



Contribution ID: 94

Type: **Oral presentations**

## The influence of using TikTok as a learning tool on grade 8 learners' understanding of static electricity

*Tuesday 27 August 2024 15:30 (20 minutes)*

TikTok videos were used in an exploratory study with grade 8 learners ( $n = 59$ ) randomly assigned into three classes: Experimental Groups (EG1; EG2), and Control Group (CG). Content creators developed the TikTok videos which included real-life examples. In the lessons, the learners in the experimental groups watched seven teacher curated TikTok videos on concepts in static electricity. Findings indicate that EG2 learners had a significant statistical difference ( $p = 0.03471$ ) in performance compared to EG1 and CG. From Hake's average gain a moderate positive gain was found for EG1 and EG2, which is in significant contrast to the CG.

### How would you like to present your contribution?

Live in Kraków (time slot to be allotted based on the programme)

### Target education level

Secondary

### Category

Formal Education

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**Session Classification:** Oral presentations

**Track Classification:** Multimedia, AR, VR and AI in Physics Education