

An Interview Study Based on the Application of TikTok in Online Education for Chinese Painting Majors

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Abstract:- In the age of the Internet, we can turn on the Internet at any time to study, communicate with people, and even carry out work. In recent years, online education has been recognised worldwide for its unique advantages, and webcasting for online education has developed rapidly. In terms of the effect of teacher-student communication, webcasting can almost reach face-to-face, and teachers and students can interact and communicate with each other at any time in the process of course broadcasting on the topics that need to be discussed, which not only increases the students' sense of participation in the course, but also allows the main teacher to get feedback in a timely manner, which ensures the quality of students' online learning, and helps to increase the efficacy of students' active learning.

Keywords: TikTok, live streaming, recording, online education, Chinese Painting.

1. Origin of the Study and Formulation of the Problem

In recent years, with the rise of TikTok in China, the short-video App is now widely known, and its user base covers users of all ages, including the elderly and children. During the Covid-19 Epidemic, synchronous live teaching, as one of the most widely used forms of online education, played an important role in large-scale online teaching in Chinese universities. In particular, a number of Chinese university teachers tried to use TikTok to carry out live online education, and accumulated a lot of experience in online education. Although, with the end of the Covid-19 Epidemic, universities all over the world have fully resumed offline teaching, the influence of online education still continues to be with us (Haiyan et al., 2022). TikTok has successfully captured the attention and interest of the younger generation. Research indicates that 41% of TikTok users belonging to Generation Z are within the age range of 16 to 24 years, while 66% of its users are Millennials aged between 25 and 40 years (Amalina et al., 2023). Indeed, TikTok users in the United States access the application eight times per day and spend an average of 95 minutes on it, which amounts to over 1.5 hours daily.

The development of modern distance education has gone through three generations, namely correspondence teaching, multi-media teaching and electronic distance teaching also known as network teaching and online teaching (Xingfu, 2001). Although the existing teaching mode about flipped classroom is online plus offline, it does not use the whole online teaching form combining recorded class and live class, which is teacher-led to carry out classroom activities effectively and can help students internalise knowledge. Gen Z is becoming more inclined to do research and make purchases online. Therefore, it is the responsibility of brands to offer an inspiring consumer experience that is reliable and smooth across all online and physical channels. Utilising digital platforms like WeChat, RED, and Tik Tok is essential for developing a comprehensive marketing plan to engage with Generation Z. Additionally, collaborating with ecommerce companies is recommended for firms aiming to optimise their sales opportunities (Achille et al., 2021).

Compared with the traditional education model, the biggest advantage of online education is that learners can learn anytime, anywhere and according to their needs without being restricted by time, location and other factors. With the implementation of MOOC, micro-courses and other new teaching modes in the field of education on a large scale and achieved considerable success, online education has also taken the opportunity to enter a golden period of development in a new way (Hao, 2020). The target audience of several modern social media platforms, such as Instagram, Snapchat, and TikTok, is primarily comprised of younger individuals and it is crucial to examine the responses of young individuals to the pandemic in the current era of social media (Mohamad, 2020).

With the rapid advancement of Internet technology in recent years, there are no longer any technological obstacles to interconnection and timely information sharing. As a result, information technology education and instruction at all levels have experienced significant growth (Xi & Halabi, 2023). Since the start of 2020, the Ministry of Education of the People's Republic of China has mandated that the government, colleges and universities, and the community work together to ensure the implementation of online teaching during the COVID-19 pandemic (Xi & Halabi, 2023). The goal is to continue teaching and learning without interruption, while also prioritising epidemic prevention and control. The outbreak of the Covid-19 Epidemic brought many inconveniences and troubles to online lectures on universities campuses, but it also provided a rare opportunity for online education in universities to provide universal training (Yuanyuan & Yizhong, 2020). Du Xiuping mentioned that recorded lectures have their own advantages in university education, with a large amount of information, which can be watched repeatedly, and sometimes well-designed recorded lectures are more effective than the teaching effect of offline lectures (Badan et al., 2021).

Compared with recording-based online education, webcasting for online education has obvious advantages in reducing student dropout rates. In terms of teacher-student communication, webcasting can almost achieve the effect of face-to-face communication. Teachers and students can communicate and exchange information on any issue at any time and any place in the course of the live broadcast, which increases the students' sense of participation in the course (Hao, 2020).

