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TIKTOK CONSUMPTION IN HIGH SCHOOL STUDENTS: IMPACT AND EFFECT ON ACADEMIC PERFORMANCE

Wilmer Orlando Contreras Rojas^{1*}, Mg. Adriana Vega Guerrero²

^{1,2} *Universidad de Pamplona, Colombia.*

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Corresponding author: Wilmer Orlando Contreras Rojas
(Email)

ABSTRACT

Social networks are considered omnipresent in the daily lives of young people, it is also believed that their impact significantly affects their academic performance, in the development of the research it was proposed as the main objective to analyze the impact of the massive consumption of *TikTok*, in students of the eleventh grade of the Francisco José de Caldas school in Tibú, Norte de Santander, the research was developed under a mixed research approach, using three information collection techniques such as the questionnaire, interview and field diary, the treatment and analysis of data was given separately, the bivariate correlational model was used in the case of quantitative data and the categories of analysis in the case of qualitative data, obtaining as a main result that in the case of the population under study with a consumption between high and moderate, *TikTok* has not significantly impacted their academic performance.

KEYWORDS: Communication, social networks, mass consumption, trends.

1. INTRODUCTION

Education understood as the acquisition of decision-making behaviors in an intervention process (Tourrián, 2018), being considered as a human process, which with a certain degree of complexity seeks a vision of the world and of life (León, 2007), it adapts according to the demands of society (Sarramona, 1989). Education contributes to the construction of the life project and identity of each individual, supported by main factors such as pedagogy, didactics and communication, and which in the current digital era is supported by digital communication and Information and Communication Technologies (ICT).

The research was developed in the Francisco José de Caldas educational institution located in Tibú Norte de Santander, founded in 1976, during its trajectory it has sought the educational and social development of its community, considering itself as a space through which academic knowledge, cultural and sports progress, promotion of civic and ethical training are promoted, in addition to functioning as a meeting place for the *Tibuyan community*, in this sense, ICTs have had a significant impact on the academic community, allowing teachers to diversify and enrich teaching methods, facilitating access to online educational resources, through videos, simulations and interactive material that complement face-to-face meetings. In addition to modernizing its infrastructure thanks to the inclusion of computer labs, thus preparing students for an increasingly digitized environment, and in this way it has impacted *Tibuyan students*.

In this digital context, social networks in secondary education and their level of consumption are factors of analysis, as this trend leads to various questions and concerns regarding the possible positive or negative effects that the mass consumption of *TikTok* may be generating in the academic, social and cultural life of the institution's eleventh grade students. Although *TikTok* is presented as a platform for entertainment and creative expression, its influence on aspects such as academic performance, perception of culture and social interactions is a reason for reflection and inquiry, therefore, we sought to know the level of consumption of *TikTok* and its impact and effect on the academic life of the student.

2. THEORETICAL FRAMEWORK

2.1. Education

In the theoretical foundation (Tourrián, 2018) defines education as the process of intervention

where a set of behaviors enable the student to make decisions and carry out his or her personal life project, and this is perfected with pedagogy which, in the words of (Santos, 2019) refers to the rationalization of educational knowledge, the articulation of ends and means in the process of formative optimization and the permanent development of the human being, in order to (Doménech, 2012) From cognitivism, the process occurs through the stimulus-response, where the active processor is the learner, so that (Ochoa, 2022) Teaching is the main form for the acquisition of knowledge, becoming a social practice, well, the teaching-learning process aims to favor the integral formation of the student's personality, obtaining a key route for obtaining knowledge, behavior patterns, values, procedures and learning strategies (Campos & Moya, 2011).

Within this, pedagogical strategies are key, since these are all the actions that the teacher carries out to facilitate the training and learning of the student (Gamboa et al., 2013), in addition to being considered as the most efficient way to obtain favorable academic results for the student (UNADE, n.d.) , in this sense, the support of the teacher in digital tools is key, since they have the student's full attention.

2.2. Communication

Communication on its part, (Ríos et al., 2020) defines it as the process by which feelings, emotions and knowledge of the human being are externalized. (Gómez & Fedor, 2016) affirms that in every communication process a series of elements such as the sender, receiver and the medium preside, since without them this process could not be carried out, and in this same context is immersed educommunication, which for (Begnini et al., 2022) it refers to the theoretical and practical character and that in turn is composed of the interaction of the disciplines of education and communication.

