

confirmed the preference of teachers to use the Tik Tok application in the production of educational videos over specialized software for production, and the researcher attributes this to the high skills they possess in using this application. The study used the experimental approach to answer its questions, where Educational Video Production by TikTok application it tested on a sample of teachers to know their satisfaction with that, and then the descriptive approach was used to determine the advantages and difficulties of using the application for them, and the application capabilities in producing educational videos. The study was applied during a week at period (22/1/2022, 27/1/2022), a day of the week was allocated to go to target school and meet with the teachers to explain how to produce educational video using the application a step-by-step, then apply the performance card, conducting a personal interview to

collect data, and the results of study confirmed teachers' preferences to use Tik Tok application in producing educational videos over specialized software. The researcher attributes this to the high skills they possess in using this application, Therefore, the study is recommended to necessity of training teachers and learners to produce such quality of videos using the app.

Keywords:

Tik Tok application, educational videos, satisfaction.

Introduction:

Video is the most powerful educational technology that has been used in the modern era, as it is characterized by the element of suspense, excitement and attracting attention, as the visual reception of information gives a tangible meaning to words, increases the clarity of relationships between ideas, and helps to develop inference skills, and visual forms are of great importance

In the representation of knowledge and the link between thinking and learning (Shaltout, 2016, 19-20). Several studies have emphasized the importance of the educational video and recommended the need to use it in the teaching and learning process, such as the researchs of Chtouki, et al., (2012), Salina et al.,(2012), Roodt, S. (2013), Ebied et al., (2016), Alwehaibi, H. O. (2015), Syah, et al., (2020), Hsin, W. J., & Cigas, J. (2013), Si Xi,(2020) Yang, S., Zhao, Y., & Ma, Y. (2019), this is due to educational videos provide many opportunities and possibilities for developing effective learning contexts to provide learning content. They are an effective tool for teaching and learning in various disciplines. Those benefits and advantages can be summarized in the following points:

Teaching Abstract Topics:

Instructional videos are very valuable in teaching abstract topics, as these videos make topics more

understandable and relatable compared to using only printed materials and a whiteboard.

Educators and educational videos:

Research indicates that ninety-nine percent of educational professionals are convinced of the importance of using educational videos based on the fact that the student learning experience is greatly improved when educational videos are part of the educational environment. In addition, educational videos have been seen as a great way to remove barriers in education that once seemed difficult. For example, educational videos can be used when students are not able to come to the educational institution.

More Online Learning Options:

The truth is that many parents and students are looking for more online learning options which is why educational institutions need to meet this growing demand for high quality educational videos on a wide range of topics, and with the passage of

time they become It is a practical and enjoyable experience for the students.

Breaking through the limits in educational videos: One of the benefits of using educational videos is that they are not restricted by borders, they can be watched anywhere in the world without committing to a specific time.

Diversity of Topics: Videos can be used to teach a variety of topics. For example, videos can show interactive maps and allow students to learn more about remote places.

Independent and Private Courses and Shows: Instructional videos can be used to provide information about a particular course, students can be asked to watch the videos independently, then teachers can open the class by discussing what the students watched in the videos.

Extra time to review and revisit: Instructional videos are very useful as they provide additional time to

practice and revise the material, enhancing the overall learning experience of the students.

More involvement in learning: Students may at times seem unrelated to the course, but with the addition of educational videos, students who would otherwise become more engaged in the learning experience as a result, grades can be greatly improved.

Accomplish Activities and Achieve Learning Objectives: Instructional videos are a great inclusion to help students achieve learning activities and achieve their learning goals. Therefore, educational videos are an important and powerful tool.

Inclusion and cooperation among all: Another advantage of educational videos is that students feel a greater sense of inclusion. The videos encourage students to interact more in groups, this promotes communication and improves cooperation between them.

Jung, H., & Qiyang, Z. (2019) indicate that short videos are powerful lessons for students to understand concepts well, videos do not have to be long. Research has shown that using short videos is more powerful in helping students process information and remember what they have learned. The study (Li, W.; Jiang, M.; Zhan,2022) indicated that the duration of the video is a very important factor, as the duration of one educational video should be less than 10 minutes. The shorter the videos, the greater the impact on the learner, as it was found that videos of no more than ten minutes were more influential on learners than videos of more than ten minutes, due to the ability of the learner to remember the content provided by short videos more than other videos that take long periods of time.

TikTok is a social application that allows the user to create and post videos of no more than 15 seconds.

The application allows for public and private participation in addition to the creation of closed and open groups for the exchange of short videos (Reindl, A. 2020). According to the statistics of the “SensorTower” site, the Tik Tok application is considered one of the most popular and most popular global applications in recent times, as the application download rate exceeded 2 billion Downloads, about 1.8 billion monthly active users by 2022, it is expected that the “TikTok” application will have about 55.8 million users in the United States by 2022, rising to 60.3 million by 2024, these statistics make the application an important tool to support and promote education both In light of the Corona pandemic and beyond. Many recent studies have indicated the importance of using the application in the educational process, including:

Fiallos, et al., (2021) This research aims to assess the types of

knowledge and learning shared on TikTok and the profile of their authors by discovering the main teaching topics published in the #learnnontiktok campaign and the disciplines with the highest audience participation.