Based on this, this paper tries to explore the future development trend of online education through the in-depth interview method in qualitative research, and tries to analyse the linkage path between online education and teaching effectiveness by taking the example of live teaching of Chinese painting in TikTok. Specifically, the study mainly involves the following aspects, (1) How is carrying out live and recorded teaching in TikTok applied in Chinese painting majors?, (2) What promotion effect does live and recorded teaching on TikTok platform bring to the teaching reform of Chinese painting majors? And lastly, (3) How does live and recorded teaching on TikTok promote educational equity and optimise educational resources?. Conducting an interview study on the use of TikTok in online education for Chinese Painting majors provides an intriguing opportunity to investigate the convergence of contemporary technology and conventional art education. This study aims to offer valuable insights into the ways in which digital platforms might enhance the teaching and learning of Chinese painting, a traditional art form that is profoundly steeped in centuries-old techniques and beliefs.

2. Research Methodology and Process

The case studies in this study were conducted on a professor who teaches live on the TikTok platform at a university in western China and a teacher who conducts live teaching on the TikTok platform at a university in eastern China. In order to protect the privacy of the interviewees, the researcher anonymised the names of the key organisations, people and courses involved in the study, with WS and FY being the pseudonyms of the interviewees, and BZQS and QZSY being the pseudonym of the TikTok account. There are two reasons for the choice: First, the professor and the teacher have a strong willingness to participate in the study of this topic, which provides the feasibility of the study's successful implementation. The second is that the researcher learnt that up to now, Professor WS's TikTok account has posted 332 short video works on the platform, with 163,000 likes and 121,000 fans; Teacher FY's TikTok account has posted 316 short video works on the platform, with 62,000 likes and 28,000 fans. The two cases can fully reflect the promotion effect of live and recorded teaching in TikTok on the reform of Chinese painting teaching.

The researcher mainly used the interview method to collect data, based on the interview outline, interviewed a total of 4 students, 2 lead teachers (anchors) and 2 learning companion (teaching assistant), the case duration was around 1 hour, the interviews took place in July and August 2023, to obtain first-hand information. There were 4 males and 4 females, ranging in age from 19 to 52 years. With the consent of the interviewees, the interviews were audio-recorded and transcribed, and the textual materials were categorised according to the framework of the interview outline, with keywords extracted from the main ideas of the interviewees in terms of sub-items, and the frequency and proportion of each keyword were counted.

Informal interviews were mainly based on online communication, aiming at supplementing the information not obtained from formal interviews, and at the same time tracking the teaching activities and work details of the research subjects, with a view to gaining an in-depth understanding of their real state and inner experience in their work.

The basic information and interviews of the eight students, learning companions (teaching assistants) and lead teachers (anchors) interviewed are shown in Table 1.

Table 1 Basic information of respondents

Participant in a survey	Role	Genders	Age	Date of Interview
WS	Lead Teacher (Anchor)	female	48	July 2023
FY	Lead Teacher (Anchor)	male	52	August 2023
A1	learning companion (teaching assistant)	female	33	July 2023
A2	student	male	19	July 2023
A3	student	female	36	July 2023
A4	learning companion (teaching assistant)	male	20	August 2023
A5	student	male	43	August 2023
A6	student	female	21	August 2023

Another auxiliary method of data collection in this study was participant observation. With the consent of the research participants and the lecturers, the researcher observed part of the process of Professor WS's and Teacher FY's TikTok live teaching as a student in order to understand how Professor WS and Teacher FY used TikTok to carry out the education and teaching of Chinese painting.

3. Chinese Painting Online Education on TikTok: A Deep Description of the Cases of WS and FY

FY is now a teacher at a university in eastern China, graduated from the China Academy of Art majoring in Chinese painting, founded QZSY as early as 2014 and has been teaching online using recording and live streaming, and on 27 April 2020, he joined TikTok and started teaching Chinese painting live on TikTok.