2.3. Social media

Social networks (Prete & Redon, 2020) known as digital spaces for communication and connection, have a tendency to define the identity of the subject in front of others, and which in turn in the words of (Tejedor Calvo et al., 2022) They can be seen as educational spaces in today's digital culture, since it generates a degree of satisfaction in the student, creating digital communities with a common process, likewise, social networks as a means of learning (González et al., 2020) He points out that the current challenges of education in relation to the adoption of technologies are simple to address, since their implementation occurs from the combination of

formal and informal learning. In this context, *TikTok* according to (iab Colombia, 2020) is the most popular short video application in its country of origin China, and has become a social entertainment space that increasingly captures the attention of the young population around the world, therefore, it presents a rapid evolution and accelerated growth.

3. METHODOLOGY

3.1. Research approach

The research was developed under a mixed approach, which represents a set of systematic, empirical and critical processes that include the collection and analysis of quantitative and qualitative data (Sampieri et al., 2014), please agree with (Pereira Pérez, 2011) it is considered viable for the topics of study in the pedagogical field. In the case of the research through the quantitative component, it was sought to obtain a statistical reading on the impact of the massive consumption of *TikTok*, on the other hand, the broader qualitative data were collected through a questionnaire and the observation technique, seeking to evaluate the student's behavior and academic performance.

3.2. Research design

The experimental approach, where the study sample is subjected to certain conditions in order to observe the effects or reactions that occur, and thus make known the changes that the independent variable (Arias, 2012), complementing the field design in which data collection occurs directly from the subjects under study, a field diary was applied, where the actions of the population were analyzed, evidencing their perception and behavior regarding the consumption of *TikTok*, as well as its impact on academic life.

3.3. Research level

This starts with an explanatory study, which (Sampieri, 2010) y (Batthyány et al., n.d.) they agree that it goes beyond the description of a phenomenon, since it seeks to explain why a phenomenon occurs under certain conditions, responding to a physical or social event. This is relevant to the investigation, as it allows the researcher to delve into the causes of the problem.

3.4. Population and sample

The population under study, which has similar characteristics, is made up of the 5598 students enrolled in the institution in the year 2024, from this,

the non-probabilistic sample can be deduced, where in the words of (Sampieri et al., 2014) This is defined in the decision-making process of the researcher and that obey research criteria, well, this is finally made up of a group of 30 students who are part of the Eleven-Seven group, which are in an age range of 16 to 18 years, have a mobile device, They are classified as young people and are classified as a digitized generation, in turn they are in continuous interaction with the researcher, thus allowing a detailed analysis of their behaviors and academic performance.

3.5. Instruments

Data collection is first given through a questionnaire that consists of 20 questions, classified into the use of *TikTok*, the type of content consumed, motivations, impact, perceptions, and social relationships, in a second moment a semi-structured interview is carried out that initially consists of 6 closed characterization questions and 10 open questions that aim to know the perception of the student in front of to the use of *TikTok* in a social and academic context, finally, the application of the observation technique is carried out through a field diary where a series of observation categories are defined focused on factors such as social interaction, behaviors and attitudes, use of technology, emotions and feelings.

3.6. Data processing

The treatment of quantitative and qualitative data is given separately, where in the case of quantitative information, the treatment was carried out in the SPSS statistical software, the analysis of frequencies and application of the bivariate correlational statistical model that allows measuring and evaluating the relationship between two variables, specifically determining a degree of association and the level of relationship (Sulbarán, 2012), where in the case of the research it was sought to determine the relationship between the frequency of use and the impact on academic and social life.

In the case of qualitative data, categorization was used, where a series of categories are defined and response patterns associated with these categories are identified (Romero, 2005), which are impact, perceptions, social relationships, type of content, motivations and strategies. Finally, the information obtained in the field diary is contrasted with the information obtained in the other instruments.

