms.

It is generated within the framework of North American culture, something that is discovered in the design of the city, the buildings and even the characters.

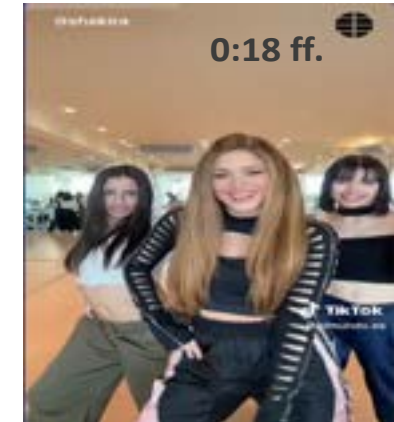
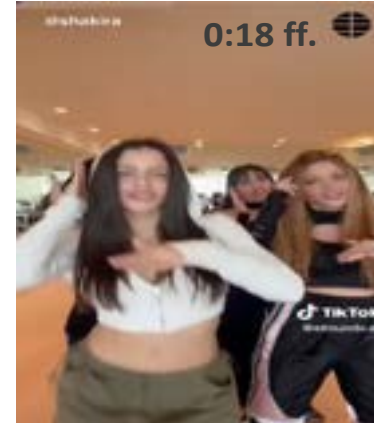
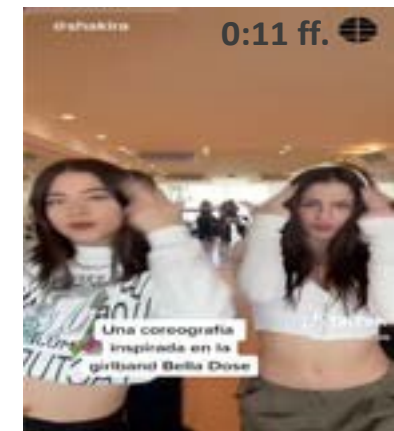
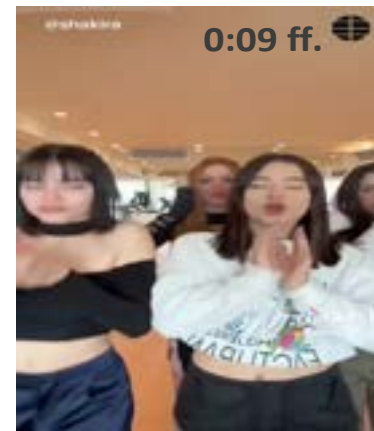
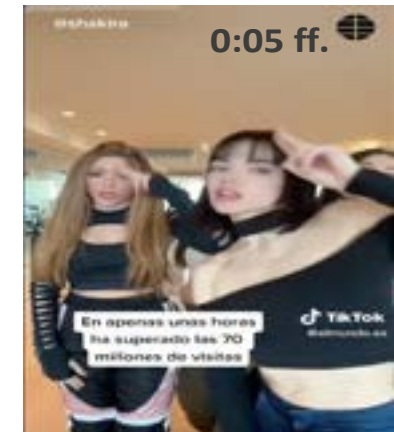
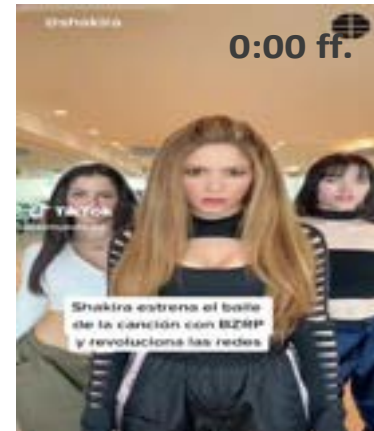


4.3. Imitate on TikTok

Imitation plays a fundamental role in TikTok, perhaps more so than in other social networks. It is not uncommon to see young teenagers dancing in front of their cell phones to upload them to TikTok. They do it by imitating other people who have done it previously and have made a certain music "trend". The platform facilitates access to these trends, making imitation a fundamental part of this social network. Moreover, imitation is probably more important than establishing interpersonal relationships, as is the case on other platforms. Imitation is encouraged by the platform's algorithm, which promotes content to imitate of various types and associated with trends. In addition, it contributes to creating a sense of community. An example is [the Sakira video attached in the figure on the right of the page](#).

It focuses on the following types of content:

- Dances, which are imitated or recreated and shared on the platform. Dances go viral and are replicated.
- Humorous content, where you can reconstruct versions of others or create your own versions based on trending formats.
- Lip-synchronization, in relation to popular themes, movie dialogues or famous quotes.
- Challenges and trends that can be imitated by adding unique elements.