Azman, et al., (2021) research that aims to Investigating the usefulness of TikTok as an educational tool. on random sample of diploma and degree students from the UiTM Melaka Campus. The research showed positive results for the use of Tik Tok as a tool for education development.

Alguacil, et al., (2021) research that aims to recognition of perspectives about Incorporating TikTok in higher education, on sample of 65 individuals research ing sport science in Spain. The impact of TikTok use on students was studied using a mixed research strategy. The data was analysed using SPSS 23.0 and NVivo12 software, which included the paired sample t-test.

The key findings show that using TikTok to motivate students, provide an engaging learning environment, and stimulate the development of qualities like creativity and curiosity.

Nabilah, et al., (2021) The purpose of this research was to explain the students' perception towards the use of TikTok in learning writing descriptive text. This analysis was a descriptive quantitative with a survey approach through questionnaire. The total of sample was 85 students at Islamic Senior High School of 1 Gresik . The information of this research was obtained through 15 questions adapted from Ilmiyah et al. & Ilmi. The researchers analyzed the data from questionnaire using SPSS 16 program to find out the descriptive statistical analysis. The finding captured that the interpretation of students regarding the use of TikTok in descriptive text of learning writing was positive.

Hayes, et al., (2020) research that aims to encourage public dissemination of science using a systems thinking approach. By creating an online TikTok account called "The Chemistry Collective" by undergraduate students, 16 educational videos were created, with nearly 8,500 views. When surveying participants, viewers of these TikTok videos strongly agreed that they had learned something new about chemistry since watching these videos and had an increased interest in chemistry (82.7% agreed).

Karthigesu et al.(2020), This research explores the use of TikTok as a strategy to enable pupils to learn and apply action verbs correctly into their writing. The participants were from a rural school, a sub-urban school in Johor and an urban school in Kuala Lumpur. T. The data was collected via tests before and after the intervention, followed by a questionnaire. The research proved effectiveness of use the app, It

complements the principles of 21st century learning and can be further utilized to learn other language skills and subjects as well with proper planning and designing.

Adnan, et al., (2021) This research aims to investigate the usefulness of Tik Tok as an educational tool and to gather students' feedback after using the TikTok application in their listening comprehension. The overall response to the survey was promising as most of the respondents gave positive feedback on the use of this application in their language learning process.

Yang, H (2020) A gap-filling research , exploring high school students' perspectives on the use of Tik Tok for learning English in and out of EFL classrooms. The sample consisted of 187 volunteers from secondary school students in China, an electronic questionnaire was used as a data collection tool. The results revealed that high school students have positive attitudes towards Tik

Tok as an EFL video aid, and at the same time use it as a strategy for learning English outside of the classroom. Moreover, the students expressed their strong desire to be guided and supported by their teachers to make effective use of Tik Tok for learning English.

According to the findings of (Khlaif, Z. N., & Salha, S., 2021) research which indicated that social media application TikTok could be a potential learning tool in the future as it enables the delivery of small learning modules in a short period of time (less than 60 seconds). Therefore, TikTok can help to create and design creative educational content with pedagogical methods based on the principles of nano-learning, and thus the ease of creating high-quality e-learning content.

As well as the results of the study (Abdel Moez, H., 2021) entitled "A future vision towards the use of short

video applications in education as requirements for national and societal security" presented to the first international conference of the International Association for Education and E-Learning pointed out the importance of short video applications such as "Tik Tok" in achieving a clear educational goal. Within a short period of time, in light of the increasing numbers and the connection of the current generations to the Internet.

Thus, the results of the studies indicated the ease of preparing short video lessons using the Tik Tok application, and the effectiveness of the application in the learning process, especially the English language, Therefore, according to the findings of (2022 Mei & Aziz,) study, the use of the TikTok application for learning English is highly interactive and beneficial for boosting learners' confidence in their Englishlanguage skills.

Duan., C (2023). Study results indicated that the application had many advantages including a larger audience and more learning resources. Short videos allow for more refined cultural and educational content to be displayed in a shorter amount of time, making it more convenient for users to learn in their spare time. The collaboration between education and short videos also provides new ideas for the future development of education.

The results of (Guerra ,at all.,2022) study showed that 95% of the students strongly agree that TikTok is a very interesting and innovative tool to use for educational purposes, contributes to an increase in the comprehension of the content being taught and the likelihood of remembering what has been learned, and leads to the improvement of research skills and students' capacities. Likewise, 54% of surveyed students stated that they had learnt a lot from the production

of this short film, implying that they have acquired certain digital abilities which they did not master before. The study recommended the need to enhance Future teachers' expertise in innovative methodologies should also be fostered so that they can acquire the necessary skills to use the appropriate tools to teach students with the objective of preparing them to confront this century's demands.

Through the previous presentation of the studies, it became clear to the researcher that Tik Tok constitutes an opportunity and a very appropriate tool that teachers can invest in supporting learning, especially at the present time where the use of short educational videos in general is done on a regular basis and as an essential part of the daily lessons provided by teachers, but has become an element essential to classroom success, a recently released Vega, V., & Robb, MB (2019) research shows that video

platforms are the number one digital tool currently used in the classroom.

Justifications for employing TikTok in education:

Many factors encourage the use of the Tik Tok application in education, including:

- Many teachers and students of all levels have accounts on the application.
- Easy access to the application without physical obstacles.
- The wide spread of the application and the popularity it enjoys.
- The time period for the videos does not exceed 60 seconds.
- Ease of video production and editing without the need for experience or prior knowledge of the basics of video editing.

