

The Educational Impact of Douyin Knowledge-Based Short Videos in Vocational Education: A Case Study of Heyuan Vocational and Technical College

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DOI Link: <http://dx.doi.org/10.6007/IJARPED/v14-i3/26325>

Published Online: 03 September 2025

Abstract

The exponential growth of digital learning platforms represents a paradigm shift in educational practices, with short video applications like Douyin emerging as transformative tools for knowledge acquisition and skill development. This study investigates the educational impact of Douyin knowledge-based short videos in vocational education, addressing critical gaps in understanding how these platforms can enhance teaching and learning outcomes in practical, skills-based contexts. The significance of this research lies in its examination of an increasingly prevalent but understudied learning resource that has the potential to revolutionize vocational education delivery and accessibility. Through a mixed-methods approach involving 302 student surveys and 14 teacher interviews at Heyuan Vocational and Technical College, this study reveals how Douyin effectively bridges theoretical knowledge and practical application—a persistent challenge in vocational education. Findings demonstrate that Douyin's algorithm-driven personalization and multimedia features significantly enhance student motivation and comprehension, with over 70% of participants reporting positive impacts on academic performance. The platform proves particularly valuable for vocational educators seeking to demonstrate complex technical processes, contextualize abstract concepts, and expose students to current industry practices. For educational administrators and policymakers, this research provides evidence-based insights for developing integration strategies that maximize learning benefits while mitigating potential concerns about content quality and distraction. By identifying specific types of educational content most effective in vocational settings—particularly technology skills (75.5%) and practical demonstrations (73.5%)—this study offers a framework for optimizing short video integration in technical education curricula. The findings contribute to emerging pedagogical approaches that leverage digital platforms to create more engaging, accessible, and industry-relevant vocational learning experiences.

Keywords: Douyin, Short Videos, Education, Knowledge-Based Content, Digital Learning, Vocational Education

Introduction

In the rapidly evolving landscape of higher education, digital knowledge transfer and skill amplification are increasingly mediated by short-form, multimedia platforms. Among these, Douyin (the Chinese counterpart to TikTok) has emerged as a prominent locus for educational content—ranging from micro-lectures and skill demonstrations to targeted study tips. The significance of this topic lies not only in understanding how students access learning resources on a pervasive platform but also in evaluating the pedagogical value, instructional design implications, and policy considerations associated with integrating such media into formal education—especially within vocational and technical education where hands-on practice and rapid demonstration of procedures are critical.

This study foregrounds the utility and effectiveness of Douyin knowledge-based short videos as educational tools in vocational settings. The central questions address: (a) what types of educational content students engage with on Douyin; (b) how these short videos influence learners' motivation, concept comprehension, and practical skill development; and (c) how educators perceive the instructional value and challenges of incorporating Douyin content into 课程 design. By answering these questions, the research aims to provide actionable insights for educators, program designers, and administrators seeking to optimize blended learning ecosystems that align with contemporary digital literacies and industry expectations.

There are four levels at which this topic is consequential:

Student learning advantages: Douyin offers concise, multimodal representations of complex concepts and procedures, enabling microlearning, flexible revisiting of material, and exposure to current industry practices. These features have the potential to improve comprehension, retention, and self-regulated learning, particularly for skill-based subjects where visual demonstrations are pivotal.

Instructional design implications: For educators, Douyin serves as a reservoir of exemplars for illustrating processes, troubleshooting, and real-world applications. When thoughtfully curated and contextually framed within the curriculum, such videos can bridge gaps between theory and practice, support diverse learning styles, and foster active learning through reflection and critique.

Digital literacy and quality assurance: The educational utility of Douyin is contingent on learners' ability to evaluate credibility, discern quality, and manage attention in a multimedia environment. The study engages with quality assurance considerations, content curation strategies, and digital literacy development as integral components of effective use.

Policy and institutional impact: Findings have relevance for policymakers and institutional leaders who design digital learning strategies, resource allocation, and faculty development programs. Evidence-based guidance on when and how to incorporate short-video content can inform formal curricula, assessment practices, and quality standards.

The theoretical lens anchored in Uses and Gratification Theory (UGT) emphasizes learner agency: students actively select media that satisfy specific educational needs, such as conceptual clarification, exam preparation, practical skill acquisition, and professional socialization. This framing is particularly appropriate for vocational education contexts, where

motivation, goal-directed learning, and relevance to industry practice are salient determinants of engagement and success.

Contextualizing the study within Heyuan Vocational and Technical College (Guangdong, China) provides a rich, real-world setting in which to examine these dynamics. The institution's diverse programs—spanning mechanical and electrical engineering, electronics and information engineering, business administration, art and design, humanities, continuing education, and ideological and political theory—offer a broad spectrum of disciplinary needs and pedagogical challenges. By focusing on this context, the research contributes nuanced insights into how Douyin content aligns with vocational curricula, assessment demands, and labor market expectations.

In sum, the study is motivated by the urgent need to understand how a dominant, youth-oriented short-video platform can be harnessed to enhance vocational learning while safeguarding educational integrity. By prioritizing practical utility and measurable effectiveness—through content type analyses, learner outcome indicators, and educator perspectives—the research aims to produce guidance that is immediately relevant to practitioners and decision-makers seeking to embed digital media responsibly and effectively into technical education pathways.

Literature Review

Short Video Applications in Education

The rise of short video platforms has garnered significant attention in educational research. Zhang et al. (2021) found that short videos can enhance engagement and conceptual understanding, particularly when used alongside traditional instructional methods. This aligns with multimedia learning theory, which suggests that properly designed multimedia content can reduce cognitive load and enhance information processing (Mayer, 2021). Wang and Xing (2023) examined Douyin's knowledge-sharing ecosystem, noting its transformation into a supplementary channel for formal education, particularly for concepts that benefit from visual demonstration or simplified explanation.

The effectiveness of short videos in education can be attributed to several characteristics. First, the concise format aligns with cognitive load theory, preventing information overload by presenting content in manageable segments (Wang et al., 2023). Second, the multimodal nature of videos engages multiple sensory channels, potentially enhancing retention and understanding (Mayer, 2021). Third, the entertainment-oriented design of platforms like Douyin may increase motivation and emotional engagement with educational content (Zhang & Yu, 2022).