WS is now a professor at a university in western China, a PhD, the director of a landscape painting studio, and a master's tutor. On 26 September 2021, BZQS went live on the TikTok platform. Her Chinese painting teaching course on TikTok highlights the specialised and systematic teaching advantages of the Academy of Fine Arts, with the course concept of rooting in traditional Chinese culture, serving the majority of painting enthusiasts, popularising aesthetic education, enhancing artistic cultivation and establishing cultural confidence.

3.1 Live Broadcast + Recording, the Extensive Practice of Online Teaching

The biggest advantage of live broadcast is its powerful interactivity, which can bring time distance closer without destroying the superiority of spatial distance. Students who do not understand the problem can ask questions at any time, the lead teacher (anchor) can get the students' feedback in a timely manner, so that the lead teacher (anchor) for the majority of students in the classroom acceptance level of real-time adjustment of the teaching progress.

The earliest form of online education is the recorded course. Recorded courses are usually recorded by the lead teacher in advance after the preparation of the course, through the later editing, with relevant subtitles for students to learn, so as to facilitate students' learning and consolidation of specific knowledge points. The advantage of recorded courses is that the lecturer can make timely corrections to problems that occur during the recording process, and can re-record and post-production edit after adjustment, which can make the course present a more perfect effect and make the course more distinctive. However, the biggest disadvantage of the recorded course is that the students' participation is weak, the interaction between teachers and students is poor, and it is difficult for students to stay focused on listening for a long time. And it is also difficult to communicate between teachers and students after the lesson, making it difficult to ensure the effectiveness of the lesson.

Participant (WS) mentioned, "Our landscape painting teaching and research team recorded the course, and the content of this course is very different from the previous course, so our content is divided into two major pieces, one is the recorded course and the other is our live course. I think the recorded course ah has been very detailed to our landscape painting the basis of this content ah 'tree' system and 'stone' system split, a knowledge point a knowledge point to bring you to learn."

Live teaching on TikTok, teachers and students are online at the same time, teachers and students, although in a virtual environment, but can communicate through text, video calls and so on. At the same time, the main teacher (anchor) in the live broadcast process can be based on the background data information of each live broadcast, combined with the online feedback information of the students (fans), the students' learning mastery statistics and analysis, so as to further improve the teaching method.

3.1.1 Live Commenting on Students' Work and Bringing Goods (Marketing)

Different from the face-to-face interactive communication of offline teaching, the biggest feature of TikTok's live class is that teachers and students can achieve "screen-to-screen" interactive communication in the process of live broadcasting. Whether it is traditional offline teaching or online teaching, for the teaching of Chinese painting, it is very important for the teacher to comment on the students' homework and works. Through the teacher's comments, students can constantly find out their own problems and deficiencies, and then find the next step to improve their work.

Participant (WS) said: "Well, on top of that, we also added live content, live content, I think, in addition to our community live ah, and then there is another point is very important, where our advantage is, is that our live review of the content ah, to help you quickly find the pain points in the learning of landscape painting, by solving one by one pain points. By solving one by one pain points, solve one by one matters to achieve a qualitative leap, follow our course we can have a complete learning experience."

At the same time, the participant (A6) also said, "(I) have participated in short-term workshops to learn, although I have a preliminary understanding of FY teacher's traditional rationale, but the progress of the work requires long-term practice, reflection, and uninterrupted practice. For this reason, QZSY internally addresses the above issues through a centralised homework (live) critique activity, and this teaching activity has become an important way of bringing people together to grow."

In the process of live teaching at TikTok, the lead teacher (anchor) usually chooses to market the recorded lessons after demonstrating a technique, and the products marketed include not only the recorded lessons, but also brushes, ink, rice paper, and other stationery products.

According to the researcher's observation, in the process of live broadcasting the lead teacher (anchor) would say, "Our courses, not only in the live broadcasting room to enjoy a special discounted price, but also in the window ah the same as to enjoy an affordable price."

In addition, in the short video of the BZQS TikTok account advertising and marketing category, there is also the following advertisement line: "MXG teacher, I heard that the Song painting sketches class that you teach by hand has a group price." "'There must be a teacher for three people,' ah, so we are now three people up can share the original price of 399 (CNY, Unit: Yuan) for the course." "So do you still send your pure hand-drawn base

after the group?" "Of course I'm sending it, to help everyone come to solve the stress of styling, and at the same time, you can get started quickly with zero foundation. Everyone come to my live room."