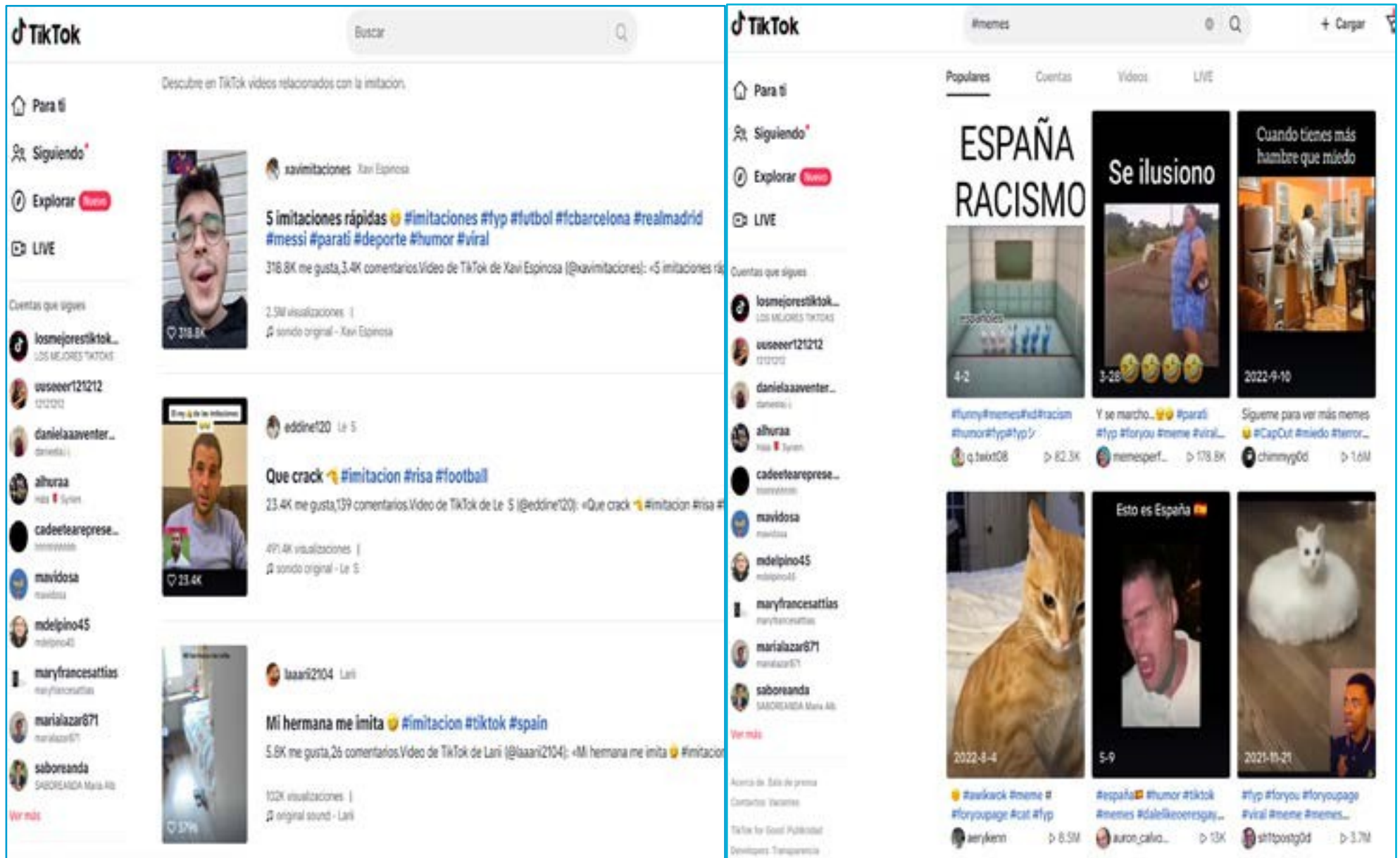


MEMES

The word meme refers to behavior that is transmitted by imitation from one person to another, or even between generations. It also has another meaning, perhaps more common, when it refers to images, videos or texts, which are distorted in the form of a caricature and transmitted through the Internet. Through memes, a shared cultural experience is created. A good example of this is that in order to understand them it is necessary to participate in the meanings that are hidden behind the images or other symbols and that must be contextualized. Two very different videos are included as examples. Two links to explore imitation and memes in TikTok are proposed on the next page.

- * the images of the first one are inspired by manga comics, of Japanese origin but also present in the West. The attached video will be best understood by lovers of this genre.
- * The second is also a comic strip, contextualized by its images in the North American world. It shows in a comical way the contradictions that can be attributed to people. It is the video that appeared in the previous section ""





iMitation and MEMEs In tiktok

4.4. Creativity at TikTok

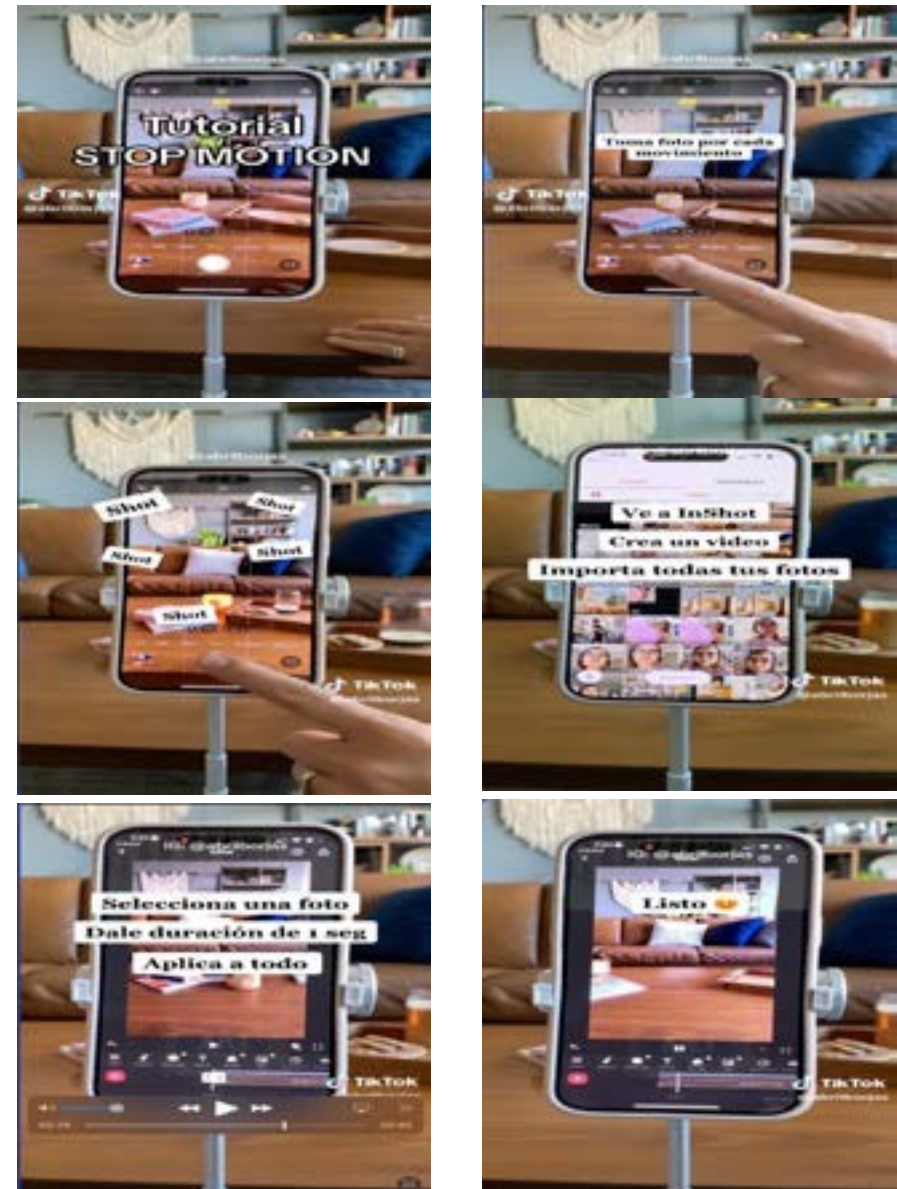
Creation is a cultural, collective and historical process. It is understood in concrete terms, because the creators drink from the ideas of their community.

The great creators of classical art are named individually, along with their masterpieces, for example, Michelangelo's David or Picasso's Guernica: Who created those products? There is no one answer, or one single factor involved.

Undoubtedly, creation in TikTok is mediated by technology and the social context in which the product appears is decisive. These are some of the features that can characterize creativity in TikTok. [Different types of creation are shown in the attached images.](#) The attached video shows how it can be created using the "stop motion" format.

The creative process is organized around a cultural product, the social network. [The video aims to show how to make a product.](#) The people who create in TikTok handle two types of tools. On the one hand, software and hardware. On the other hand, the individual or collective ideas that have served as a source of inspiration.

Creativity is inseparable from the social context in which it is generated. The video has little meaning if other people do not see it. Creators are also individuals who project their values and goals into their creation.



The rEMix and DUO function In Tiktok

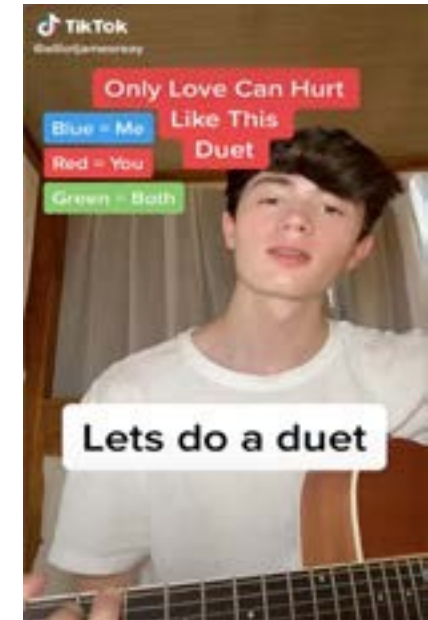
A remix is understood as a mixture of previous existing products. Imagine, for example, a superimposition of images that give rise to a new one. Sometimes it is a simple association, it seems that there is nothing new. However, there are productions in which those same elements when combined give rise to something new.