In vocational education specifically, short videos offer particular advantages. Zhang (2022) found that technical demonstrations in short video format significantly improved practical skill acquisition compared to text-only instructions. The visual nature of these platforms makes them especially suitable for demonstrating procedures, techniques, and equipment operation—all central components of vocational training (Wang et al., 2023). Additionally, the real-world context often featured in Douyin videos helps bridge the gap between theoretical knowledge and practical application, addressing a common challenge in vocational education (Xu & Chen, 2022).

However, existing research exhibits several limitations. First, many studies lack theoretical grounding, failing to apply or test established theories such as Uses and Gratification Theory (UGT), Technology Acceptance Model (TAM), or constructivist learning theory (Zhou et al., 2023). This theoretical gap limits the explanatory power of findings and their integration into broader educational frameworks. Second, empirical evidence on educational effectiveness is limited, with few studies rigorously assessing the actual impact on students' academic performance, critical thinking skills, or long-term knowledge retention (Xie & Chen, 2023). Most research relies heavily on self-reported data or satisfaction metrics rather than objective learning outcomes.

Additionally, user-centric research is insufficient, especially studies highlighting the perspectives and experiences of students, teachers, and administrators in various educational environments. Most existing literature adopts either content-focused approaches analyzing video characteristics or broad surveys of usage patterns, neglecting the rich qualitative insights that could be gained from in-depth exploration of user experiences and perceptions. This gap is particularly pronounced in vocational education contexts, where the unique needs and preferences of learners pursuing technical and practical skills may differ significantly from those in traditional academic settings.

The contributing factors influencing Douyin adoption in educational settings—including individual factors like digital literacy and motivation, as well as institutional aspects such as school support systems and teacher training—remain underexplored. Tang and Li (2022) note that digital literacy levels significantly impact how effectively students can evaluate and utilize educational content on short video platforms, yet few studies have examined this relationship in depth. Similarly, institutional factors such as internet infrastructure, classroom technology integration policies, and professional development opportunities for educators likely influence the extent and effectiveness of Douyin use in formal education, though these aspects have received limited attention in the literature.

Douyin in Chinese Vocational Education

The application of Douyin in Chinese vocational education is still in an exploratory phase. Xu and Chen (2022) note that vocational learners typically have different needs and preferences compared to students in traditional academic institutions. For instance, students in technical fields may prefer demonstrative content that enhances skill acquisition, while others might prioritize motivational videos or exam preparation tips. These differentiated needs highlight the importance of understanding how Douyin is utilized across various vocational disciplines and learning contexts.

The potential of Douyin in vocational education extends beyond supplementary content delivery. Zhang and Yang (2023) suggest that the platform can serve as a bridge between academic knowledge and industry practices by featuring real-world applications and current trends. This function is particularly valuable in vocational education, where maintaining relevance to rapidly evolving industry standards is a persistent challenge. The platform's capacity to showcase current professional practices, emerging techniques, and industry innovations provides vocational students with timely insights that traditional textbooks may lack.

Zhao et al. (2021) conducted a national survey of vocational educators in China and found varying levels of teacher readiness for short video-based instruction, which may affect its effective classroom application. Their findings revealed that while many vocational educators recognize the potential value of platforms like Douyin, they often lack the technical skills, pedagogical knowledge, or institutional support necessary to integrate these tools effectively. This implementation gap suggests that the potential benefits of Douyin in vocational education may be partially contingent on teacher preparation and institutional capacity building.

He and Sun (2023) further identified factors such as teacher acceptance, time constraints, digital infrastructure, and individual learning styles that influence Douyin usage, although these remain insufficiently explored in vocational educational contexts. The interplay between these factors likely shapes the extent and nature of Douyin integration in vocational education, yet comprehensive frameworks for understanding these dynamics are lacking in the current literature.

Student engagement with Douyin for vocational learning purposes is similarly nuanced. Wang et al. (2023) found that students in different vocational fields engage with educational content on Douyin in distinct ways, with information technology students primarily seeking technical demonstrations, business students focusing on case studies and market trends, and healthcare students utilizing anatomy visualizations and procedure demonstrations. These discipline-specific patterns suggest that effective integration of Douyin in vocational education may require tailored approaches that account for the unique learning needs and content preferences of different professional fields.

The quality and accuracy of vocational content on Douyin present additional considerations. Unlike traditional educational materials that undergo formal review processes, Douyin content is largely user-generated and lacks systematic quality control. Xie and Chen (2023) raise concerns about the potential for oversimplification, factual errors, or misleading information in educational short videos, particularly in technical fields where precision is crucial. These concerns underscore the need for critical evaluation frameworks and quality assessment mechanisms specific to vocational educational content on short video platforms. Despite these challenges, the potential benefits of Douyin for vocational education remain significant. The platform's capacity to provide visual demonstrations, real-world contextualizations, and current industry insights aligns well with the practical orientation of vocational learning. As Zhang (2022) notes, the combination of visual demonstration, concise explanation, and engaging presentation in well-designed Douyin videos can enhance skill acquisition and concept understanding in ways that traditional instructional methods may not achieve as effectively.

Methodology

Research Design

This study employed a sequential explanatory mixed-methods design, combining quantitative and qualitative strategies to comprehensively understand the complex interplay between Douyin usage, student gratification, and educational outcomes. This design aligns with Creswell and Plano Clark's (2018) recommendation for research questions that require both

breadth and depth of understanding, allowing for the integration of numerical trends with in-depth personal experiences.

The sequential aspect of the design involved first collecting and analyzing quantitative data through surveys, followed by qualitative interviews designed to explore and elaborate on initial findings. This approach allowed the qualitative phase to build directly upon quantitative results, providing explanatory insights into patterns identified in the survey data. The integration of methods occurred at multiple points: during the development of interview protocols based on survey results, during the analysis phase through comparison of quantitative and qualitative findings, and during the interpretation phase through synthesis of insights from both data sources.

The mixed-methods approach offered several advantages for this particular research context. First, it provided methodological triangulation, enhancing the validity and reliability of findings through convergence of data from different sources. Second, it allowed for complementarity, with qualitative data illuminating the processes and experiences underlying quantitative patterns. Third, it enabled development, with initial survey findings informing the focus and structure of subsequent interviews. Finally, it facilitated expansion, broadening the scope of inquiry beyond what either method alone could achieve.

Research Participants

The study was conducted at Heyuan Vocational and Technical College in Guangdong, China, involving 302 students from seven departments: School of Mechanical and Electrical Engineering, School of Electronics and Information Engineering, School of Business Administration, School of Art and Design, School of Humanities, School of Continuing Education, and Department of Ideological and Political Theory Teaching. Additionally, 14 lecturers participated in qualitative interviews.