At the same time, a participant (A1) said: "for the zero-basic novice specifically developed Chinese painting copying course, taught by MXG teacher hand in hand, from the beginning of the brush hook line, step by step to take you to complete a landscape sketch painting, zero-basic white people can also be easy to get started Oh, I've already put the course into the live room, the preferential quota is limited, first-come, first-served, whispered Oh! Everyone, now sign up for the course, send MXG teacher carefully drawn manuscript oh."

3.1.2 Demonstration of Painting Techniques and Tiered Teaching

Traditional Chinese painting teaching is a discipline that pays great attention to the combination of theory and practice, in the traditional teaching one-to-one or one-to-many mode, the teacher will spend most of the classroom time in the theoretical knowledge and for the explanation of a certain painting technique demonstration, there is no way to ensure that the students have enough time to practice for the painting technique, until they master the painting skills.

From a macro level, TikTok teaching triggers a change in the traditional education model, and not only a change in the teaching model of a single subject. Students can log in to the video broadcasting platform to watch the videos after purchasing the corresponding recorded courses, adjusting the time and number of times the videos are watched according to their own time and level, and recording what they have learnt and their doubts in the process of watching the videos. After watching the videos, students completed the corresponding exercises and interacted with the instructor through fan groups and live streaming.

The participant (FY) said, "Through the live streaming course in the preliminary study class, I initially understood the characteristics of brush and ink in Chinese landscape painting, while the intermediate study class went further to analyse the structure of brush and ink in depth, and enhance the participants' ability to handle the brush and ink on natural objects."

Meanwhile, the participant (WS) said, "At the earliest, we actually learnt about landscape painting by walking and recording. Later on, we found that we attracted a lot of zero-basic partners on the Internet, so from 0 to 1 stage, how should we get started with landscape painting? Landscape painting in the end how it is aesthetic? We say that the study of landscape painting ah, first of all, to do eye high, and then can hand high, so that the eye is not a master can not be high, the aesthetic piece is very important, so that we are in this piece of extra attention, with our partners ah, through the 'reading of the painting' to recognise the beauty of the picture, the beauty of the where, and slowly in the, and the interpretation of the interpretation of the painting. The process of interpreting the paintings will be explained, for example, through reading the paintings to understand the brush, through reading the paintings to understand the composition, through reading the paintings to understand the ink and brush, through reading the paintings to understand the painter, the background of the era, its aesthetic meaning, etc. etc. This is a very, very interesting piece of art. This is a very, very interesting artistic journey."

Recorded courses require the lead teacher (Anchor) and his team of staff to complete the course before the course release of the course recording and editing process, in the case of not touching, do not understand the students listening to the course to complete the entire process of course production, it is difficult to do according to the material to teach. Moreover, the identity of the "students" who gather together to listen to live lessons through TikTok is very complex, including not only university students, but also office workers, housewives, professional painters, university teachers, and so on.

Participant (WS) emphasised: "I bring you our carefully recorded basic course on landscape painting, which consists of two main parts, one of which is a 60-section recorded content, which is very detailed from the 'tree' system and 'stone' system to give you detailed information on the 'tree' system and 'stone' system. The course consists of two main parts, one is 60 sections of recorded content, very detailed from the 'tree' system and 'stone' system to explain in detail, I believe it can help you easily solve the pain points of learning landscape painting." "Among them we have a certain conception for the beginners, how to get started in landscape painting, in our teaching system, we hope to guide you first from our landscape painting of a 'tree and stone' foundation to enter

the course, 'tree' system and 'stone' system to explain in detail. The 'tree' and 'stone' can be said to be a large framework for learning landscape painting, the most fundamental part of the foundation, to build a good foundation, on top of this foundation and then combined with specific paintings, our classics are taken out one by one to be interpreted and copied."

Participant (WS) pointed out that: "For those who have a certain foundation, we also have an intermediate learning course, and in the intermediate learning course, we emphasise more on the systematic nature of the teaching of landscape painting in the academy, and it is very important to establish such a systematic nature for teaching landscape painting. " "Then the higher level of such a course is mainly aimed at a certain theoretical foundation, there is a practical basis for painting, is on the basis of this foundation of these small friends of learning, of course, we will mention again in this course in the copying, this time copying ah and we ah previously mentioned copying, from the content is still different, then what kind of difference? Mainly from the content of more digging, from the painter's point of view to how to feel the nature, as well as with the copy in the correspondence, and then it is converted to the creative practice."