Areas of using Tik Tok in education (inside and outside the classroom):

In 2021, Tik Tok launched the “#Learnontiktok” initiative, an

experiment that went beyond the traditional method of education and had its spread, especially that the number of users of the Tik Tok application is about one billion and 800 million users around the world, with daily use of each subscriber by approximately an hour Which encourages the introduction of the educational experience in the application and in the e-learning experience in this application, the term nano learning has been introduced so that educational videos of no more than 90 seconds are published, while the duration of the video clip in Microlearning is between 2-5 minutes This means that in Nano-Learning, the focus is on very simple particles and the achievement of one goal in a focused manner (Hamilton, J., Hall, D., & Hamilton, T. 2021).

The term nano is one of the modern terms that are circulating in abundance at the present time, and it means learning through small parts,

and the origin of the word nano is an ancient Greek word that means the infinitely small or the dwarfed thing, which is derived from the word (nanos), nano learning offers shorter condensed learning capsules, It is based on learners' control over what and when they learn. A 60-second video clip can be a nano -learning, the answer to one question with reinforcement for the wrong answer can be nano -learning, and a Google search for information, date or price of a commodity can be nano -learning, So the next generation is the generation of informal nano -learning (Aburizaizah, S. J., & Albaiz, T. A., 2021). When designing content based on nano -learning, three keys must be considered to ensure an effective structure for this type of learning:

1. The learning time should not exceed 90 seconds through the nano -learning environment.

2. Focus on visual media as much as possible when presenting the learning topic.
3. Using high technical standards to produce nano learning environments.

The student can learn better when dividing the material or the scientific content into small parts and highlighting each part to reach an integrated understanding. The lesson is divided into several small goals so that it is easier for students to understand each goal separately, and then link it with the main goal that was set at the beginning of the lesson and thus achieve it for the students. Faster and easier is their use of technology, with its multiple media such as sound, still or moving images, texts and videos, which have become essential means in the lesson, indispensable to facilitate and speed up the process of understanding for students and achieving goals, and its use helped teachers take into account individual

differences and put Perceptions of abstract concepts among learners and their transfer to the sensible, the study (Khlaif, ZN, & Salha, S., 2021) recommended the need to benefit from the application of Tik Tok and integrate it into the classroom. For the educational process, then the application can contribute to investing efforts in creating educational videos with nanotechnology to teach and share creative skills and knowledge in a variety of disciplines.

by reviewing the literature about the possibility of employing Tik Tok in education such as (Heick, T.,2021), (Edwards, L.,2021), (Lee,C,2021) it can use as:

Provide lessons: The app is used in teachers' lesson plans by presenting the instructional video and the teacher can then ask the students to create a 15-second clip on TikTok to showcase what they have studied.

Submit a final project: There are millions of excellent student-created

videos to showcase their finished projects in a fun way that makes collaboration easier.

Spreading Awareness: Groups can be set up on Tik Tok for a school or a specific area to create educational clips with motivational and encouraging clips.

Teachers communicate with each other: Educators can harness the power of social media to connect with each other, near and far, and spread new technologies, innovative ideas, and tips.

Strengthening relationships with students: Creating educational clips enables students to glimpse their lives and allows the student to get to know and interact with their teacher through the platform, creating friendships and friendships.

Increase student interaction: Students can interact with each other by sending educational videos related to the hashtag launched by the teacher, which not only helps in

the learning process but also helps in forming strong relationships

The researcher adds some other methods and uses for applying Tik Tok in education, including:

- Create videos to illustrate complex concepts in many subjects such as science, mathematics and technology.
- Make comparisons between concepts and terms.
- Promote collaborative work so that students can create video clips and compare topics in class.
- Promote the use of the flipped classroom strategy.
- The ability to integrate video clips within the Google Classroom, Microsoft Teams distance learning tools.
- Enhancing students' involvement in education, so project ideas can be presented

in creative and exciting ways to increase learners' curiosity.

- One of the modern assessment tools (assessment based on employing student skills).

Tik Tok employment levels in education:

The levels of using the Tik Tok application in education can be classified into the following levels:

- **Classroom Level:** The teacher can create a group to include students in a specific class, and the group's privacy is controlled so that it gives permissions for learners to access the material, upload videos, and comment on it.
- **School level:** The school administration creates a group and students are invited to join it, and it can be used in competitions, develop the values and principles of good citizenship, and achieve

sustainable development goals.

- **Directorate level:** A special channel can be created for the schools of the directorate or for a group of joint schools with certain characteristics and characteristics.

Features of using the Tik Tok application:

Using the Tik Tok application in education can contribute to achieving the following advantages (Adnan, N. I., Ramli, S., & Ismail, I. N., 2021), (Lee,C,2021), (Edwards,L., 2021):

- **Students create a private channel:** The teacher can choose a topic for the students and then ask them to create a list according to the list he makes and then they have to put forward their ideas followed by the evaluation and modification process and they can simply summarize the assignments through the channel.

- **Conduct mini-tutorials:** Using the TikTok app with education requires publishing short and interesting educational videos.
- **Enhance students' cooperation** :The use of the Tik Tok application helps to increase the students' communication with each other with the exchange of small explanatory videos and also promotes working together from a distance.
- **Possibility to learn through projects:** Students can be helped to identify project ideas, collaborate during the learning process and document that process, or organize and share the results of their project.
- **permanence of use:** The use of the Tik Tok application is constantly increasing and spreading all over the world and it is expected that it will continue in this way because of its popularity and ease of use.

