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Navigating the Terrain:

Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

Leveraging TikTok and Technology-Enhanced Peer Assessment: Boosting Engagement and Self-Directed Learning

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Technology-enhanced learning (TEL) is a crucial element of contemporary higher education. This Pecha Kucha explores innovative TEL strategies to enhance student engagement and self-directed learning.

This abstract outlines a technologically innovative education design in an Australian university's commerce course. Within this course, students created TikTok videos to promote awareness of the United Nations Sustainable Development Goals (UN SDGs). The selection of TikTok as the social media tool of choice was informed by its demographic alignment, with 36.7% of its users aged 18 to 24 (Statista Search Department, 2024). The efficacy of short-form video content in fostering engagement, particularly among higher education students, is well-documented (Wong, 2023; Perez et al., 2023). Moreover, Khechine et al.'s (2020) research shows that the adoption of social media tools in education promotes the value of enjoyment and interest in performing an activity, thereby fostering intrinsic motivation - a critical determinant of effective learning (Ryan & Deci, 2000).

Students also engaged in peer assessment of their TikTok videos, which centred on the creation of TikTok content tailored for first-year students. Given that the assessors themselves belonged to the first-year cohort, they were deemed to possess an inherent understanding of the target audience. Thus, they were best positioned to evaluate whether TikTok videos communicate the information clearly and stimulate audience's interest and engagement. Peer assessment is reflexive and allows students to apply learning by assessing in the current context (Bloxham & West, 2004). Li et al. (2020) suggest peer review of assessment leads to significantly improved assessment performance. It also promotes ownership and accountability, encouraging self-directed learning (Ryan & Deci, 2020).

Qualtrics, a technology platform, was employed to collect and collate evaluation scores to facilitate the peer assessment process. The peer assessment used Qualtrics with rubric sliders, thereby emulating the evaluative framework typically employed by instructors. This approach adhered to best practices in TEL (Chernikova et al., 2020). Qualtrics also provides additional advantages, including streamlining score collection from large student groups and efficiently generate descriptive statistics to examine whether students give higher scores to their own groups compared to others, and whether there's more variability in scores for their own group versus peer groups (Bloxham & West, 2020).

Promoting UN SDGs using TikTok successfully supported TEL and enhanced self-directed learning. The course engagement score has increased by 9 basis points from the previous teaching period. Some examples of student feedback included: "Rehearsing for the video and interviewing students was fun and insightful." "I was genuinely curious about the university's sustainability approaches." "TikTok makes learning about real-life UN SDG efforts approachable." "Watching other students' TikTok videos was interesting." Feedback from the teaching team also suggests the quality of the videos were well-reflected in the peer assessment scores.

This Pecha Kucha presents an innovative education design that leverages TikTok and peer assessment to boost engagement. It provides a valuable model for academics seeking to integrate TEL strategies within their disciplines, like performing arts and medicine (Nicolaou et al., 2019; Cheston et al., 2013).

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Keywords: TikTok; peer assessment; technology-enhanced learning; commerce course; self-directed learning; student engagement; intrinsic motivation; Qualtrics; higher education; short-form video content; social media in education

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