

Micro-Learning with TikTok vs. Classroom Instruction: Dance Acquisition Among Physical Education Students

Levi Bar Gil

Levinsky-Wingate Academic, Center & amp, The Open University, Israel

Avner Caspi

The Open University, Israel

Noa Choresh

Levinsky-Wingate Academic, Center & amp, The Open University, Israel

Abstract:

This study explores the educational potential of TikTok as a platform for procedural motor learning in the context of micro-learning. A total of 120 undergraduate physical education students were randomly assigned to one of two groups: a traditional instruction group and a TikTok-based micro-learning group. Participants learned a short dance routine either from a teacher in a classroom setting or by watching a TikTok video. One week later, they were evaluated by independent experts based on five criteria: movement memory, rhythm, technique, spatial control, and overall impression. Contrary to the initial hypothesis, no statistically significant differences were found between the two groups in any of the performance measures. However, the results suggest that TikTok-based micro-learning can achieve comparable outcomes to traditional instruction, indicating its potential as a legitimate instructional method. This study highlights TikTok's capacity to support engagement in learning, while calling for further research to determine the conditions under which such platforms can effectively substitute or complement traditional pedagogies.

Keywords:

Micro-learning, TikTok, motor learning, physical education, digital instruction.