- **Create new themes:** Students can exchange new and innovative ideas and information by passing different topics within specific categories which motivate students to excel.

The Research Problem/Question:

With the advent of the twenty-first century, video has become the ideal and dominant means of transmitting information, if information can be obtained at any time and in any form. During the Corona pandemic, distance learning has given preference to video of its various types over all other means. Live or recorded video is a form of learning remotely during the year 2020.

Therefore, a good teacher in the era of digital technology and distance learning needs to produce educational videos by himself to get the best results and achieve the required educational goals. The ready-made educational films achieve goals set by the video

designer, which cannot include all the required goals of the lesson. Therefore, it became one of the teacher's tasks to produce the appropriate educational video for his lesson and his own goals because of the importance of using it in the lesson, and not being satisfied with traditional methods of education in light of this technological age, which Make the student surrounded by everywhere. The research problem can be identified through the following questions:

1. What are the scientific and educational standards that must be met to produce the educational video?
2. What is the effectiveness of Tik Tok application in producing educational videos?
3. To what extent do computer teachers in Gharbia Governorate schools possess the skills to use the Tik Tok application?

4. To what extent are computer teachers in Gharbia Governorate schools satisfied with using the Tik Tok application in the production of educational videos?
 5. What are the difficulties faced by computer teachers in Gharbia Governorate schools when creating educational videos through the Tik Tok application?
- Identifying the extent of satisfaction of computer teachers in Gharbia Governorate schools with the use of the Tik Tok application in *creation educational videos*.
 - Identifying the difficulties that computer teachers face in Gharbia Governorate schools when *creating educational videos* through Tik Tok.

Research Objectives:

- Determining the scientific and educational standards that must be met to produce the educational video.
- Learn about the capabilities of the Tik Tok application in the field of creating educational videos.
- Identifying the skills of computer teachers in Gharbia Governorate schools in using the Tik Tok application.

Importance of research:

The importance of this research is as follows:

- This research presents a new and popular method for teachers in creation educational videos through the Tik Tok application.
- Increasing teachers' satisfaction with the use of educational video, which raises the level of education.
- This research can contribute to raising the level of the

educational process outcomes because of the importance of using the educational video in increasing the motivation, suspense and interaction of students.

- This research is the first of its kind - within the limits of the researcher's knowledge - in the Arab Republic of Egypt and the Arab world that used Tik Tok in the educational process.

Methodology:

The current research used the experimental method to answer its

questions, as the creation educational videos through the Tik Tok application was tested on a sample of teachers to determine their satisfaction with it, and then used the descriptive approach to determine the advantages and difficulties of using the application for them, and the application capabilities in producing video clips.

Research sample: The research sample consisted of (2^o) computer teachers in Gharbia Governorate schools, they were selected from (7) different schools. The following table shows the distribution of the research sample:

Table(1): shows the distribution of the research sample

N	School name	Number of sample	Percentage
1	American School	3	%12
2	Royal Language School	4	%16
3	Tanta Integrated Language School	3	%12
4	Experimental school	4	%16
5	Notre Dame despot School	4	%16
6	Future Language Schools	3	%12
7	smart language school	4	%16
total		25	%100

Research tools:

- (1) **Personal Interview:** All members of the research sample were interviewed after they produced the video clip through the Tik Tok application, in order to identify the extent of their satisfaction with its use as well as the difficulties they faced when using it in creation educational videos.
- (2) **Observation card:** A note card was prepared to measure the extent to which computer teachers in Gharbia Governorate possess the skills to use the Tik

Tok application. It was presented to some specialists in the field of educational technology, and then the necessary modifications were made. The card, in its final form, consisted of two axes: The first: Hard Skills that includes (18) phrases. The second: the technical Skills that includes (10) phrases.

***Checking the stability of Observation card:** The stability of the card was verified by calculating Cronbach's Alpha coefficient as shown in the following table:

Table(2): Cronbach's alpha coefficient of Observation card

	number of items	Cronbach's alpha coefficient
Hard Skills	18	0.90
technical Skills	10	0.87
total	28	0.886

Through the results in the previous table, it is clear that the stability of the axis of Hard Skills was (0.90), while the stability of the axis of technical Skills (0.87), and

the total stability of the expressions of the two axes together came (0.886), which is high stability percentages, which indicates the

stability of the tool and its suitability for application.

Implementation research: the research was implemented during a week in the period (٢٢/1/202٢, ٢٧/1/202٢), the researcher allocated one day of the week to go to the target school to meet its teachers, and do the following:

First: Definition of use the Tik Tok application in producing a video clip, step by step, with an

Table (3): A list of scientific and educational standards for educational video production

The first axis: Criteria for formulating the goals and content of the video:

A- Criteria for judging the description digital learning objects:

C r i t e r i a	D e s c r i p t i o n o f C r i t e r i a
The video must fit the educational objective.	<ul style="list-style-type: none"> ▪ The video reinforces the educational objective.
Use clear and understandable sounds and shots.	<ul style="list-style-type: none"> ▪ The sound is clear and understandable. ▪ Video footage is clear and understandable
Use clips relevant to the educational content.	<ul style="list-style-type: none"> ▪ There is a correlation between video footage and content. ▪ The sound syncs with the video.
Use continuous video footage.	<ul style="list-style-type: none"> ▪ Video scenes and snapshots are a continuous unit and are nothing more than a video.