3.2 Teamwork of "Lead Teachers (Anchors) + Learning Companions (Teaching Assistants) + External Teachers".

3.2.1 Creating the IP Image (Persona) of the Lead Teacher (Anchor)

Compared with traditional teaching, live teaching on TikTok has very high requirements for the comprehensive quality of the lead teacher (anchor), who has to invest a lot of time and energy in the preparation of courseware, video recording, and interaction with the online platform before and after class. Such high requirements may be daunting for some teachers, thus leading to the unsustainable development of the "video + live" mode. Therefore, the IP image (persona) of the lead teacher (anchor) is crucial, such as a professor of a famous university, a graduate of a famous university, and so on are the identity labels of the anchor. In addition, the identity of the lead teacher (anchor) of the famous university or the professional and technical expertise in a certain area, with a solid theoretical foundation, profound knowledge, excellent drawing skills, etc., can bring its own traffic on TikTok, and gain the recognition and support of relevant users and fans.

Participant (A5) said, "Purchased Mr FY's class many times now." "Once, attended someone's wedding at night. I haven't been drinking, watched (live) as soon as I got home. For more than an hour, Teacher FY kept talking with his mouth and drawing with his hands. I listened to the whole class with passion. It's not like listening to someone else's class, where you draw for half a day and say one sentence, and then you're falling asleep." "If I had listened to Mr FY earlier, I probably wouldn't have understood, but now, it's just right, so I'm really very grateful to the teacher!"

Core competitiveness refers to the competitive ability to have unique knowledge or technology accumulation under certain institutional constraints. Therefore, for the TikTok live teaching platform, the IP image (persona) of the lead teacher (anchor) is their core competitiveness, and having core competitiveness is an important guarantee for sustainable development. Despite the prospect of live teaching platforms, having a well-designed, functionally complete, high-quality curriculum with continuous innovation is the core competitiveness of such live platforms. Recorded courses that lack innovation and have incomplete functions are difficult to retain users (students) and will reduce users' (students') dependence and stickiness on the live teaching platform.

Participant (A6) stated, "Since attending QZSY's e-learning in 2018, their philosophy is correct and their management and teaching are impeccable. Participating in QZSY's training, I got all-round knowledge and improvement not only in painting, but also in calligraphy, being a human being, etc. I have resolved to accompany each other with QZSY since then."

Participant (WS) said, "Recently, we have developed a new course ah, also in response to the demand, we developed this from 0 to 1 landscape painting basic introductory course ah, is developed for our zero-basic partners, so why do we need this course? Because ah, in the process of our live broadcast, or with you in the process of chatting ah, we found that a considerable part of our students actually do not quite understand, such as how to control the line ah, how to know the literary room ah, pen, ink, paper, ink stone ah, and then how to

read through the painting to know the brush ah, or through the reading of the painting (to) know the (pen) ink ah, through the reading of the painting to identify painters and so on, these most fundamental parts of the people, we have to learn to read the painting to know the painter ah, and so on. In fact, the most fundamental part of these people are still relatively weak, then these things are actually the essence of our traditional culture, but also our landscape painting must be exposed to things."

3.2.2 Learning Companions (Teaching Assistants) and External Teachers Carrying Out Auxiliary Teaching

As the recorded courses are made before class and then put online for students to learn and use after purchase, mainly demonstrating the essentials of painting techniques, compared with the improvisation and interaction at any time of webcasting, the recorded courses are obviously mechanised, and the contents and forms are pre-determined in advance. The lead teacher (anchor) usually has a lot of work to do in the university, for example, he/she has to teach undergraduates and supervise postgraduates, in addition to a lot of transactional work to deal with. Therefore, after students purchased the appropriate recorded courses, they needed to use a team of learning companions (teaching assistants) to carry out supplementary teaching in addition to the guidance of the lead teacher (anchor).