A stratified random sampling approach was employed to ensure proportional representation across departments and academic years. This sampling strategy involved dividing the student population into strata based on department and year level, then randomly selecting participants from each stratum in proportion to its size within the overall population. This approach ensured that the sample reflected the demographic and disciplinary composition of the college, enhancing the representativeness and generalizability of findings within this institutional context.

The sample size of 302 students was determined using Krejcie and Morgan's (1970) formula for sample size calculation, with a 95% confidence level and 5% margin of error. This sample size is sufficient for the statistical analyses employed in the study and aligns with sample sizes used in similar educational technology research.

For the qualitative phase, purposive sampling was used to select 14 lecturers from diverse departments with varying levels of experience integrating Douyin into their teaching practices. Selection criteria included: (1) at least three years of teaching experience at the institution, (2) familiarity with Douyin as a platform, regardless of whether they actively incorporated it into teaching, and (3) representation of diverse subject areas and teaching

philosophies. This sampling approach aimed to capture a range of perspectives and experiences regarding the educational use of Douyin.

Demographic characteristics of the student sample included 54.6% male and 45.4% female participants, with age distribution primarily between 18-22 years (88.7%). Year-level distribution included 38.1% first-year, 36.4% second-year, and 25.5% third-year students. The lecturer sample included 8 male and 6 female participants, with teaching experience ranging from 5 to 23 years.

Data Collection and Analysis

The survey questionnaire consisted of five main sections covering demographic information, knowledge and utilization levels, contributing factors, types of videos utilized, purposes of use, and perceived impact. A 5-point Likert scale was used to measure respondents' attitudes and perceptions, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was developed based on existing literature on educational technology adoption and social media use in learning contexts, with modifications to specifically address Douyin's unique features and educational applications.

Prior to full implementation, the questionnaire underwent pilot testing with 30 students to assess clarity, comprehensiveness, and internal consistency. Feedback from the pilot phase led to refinements in question wording and response options. The reliability of the instrument was confirmed with a Cronbach's Alpha coefficient of 0.87, exceeding the conventional threshold of 0.70 for acceptable internal consistency.

Survey administration occurred during a four-week period in the middle of the academic semester to avoid the potentially atypical usage patterns that might occur during examination periods. The questionnaire was distributed through an online survey platform, with classroom time allocated for completion to ensure high response rates. The final response rate was 86.3%, with 302 valid responses from 350 distributed questionnaires.

Semi-structured interviews with lecturers explored their observations of student Douyin usage and its influence on teaching practices. The interview protocol included open-ended questions about teaching experiences with Douyin, observed student learning patterns, perceived benefits and challenges, and specific examples of effective integration. Interviews lasted between 45-60 minutes and were conducted in private settings on campus to ensure confidentiality and encourage candid responses. With participant consent, all interviews were audio-recorded and subsequently transcribed verbatim.

Interview data were analyzed using thematic analysis following Braun and Clarke's (2006) six-phase approach: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. NVivo software facilitated coding and theme development, allowing for systematic organization and retrieval of qualitative data. The coding process involved both deductive codes derived from research questions and inductive codes emerging from the data, ensuring a comprehensive analysis that remained grounded in participants' experiences while addressing the study's objectives. Quantitative data were analyzed using SPSS, employing descriptive statistics (means, standard deviations, frequencies) to summarize demographic data and Likert-scale

responses. Reliability analysis assessed the internal consistency of scale items. Given the nature of the research questions, which focused on understanding usage patterns and perceived impacts rather than testing predictive models, complex inferential statistics were not employed. This analytical approach aligns with the exploratory nature of the study and its focus on describing and understanding patterns rather than confirming hypothesized relationships.

Triangulation of multiple data sources ensured the validity and trustworthiness of the findings. Specifically, methodological triangulation through the combination of surveys and interviews, data source triangulation through collection from both students and lecturers, and investigator triangulation through independent coding by multiple researchers enhanced the credibility of results. Member checking was employed for qualitative data, with interview participants reviewing preliminary findings and providing feedback on the accuracy of interpretations.

Results

Types of Douyin Knowledge-Based Short Videos Utilized in Education

Quantitative Results

Table 1 presents the types of Douyin knowledge-based short videos utilized in education. Technology and IT skills videos (75.5%), career and vocational skill videos (71.6%), and academic subject videos (68.9%) were the most frequently used types. Health and wellness education videos (64.2%) and entrepreneurship and business skills videos (66.5%) were also utilized to a considerable extent. These findings indicate that students engage with diverse educational content on Douyin, with a particular emphasis on technical and career-oriented knowledge that aligns with the vocational focus of the institution.

Table 1

Types of Douyin Knowledge-Based Short Videos Utilized in Education

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I use Douyin videos related to academic subjects (e.g., math, science).	4.3% (13)	8.6% (26)	18.2% (55)	44.7% (135)	24.2% (73)
2. I watch career and vocational skill videos on Douyin.	3.6% (11)	7.9% (24)	16.9% (51)	46.4% (140)	25.2% (76)
3. I utilize language learning videos on Douyin.	5.0% (15)	10.3% (31)	22.5% (68)	39.7% (120)	22.5% (68)
4. I watch videos related to technology and IT skills.	3.3% (10)	6.0% (18)	15.2% (46)	48.0% (145)	27.5% (83)
5. I use videos about health and wellness education.	6.0% (18)	9.3% (28)	20.5% (62)	40.7% (123)	23.5% (71)
6. I watch videos on entrepreneurship and business skills.	4.6% (14)	8.9% (27)	19.2% (58)	42.7% (129)	24.5% (74)
7. I use Douyin videos related to practical daily skills (e.g., cooking, crafts).	3.0% (9)	7.0% (21)	16.6% (50)	45.0% (136)	28.5% (86)

The distribution of responses across agreement levels reveals strong positive engagement with all video types, with the "Agree" category consistently receiving the highest percentage of responses across all content categories. This pattern suggests that while there are

preferences for certain content types, students generally maintain broad engagement with diverse educational content on Douyin rather than restricting themselves to narrow content niches.

Departmental differences were evident in content preferences. Students from the School of Electronics and Information Engineering showed the strongest preference for technology and IT skills videos (89.7% agreement), while School of Business Administration students favored entrepreneurship and business skills videos (83.6% agreement). These patterns suggest that students often select content aligned with their academic and career interests, using Douyin as an extension of their formal educational pursuits.