TikTok's duet function has changed the traditional idea of remixing. You don't just mix something previous, but create it interactively to produce something new. In other words, the duet allows for a joint creation. Some examples can be seen in the images.

Three features characterize the remix and also the Tiktok "duo".

1. It requires the existence of a previous material, either your own or others'. Images have been combined, but they could also be sounds or videos.
2. That previous material is mixed. A new product, static or moving, has emerged by manipulating something previous and adding something new.
3. It is a distinct whole, not just a mere association of parts. It makes sense to the producing it and also to the potential audience.

The attached figure includes links to various videos in which the duo function has been used. It can be seen that there are different types, related to the message being conveyed.



4.5. Activities

We will work with the remix and the duet function. The objective of this activity is twofold:

1. Understand the duo function in TikTok and its relationship to creativity.
2. Discuss the role of the group and dialogue with others involved in TikTok.

Large GROUP: DIALOGUE on "DUO" In TikTok

Select a duo. From there, the ideas that appear on [the TikTok page on this topic](#) are discussed. Includes interesting recommendations on privacy. Possible questions:

- * What do you think are the privacy settings in the selected video or others?
- * Why allow or disallow other people to duet your videos?
- * Did you use the duo function and what was the previous material from which you started?

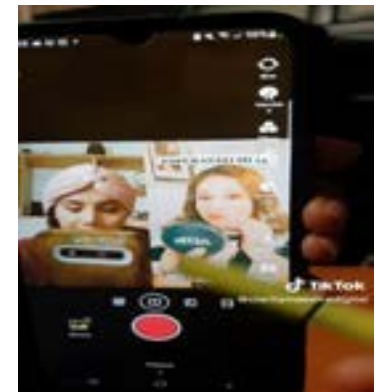
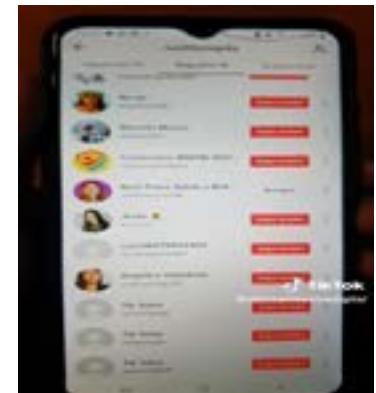
SMALL GROUP: RECORDING a DUET

If someone does not know how to do this, you can follow the instructions on the TikTok page. It is important to think about the previous material you are going to interact with.

- * Choosing the theme of the duo: what will it bring as a novelty?
- * What material are you going to start from?
- * What is the message to be conveyed? Who is the target audience?

Large GROUP: discussion OF WORK COMPLETED

- * How to unite novelty with continuity, if it is created from other creations?
- * What is the role of digital dialogue in this process?
- * What are the dimensions of collective activity present in this creation?



4.6. Opportunities and risks

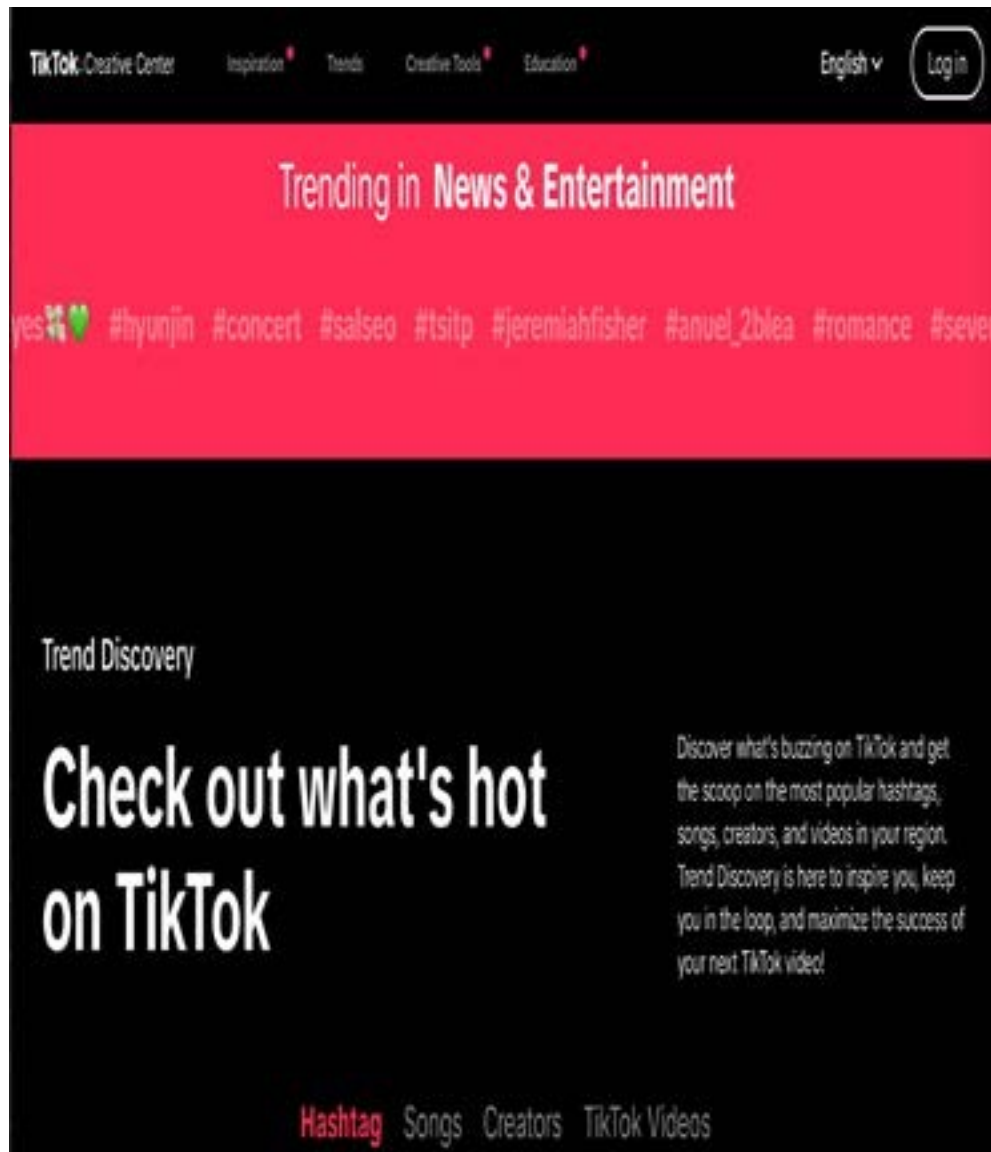
OPPORTUNITIES

- * Mimicking positive behaviors and skills can be a powerful way to learn and grow.
- * Imitation can create a sense of belonging within a community.
- * Brands can leverage imitation to promote their products by collaborating with influencers who have a significant number of followers.
- * Imitation can help spread positive behaviors and social norms.
- * Imitation can serve as a basis for innovation.
- * Social media provides a platform to express your thoughts, ideas and creativity to a global audience.
- * Creating content regularly hones your skills, whether it's writing, photography, graphic design, video production or any other creative endeavor.

