

Teachtok and the New Learning Pathways



This study investigates the emergence of “teachtokers” and how formal education is adapting to short-video platforms. Through exploratory analysis and in-depth interviews with teacher-creators, Reglab analyzed how this type of edutainment (education + entertainment) is reshaping teaching methods.



“The artist must go where the audience is, right? For me, the idea is the same.” (Victor)

Key Findings

The Scroll Learning Phenomenon: Learning on the platform occurs in a non-linear and contextual way, embedded within the daily flows of digital content consumption. Students do not always access the app with the explicit intention of studying, yet they frequently encounter educational content.



“Teachers are sometimes missing a chance to be closer to their students in the classroom by not utilizing what those students are already consuming.” (Anelize)

New Ways of Learning: Pedagogical practices undergo adaptation to new digital languages, incorporating strategies such as narrative hooks and conceptual synthesis. These resources help stimulate student interest and are mobilized as a complement to formal learning spaces.

Changes in the Teacher-Student Relationship

Relationship: In the digital environment, the relationship between teacher and student becomes closer and less formal. The teacher, once seen as a distant figure, becomes more accessible and human, using humor and more relaxed language to connect with students.



“But if I have a digital presence... they humanize me much more. (...) When I walk into the classroom, the student is already a bit more familiar with me.” (Daniel)

Professionalization and the Creator Economy

Economy: For many teachers, being on TikTok goes beyond the desire to “just teach.” It has become a way to strengthen their careers, gain professional visibility, and supplement their income, placing the teacher within the market logic of the content creator economy.



Access the full study [here](#) and learn more!



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