Participant (FY) said, "I am in the university, I have my own job, and I have to teach undergraduates every week, and live teaching on TikTok is my 'tertiary industry', and now the short-video live broadcasting platform is very popular, which gives me more things to do, but my time and energy are limited, therefore, my time and energy are limited. limited, so my learning companions (teaching assistant) plays a big role."

At the same time, the participant (WS) also said, "I now ah, in addition to teaching undergraduates, but also to guide graduate students, in the TikTok on the teaching of Chinese painting, let me feel happy, but after all, my time is limited, ah, a lot of students' questions, need to answer in a timely manner, to guide, and often need to rely on the strength of the learning companions (teaching assistants) them. "

Participant (A5) said, "One word, good! (I) have benefited a lot from Mr FY's course, especially the teaching assistants are very helpful, usually Mr FY is busy, the teaching assistants can provide timely guidance according to each of our learning situation, thank you very much for the (teaching assistants) teachers' attentive teaching."

Participant (WS) said, "Our learning companion team around each of our students ah, can get a very timely a counselling, then, welcome to join our basic course of landscape painting, I believe it everyone in this course inside the course will be able to receive full of dry goods." "We have a special punch card procedure, for example, five in one course can be seen inside the card, through everyone's card punch card ah, the more cards you play, our assistant teacher at any time to follow up in the review, as offline there is a teacher to stand in front of you to go to the tutelage is the same, through the punch card, you can see, (assistant) teacher's review is very meticulous, why timely punch card, timely, and I believe that everyone will be able to receive a full of dry goods inside this course. Why is it necessary to clock in and follow up on the counselling in a timely manner? It is to avoid the detour ah, we drew a lot of how can not have a teacher coaching, right? So these punch card link is particularly important ah."

Participant (WS) also stressed: "I am also in the group, I am also in the group ah, see everyone's wonderful so a punch card link, including the focus of the representative link, we will also get the live room to share. You see our punch card is actually very high frequency ah, very high frequency, through such a punch card session, in fact, to help everyone further in-depth study of landscape painting." "Then you can see for the details of the explanation of ah, including these punch cards, you see thoroughly zero-based friends, they face confusion in the process of learning, so how to resolve these confusions ah, how to solve? Our teachers (learning companion) side have very detailed, then for everyone's ah interpretation and follow-up (counselling)."

In addition, in order to enrich the knowledge structure of students and expand their horizons, in addition to the regular live and recorded courses. According to the researcher's observation, in order to teach Chinese painting, usually the lead teacher (anchor) will also invite professors of related majors to come to the live studio as guests

or to interact with anchors of other related majors through TikTok, to further promote the sharing and dissemination of knowledge.