B- Criteria for judging the accuracy of the content of learning objects:

Criteria	Description of Criteria
The content of the video should be free from errors.	<ul style="list-style-type: none"> ▪ The video content is free from technical production errors. ▪ The clips are expressive and have meaning and there is no affectation. ▪ The content is free from scientific errors.
The video output is appropriate.	<ul style="list-style-type: none"> ▪ The video is of high quality in terms of content and output. ▪ The video grabs the user's attention.
The learning object should be appropriate to the level of the target group.	<ul style="list-style-type: none"> ▪ Relevancy in depth and breadth of video content. ▪ Adaptation of the speed of scenes and shots with the target group.

The second axis: technical design criteria's:

Criteria	Description of Criteria
The learner can use the video without problems	<ul style="list-style-type: none"> ▪ The video is played with ease. ▪ The content is free from software errors that impede its use.
Use video appropriately	<ul style="list-style-type: none"> ▪ Video has been used appropriately. ▪ The file size is appropriate. ▪ There are clear text titles for the file. ▪ Use the appropriate playback extension. ▪ Using a playback file format that increases download speed.

Then the researcher explained the steps for creating a video on TikTok for the targeted teachers, explaining how to create the account, select the topic, choose the method of filming (with the TikTok application or external photography from your device), and then how to start recording the video, make adjustments, upload the video and fill in the participation data, with focus on the technical and artistic skills of the application, which the research aims to measure through the observation card that was prepared by the researcher.

Second: Apply observational card tool, to observe each teachers' performance separately while performing the required skills (for creation educational videos Clip using the Tik Tok application), and record grades.

Third: Third: Conducting personal interviews with the teachers after they produced the video clip via the TikTok application, to find out the

extent of their satisfaction with the use of the application in the production of educational videos and the extent of their preference for it over specialized software in that, as well as the difficulties they faced when using it.

Research results and discussion:

To answer the second research question related to the capabilities of the Tik Tok application in the field of creating educational videos, the researcher reviewed the relevant previous studies in addition to identifying the services provided by the application and its technical capabilities in photography from its official website, as well as testing the application in the process of producing video clips. educational, and from this the following advantages were extracted:

- Rapid and continuous update of the application by adding services in a way that

- increases its specifications and technical capabilities.
- The ability to change background shots.
 - Possibility to control and change sounds through audio filters.
 - Add stickers, emojis, animations and masks, and set its time, appearance time to add more fun.
 - The possibility of writing a comment or explanation on the clips in different sizes and colors of the line.
 - A variety of lenses (face filters) and lip sync tools.
 - The ability to make a Tik Tok video with one image or by merging several images and adding a cover to the video.
 - The ability to create personal filters through the application via a smartphone without the need to use a web-based tool.
 - The ability to save the captured footage on the user's device or as a draft for later publication.
- Users can interact with each other by following, liking and re-share content.
 - The ability to convert snapshots into GIFs.
 - The possibility of using pre-made creative templates from the Tik Tok application itself.
 - The ability to upload ready-made videos to the user's Tik Tok account, or crop and edit them, and even change the playback speed.
 - The presence of a distinguished set of video editing tools, including the effects of changing the color of eyes, hair, and even adding makeup.
 - The ability to share all user Tik Tok videos that were edited in Tik Tok on their Facebook, YouTube and Instagram profiles..

- The ability to create a double video clip using tik tok duet feature
 - The possibility of making a live broadcast and specifying the geographical location.
 - Possibility to activate the captions feature.
 - The ability to identify harmful content and remove it automatically.
- **To answer the third research question** related to the extent to which computer

teachers in Gharbia Governorate possess the skills to use the Tik Tok application, the data related to hard and technical skills were analyzed as follows:

First: The extent to which computer teachers in Gharbia Governorate possess the hard skills to use the Tik Tok application in creation educational videos from their point of view:

Table (4): The extent to which computer teachers in Gharbia Governorate possess hard skills to use the Tik Tok application in creation educational videos.

N	skills	The extent of the skill						arithmetic mean	Level
		high		medium		Low			
		repeat	%	repeat	%	repeat	%		
1	Photo shoot.	21	84%	3	12%	1	4%	2.8	High
2	Take a video with the record button.	22	88%	2	8%	1	4%	2.84	High
3	Take a video with the timer (countdown).	19	76%	4	16%	2	8%	2.68	High
4	Switch between front and back	20	80%	3	12%	2	8%	2.72	High

N	skills	The extent of the skill						arithmetic mean	Level
		high		medium		Low			
		repeat	%	repeat	%	repeat	%		
	camera.								
5	Turn on and off the flash.	20	80%	3	12%	2	8%	2.72	High
6	Filter the camera before shooting.	17	68%	4	16%	4	16%	2.52	High
7	Zoom in/Zoom out (Zooming).	8	32%	9	36%	8	32%	2	Medium
8	Change clip speed.	15	60%	6	24%	4	16%	2.44	High
9	Mute the audio from the clip.	20	80%	4	16%	1	4%	2.76	High
10	Cut a video clip that was recorded.	16	64%	4	16%	5	20%	2.44	High
11	Save the clip as a draft.	18	72%	5	20%	2	8%	2.64	High
12	Upload a clip from the studio to the personal account.	19	76%	4	16%	2	8%	2.68	High
13	Choose specific people to view the clip.	20	80%	4	16%	1	4%	2.76	High
14	See details of friends who watched the clip.	18	72%	3	12%	4	16%	2.56	High
15	Block some	18	72%	4	16%	3	12%	2.6	High