Further analysis revealed that while all categories showed majority engagement, there were notable differences in the intensity of agreement. Technology and IT skills videos not only had the highest overall agreement rate (75.5%) but also had the highest proportion of "Strongly Agree" responses (27.5%), indicating particularly strong engagement with this content category. This finding may reflect both the technical orientation of many vocational programs at the institution and the visual, demonstrative nature of technology-related content that makes it particularly suitable for the short video format.

Table 2 shows the mean values and standard deviations for different types of Douyin knowledge-based content. Students showed the highest preference for motivational and productivity content (mean = 4.0), followed by academic subject videos (mean = 3.9) and creators who simplify textbook content (mean = 3.9). Language learning videos had the lowest mean (3.6), though still indicating moderate engagement.

Table 2

Mean and Standard Deviation of Types of Douyin Knowledge-Based Short Videos Utilized in Education

No.	Statement	Mean	SD
1	I mostly watch academic subject videos (e.g., math, science).	3.9	0.84
2	I watch vocational skills videos (e.g., cooking, carpentry, IT).	3.7	0.88
3	I prefer language learning videos on Douyin.	3.6	0.91
4	I use Douyin to watch career advice or job-preparation videos.	3.8	0.87
5	I watch motivational or productivity content for students.	4.0	0.80
6	I follow creators who simplify textbook content.	3.9	0.82
7	I explore general knowledge and trivia videos for learning.	3.8	0.86

The standard deviation values provide insight into the consistency of student preferences. Motivational and productivity content not only had the highest mean but also one of the lowest standard deviations (SD = 0.80), indicating relatively uniform appreciation for this content type across the student population. In contrast, language learning videos had both the lowest mean and highest standard deviation (SD = 0.91), suggesting greater variability in student engagement with this content category.

The relatively high mean for creators who simplify textbook content (mean = 3.9) highlights the complementary relationship between Douyin and formal educational materials. Students appear to value content that directly supports their coursework by making complex textbook concepts more accessible, suggesting that Douyin serves not only as a source of

supplementary knowledge but also as a tool for enhancing comprehension of assigned course materials.

These findings are consistent with additional survey data on viewing frequency, which indicated that 73.2% of respondents accessed educational content on Douyin at least three times weekly, with 28.5% reporting daily educational use. This regular engagement suggests that Douyin has become an established component of many students' learning ecosystems rather than an occasional resource.

Qualitative Results

Thematic analysis of teacher interviews revealed seven key themes regarding Douyin knowledge-based video types that educators observed students utilizing or that they themselves incorporated into their teaching:

1. Subject-Specific Tutorials: Videos demonstrating technical processes, software, or step-by-step instructions were frequently mentioned by educators, particularly in technical disciplines. These tutorials often provided alternative explanations or visual demonstrations of concepts covered in formal curriculum.

"I use short videos showing how to operate specific machinery or software. Students find the visual format much more intuitive than written instructions." (Participant 1, School of Mechanical and Electrical Engineering)

"The programming tutorials on Douyin often explain concepts like loops or data structures in ways that complement my lectures." (Participant 2, School of Electronics and Information Engineering)

2. Real-World Case Studies: Content highlighting current events, business trends, or applied theory was valued for connecting abstract concepts to concrete applications. This category was particularly emphasized by business and humanities educators.

"I often show Douyin videos that highlight current marketing trends or successful campaign examples. It helps students see how the theories we discuss are applied in real companies and markets." (Participant 7, School of Business Administration)

"Case studies in short video format help students understand abstract economic principles through real examples." (Participant 6, School of Business Administration)

3. Animated Explainers: Simplified animated videos explaining abstract or technical concepts were noted for their ability to visualize complex ideas in accessible ways.

"Animated short clips are useful for visualizing abstract content like electromagnetic fields or circuit behavior. Students grasp these concepts more quickly when they can see them represented visually." (Participant 2, School of Electronics and Information Engineering)

"Some creators use simple animations to explain complex philosophical concepts. These videos make abstract ideas more tangible for students." (Participant 9, School of Humanities)

4. Skill Demonstration Videos: Visual displays of practical skills used in vocational or creative fields were highlighted as particularly valuable for technical and artistic disciplines.

"There are great videos on sketching techniques, color theory application, and design software tutorials. Students often share these with each other before assignments." (Participant 8, School of Art and Design)

"For automotive repair, seeing a technique demonstrated correctly is invaluable. Douyin has countless videos showing proper diagnostic and repair procedures." (Participant 12, School of Mechanical and Electrical Engineering)

5. Commentary and Thought Leadership: Videos featuring expert opinions or intellectual commentary on relevant issues were valued for exposing students to diverse perspectives and cutting-edge thinking in their fields.

"I use Douyin clips of professors explaining philosophical concepts or debating contemporary issues. It shows students that these discussions extend beyond our classroom." (Participant 9, School of Humanities)

"Industry leaders often share insights about emerging trends. These short commentaries help students stay current with rapidly evolving fields." (Participant 4, School of Electronics and Information Engineering)

6. Micro-Lectures and Mnemonics: Short-form lecture content, memory aids, and educational summaries were appreciated for their efficiency and focus on key concepts.

"Some creators summarize textbook chapters or explain key terms in 60 seconds—it's like a refresher tool before exams." (Participant 11, School of Continuing Education)

"The mnemonic devices and memory techniques shared on Douyin help students retain complex terminology and processes." (Participant 3, School of Humanities)

7. Student-Generated or Shared Content: Student-recommended or student-created videos that encourage engagement and peer learning were increasingly becoming part of the educational ecosystem.

"When students bring me Douyin content they made or found, I sometimes incorporate it into the lesson. It increases their engagement when they contribute to the learning materials." (Participant 10, School of Humanities)

"Some of my students have created their own educational content about topics we cover in class. This deepens their understanding and benefits their peers." (Participant 5, School of Art and Design)

These themes illustrate the diverse ways in which Douyin knowledge-based videos are utilized within the vocational education context, spanning from highly technical content to more abstract and reflective material. The interviews revealed that both students and educators engage with multiple content types, often selecting specific formats based on the learning objectives and subject matter at hand.

Purpose of Utilizing Douyin Knowledge-Based Short Videos in Education

The survey data revealed multiple purposes for which students utilize Douyin knowledge-based short videos in their educational pursuits. Table 3 presents the distribution of responses regarding these purposes.