4. RESULTS

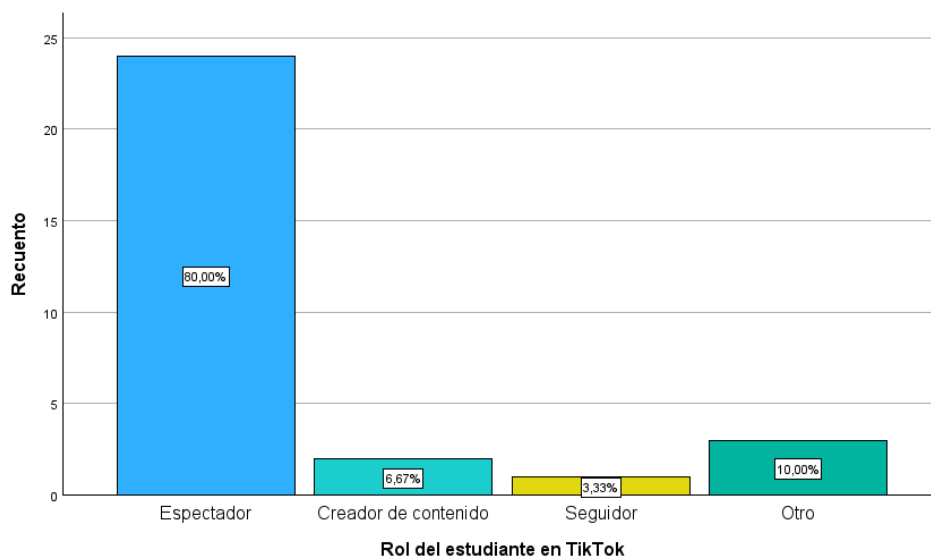


Figure 1: Roles

Note: Author's own elaboration, under primary information sources.

Most of the population concentrated in 80% identifies with the role of spectator on the *TikTok* platform, where their main purpose within it is to consume content, and therefore, they do not express interest in creating content and actively interacting

with other users, a small part 6.67% of the population is classified in the role of content creator, this being the common trend on social platforms, and 10% from the choice "other" are classified in the population that does not use *TikTok* in their daily lives.

Table 1: Consumer trends

		Answers		Percentage of cases
		N	Percentage	
Content you'd rather consume ^{than}	Consume educational content	14	17,1%	46,7%
	Consume journalistic content	3	3,7%	10,0%
	Consume comedy content	21	25,6%	70,0%
	Consume fashion content	8	9,8%	26,7%
	Consume sports content	10	12,2%	33,3%
	Consume blog content	5	6,1%	16,7%
	Consume content challenges	4	4,9%	13,3%
	Consume health and wellness content	9	11,0%	30,0%
	Consume other content	8	9,8%	26,7%
Total		82	100,0%	273,3%

a. Dichotomy group tabulated at value 1.

Note: Author's own elaboration, using primary information sources, classifying the content of preference of the population under study.

Most of the population 70% focuses on the consumption of comedy, looking for entertainment and leisure and moments of laughter on the platform, educational content is in second place with 46.7% stating that *TikTok* can be considered as a source of learning, taking the right strategies for responsible

consumption and learning with purpose, On the other hand, sports content, health and well-being and fashion, occupy the three large consecutive parts of consumption, reflecting the particular interests of the user.

Table 2: Emotions when using TikTok

		Answers		Percentage of cases
		N	Percentage	
Emotions with which the child is identified	Identifies with happiness when using TikTok	13	24,5%	43,3%
	Identifies with sadness when using TikTok	5	9,4%	16,7%
	He identifies with admiration when using TikTok	2	3,8%	6,7%
	Identifies with curiosity when using TikTok	14	26,4%	46,7%
	Identifies with anger when using TikTok	1	1,9%	3,3%
	Identifies with safety when using TikTok	1	1,9%	3,3%
	Identifies as relaxed when using TikTok	11	20,8%	36,7%
	Identifies with other emotions when using TikTok	6	11,3%	20,0%
Total		53	100,0%	176,7%

a. Dichotomy group tabulated at value 1.

Note: Author's own elaboration, under primary information sources, classifying the emotions with which he identifies when using *TikTok*.

TikTok It is perceived as a particularly cheerful and entertaining content platform, as a tool to de-stress and disconnect from daily routines, affirming itself

Table 2, however, negative emotions such as sadness and anger do not go unnoticed when using the *TikTok*, these can be rooted in the nature of the content being consumed or in social comparisons,

with positive emotions such as happiness, a sense of relaxation, and curiosity, which occupy the highest percentages of data, see

and so it is seen that *TikTok* as a highly emotional platform that can evoke positive and negative feelings, articulated to the type of content that is consumed and personal experiences of the user.