RISKS

- * Excessive imitation can lead to a lack of authenticity.
- * Imitation can contribute to people blindly following the actions and opinions of the majority without critical thinking.
- * Imitation can encourage people to interact only with those who share their views.
- * Exposing one's creations is open to criticism and negative feedback.
- * Creating original content makes you susceptible to having your work plagiarized.
- * Creating content on a regular basis to maintain engagement and follower numbers can be stressful.

4.7. Resources



Tiktok TALES

Cowbelly's Memes <https://www.youtube.com/c/memesbycowbelly>

Trending memes <https://www.tiktok.com/discover/trending-memes?lang=en>

Best Spanish memes <https://www.tiktok.com/discover/mejores-memes-en-español>

TO LEARN MORE

De-Frutos-Sastre, A. (2021 October 14). Surprise your followers: How to make a duet in TikTok. El Pais Economía <https://bit.ly/3OjSWMU>

Garnes, J.-L. (2023). What is a meme? seopunk <https://bit.ly/44c2mQF>

Pérez-Salazar, G., Aguilar-Edwards, A., & Guillermo-Archilla, M.-E. (2014). The meme on the internet. Arguments <https://bit.ly/450DgVg>

Ruiz, A. (2022 August 16). How to make duets in TikTok step by step. Ecommerce Marketing <https://bit.ly/3PkdMw8>

TikTok (2023). Duo. TikTok. <https://bit.ly/43WCXdn>

5. TikTok and the digital society

5.1. Objectives

Considering the weight of this social network among young people, not only as a source of entertainment but also as a source of information, the objectives proposed in this topic are the following:

- * Examine how human rights issues, especially those associated with the emergence of the Internet, are represented in TikTok.
- * Promote awareness among young people of the importance of accessing and disseminating truthful information, considering the problems associated with the so-called "Fake News".

Digital society

"I like animals a lot and lately I see videos of people who find stray animals, rescue them, ... I like them a lot because they know how to treat them and how to take care of them at home."

Nadia, 21 years old

"There are times when children fake their age in order to get an Instagram account."

Nadia, 21 years old

"I don't know about the others, but on TikTok I haven't seen any video, for example, of sexism or racism."

Laura, 13 years old

"...inequality? No, I don't think so. It's all the same. I get a lot of super beautiful girls dancing. And they are black. So no." Laura, 13 years old

TESTIMONIALS

5.2. Human rights in TikTok

How to address the issue of human rights in TikTok? The task is complex. In fact, when we asked the girls and boys, who participated in the study that gave rise to this educational material, it was not easy for them to answer. Their answers suggested that, in their opinion, TikTok did not pose problems related to the violation of these rights, because the platform exercised control over the messages. For example, in the opinion of these young people, seeing violent situations is not a frequent occurrence on TikTok. Nor did they know of accounts aimed at promoting them or reminding them that these rights exist.

The figure shows the topics we will address in this unit. It can be considered a synthesis.

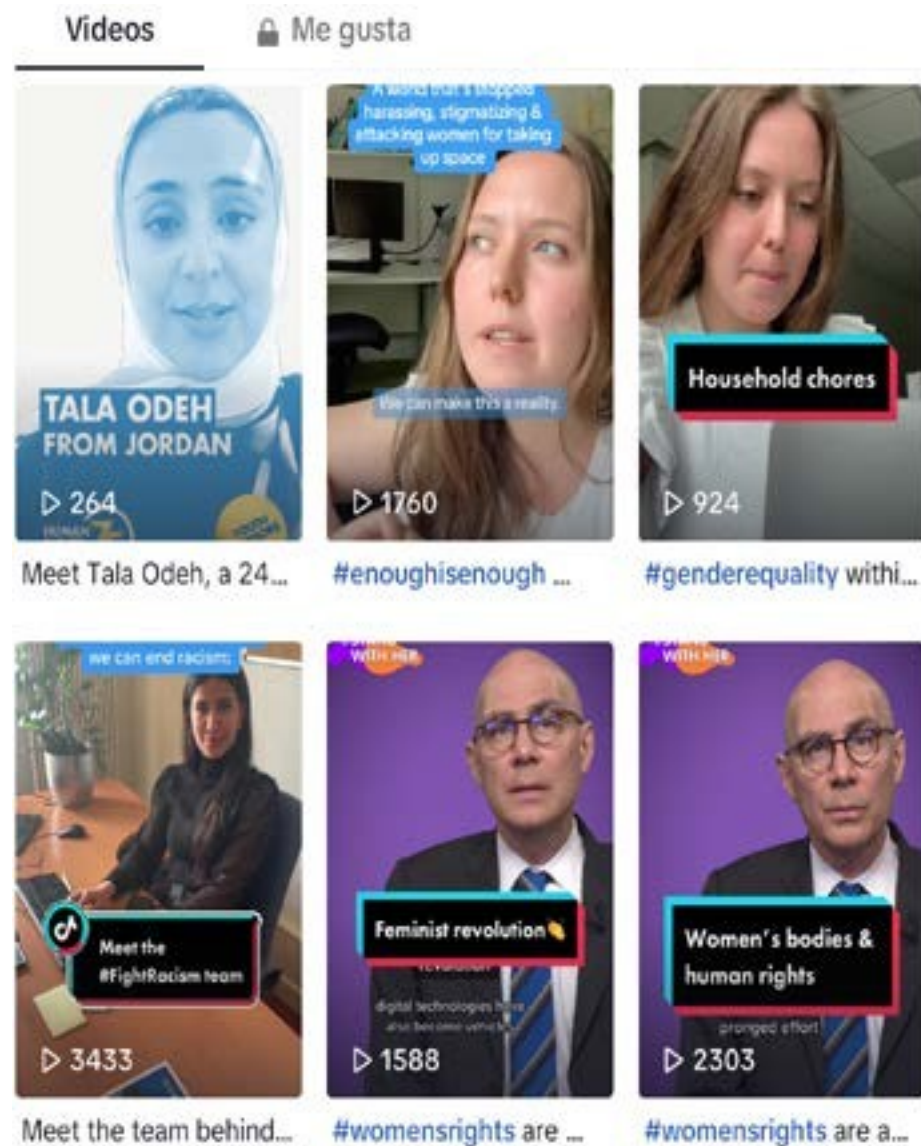


REFLECTING FROM TikTok IN THE CLASSROOM

The fact of introducing this topic in the classroom, providing some guidelines for the teachers who will carry it out, seeks to raise awareness that this problem, which is very present in today's society, can be favored from social networks. We are facing a window that, usually in leisure situations, could contribute to reflect on how to contribute to generate situations that make them present. Issues such as climate change, immigration, children's rights, freedom of expression and many others deserve a specific reflection when talking about social networks.