N	skills	The extent of the skill						arithmetic mean	Level
		high		medium		Low			
		repeat	%	repeat	%	repeat	%		
	friends from seeing the clips.								
16	Delete a clip from the personal account.	18	72%	4	16%	3	12%	2.6	High
17	Add a clip to my story.	18	72%	4	16%	3	12%	2.6	High
18	Delete a clip of my story.	16	64%	5	20%	4	16%	2.48	High
total degree								2.60	High

Table (4) shows the extent to which computer teachers in Gharbia Governorate possess the hard skills to use the Tik Tok application in creation educational videos through their response to the (18) phrases, Where it is clear that all responses came with an average ranging between (2.84-2). This range refers to the degree (high), while the total degree of the responses reached the average range of teachers possessing hard skills (2.60/3). This average indicates the option (high) according

to the criterion used in this research, and based on this result, it can be said that computer teachers in Gharbia Governorate have hard skills for using the Tik Tok application in creation educational videos came to a high degree.

Second: The extent to which computer teachers in Gharbia Governorate possess the technical skills to use the Tik Tok application in creation educational videos from their point of view.

Table (5) The extent to which computer teachers in Gharbia Governorate possess the technical aspect of using the Tik Tok application in creation educational videos.

n	skills	The extent of the skill						arithmetic mean	level
		high		medium		Low			
		repeat	%	repeat	%	repeat	%		
1	Upload snapshots to template, create video and share.	12	48%	9	36%	4	16%	2.32	medium
2	Add a filter to the clip.	19	76%	3	12%	3	12%	2.64	High
3	Add audio and visual effects to the clip.	19	76%	4	16%	2	8%	2.68	High
4	Add symbols and expressive features of the application services.	18	72%	4	16%	3	12%	2.6	High
5	Add background music to the clip.	19	76%	3	12%	3	12%	2.64	High
6	Add a comment by writing to the clip.	20	80%	3	12%	2	8%	2.72	High
7	Increase the font size on the clip.	21	84%	3	12%	1	4%	2.8	High
8	Change font color after typing.	18	72%	4	16%	3	12%	2.6	High
9	Undo changes made to the line.	14	56%	6	24%	5	20%	2.36	High
10	Add a caption.	9	36%	11	44%	5	20%	2.16	medium
total degree								2.55	High

Table (5) shows the extent to which computer teachers in Gharbia Governorate possess the technical skills to use the Tik Tok application in creation educational videos through their response to the (10) phrases, as it is clear that all responses came with an average range between (2.8 -2.16). This range refers to the degree (high), as for the total degree of the responses,

the average range of the teachers possessing technical skills was (2.55/3). This average refers to the option (high) according to the standard used in this research, and based on this result, It can be said that the technical skills of computer teachers in Gharbia Governorate to use the Tik Tok application in creation educational videos came to a high degree.

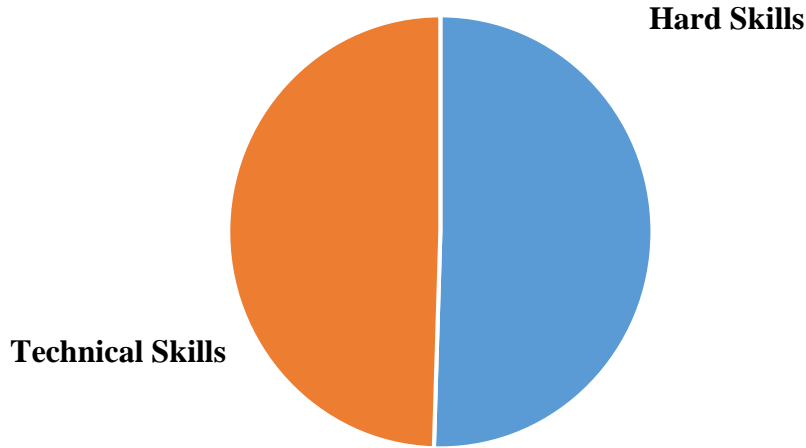
Table (6) a comparison between the extent of the total knowledge of hard skills and technical skills for using the Tik Tok application in creation educational videos for computer teachers in Gharbia Governorate.