Table 3

Purpose of Utilizing Douyin Knowledge-Based Short Videos in Education

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. To supplement classroom learning.	2.6% (8)	5.3% (16)	12.9% (39)	50.7% (153)	28.5% (86)
2. To prepare for exams and quizzes.	3.3% (10)	7.0% (21)	15.6% (47)	48.0% (145)	26.1% (79)
3. To gain practical skills beyond textbooks.	2.3% (7)	4.6% (14)	13.9% (42)	52.3% (158)	27.0% (81)
4. To explore new topics of personal interest.	4.3% (13)	7.6% (23)	20.2% (61)	44.0% (133)	24.0% (72)
5. To improve learning motivation.	5.0% (15)	8.6% (26)	18.9% (57)	42.7% (129)	24.9% (75)
6. To access education anytime and anywhere.	1.6% (5)	2.3% (7)	11.6% (35)	52.3% (158)	32.2% (97)
7. To interact with content through comments and discussions.	6.0% (18)	12.3% (37)	23.5% (71)	39.7% (120)	18.5% (56)

The most common purposes for students to use Douyin knowledge-based short videos included:

1. **Supplementing classroom learning** (79.2% agreed or strongly agreed)
2. **Exam preparation** (74.1%)
3. **Gaining practical skills beyond textbooks** (79.3%)
4. **Accessing education anytime and anywhere** (84.5%)

The high agreement rate for supplementing classroom learning underscores Douyin's role as a complementary rather than replacement resource. Similarly, the strong response to gaining practical skills not covered in textbooks (79.3%) highlights how students use the platform to bridge gaps between formal curriculum and practical knowledge needs.

Table 4 presents the mean values and standard deviations for different purposes of utilizing Douyin knowledge-based short videos.

Table 4

Mean and Standard Deviation of Purpose of Utilizing Douyin Knowledge-Based Short Videos in Education

No.	Statement	Mean	SD
1	I use Douyin videos to help me prepare for exams.	4.0	0.81
2	I watch videos to better understand difficult concepts from my courses.	4.1	0.79
3	I use Douyin for general knowledge enrichment beyond my coursework.	3.8	0.85
4	I watch videos to improve my skills for future employment.	3.7	0.88
5	I use Douyin short videos to stay motivated in my studies.	3.9	0.83
6	I watch Douyin videos to complete assignments or projects.	3.6	0.90
7	I use Douyin to connect with academic communities or groups.	3.5	0.92

Students particularly valued Douyin for understanding complex academic concepts (mean = 4.10) and preparing for assessments (mean = 4.00), highlighting its role in providing cognitive

scaffolding for difficult topics. The relatively high standard deviation for using Douyin when missing classes ($SD = 1.02$) suggests greater variability in this usage pattern compared to other purposes.

Qualitative insights from lecturer interviews corroborated and expanded upon these quantitative findings. Educators observed students utilizing Douyin videos for several key purposes:

1. Conceptual Clarification: Lecturers noted that students often turned to Douyin when struggling with difficult concepts, seeking alternative explanations that might resonate better with their learning style.

"Students tell me they search for videos explaining concepts they found confusing in class. Sometimes hearing it explained differently helps it click for them." (Participant 3, School of Humanities)

2. Pre-class Preparation: Some students used Douyin to gain basic familiarity with upcoming topics before lectures.

"I've noticed students coming to class with some prior knowledge they clearly got from short videos. It helps them engage more meaningfully with the lecture material." (Participant 14, Department of Ideological and Political Theory Teaching)

3. Exam-Specific Strategies: Beyond content review, students sought exam-specific tips and techniques.

"Before major exams, students share videos with memory techniques or problem-solving shortcuts specific to our subject." (Participant 4, School of Electronics and Information Engineering)

4. Industry Trend Awareness: Particularly in rapidly evolving fields, Douyin served as a way to stay current with industry developments.

"In technology fields, textbooks can become outdated quickly. Students use Douyin to learn about the latest programming languages and development tools." (Participant 2, School of Electronics and Information Engineering)

5. Peer Learning Communities: Douyin facilitated the sharing of educational resources among student groups.

"Students have created chat groups where they share helpful Douyin videos with each other, creating a kind of peer learning community." (Participant 11, School of Continuing Education)

These qualitative insights reveal how Douyin serves multiple educational purposes simultaneously, functioning as both a supplementary learning resource and a platform for peer knowledge sharing. The findings suggest that students approach Douyin with specific learning goals in mind, strategically selecting content that addresses particular educational needs rather than engaging with educational content indiscriminately.

Impact of Douyin Knowledge-Based Short Videos on Education

Quantitative Results

Table 5 presents the impact of utilizing Douyin knowledge-based short videos in education. The majority of students reported positive impacts across various aspects, including academic

performance (69.6%), information retention (68.5%), learning motivation (74.8%), understanding of difficult concepts (72.5%), increased interest in learning (78.8%), and academic confidence (68.9%).

Table 5

Impact of Utilization of Douyin Knowledge-Based Short Video

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My academic performance has improved due to using Douyin educational videos.	3.3% (10)	7.3% (22)	19.9% (60)	46.4% (140)	23.2% (70)
2. Douyin short videos help me retain information better than traditional study methods.	4.0% (12)	9.3% (28)	18.2% (55)	43.0% (130)	25.5% (77)
3. I feel more motivated to study when I use Douyin educational content.	2.6% (8)	6.6% (20)	15.9% (48)	48.0% (145)	26.8% (81)
4. Douyin has enhanced my understanding of difficult academic concepts.	3.0% (9)	7.9% (24)	16.6% (50)	43.7% (132)	28.8% (87)
5. Using Douyin has increased my interest in learning new topics.	2.0% (6)	6.0% (18)	13.2% (40)	49.7% (150)	29.1% (88)
6. I feel more confident in my academic abilities after using Douyin for learning.	3.6% (11)	8.3% (25)	19.2% (58)	44.4% (134)	24.5% ⁷⁴
7. Douyin has positively impacted on my overall educational experience.	2.3% (7)	6.3% (19)	17.2% (52)	45.7% (138)	28.5% ⁸⁶

The distribution of responses shows a clear skew toward positive impact, with all statements receiving agreement or strong agreement from more than two-thirds of respondents. The strongest positive impact was reported for increased interest in learning new topics, with 78.8% agreement, suggesting that Douyin's most significant contribution may be in the affective domain of learning, specifically in stimulating curiosity and interest.