It is worth exploring the official United Nations account, associated with the theme of human rights, as a starting point for generating dialogue and conversation in class, [@unitednationshumanrights](#). A first look at the account's profile already suggests different topics of conversation. It is an official account, which also offers two links from which two web pages can be opened, allowing for further reflection:

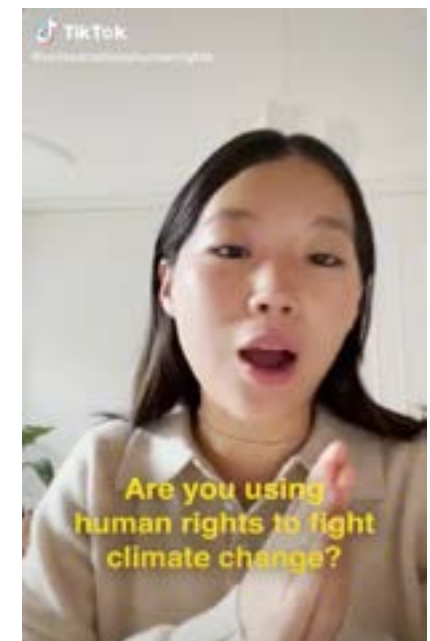
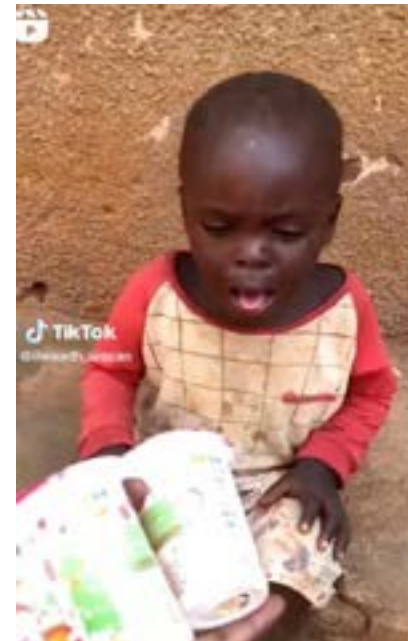
- * One of them is a hashtag [#StandUp4HumanRights](#), which gives access to various campaigns also [present in TikTok](#).
- * [Another link](#) leads to various related initiatives [With human rights](#), sponsored by the UN.



5.3. Food for thought

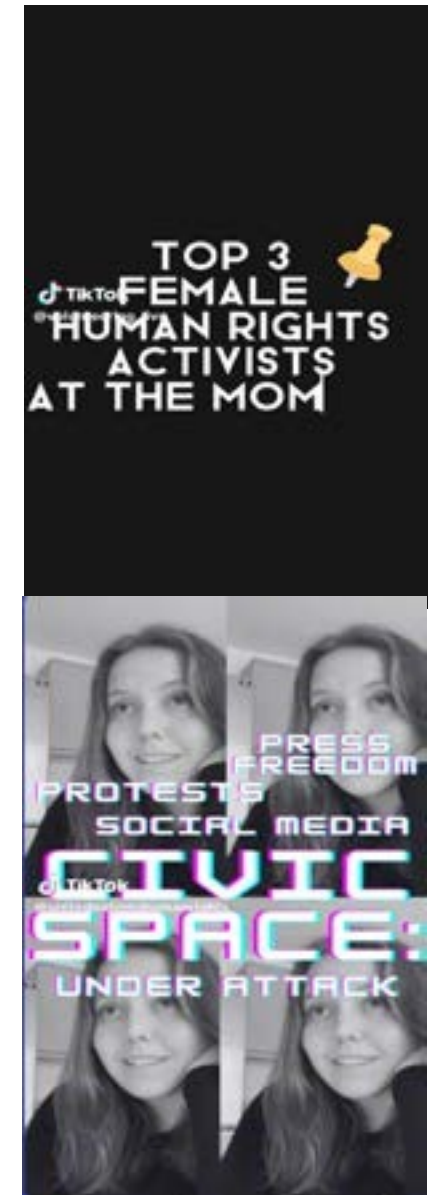
What topics should be addressed in the classroom, in a concrete way, to approach human rights from TikTok? We suggest a few, which do not exhaust all the possible ones in a changing and open society.

1. Access to information and the [digital divide](#). The algorithm can limit the types of information received, for example, by creating filters and excluding certain perspectives. In addition, people without Internet access are limited in the information they receive. In class, you can look for examples that promote these rights from TikTok.
2. Child protection and online safety. [The measures that TikTok has taken to protect children](#) can be analyzed and considered whether they are actually being complied with. For example, TikTok shows concern about the type of information that is disseminated, e.g., dangerous challenges that go against one's health. Another possible example for discussion is the [role of the family](#) and the use of TikTok.
3. Minorities and cultural exchanges in a global society. There are also multiple issues for debate, for example: to what extent does TikTok favor the presence of certain voices and obscure others? [is music](#) a factor that favors cultural exchange?
4. Activism and online campaigns. TikTok is frequently used to disseminate issues related to the



human rights. This social network tries to favor it explicitly, through the generation of certain hashtags and even analysis of data from its servers in relation to the topic. In addition, like any other social network, various social movements disseminate their goals and activities from it; they have been frequent in relation to refugees from the war in Ukraine.

5. Cyber-bullying There are people who, by hiding or through more subtle strategies, exert pressure and/or harassment on other users. TikTok has launched campaigns to prevent this. There are also control mechanisms from the platform, for example, having a private account, controlling who sends messages, who can duet or who can comment on your videos, filtering comments and deleting followers.
6. Data privacy and online surveillance. Thought can be given to how the app collects user data, its connections to the Chinese government (given the origins of its parent company), and the implications this could have on privacy and security. Specifically, in relation to TikTok we are dealing with a politically charged and controversial issue. In order for teachers to have more information on the subject, two articles with different opinions can be contrasted before entering the classroom. One was published in El Pais, showing the concerns of the United States about TikTok; the other, published in the StatesUnited, points out how banning this network would go against freedom of expression.



5.4. Fake news

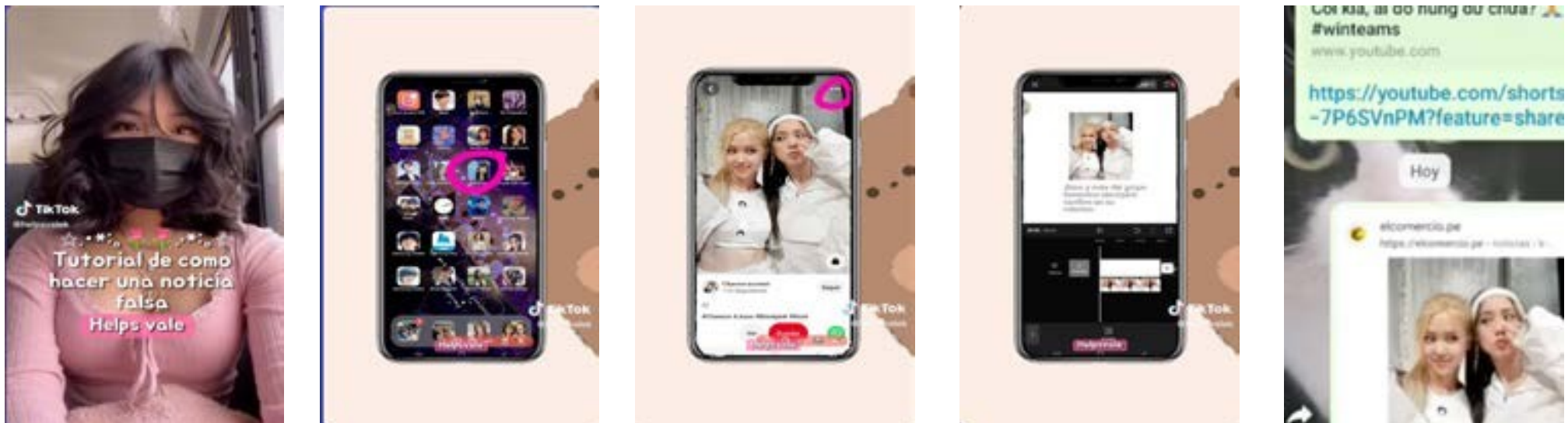
The issue of Fake News is a daily concern of democratic governments, institutions and the media. The UNESCO Courier defines it as follows:

"All information deliberately fabricated and published to deceive and mislead others into believing falsehoods or to cast doubt on verifiable facts" [UNESCO Courier](#)

Undoubtedly, the Internet has helped this type of news to spread at a much faster speed, supported mainly by the power of social networks. Based on the above definition, some characteristics can be attributed to them, for example: they contain unverified information, sensationalist language is used, sometimes they seek previous unjustified beliefs of the people to whom they are oriented, they lack credible sources, they manipulate the content, they spread very quickly.

There are even videos that show how to make a fake news story. Some stills are included below. It is worth discussing in class to generate an awareness of how it could be refuted or what principles justify refuting such news.

TikTok has recently (March 2023) committed to a set of [principles that make explicit how the platform seeks to provide reliable information](#):

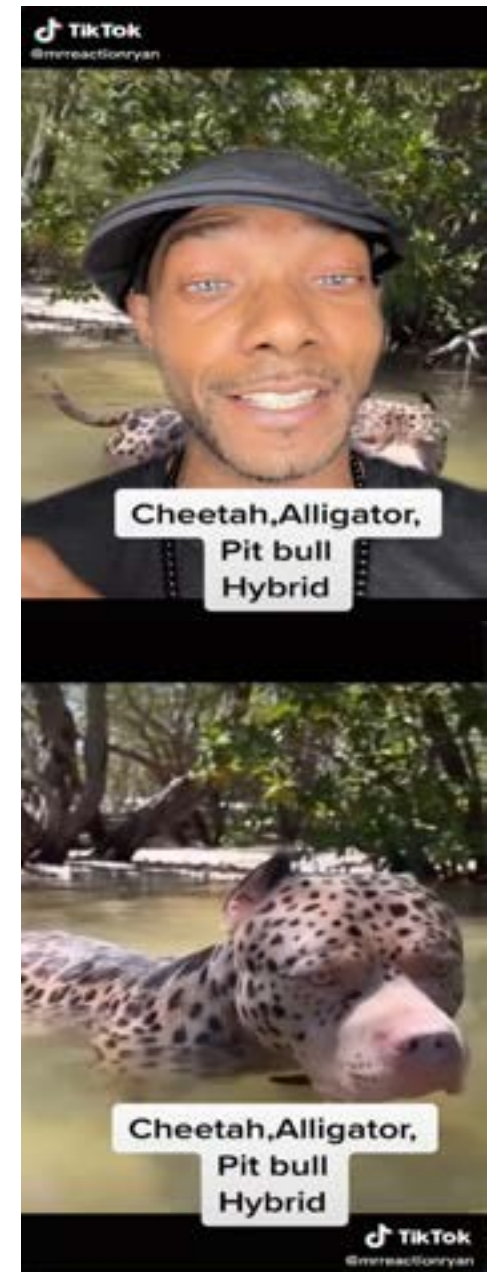


"We want people to feel confident that they can access trustworthy information, discover original content and interact with authentic people. This is critical to building a community of trust and accountability both on TikTok and off the platform." [Integrity and authenticity. TikTok](#)

To get to this point it has been necessary that from outside the platform suggest voices denouncing the presence of numerous fake news on the platform. A good example is the [reaction of the BBC](#), the well-known English channel, to the false information generated from the account of an American TikToker, dan pena, who perhaps using his appearance and his advanced age proclaims false theories and hoaxes against climate change. The included video is a good example.

How can news be manipulated? [An article in the New York Times](#) gives some clues to explore what dimensions should be taken into account to verify information. One way is to consider the goals of those who transmit hoaxes, i.e., to ask why they do it.

- * Creating non-existent realities. [The attached video](#) shows how an animal has been modified to give rise to another, combining parts of different specimens. In this case, something that does not really exist appears.
- * Edit the material so that the correct information can be transformed, for example, by [changing texts or images](#). It can be seen on a screen that alludes to CNN, a popular television network in the United States, which never transmitted that message.
- * Seeking to steer human action in certain directions. A good example is the so-called "[denialists](#)", [for example of climate change](#), present without a doubt on TikTok and other social networks.



5.5. Activities

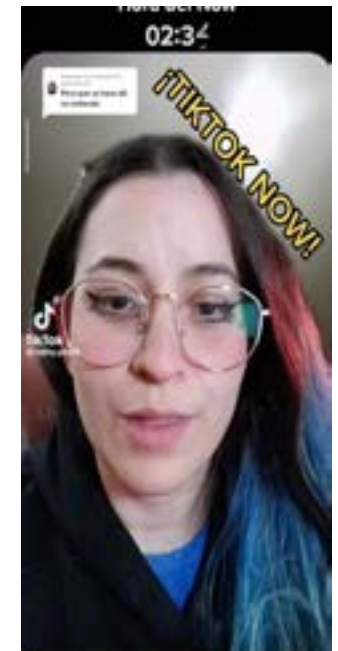
On this occasion, two different dynamics can be carried out according to themes.

DYNAMICS 1

1. The class is divided into working groups of about 4/5 people. This lesson focuses on human rights.
2. Each group will have to locate a TikTok video in which, in the students' opinion, human rights are violated, in the examples we have given or others.
3. Then each group will have to find a video that works a campaign against the violation of the human right they have worked on.
4. Each group develops its own prevention campaign by creating a TikTok video.
5. In a large group situation, campaigns are presented and discussed.

DYNAMICS 2

1. As a large group they discuss what fake news is and watch a fake news story together. They analyze it, look at the structure, language and contrast it with reference sources.
2. Questions for reflection: Why is it fake news? how are the headlines, the writing? what do other sources of information say? how do you react? what does TikTok Now suggest to you?
3. In small groups they have to locate on TikTok a video showing a fake news story and follow the same steps they have as a large group.
4. Share as a large group the videos they have located and made to identify what is fake news.