Total Degree	The total arithmetic mean	
Hard Skills	2.60	from 1 to less than 1.66 represents (low)
Technical Skills	2.55	From 1.66 to less than 2.34 (average)
		From 2.34 to 3.00 represents (high)

Table(6) shows that the total arithmetic averages of the research members towards hard skills and technical skills, which represent the extent of the total knowledge of using the Tik Tok application for creation educational videos, were almost equal, as the total average towards possessing the skills of hard

skills was (2.60 out of 3), while the total average amounted to about Possessing the skills of technical skills (2.55 out of 3), and both averages indicate the degree (high), but the overall average for hard skills was higher than technical skills, Figure (1) summarizes this:

Figure (1) : a comparison between the extent of the total knowledge of hard skills and technical skills for using the Tik Tok application in creation educational videos for computer teachers in Gharbia Governorate



To answer the fourth question of the research questions related to the extent of satisfaction of computer teachers in Gharbia Governorate with the use of the Tik Tok application in creation educational

videos, the researcher conducted an interview with all sample members and asked them about the preference of using the Tik Tok application over specialized video production software from their point of view:

Table (7) The advantage of Tik Tok application over specialized video production software:

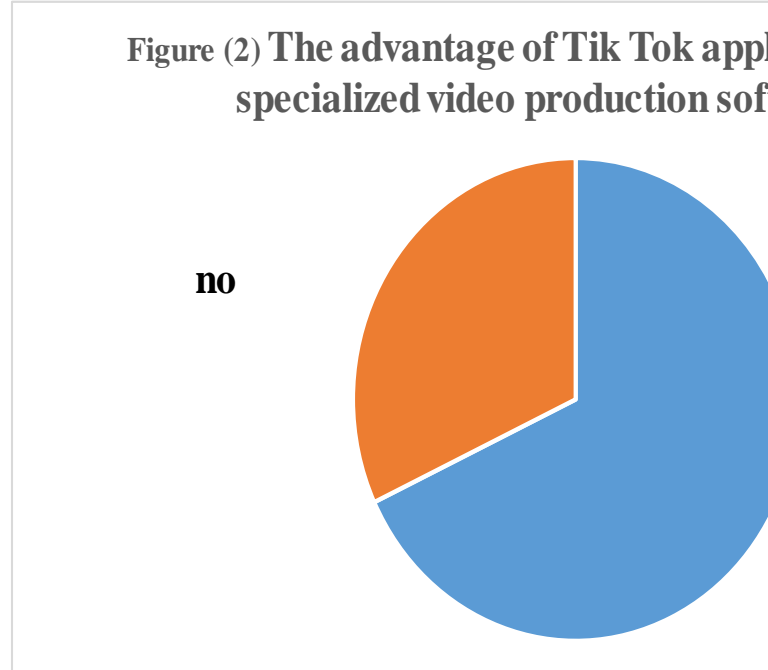
Response	Repetition	%
yes	17	68%
No	8	32%
Total	25	100%

Table (7) shows that the majority of computer teachers in Gharbia Governorate (68%) believe that the

Tik Tok application is better than the specialized software for producing video clips, while (32%) of them do

not agree with that. Figure (2) shows

this:



The results of this study agreed with the results of (Mei & Aziz, 2022), (Duan., C., 2023) (Guerra, at all., 2022), (Karthigesu, et. Al, 2020), (Adnan, et al, 2021). (Khlaif, Z. N., & Salha, S., 2021) in terms of the ease of using TikTok application in producing short video lessons.

To answer Fifth research question related to the difficulties that

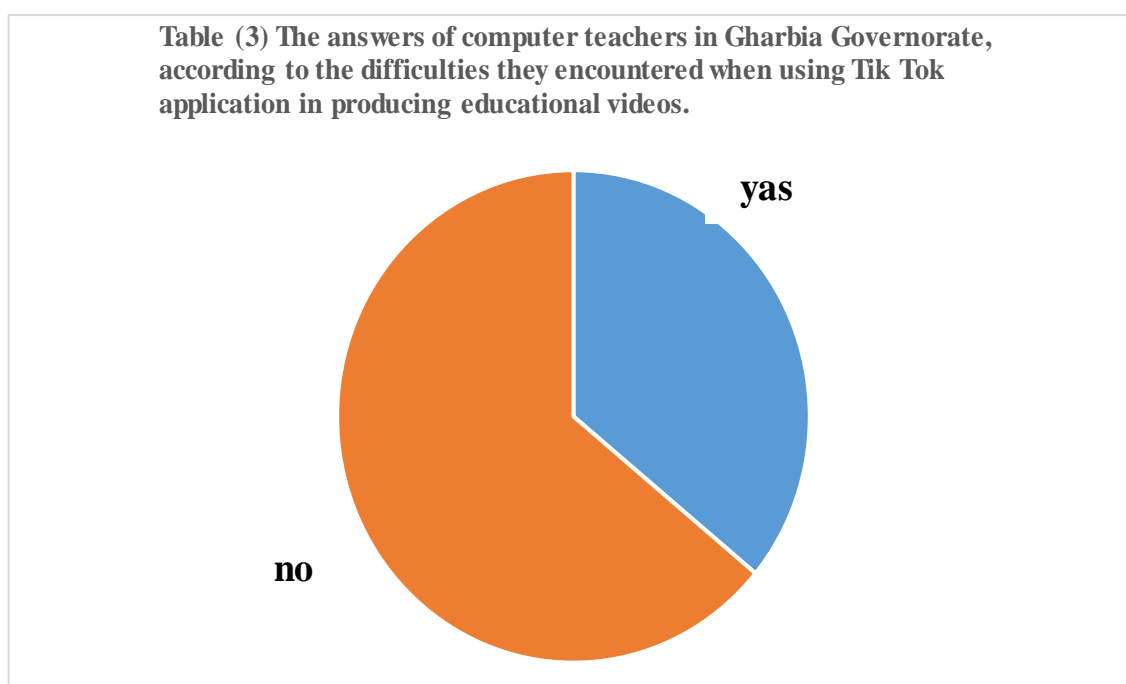
computer teachers faced in Gharbia Governorate when creating educational videos through the Tik Tok application, the researcher conducted interviews with all members of the research sample and asked them about the difficulties they faced, and the results were as follows:

Table (8) Distribution of computer teachers in Gharbia Governorate according to the difficulties they faced when using the Tik Tok application in creation educational videos.