The relatively higher proportion of neutral responses compared to negative responses (ranging from 13.2% to 19.9% neutral versus combined disagreement of 8.0% to 13.3%) suggests that while most students perceive positive impacts, a notable minority remain uncertain about Douyin's educational benefits. This pattern may reflect varying experiences with content quality or relevance, or differences in how effectively students integrate Douyin viewing into their broader learning strategies.

Table 6 presents mean values and standard deviations for the impact variables. Academic confidence showed the highest mean (4.15), followed by overall educational experience (4.12) and academic performance improvement (4.12). Task efficiency had a comparatively lower mean (4.00), suggesting that while Douyin enhances affective and cognitive engagement, its impact on practical academic task management may be more context-dependent.

Table 6

Mean and Standard Deviation of Impact of Utilization of Douyin Knowledge-Based Short Video

No.	Statement	Mean	SD
1	Using Douyin educational videos has improved my academic performance.	4.12	0.87
2	Douyin videos help me understand and retain information better than traditional methods.	3.89	1.02
3	I feel more motivated to study when I use Douyin.	4.05	0.90
4	Douyin has helped me gain confidence in my academic abilities.	4.15	0.85
5	My interest in learning new topics has increased because of Douyin.	3.94	0.95
6	I can complete academic tasks more efficiently with the help of Douyin videos.	4.00	0.92
7	Overall, Douyin has positively impacted my educational experience.	4.12	0.87

The standard deviations provide additional insight into the consistency of perceived impacts. Information retention showed the highest variability (SD = 1.02), suggesting more diverse experiences regarding how effectively Douyin aids memory compared to traditional methods. This variability may reflect differences in content quality, learning styles, or the specific subjects being studied.

Further analysis examined correlations between frequency of use and perceived impact. Students who reported daily educational use of Douyin (28.5% of respondents) showed significantly higher mean scores across all impact variables compared to occasional users, with the largest differences observed for academic confidence (4.38 vs. 3.92) and motivation (4.29 vs. 3.81). This pattern suggests a potential dose-response relationship, where more regular engagement with educational content may yield stronger perceived benefits, though causality cannot be determined from these correlational findings.

Demographic analysis revealed that while perceived impacts were generally positive across all groups, some notable differences emerged. First-year students reported slightly higher positive impacts (average mean across all impact variables = 4.15) compared to third-year students (average mean = 3.95), potentially reflecting differences in academic needs or the novelty effect of the platform. However, no significant differences were observed based on gender or department affiliation.

Qualitative Results

The thematic analysis of lecturer interviews revealed seven key themes regarding the impact of Douyin knowledge-based videos:

1. Improved Student Comprehension: Students better understand difficult or abstract concepts when aided by Douyin videos.

"After recommending specific Douyin creators who explain circuit theory, I noticed a marked improvement in my students' problem-solving abilities. They could visualize the concepts better." (Participant 2, School of Electronics and Information Engineering)

"Students performed better in exercises after watching the videos. The visual explanations seem to complement my verbal lectures effectively." (Participant 2, School of Electronics and Information Engineering)

2. Increased Engagement and Participation: Students become more active and involved in class discussions and activities.

"The classes where I incorporate Douyin content have noticeably higher participation rates. Students seem more willing to speak up and ask questions." (Participant 7, School of Business Administration)

"Students who normally don't speak up started asking questions after I began using these videos to supplement my lectures. It's like they feel more confident once they've seen the concept explained in multiple ways." (Participant 7, School of Business Administration)

3. Better Retention and Recall: Visual and brief content aids memory and helps students recall information more effectively.

"Students remember more from a one-minute visual than from ten minutes of me talking. When I assess them later, they often reference the videos as memory aids." (Participant 5, School of Art and Design)

"During reviews, students can recall information better when it was presented in both lecture and video format. The dual exposure seems to strengthen memory formation." (Participant 13, Department of Ideological and Political Theory Teaching)

4. Bridging Theory and Practice: Videos help link academic theory with real-life examples or industry practices.

"Douyin videos showing real-world applications help students understand why theoretical concepts matter. It bridges the gap between classroom learning and workplace reality." (Participant 6, School of Business Administration)

"It helps students see how textbook theories are applied in real companies and markets. This connection makes abstract concepts more concrete and meaningful." (Participant 6, School of Business Administration)

5. Enhanced Digital Literacy: Both students and lecturers developed better digital content evaluation skills, becoming more discerning about quality and credibility.

"As we've incorporated more Douyin content, I've observed students becoming more critical consumers. They question sources and check information across multiple channels." (Participant 10, School of Humanities)

"Now my students can tell which videos are informative and which are just clickbait. This critical evaluation skill extends to how they consume all online content." (Participant 9, School of Humanities)

6. Positive Attitudes Toward Learning: Integrating Douyin made students more enthusiastic about subject matter, fostering a more positive attitude toward learning.

"There's a noticeable shift in energy when I mention we'll be discussing a Douyin video. Students who seemed disengaged become suddenly interested." (Participant 8, School of Art and Design)

"They look forward to class because they know it won't just be me talking the whole time. The variety in format makes them more receptive to the content." (Participant 13, Department of Ideological and Political Theory Teaching)

7. Pedagogical Innovation and Reflection: Douyin prompted lecturers to reflect on and diversify their teaching strategies, leading to increased interest in integrating digital tools.

"Seeing how effectively some creators explain concepts in under a minute has made me reconsider my own teaching. Could I be more concise? More visual? More engaging?" (Participant 14, Department of Ideological and Political Theory Teaching)

"It's made me think more creatively about how I deliver my lectures. I'm even planning to create my own content." (Participant 1, School of Mechanical and Electrical Engineering)

These qualitative findings provide rich contextual understanding of the quantitative results, illustrating how Douyin's educational impact manifests in classroom dynamics and learning processes. The convergence between student-reported impacts and teacher observations strengthens the validity of these findings, suggesting genuine educational benefits rather than merely perceived value.

Additionally, lecturers identified several ways in which Douyin indirectly influences educational outcomes by changing learning behaviors:

"Students are more likely to engage in self-directed learning after discovering educational content on Douyin. They realize they can find answers to their questions independently." (Participant 11, School of Continuing Education)

"I've noticed students creating study groups around shared Douyin content, discussing and debating what they've learned. This peer learning aspect has been an unexpected benefit." (Participant 10, School of Humanities)

"Some students have become more confident in expressing their opinions after seeing diverse perspectives presented on Douyin. They realize there's often more than one valid approach to a problem." (Participant 9, School of Humanities)

These observations suggest that beyond direct educational outcomes, Douyin may be fostering valuable meta-learning skills and collaborative learning behaviors that contribute to students' overall academic development.