5.6. Opportunities and risks

OPPORTUNITY THIS IS

- * Amplify voices: TikTok provides a platform for people, including marginalized communities, to share their stories, experiences.
- * Education and Awareness: Short videos can be used to educate users about various human rights issues, making the information more accessible and appealing to a younger audience.
- * Mobilization: TikTok can serve as a tool for activists and human rights organizations to drive positive change.
- * Cultural exchange: The platform's global reach allows users to share their cultures, promoting respect for human rights.
- * Documentation: TikTok videos can capture real-time cases of human rights abuses, documenting events that might go unnoticed.
- * Artistic expression: TikTok's creative tools can be used to express dissent, create art and engage with human rights issues in innovative ways.

RISKS

- * Privacy concerns. TikTok collects a relevant amount of user data, including location, browsing history and even facial recognition data.
- * Content censorship and moderation: TikTok has faced criticism for its content moderation practices, with concerns about political censorship, cultural insensitivity and bias.
- * Disinformation and manipulation: Like any social media platform, TikTok can be used to spread misinformation and propaganda.
- * Cyberbullying and harassment: The ease of creating and sharing content on TikTok can lead to instances of cyberbullying and hate speech.
- * Safety and child exploitation: Because TikTok has a younger user base, there is a risk of child exploitation and exposure to inappropriate content.

5.7. Resources



Business&Human_Rights_Resource_Centre (2023 August 12). TikTok (part of ByteDance). <https://bit.ly/3DTWL6H>

Very_interesting (2023 08 03). This is how TikTok will face naysayers. *Very interesting* <https://bit.ly/3KENDXs>

Soetirto, R. (2023 April 14). Human rights groups come out against potential TikTok ban, citing free speech concerns. *NBC News* <https://.nbcnews.to/3s5gqxl>

TikTok (2023a). TikTok Transparency Center. <https://bit.ly/47rsFoC>.

TikTok (2023b). Defending human rights. <https://bit.ly/30AuBmb>.

TikTok (2023c). TikTok reports. <https://bit.ly/448loHB>

TikTok (2023 March). Community Principles. *TikTok* <https://bit.ly/3OWessM>

UNESCO (2021). Growing up in the age of Fake News. *The UNESCO Courier* <https://bit.ly/3OpEJy0>

United_Nations. (2023). @unitednationshumanrights. Initiatives. *United Nations* <https://bit.ly/47qEjL>

United_Nations_Human_Rights (2023). Stand up for our rights #STANDUPFORHUMANRIGHTS. <https://bit.ly/3qlabpf>

6. TikTok and digital literacy

6.1. Objectives

This topic will synthesize the ideas of the previous topics.

- * To reflect on the concept of digital literacy and the possibilities of TikTok to contribute to its development.
- * Examine digital literacy features from the perspective offered by TikTok.
- * Exploring the relationships between TikTok participation and civic engagement.

Responsibility

"You can use TikTok if you are responsible and you know how to use it and use it wisely. Knowing that there are young children on this platform, older people, what people can see, what people can't see, you know? ... So, if you use it right, I think it's great that you use TikTok, because I'm telling you, it has its good things, but if you're going to use it wrong, don't use it. Because you're going to hurt you and the other people who are going to watch that video."

Laura, 13 years old

"I think there are many ways to use TikTok because it can be simply for entertainment and so on. Or for example, for me, like me, it has been useful to learn maybe some activities. I've used some of the activities I've seen in TikTok for my university ... If you want to learn something, I'm sure that TikTok has everything."

Susana, 23 years old

TESTIMONIALS

6.2. TikTok Literacy tool

Mastering the possibilities of mobile devices, through which young people access TikTok, is related to the concept of digital literacy. This skill allows the control of the language used to participate in this social network and of the elements that are present in the new communicative scenarios.

We talked about three types of literacy related to TikTok:

1. *Media Literacy*: How TikTok users can critically analyze and evaluate content for credibility and accuracy.
2. *Visual literacy*: The importance of interpreting visual, aesthetic and semiotic elements in TikTok videos.
3. *Information literacy*: Strategies to discern reliable sources and avoid misinformation.

TikTok cares about the topic and offers resources and workshops to achieve it. We will look at some of the skills related to what is now considered to be a digitally literate person, related to the use of TikTok. They synthesize many ideas that have been explored in greater depth in previous chapters.

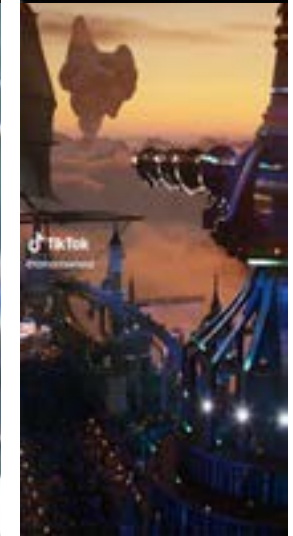
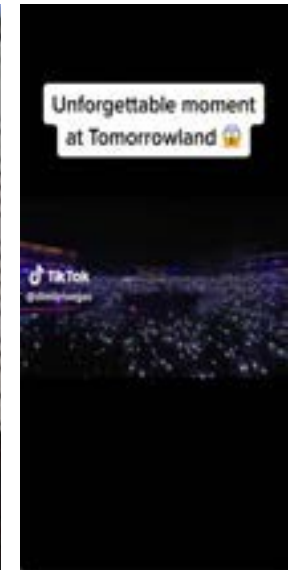


The image shows a screenshot of the 'Campus TikTok' website. At the top, there is a black navigation bar with the 'Campus TikTok' logo and a hamburger menu icon. The main content area is white and features a large heading 'Aprende con Campus TikTok'. Below this, there is a sub-heading 'Descubre cómo sacarle el máximo partido a TikTok como plataforma de entretenimiento y creatividad de forma segura y positiva.' and a red button labeled 'Solicita talleres gratuitos'. To the right, there is a colorful graphic with the text 'Aprende con Campus TikTok' and a play button icon. Below this, there is another section titled '¡Cuenta tu historia!' with a graphic of several smartphones displaying TikTok videos. To the right of this graphic, there is a red text block that reads: 'Aprende a crear tu contenido de forma segura y responsable. Descubre cómo puedes gestionar tu privacidad, evitar situaciones de riesgo y cuidar tu bienestar digital. Explora las oportunidades que ofrece TikTok como plataforma educativa, de entretenimiento y creatividad.' and a red button labeled 'Ver todos los videos'.

FEATURES OF DIGITAL **alphabetization**

The videos included in the image are discussed to exemplify the features of digital literacy. It can serve as a model for the analysis of a similar one in the classroom. All of them belong to a campaign created in the summer of 2023 in a shared way between TikTok and **Tomorrowland**, a global music festival. The idea is to promote the festival, but also to provide a space for content creators with the music that is present at the festival. A hashtag **#Tomorrowland** has been created to access all the creations.

- * *Effective communication*: It is understood as a form of interaction in which the one who sends the message has a clear idea of who his audience is. In the case of the **Tomorrowland** festival, all the videos show scenes of the musical groups and the audience.
- * *Use of multimodal languages*: They go beyond oral and written language. Images, sounds and gestures play a fundamental role; for example, in this case there are frequent scenes where scenes are played with the lights projected by cell phones. It is necessary to be aware of these elements in order to manipulate them according to the goals to be achieved.
- * *Digital footprint*: Strategies used to maintain a positive and professional online presence can be explored. In this case, the brand concept, generated from the stage itself and the concert environment, is supported.
- * *Digital storytelling*: Examines whether compelling digital stories have been created using multimedia elements. This could include video editing, sound design and graphic design. For example: Who is the main character, not always a human person, what are the events that appear in the video?