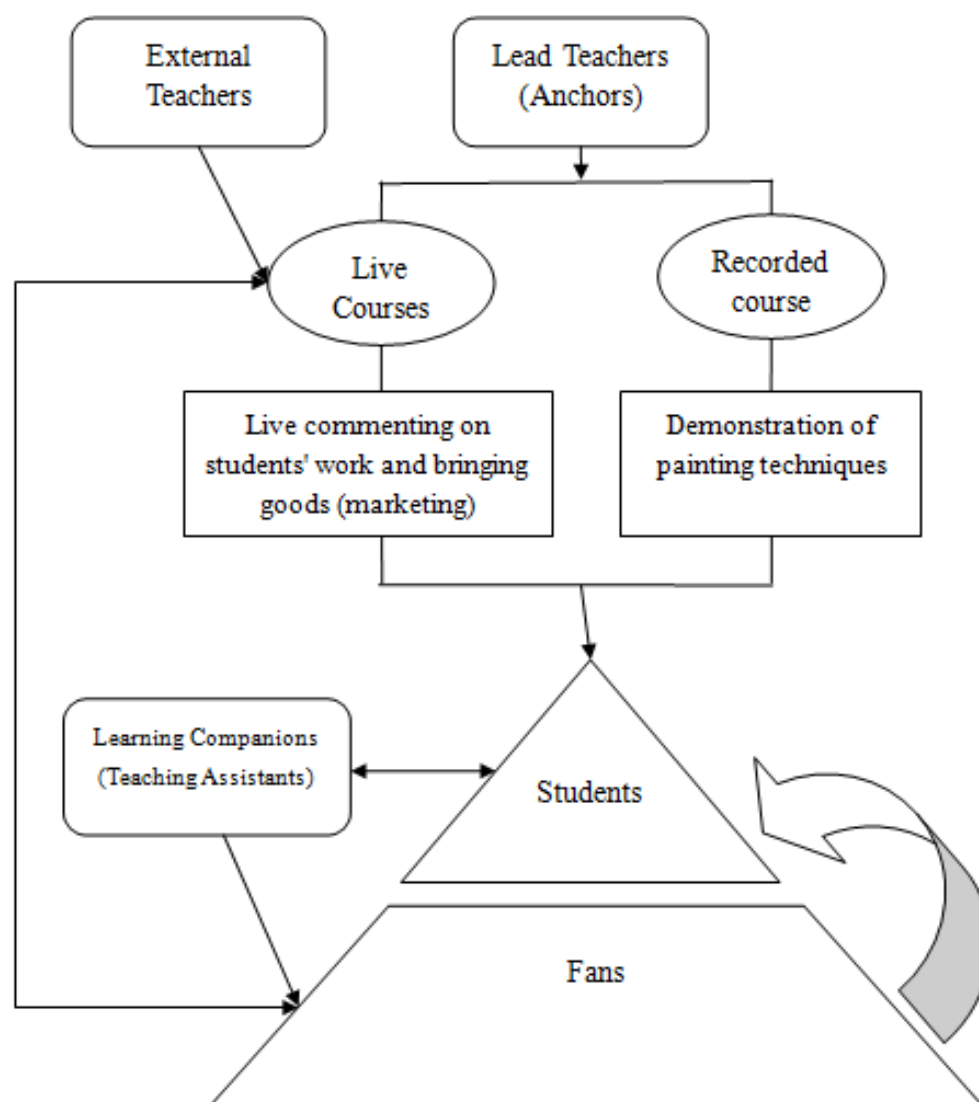


Fig. 1 Schematic diagram of TikTok live teaching

4. Open Sharing of Resources to Promote Equitable Development of Education

4.1 Sharing of Quality Educational Resources to Promote Students' Learning and Growth

Master teacher is the largest quality education resources, through the master teacher initiative into the network to carry out online teaching, breaking the space and time constraints, quality education resources can be shared, so that more students have the opportunity to enjoy the quality of education resources, truly one master teacher teaching, students benefit from a number of schools, so that education "from the boundaries of the border to no boundaries! This will enable education to "change from boundaries to no boundaries", promote universities that are relatively backward in terms of educational resources, help promote the development of educational equity, promote the flexibility and efficiency of education, and truly realise equality in education.

Participant (A3) said, "I come from an ordinary university, and there is no professor with solid expertise like Ms WS in my university. by chance, I swiped TikTok, and brushed the live broadcast of Ms WS, and was immediately attracted by her content. in order to improve my professional level, I have been a loyal fan of her ever since. the classes of Ms WS. also let me feel the teaching level of a first-class university classroom."

By carrying out live teaching on TikTok is the most efficient way to solve the problem of a large number of students learning the same course content, which can be completed to maximise the sharing of resources, and at the same time can reduce the economic pressure of students.

In the learning process of live teaching on TikTok, students can be made to change from passive to active, and give play to their subjective initiative in learning. Through the TikTok live teaching, the course is integrated into the TikTok live broadcast, the classroom teaching atmosphere of the live course and the students' motivation to learn will change to some extent, and through the combination of online and offline, the students will complete the learning content under the guidance of the lead teacher (anchor), and finally present their works, which can be uploaded on the network to upload their learning results, which greatly enhances the students' motivation to participate in the learning and the fun, and is conducive to promoting students' learning growth.

4.2 Expanding Interactive Forms, Enhancing User (Student) Experience and Stickiness

TikTok live teaching has a certain limitation in time, similar to a party between teachers and students, before broadcasting, the assistant teacher team will be released in advance in the fan group announcement, and at the same time in the agreed time "to the field" learning, teachers and students will invariably produce a team cohesion between users (students) can enhance the experience and the viscosity between teachers and students.

Interaction and feedback is an indispensable part of the live teaching process of TikTok, which is also the vitality of its sustainable development. During the live broadcast, students (fans) can interact with pop-ups and gifts, which is not only limited to the interaction between students (fans) and the main teacher, but also between students (fans) and students (fans).