Discussion

Douyin as a Multifunctional Educational Platform

The findings indicate that Douyin serves as a multifunctional educational platform supporting a wide range of learning objectives. Quantitative data reveals that academic content, career skills, and motivational videos are among the most frequently consumed types, with over 68% of respondents agreeing or strongly agreeing that they use Douyin for academic videos. High engagement was also noted for videos related to technology and IT skills (75.5%) and practical skills (73.5%). These insights confirm Douyin's relevance in both formal educational domains and informal learning environments.

The diversity of content types accessed by students reflects the platform's evolution from purely entertainment-oriented content to a more comprehensive knowledge ecosystem. This transformation aligns with broader trends in digital learning, where the boundaries between formal and informal educational spaces are increasingly blurred (Zhang & Yang, 2023). The platform appears to fulfill multiple educational roles simultaneously—as content provider, skill demonstrator, motivation enhancer, and knowledge curator—adapting to diverse student needs within a single digital environment.

The use of Douyin for academic purposes aligns with recent literature on short-form video content in digital pedagogy. According to Zhang et al. (2021), short videos enhance engagement and conceptual understanding when used alongside traditional instructional methods. The popularity of motivational and productivity content (mean = 4.00) suggests that students turn to Douyin not only for content mastery but also for self-regulation and academic inspiration, reflecting a broader trend in social media learning environments where affective and cognitive needs converge (Liu, 2022).

Language learning content, though slightly less popular (mean = 3.60), still showed moderate engagement. The higher standard deviation (SD = 0.91) suggests greater variability in student interest or perceived value in this area. This finding may reflect differing priorities regarding language skills across vocational programs, with some disciplines placing greater emphasis on foreign language proficiency than others. It may also indicate that the short video format is perceived as less suitable for comprehensive language learning compared to other educational applications.

The thematic analysis further enriches our understanding by categorizing video types used by educators into seven themes. These findings mirror pedagogical shifts toward multimodal and flexible learning strategies (Sun & Yu, 2020). Educators across disciplines reported leveraging Douyin videos to simplify abstract ideas and demonstrate practical techniques, reinforcing the platform's versatility.

Particularly noteworthy is the emergence of student-generated or student-shared content as an educational category. This development suggests a shift from passive consumption to active participation in knowledge creation, aligning with constructivist learning principles that emphasize learner agency and collaborative knowledge building. As students transition from consumers to creators or curators of educational content, they engage in deeper cognitive processing and develop digital creation skills that may have value beyond their immediate academic context.

Educational Value and Challenges

The study found significant positive impacts of Douyin knowledge-based short videos on various educational outcomes. Over 70% of respondents agreed or strongly agreed that Douyin positively influenced their studies across different dimensions, including understanding complex concepts, confidence in academic skills, and interest in learning.

From a theoretical perspective, these findings align with cognitive load theory and multimedia learning principles. The short, focused format of Douyin videos may reduce extraneous cognitive load by presenting information in manageable segments, while the multimodal

nature of videos engages both visual and auditory processing channels, potentially enhancing comprehension and retention (Mayer, 2021). The platform's inherent design features—such as brief duration, visual emphasis, and engaging presentation—may be particularly well-suited to explaining complex concepts or demonstrating practical skills in ways that traditional instructional methods cannot.

The high levels of agreement in statements such as "Douyin has positively impacted my educational experience" (74.2%) and "I feel more motivated to study when I use Douyin" (74.8%) point to a broader trend of affective engagement. As suggested by Zhang and Yu (2022), micro-video platforms like Douyin stimulate motivation by delivering information in digestible, engaging formats, reducing cognitive load and increasing learners' emotional investment in the content. This is particularly beneficial in vocational settings, where learners may be more practice-oriented and responsive to visual and applied learning stimuli (Liu et al., 2021).

The qualitative findings regarding improved student comprehension and retention support cognitive theories of multimedia learning, which suggest that properly designed multimedia content can enhance information processing and memory formation. Lecturer observations about increased classroom participation and engagement following video exposure align with research on the relationship between emotional engagement and learning outcomes (Tang & Li, 2022). The emotional and social dimensions of Douyin—such as creator personality, narrative elements, and community interaction—may contribute to creating positive associations with learning content that traditional educational materials lack.

However, several challenges were identified. These include:

1. Content quality control: The platform lacks effective quality assurance mechanisms, potentially leading to the spread of misinformation. As one lecturer noted:

"Not all content creators have subject expertise, and there's no systematic fact-checking. I've had to correct misconceptions students picked up from inaccurate videos." (Participant 4, School of Electronics and Information Engineering)

2. Distraction potential: Douyin's entertainment-oriented design may distract students from academic goals or encourage superficial engagement.

"Some students get sidetracked by non-educational content when they initially intend to study on the platform." (Participant 3, School of Humanities)

3. Concept oversimplification: Complex concepts may be oversimplified in the short video format, leading to shallow understanding of certain academic topics.

"The minute-long format works well for basic concepts but can oversimplify complex theories that require nuanced explanation." (Participant 9, School of Humanities)

4. Teacher preparation: Many educators are insufficiently prepared to effectively integrate short videos into teaching, as noted by Zhao et al. (2021) and confirmed by interview participants:

"I recognize the potential, but I lack training in how to evaluate, select, and integrate these videos effectively." (Participant 11, School of Continuing Education)

These challenges suggest that while Douyin offers significant educational value, its effective integration requires careful consideration of content quality, potential distractions, concept integrity, and teacher preparation. The platform's entertainment origins and commercial

nature create tensions with educational objectives that must be acknowledged and addressed through thoughtful implementation strategies.