6.3. TikTok and civic engagement

It is a form of participation in social life that implies a commitment to the community. To speak of "civic" indicates that it relates to the community, as opposed to a personal and private activity. Although civic production may sometimes take place in the private sphere, the activities or events must have a value for society.

Many young people, who share their creations the network, can make a leap towards political engagement. The emphasis is not so much on shared content as on commitment to action. It is related to a **civic imagination** from which people commit themselves to goals that lead them to want to transform society, through concrete activities. In other words, for young people to become political agents or citizens, it is necessary to imagine that social change is possible.

This creative medium can be leveraged for civic engagement campaigns, where users creatively communicate important social issues, activism and community initiatives. From this perspective, the platform can serve as an effective way to raise awareness of social and political issues that informs users about important issues, policies and events. In addition, TikTok's global user base means that civic engagement campaigns have the potential to reach a broad and diverse audience, which is situated in a global context.

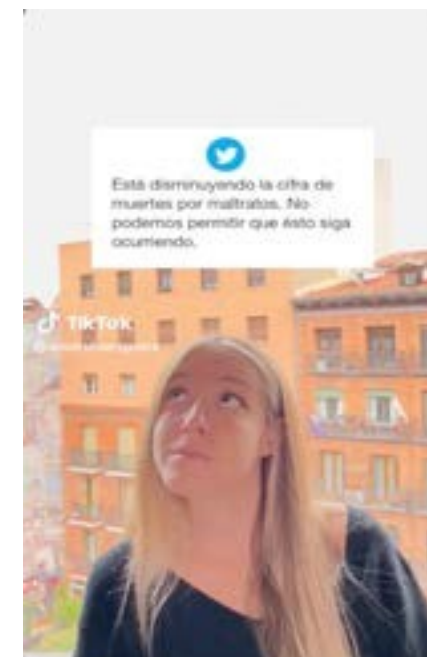


POLITICAL participation includes

- * Sharing information through social networks.
- * Engage in online conversations digital forums, blogs or podcasts.
- * Create original content in the form of online videos, memes, etc. to comment on current events.
- * Use Twitter and other microblogs to carry out a collective action.
- * Develop databases to investigate what is of interest.

Facilitating the civic engagement of young people can be a cross-cutting educational objective. How to achieve it is difficult to know, even to anticipate. In a situation like the present one, in a transcultural world where human rights are not always respected, it seems necessary to be aware, at least, of these rights and obligations.

The starting points can be multiple and involve dialogue on this topic. Good examples are practices related to the joint analysis of some mass media, as well as the review of productions on social networks, focused on text or audiovisual messages.



6.4. Activities

Two dynamics can be established, one focused on digital literacy and the other on civic engagement. Both can work on the two accounts we have proposed; [Amnesty International](#) and [Save the Children](#), both in Spain. Students can select certain videos that are relevant to them.

DYNAMICS 1

1. What does the two accounts suggest from the perspective of design and the use of audiovisual or multimodal language?
How are images and videos used in the official accounts, [Save the Children](#) and [Amnesty International](#)? What is the communicative intent of each scenario (TikTok and website)?
2. Who is the target audience for the ? What is their audience? Are there any differences between them in terms of their target audience?
3. What information is available on that topic in another channel, for example, a newspaper or a television channel?
4. Discuss how people can consciously raise these issues and engage with the platform.

DYNAMICS 2

1. The official of the two organizations [Save the Children](#) and [Amnesty International](#) can also be explored.
Do the TikTok messages match the one shown on the website?
2. Through what forms of participation could we intervene considering the TikTok accounts of the two organizations? For example, comments, production of new videos using the hashtag.
3. Are there differences between the hashtags and the original organization's account?
 - Save the Children [@savethechildren_en](#) [#savethechildren](#)
 - Amnesty international [@amnistiaespana](#). [#amnistiainternational](#).



6.5. Opportunities and risks

OPPORTUNITY THIS IS

- * Youth engagement: TikTok is used primarily by a young demographic. It is a potentially powerful tool to engage and mobilize them in civic activities.
- * Creative expression: The TikTok format encourages users to express themselves creatively through short videos. It can be associated with activism and community initiatives.
- * Awareness and Education: The platform can serve as an effective way to raise awareness about social and political issues, tailored to languages that young people use in everyday life.
- * Rapid dissemination of information: TikTok's algorithm can help viral content spread quickly. This can be useful for disseminating specific information, which becomes accessible quickly.
- * Global reach: TikTok's global user base means that civic engagement campaigns have the potential to reach a broad and diverse audience, transcending geographic boundaries.

RISKS

- * Shallow engagement: TikTok's short video format could lead to users being able to consume content without necessarily deeply understanding the issues behind it.
- * Algorithmic bias: TikTok's algorithm can create voices that are very close to your interests, something that is not conducive to critical awareness. This could hinder the platform's potential to foster open dialogue and exposure to diverse viewpoints.
- * Privacy concerns: Sharing personal stories and opinions on political or social issues can expose users to potential risks, including online harassment.
- * Limited scope: Due to its format limitations, TikTok may not be the most suitable platform for in-depth discussions or nuanced debates, which are essential for comprehensive civic engagement.
- * focus: TikTok content is fueled by viral trends and challenges, which could encourage a focus on short-term issues rather than long-term civic engagement efforts.

6.6. Resources



- * Barrett, M. (2016/2023). Youth civic and political engagement and global citizenship. United Nations - *UN Chronicle*. <https://bit.ly/3KDFXVi>.
- * Brinck S (2023 05 03) Henry Jenkins: "Current pessimism is a product of limited capacity for imagination" (Interview). *Palabra Pública. University of Chile*. <https://bit.ly/44pnC5z>
- * Educagob (2023) Digitalization. Compulsory Secondary Education. *Portal of the Spanish Educational System*. <https://bit.ly/444Ylx7>
- * European Commission (2023) European Digital Education Hub. The open online collaborative community for digital education stakeholders in Europe and beyond. <https://bit.ly/3s17x8n>
- * European Education Area (2023) Digital Education Action Plan (2021- 2027). <https://bit.ly/47nUVbE>
- * Fundación_Cibervoluntarios (2023). Learn with Campus TikTok. *Fundación Cibervoluntarios*. <https://bit.ly/47siRe2>.
- * Government of the Canary Islands (2023). Resources Digital Literacy. <https://bit.ly/30AJCZT>
 - * Ticmas Education (2022). Digital literacy: what does it mean? *YouTube* <https://bit.ly/3Owb6uZ>
- * TikTok (2023 July 5). Music, unity and magic: TikTok and Tomorrowland announce official content creation agreement for 2023. *TikTok News* [https:// bit.ly/441KDuY](https://bit.ly/441KDuY).
- * UNESCO (2015). Global citizenship education. Themes and learning . UNESCO. *UNESDOC Digital Library*. <https://bit.ly/454b6cP>
- * UNIR (2019 Dec 16). The importance of digital literacy. *UNIR Education*. <https://bit.ly/47IL6Wb>