Table 3: Motivations for using TikTok

Why do you use TikTok?		Answers		Percentage of cases
		N	Percentage	
	Use TikTok for leisure and entertainment	18	51,4%	64,3%
	Use TikTok for trending updates	2	5,7%	7,1%
	Use TikTok to learn about new topics	10	28,6%	35,7%
	Use TikTok for other reasons	5	14,3%	17,9%
Total		35	100,0%	125,0%

a. Dichotomy group tabulated at value 1.

Note: Author's own elaboration, under primary information sources, classifying the main reasons why he uses TikTok.

One of the main motivations for making use of *TikTok* It is part of leisure and entertainment activities

Table 3, thus affirming what has been stated

Table 2, where it is classified as a predominant platform for the user to relax and have fun, and which can also be considered as a tool of high educational value for current generations delving into digitalization, since 28.6% use it to learn new topics, in addition to allowing the user to keep up to date with current trends.

with 51.4%, see

above in relation to the

In the application of the bivariate correlational model, where it was first sought to determine the correlation between the frequency that *TikTok* is used per week, in responses once, twice, more than three times and never, and how much *TikTok* affects study habits, classifying their responses in totally, partially, it does not affect it and another, generating as a result the following:

4.1. Bivariate correlational model

Table 4: Correlation Frequency of use - Study habits

Correlations			
		How often you use TikTok	TikTok and study habits
How often do you use TikTok per week?	Pearson correlation	1	,133
	Sig. (bilateral)		,485
	N	30	30
How much does TikTok affect study habits?	Pearson correlation	,133	1
	Sig. (bilateral)	,485	
	N	30	30

Note: Author's own elaboration, under primary information sources. The frequency of weekly use and the identified impact of *TikTok* on study habits are analyzed.

The data were evaluated with a confidence level of 95%, given that the p value (bilateral sig.) is 0.485, greater than 0.05, therefore, the null hypothesis that there is no significant correlation between the frequency of use and study habits, so with the defined confidence level it is concluded that it cannot be affirmed that there is a linear relationship between the variables, therefore, it is expected to deepen this relationship with the application and analysis of additional instruments for the re-election of

information in this research.

Consequently, applying the bivariate correlational model, secondly, we sought to determine the correlation between the frequency of *TikTok used* per week, in responses once, twice, more than three times and never, and the one you believe that *TikTok* has strengthened your relationships with friends, classifying your responses into yes, no, I don't know and another, generating as a result the following:

Table 5: Correlation Frequency of use - Friends

Correlations			
		How often you use TikTok	TikTok to strengthen relationships with friends
How often do you use TikTok per week?	Pearson correlation	1	,016
	Sig. (bilateral)		,935
	N	30	30
Do you think TikTok has strengthened your relationships with friends?	Pearson correlation	,016	1
	Sig. (bilateral)	,935	

	N	30	30
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Note: Author's own elaboration, under primary information sources. The frequency of use of TikTok per week is analyzed, and the impact on relationships with friends.

In the table it is observed that the p value for both correlations is 0.935., being greater than 0.05, referring to the fact that it is not possible to reject the null hypothesis that there is no significant correlation between the variables, therefore, the results indicate that in this sample there is no defined relationship

between the variables, therefore, in the same way, in the total culmination of this research, it is expected to obtain broader data that allow affirmation or discarding.

In relation to qualitative data, highlighting the main categories, the following is obtained:

Table 6: Qualitative Analysis Categories

CATEGORY	ANSWER
Impact	<p><i>Many tools and functionalities such as watching videos, tutorials depends on the area.</i></p> <p><i>Nothing I just lie down watching videos.</i></p> <p><i>Eh very little since I use it only when I have free time.</i></p> <p><i>More or less when I don't understand some activities I might look for tutorials to understand more.</i></p> <p><i>Well, as I said a while ago, practically if we don't understand something very well and we look for support from some teachers who appear there on TikTok who give tutorials on how to do something, then that's where we can guide ourselves.</i></p> <p><i>Well, it gives me, there are people who make TikTok of motivational talks or that, what to do in free time, a sport something, then one tries to practice it or try to do something similar to what they show us.</i></p> <p><i>Well, there are some tiktokers who are math teachers and explain some things that sometimes I don't understand in the area of mathematics.</i></p> <p><i>It gives me that when I don't understand some things, for example, academic, I can search and I can get distracted or it can help me for many things academically.</i></p> <p><i>They influence that in being able to get bored.</i></p> <p><i>Useful, since I use it to do work or look for information that can suddenly be useful to me in the study</i></p> <p><i>Eh a lot, because as I said before, it serves to look for formulas, for example, mathematics that the teacher dictates or some explanation of another subject.</i></p> <p><i>It can help me to facilitate certain areas of mathematics to facilitate operations and give me certain points of view on different topics.</i></p> <p><i>Eh a way, a way to do, a way to make tasks or activities easier.</i></p> <p><i>I spend quite a bit of time on TikTok.</i></p>
Perceptions	<p><i>On video this and spend time there.</i></p> <p><i>In videos.</i></p> <p><i>If it is useful depending on what it is used for.</i></p> <p><i>I think it is a very useful tool, which helps me with issues of my studies and in general with my work.</i></p> <p><i>It depends on how one uses it, if one uses it only for entertainment and if it is something useful, above all educational things that help us strengthen.</i></p> <p><i>Well, in my opinion I sometimes use it, as well as in my free time, why? Because sometimes I am guided by some examples of mathematics in some subjects that are useful for school and that, then I consider it, as well as entertainment and also educational.</i></p> <p><i>Well, useful in some cases, since it contains information that is important at times.</i></p> <p><i>Distracting and informative.</i></p> <p><i>Useful because it can be used for many things.</i></p> <p><i>In something like entertainment or gambling</i></p> <p><i>Distraction, leisure.</i></p> <p><i>Useful, since we can have new information about what is happening around us</i></p> <p><i>Well, not in a way because every time I am in this application I investigate things that I do not know.</i></p> <p><i>Well, I don't use it, but I think that if it is used properly it could be an application that helps you more than anything to study anything.</i></p> <p><i>Well, from my perspective I think it is a way of acquiring knowledge from the form of my point of view of agreement.</i></p> <p><i>Eh useful for the student occasions or extracurricular activities.</i></p> <p><i>Well, for me it would be an education platform since many content creators bring a degree of education there.</i></p> <p><i>On a platform related to entertainment.</i></p> <p><i>Besides, the student also sometimes serves to distract me.</i></p> <p><i>It's some entertainment.</i></p> <p><i>Entertainment.</i></p>
Content Type	<p><i>More like this book content poetry and things like that.</i></p> <p><i>Influencer content, videos and I spend my time watching a lot of dolls.</i></p> <p><i>Uh, the same, videos of mathematics, social and different subjects.</i></p> <p><i>Beauty and of the different materials.</i></p> <p><i>More than anything I use what is comedy or things that I need</i></p> <p><i>Sports, news, eh, as well as entertainment, so laughter.</i></p> <p><i>Hey news, math and some football players.</i></p> <p><i>Hey, comedy, beauty, dances.</i></p> <p><i>Entertainment and, if only entertainment.</i></p> <p><i>Mostly academic and film.</i></p> <p><i>Mostly comedy and music.</i></p> <p><i>Didactic or funny content or entertainment.</i></p> <p><i>Entrepreneurship.</i></p>

	<p><i>Eh, well, what I look at the most, well, it would be student content than vehicles, cars, motorcycles or also technology.</i></p> <p><i>Most of all fun.</i></p> <p><i>Comedy, dance, humor.</i></p>
Motivations	<p><i>Entertainment Method</i></p> <p><i>I more or less think about what videos, content, etc. are.</i></p> <p><i>More than anything I would not trust everything more than everything in educational things, as far as I know that they are on the right paths</i></p> <p><i>I think of it as something entertainment, as something that one can distract oneself for a moment</i></p> <p><i>Mostly to get bored.</i></p> <p><i>Videos, entertainment.</i></p> <p><i>Videos and distraction.</i></p> <p><i>Not much as it helps me relax or get bored at some times of the day</i></p>

Note: Author's own elaboration, under primary information sources.

In relation to the impact, the responses reflect a broad panorama, on the one hand, TikTok is considered a valuable educational tool, since it offers fast, intuitive, easy access to complex explanations, making it a complement to the learning process they are currently carrying out. Short and dynamic videos are usually engaging, specific and easy to remember, motivating the student to explore and strengthen the topics of interest.