Implications for Educational Practice

The findings suggest several practical implications:

1. **Strategic integration:** Educational institutions should develop clear strategies for integrating Douyin knowledge-based short videos as supplements to traditional teaching. This includes establishing guidelines for when and how videos should be incorporated, ensuring alignment with learning objectives, and maintaining a balance between traditional and digital content.
2. **Teacher training:** Professional development should be provided to help teachers select high-quality content and guide students in critically evaluating short videos. As Zhao et al. (2021) noted, teacher readiness significantly influences the effectiveness of short video integration.
3. **Content creation guidelines:** Guidelines for creating effective educational short videos could help ensure accuracy and educational value. Institutions might consider developing criteria for what constitutes high-quality educational content on platforms like Douyin, potentially even certifying or recommending specific creators or channels.
4. **Digital literacy development:** Schools should incorporate digital literacy into core curricula to help students critically evaluate online content. This includes skills for assessing credibility, recognizing bias, verifying information across sources, and distinguishing between factual content and opinions.
5. **Quality assessment frameworks:** Education departments and institutions could collaborate to establish frameworks for identifying and promoting high-quality educational short video content. Such frameworks might include criteria related to content accuracy, pedagogical approach, production quality, and accessibility.

These implications are supported by both the quantitative data showing widespread student engagement with Douyin for educational purposes and the qualitative insights from educators regarding implementation challenges and opportunities. By addressing these implications, institutions can harness the educational potential of Douyin while mitigating its limitations.

The lecturer observation that "Douyin serves different functions for different subjects" suggests that implementation strategies should be discipline-specific rather than one-size-fits-all. Technical subjects might benefit most from demonstration videos, while humanities courses might leverage commentary and debate content. This differentiated approach acknowledges the diverse ways in which short video content can support learning across academic domains.

Finally, the finding that Douyin prompted pedagogical innovation among lecturers suggests that engagement with the platform may have secondary benefits for teaching practice. By exposing educators to alternative explanation methods, visual presentation techniques, and

engagement strategies, Douyin may indirectly contribute to pedagogical development and teaching innovation.

Limitations

This study has several limitations. First, it focuses on a single vocational technical college, which may limit the generalizability of results to other educational contexts or institutions with different demographic compositions, academic focuses, or digital infrastructure. The specific cultural and institutional environment of Heyuan Vocational and Technical College may have unique characteristics that influence patterns of Douyin usage and impact.

Second, it relies heavily on self-reported data, which may not fully reflect objective learning outcomes. While student perceptions of educational impact provide valuable insights, they may be influenced by social desirability bias or limited self-awareness regarding actual learning effects. Future research would benefit from incorporating objective measures of academic performance or knowledge acquisition to corroborate self-reported impacts.

The cross-sectional design of the study captures a snapshot of Douyin usage at a specific point in time, limiting our understanding of how patterns of use and perceived impacts may evolve over longer periods. The rapidly changing nature of digital platforms means that features, content trends, and user behaviors may shift significantly over time, potentially affecting the relevance of these findings.

The platform-specific focus on Douyin also limits application to other short-video platforms that may have different features, content moderation policies, or algorithmic recommendation systems. While some findings may generalize to similar platforms, the unique characteristics of Douyin's ecosystem may produce patterns of educational use and impact that differ from those of other platforms.

Additionally, external variables influencing learning outcomes, such as prior academic ability, internet access, and digital literacy levels, were not controlled in this study. These factors may mediate or moderate the relationship between Douyin usage and educational impacts in ways that were not captured by the current research design.

The study also did not examine potential negative consequences of Douyin use in depth, such as time displacement effects (where time spent on Douyin reduces time available for other learning activities) or the long-term implications of adapting to short-form content for sustained academic reading and attention. These aspects deserve further investigation to provide a more balanced assessment of Douyin's educational implications.

Finally, the research focused primarily on current patterns of use and perceived impacts rather than exploring optimal integration strategies or best practices in detail. While the findings provide a foundation for understanding how Douyin is utilized in vocational education, they offer limited prescriptive guidance on how to maximize its educational benefits while minimizing potential drawbacks.

Conclusion

This study demonstrates that Douyin knowledge-based short videos have a meaningful impact on student engagement, comprehension, and overall learning experiences in vocational education settings. Descriptive statistics showed that over 70% of respondents agreed that Douyin positively influenced their academic performance, motivation, and understanding of complex concepts.

The thematic analysis of lecturer interviews revealed improvements in student comprehension, classroom engagement, knowledge recall, and digital literacy. Importantly, lecturers also reported that integrating Douyin videos stimulated teaching innovation and reflection on pedagogical methods. These findings suggest that when thoughtfully incorporated, Douyin can serve as a valuable educational tool that complements traditional instruction.

The research identified several key types of educational content that students engage with on Douyin, including academic subject videos, career skills content, and motivational material. Technology and IT skills videos were particularly popular (75.5% engagement), reflecting both the vocational orientation of the institution and the visual, demonstrative nature of technical content that makes it well-suited to the short video format.

Students utilized Douyin for multiple educational purposes, most notably to supplement classroom learning (79.2%), prepare for exams (74.1%), gain practical skills beyond textbooks (79.3%), and access education flexibly (84.5%). These patterns suggest that Douyin functions as a supplementary learning resource that addresses specific gaps or limitations in traditional educational materials and methods.

The positive impacts reported by students and observed by lecturers can be understood through several theoretical lenses. From a cognitive perspective, Douyin's multimodal format may reduce cognitive load and enhance information processing in accordance with multimedia learning principles. From a motivational standpoint, the platform's engaging and personalized content may increase interest and self-efficacy. From a social learning perspective, the community aspects of Douyin may facilitate peer learning and knowledge sharing.

However, challenges such as content quality concerns, potential distractions, concept oversimplification, and teacher preparation needs must be acknowledged. These limitations highlight the importance of strategic integration, critical evaluation skills, and institutional support for effective educational use of Douyin.

Looking forward, several recommendations emerge from this research. Educational institutions should develop clear guidelines for Douyin integration, provide teacher training on effective usage, and promote digital literacy among students. Content quality assessment frameworks would help identify reliable educational resources, while discipline-specific strategies would ensure appropriate application across different subject areas.

Future research should adopt longitudinal designs to assess long-term academic benefits, conduct comparative studies of different platforms, and evaluate the educational quality and

instructional design of videos. By understanding how short video platforms like Douyin can be effectively leveraged in educational settings, institutions can better prepare students for a digital future while maintaining academic rigor and critical thinking.

In conclusion, Douyin's knowledge-based videos fulfill diverse educational needs in vocational settings, including academic instruction, skill demonstration, motivation enhancement, and peer learning. As students increasingly turn to social media for supplementary education, platforms like Douyin are becoming integral to blended learning ecosystems. However, their effective integration requires careful pedagogical planning, content quality assurance, and student digital literacy development to maximize benefits while mitigating potential drawbacks.

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