Response	Repetition	%
Yas	9	36%
No	16	64%
Total	25	100%

Table (8) shows that the majority of the research subjects (64%) did not encounter difficulties when using the Tik Tok application to produce

educational videos, while (36%) of them faced difficulties, Figure (3) shows this:



which were as follows:

- It depends on the internet connection, and it is one of

the most consuming applications for the internet package

- It takes a lot of time and energy for making the right tiktok video with utmost perfection.
- The short time of the video, as the video recording time ranges between 15 to 60 seconds, and thus the difficulty of adjusting the quality of the presented content.
- Modify the writing or effects on the clips inside the video after saving it.
- Reshoot, delete or add a snapshot inside the video after saving it.
- Decreased video quality after saving it.
- Clarity of photography as it depends on the quality of the mobile phone camera.
- The live broadcast feature is not available on TikTok unless the number of followers on the account is more than 1000 followers.

- Not ensuring privacy for both learners and teachers alike.

Conclusion: The educational video is one of the most important and most effective educational techniques, and the video production process by the professor is considered to raise the level of its quality, and the easier the video production process is, the higher the rate of educational video production by teachers, and this research confirmed the superiority of the application Tik Tok over video production software specialized in facilitating the production process without affecting the quality of the final product, as the preference of the research sample members to use Tik Tok over software specialized in production by a very large difference, which means an increase in the percentage of teachers' production of educational video.

Recommendations: In light of the research results, the following can be recommended:

1. Replace specialized video production software with Tik Tok when creating educational videos.
2. Training and qualification of teachers and learners to produce such type of videos, as achieving one educational goal through a video clip that does not exceed 15 seconds is a great challenge for many teachers.
3. Consolidating the importance of educational video for students and teachers.

فاعلية استخدام تطبيق تيك توك لإنتاج مقاطع الفيديو التعليمية
ومدى رضا معلمى الحاسب الآلى بمحافظة الغربية عنه
اعداد/

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الملخص:

بعد أن أصبحت مقاطع الفيديو التعليمية وخاصة مقاطع الفيديو التعليمية القصيرة هي الأداة الرقمية الأولى التي يستخدمها المعلمون في التعليم في عصرنا الحاضر، لذا فقد هدفت هذه الدراسة إلى تقديم أسلوب جديد وميسر للمعلمين في إنتاج مقاطع الفيديو التعليمية عن طريق تطبيق "تيك توك" بدلاً من استخدام البرمجيات المتخصصة للإنتاج مما يساعدهم في توفير الكثير من الوقت والجهد، كما هدفت الدراسة إلى التعرف على مدى رضا معلمى الحاسب الآلى بمحافظة الغربية عن ذلك، والصعوبات التي تواجههم عند استخدام التطبيق لإنتاج مقاطع فيديو تعليمية، وتكونت عينة الدراسة من (٢٥) معلم من معلمى الحاسب الآلى بمدارس محافظة الغربية، تم اختيارهم من (٧) مدارس مختلفة، تمثلت أدوات الدراسة في: ١. استبانة لقياس مدى امتلاك معلمى الحاسب الآلى لمهارات استخدام تطبيق تيك توك، ٢. مقابلة شخصية لمعرفة مدى رضاهم عن استخدام التطبيق في إنتاج مقاطع الفيديو التعليمية ومدى تفضيلهم له على البرمجيات المتخصصة في ذلك، وكذلك الصعوبات التي واجهتهم عند استخدامه في إنتاج مقاطع فيديو تعليمية. استخدمت الدراسة المنهج التجريبي للإجابة عن أسئلتها، حيث تم تجريب إنتاج مقاطع فيديو تعليمية عن طريق تطبيق تيك توك على عينة من المعلمين لمعرفة مدى رضاهم عن ذلك، ومن ثم استخدمت المنهج الوصفي لتحديد مميزات وصعوبات استخدام التطبيق لديهم، وإمكانات التطبيق في إنتاج مقاطع فيديو تعليمية. وتم تطبيق الدراسة خلال أسبوع في الفترة (٢٠٢٢/١/٢٢م، ٢٠٢٢/١/٢٧م) حيث تم تخصيص يوم من أيام الأسبوع للذهاب إلى المدرسة المستهدفة والاجتماع بالمعلمين لشرح كيفية إنتاج مقطع فيديو تعليمي خطوة بخطوة باستخدام التطبيق، ثم تطبيق بطاقة ملاحظة الأداء، وإجراء المقابلة الشخصية لجمع البيانات، وقد جاءت النتائج مؤكدة تفضيل المعلمين لاستخدام تطبيق تيك توك في إنتاج مقاطع الفيديو التعليمية على البرمجيات المتخصصة للإنتاج. وتعزى الباحثة ذلك لارتفاع المهارات التي يمتلكها في استخدام هذا التطبيق، وبناء عليه أوصت الدراسة بضرورة تدريب وتأهيل المعلمين والمتعلمين لإنتاج مثل هذه النوعية من الفيديوهات باستخدام التطبيق.

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الفيديو التعليمي – الرضا. - تطبيق تيك توك

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