According to the researcher's observation, in order to stimulate students' (fans') sense of participation and increase interactivity, in the process of live broadcasting, the lead teacher (anchor) will regularly remind fans to like the show, add polls and questions, etc., so as to make every user (fan) have a sense of participation. In addition, sometimes rewarding sessions such as lucky draws are added to increase the motivation of users (fans) to participate.

Participant (A2) said: "I am a student of our university, when I was a second year students, teacher WS gave us a course on the Basics of Landscape Painting, and through the class, we got to know about the BZQS TikTok, and I paid attention to it, and I joined the fan group, and I turned on my mobile phone and watched it as soon as teacher WS had a live broadcast, and unlike offline courses, online live broadcasting classes, which are very interesting, were held on the internet. I can give the teacher (anchor) likes, brush gifts, the teacher (anchor) will also from time to time lottery ah, questions ah, the atmosphere of the classroom is very active." "Although the offline course given to us by Ms WS has ended, but because I especially like Ms WS's class, I can still go to Ms WS's class through the TikTok live broadcast, and I am going to apply for Ms WS's postgraduate study."

In the context of network big data, live teaching on TikTok can deepen its own data algorithms with the power of big data, comprehensively record and analyse users, further improve the platform's accuracy and analytical ability, and facilitate the continuous enhancement and improvement of the main teacher's (anchor's) own teaching methods. Through the live data of TikTok, the lead teacher (anchor) can intuitively observe the portrait of the user (fan), and then better meet the needs of the user (fan), and improve the stickiness and loyalty of the user (fan).

4.3 Focus on Learning Experience, Truly User (Student) Centred

In order to attract and retain users, TikTok live teaching needs to focus on the learning experience of users (fans). The learning experience of users (fans) directly affects the frequency of use, the satisfaction of use, the willingness to recommend others to use, and the likelihood of re-use. In order to increase the retention rate of users, the lead teacher (anchor) needs to focus on the users (students) and improve the platform functions and user experience according to the needs and feedback of the users (fans).

In order to enhance the attractiveness of e-learning and stimulate the continuous participation of users (students), the lead teacher (anchor) can create a variety of incentives based on the learning needs of users

(students). Online learning usually lacks external drivers and environmental incentives, which may cause users (students) to lose motivation for continuous learning. In order to solve this problem, TikTok can provide users (students) with information such as learning data, and the lead teacher (anchor) can develop a personalised learning record for users (students) in the painting category, so that users (students) are able to group-tan, like, rank, and share their own works on the network, hold online exhibitions, etc., and be rewarded with virtual medals, which will in turn increase the users' sustained engagement.

In short, online education on TikTok should be truly user (student)-centred, focusing on the learning experience of users (students) through the use of a variety of channels and the establishment of a long-lasting feedback mechanism, so that problems can be fed back in a timely manner and solved in a timely manner, and innovate the teaching content and methodology, and adjust the various platform functions according to the constant changes in the needs of students (fans), so as to make TikTok become an online teaching strong backing.

5. Conclusion and Discussion

The use of TikTok to carry out live teaching is a product of the development of science and technology to a certain stage, and has been further promoted and deepened with the development of network technology. Compared with recorded courses, TikTok live classes are closer to the real offline classroom environment in form. TikTok live online education not only breaks the geographical restrictions, but also simulates the effect of offline teaching, which is the biggest advantage of using TikTok live teaching. Online teaching on TikTok gives us a chance to re-examine the relationship between teachers and students in traditional teaching and provides us with a different way of thinking about teaching. However, as with offline teaching, we still need to establish a user (student)-centred concept to stimulate students' innovative thinking, increase their interest in learning and enhance their practical ability.

Online teaching will become an inevitable trend in the future development of education, with the advantage of not being limited by the number of people, time and space, it is the most effective way that can solve the problem of large-scale students wanting to learn the same course content, while online teaching can effectively enhance the autonomy of students' learning, and give full play to the subjective initiative of students. In the future, online teaching has a broad development prospect, can effectively improve the efficiency and quality of teaching, promote the optimisation of educational resources, help education fairness, is conducive to stimulate the enthusiasm and enthusiasm of students to learn.

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