Beyond the educational field, *TikTok* can position itself as an important platform for entertainment and leisure, as well as socialization, since it allows users to connect with other users who share the same interest, thus creating online communities, in addition, from the aspect of entertainment and leisure specifically, it is perceived as an escape from the routine, through visualization and interaction with fun content that emanates feelings of relaxation; however, it should be considered that the easy access and intuitive and dynamic design of the platform can generate excessive use, which can therefore have an impact on the productivity and social relationships of users.

Now, in a focus on perception of the platform, by students, they see it as a window of access to the world, a space where they explore their interests given the greater trend of data identifying with the spectator role, the platform offers them content of various types, which in one way or another can be a basis for discovering new alternatives and tastes. they highlight the ease with which they can find information on topics of interest. However, not everything is positive within the network, as they also express concerns about the quality of the content, and the time they can spend on the platform.

5. DISCUSSION

The results of the study show a massive consumption of *TikTok* in the population under study, mainly from the role of spectator, thus strengthening the theory of (Alvarado Pazmiño et al., 2019) who points out that social networks are omnipresent in young people, in addition to the passive consumption of content is the main activity

carried out within the platform. although, regarding the frequency and time dedicated to the platform, there is no evidence of omnipresent consumption in the academic life of the student, however, when articulating the information obtained through the field diary, it is contradicted to a large extent, since through it it was evidenced that the student uses his mobile equipment in the classroom, consume *TikTok* in the minimal spaces of distraction that can occur in the classroom.

The consumption trends present in the population under study are rooted in sensations and/or motivations of leisure and entertainment, as the main trend of the reason for use of the students, in addition to the "positive" emotions that this gives them, such as mainly emotions of happiness, curiosity and a sense of relaxation, where these can be superficial and only for the moment of consumption. directly affecting their emotional state and generating addiction effects when they want to use this platform to feel good. Well, they mention the ease of getting into and getting lost in a wide context of videos and thus neglecting other activities, but that, despite this, they continue to consider it as an important platform in their day to day, as it allows them to express themselves in different ways, connect with friends, keep up with trends.

In relation to the effects that the consumption of the platform may be generating, according to the results, the questionnaire states that *TikTok* has not influenced study habits, in addition to assuring in the majority that they have not stopped carrying out academic activities by remaining on said network, and this, is affirmed in the application of the statistical model, where according to the number of data and Spearman's coefficient, there is no direct relationship (at least in the sample) on the hours of use and study habits, through the field diary there is evidence of intermittent use within the classroom, but that well, the student affirms that the presence of the device is given for the consultation of information and data that they do not know or want to deepen, in addition to the fact that in some cases the teacher asks them to look for information, answering the question

problem where the consumption of *TikTok* has not had a significant impact on the academic performance of the student, since, from the role of researcher and teacher, the positive academic performance of students can be affirmed.

In this context of impact, it is essential to know the challenges that can be associated with the use of *TikTok*, such as the presence of inappropriate content, the possibility of addiction, in addition to influencing the user's self-esteem and self-concept. For this reason, it is essential that users, parents and teachers work on the generation of strategies that promote responsible use and consumption, defining limits and encouraging the critical consumption of the content exposed therein. Students perceive *TikTok* as a platform that can be positive or negative depending on its use, but from a positive approach it can be seen as a creative platform that facilitates their access to information, and that the information in the questionnaire has not had a significant impact on their academic performance.

6. CONCLUSIONS

Students perceive *TikTok* as a positive and/or negative platform, where this impact is subject to the use they give to it, in addition, in a particular way and

for the most part, it is perceived as a space for entertainment, relaxation and leisure, in addition to generating emotions of happiness and curiosity in most of the sample. demonstrating that with the correct guidance and guidance, an academic benefit can be generated by focusing it on the consumption of academic content.

The impact of the social network in the academic environment has not been significant, since the student maintains a continuous performance in their academic environment, the impact is more present in the cultural identity, since they are in constant adoption of new expressions for their social recreation with friends, in addition to being aware of the trends of dances in the networks and seeking their imitation in different environments. thus molding patterns of behavior that according to the type of content can be positive or negative.

Students mold their response according to the environment, environment and place in which they are approached, therefore, it is important that in works on the subject, multiple instruments are defined that allow contrasting the information given by the sample, in order to lead to more real answers about consumption.

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